

The Implementation of Teaching Reading Through Genre Based Approach for University Students

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Abstract. The first aim of this study investigated how the Genre Based Approach (GBA) can be used to build the university students' motivation in reading procedure text. The second is how GBA can be used to solve the students' difficulties in reading procedure text. It used a qualitative approach which involved the case study method. The research participants in this research were 10 of first semester students who took the advanced reading at the Informatics Engineering Department, Faculty of Engineering, UMT. The GBA can be used to build the students' motivation (by using the extrinsic factors of motivation), and it can be used to solve the students' difficulties. The researchers implicate, the lecturer should apply GBA to increase the university students' motivation and helps their challenges in reading procedure text. Based on the observation, there were many students uncaring about it until the lecturer commanded them to read a procedure text. Moreover, we hope that other researchers will conduct further exploration of the teaching reading procedure text using GBA.

1. Introduction

English is not only of Foreign Language (FL) in Indonesia but also it is the International language that the university students have to learn and expert in using it. Learning English is necessary for university students because they should accuse to know many sectors of knowledge, such as Business, Education, Banking, Science, Engineering, Medicine, and soon.

Meanwhile, for some university students, English has assumed a complicated subject, so it needs many particular ways to master it. It means that the lecturer should try to make use of appropriate teaching methods in the process of teaching and learning activities. The method used determines the actions in the process of teaching and learning in the classroom. The lecturer has to be able to conduct a well-situated condition and strategies that make the university students feel pleasant in the class. The use of methods approaches and procedures are essential. These factors are not the key to gain the goals because the teacher is the pilot point in leading the process of teaching and learning activity.

The university students are expected to be able to apprehend as well as various text or types of genres such as procedural, descriptive, recount, narrative, report, news item, exposition, and review text. However, the researchers focused on reading comprehension of procedure text because it had in the curriculum of the Informatic Engineering Department. Moreover, it had an essential function related to university students' activities in the classroom.



For the beginning of the research, the researchers used unstructured questionnaire (open-ended questions) on pre-observation. It used to know the general problems that the university students faced when they are learning English in the classroom. The researcher found some issues faced by the students; students had difficulties in comprehending procedure text so they could not understand the content of the book itself. Besides that, they did not have enough vocabulary, so they were difficult to understand the meaning of words that they found in the procedure text. It happened because they did not get interesting in reading the procedure text. It means that their reading motivation was lack.

Moreover, the time allocation of the study was not enough in the process of teaching-learning, and the number of classes was large. Sometimes it has more than thirty university students in one category. So the teaching-learning process in the classroom was not sufficient. It was our responsibility as a lecturer to solve these problems because reading is a fundamental skill. If the students wanted to get some information, they should read the text. The students were able to get the meaning in a written document by reading too.

There were some methods or approaches that we can use to help the lecturer get more comfortable in the teaching-learning process. Based on pre-observation, the researchers found that the English lecturer of the Informatics Engineering Department used GBA as one approach in teaching reading procedure text. It used to support the success of teaching-reading. Based on the reasons above, the researchers wanted to investigate how the Genre Based Approach (GBA) can be used to solve the students' difficulties. Also, how it can be used to build the students' motivation in reading procedure text.

Therefore, the researchers have interested to conduct their study focused on the process in the implementation of teaching-reading procedure text by using GBA. Based on those explanations, the research questions promulgated as follows:

- How can the Genre Based Approach (GBA) be used to build the university students' motivation in reading procedure text?
- How can the Genre Based Approach (GBA) be used to solve the university students' difficulties in reading procedure text?

2. The Review of Previous Literature

Many researchers have already done some researches on GBA in the teaching of English. Some of them investigated the implementation of GBA in writing, listening, speaking, and reading skills with different text. The researchers focused this study on the application of teaching reading procedure text using Genre Based Approach because university students used procedure text in their English lesson. On this occasion, the researchers shared four previous types of research related to the research questions of this research.

Research in this area included the investigation of how the implementation of Genre Based Approach in the process of teaching and learning English at SMA Negeri 1 Surakarta[1]. This research used qualitative research. In the form of a naturalistic method to investigate how far this approach influenced the student proficiency in learning English, what difficulties faced by the teachers and how to overcome, and what is the teachers' perception about it. Based on the research, GBA not only has a significant influence to develop the students and teachers competency but also to improve language proficiency through the understanding of different text type.

Another study investigated the impact of the genre-based approach for supporting English literacy development of Thai tertiary students[2]. The participants of the research were fourteen third-year students in Bachelor of Arts in the English major program at Chiangrai Rajabhat University. A qualitative case study design used by the researcher, and the data analysis collected from supplementary data, multiple sources, and including core data. The finding showed that GBA had a positive impact on the university students' reading and writing skills of English development.

A qualitative case study could describe the problems of in-depth analysis. In the current research, the researchers would like to use a qualitative case study as the research design. Thus, a qualitative

case study considered this research because one of the purposes of the research was to identify how a Genre Based Approach can be used to solve the students' difficulties in reading procedure text.

Some researchers researched the implementation of GBA at MAN Model, Jambi. They investigated, GBA has implemented around five years at the school. They found some students could not create and produce the texts that they have learned either in the written and oral form[3]. Based on their analysis, all teachers did not do all the steps in GBA. There are some problems, such: the limited time; the teacher had a problem in implementing GBA because they lack teaching technique, classroom management, and students' lack of vocabulary. Moreover, English teachers at MAN Model Jambi solved the problems by doing bilingual teaching (the teacher used English first then translated into Indonesian). So they instructed the students to underline the problematic words contained in the text, next find the meaning; then, they were obliged to memorize the words or develop the words into sentences.

Another previous study analyzed students' motivation in reading. This study adopted Castle's research because one of the research questions of this study is to identify how a Genre Based Approach can be used to build the students' motivation in reading procedure text. Castle used a case study as a research design in her research, and the participants of the study were primary-aged students (three students of Caucasian boys) who studied in an Urban setting with students ages pre K-6. The background of this project occurs in the student's elementary school classroom, a quiet study room, and the school library. The problem statement of this study is that many students cannot find personal reasons to read for pleasure. Moreover, the purpose of this study is to investigate what personally motivates three students in primary grades to learn. Based on her result of the research, the students motivated by self-selection or literature of interest, guidance from teachers and adults with reading skills, having personal confidence in their reading ability, and extrinsic factors[4].

Considering all of the previous studies, GBA is a flexible method because it can use in all of the skills of English lessons (reading, writing, speaking, and listening). Moreover, by GBA, the students can improve language proficiency through the understanding of different text types and acquire how to read, listen, write, and speak a text in English by melted together. In this study, the researchers adopted these previous kinds of literature above to identify how the implementation of teaching English by using GBA can improve the university students' reading skills. It focused on investigating the process of university students' reading when they read a procedure text.

3. Results Methods

The method used in this study was the case study method. It conducted to use a wide variety of data (such as records, documents, interviews, and various types of observation) and to provide an in-depth understanding of the phenomenon. It is in line with the statement, "A case study can define as an exploration of a "bounded system" or a case (multiple cases) over time through detailed, in-depth data collection involving multiple sources of information-rich in context."[5]

4. Results of Data Analysis and Discussion

This study has two results questions. That is how GBA can be used to build students' motivation in reading procedure text; and how GBA can be used to solve the students' difficulties in reading procedure text.

4.1 Research Question 1.

4.1.1 *Observation.* In this activity, the researchers investigated ten students' behaviour when they were reading procedure text in the classroom, and it has done in 3 observations. All of the processes of observation recorded through the classroom motivation observation checklist and field note.

The first observation showed that all of the participants kept paying attention to the teacher at five until the last 15 minutes after starting the lesson (in pre-reading). They were fascinating and showed enthusiasm when the teacher gave them motivation. They said that the topic today was crucial and exciting for the students because it would test in their final exam and useful in their lives. They were staying on the tasks, completed their assignments, and showing signs of enjoyment during the lesson.

They also demonstrated a procedure text altogether, although 3 out of 9, the participants were not confident or nervous.

Whereas, based on the results of the second observation. The researcher summarized that all of the participants kept paying attention to the teacher at five until the last 15 minutes after starting the lesson (in pre-reading), and they focused on reading the text several times during the lesson. The interested and showed enthusiasm when the lecturer gave them a motivation if they did well the tasks by correcting the way and answers, they would provide a good score. They were staying on the tasks, completed their assignments, and showing signs of enjoyment during the lesson. They also finished demonstrate a procedure text well, and all the participants were confident. It means GBA can be used to build their motivation or self-confidence in reading a procedure text.

In the third observation of the process of reading procedure text by using GBA, the students were interested and enthusiasm when they had to find their favourite procedure text. Moreover, the lecturer showed recognition, attention, and guide them during the lesson. They believe, and confidence would get a good score in this lesson.

Besides, some factors that can be used to build the students' motivation in reading procedure text. The lecturer who used GBA in the teaching and learning process should guide the students in four stages of GBA, such Building Knowledge of The Field (BKOF); Modeling of the Text (MOT); Joint Construction of the Text (JCOT); and Independent Construction of the Text (ICOT).[6]

The students should follow the stages because they related to each other. Especially when the student wanted to go to demonstrate the procedure text. They should understand the purpose and meaning of the procedure text. It means that the lecturer has a responsibility to guide their students in reading to understand the text (recognition).[7]

4.1.2 Interview. Based on the results of the interview form, student A said that learning to read a procedure text with GBA is more natural than not using it. It increased her reading motivation. Moreover, student B said that learning reading the procedure text with GBA could help him to understand the text more quickly. It increased his reading motivation because he should read the text several times. Besides student C said that when he demonstrated the text with a tool in the classroom, he got personal confidence in reading ability and increased his reading motivation. Students I and H said that GBA in reading procedure text could increase his motivation because he could understand the text.

The statements above are related to the previous study says that extrinsic factors also motivated the students to read. [4] The extrinsic motivations are recognition, grade, social, competition, and compliance.[8]Here, it can seem that based on the results of the data analyzes, the extrinsic factors of students' motivation in reading procedure text are recognition, grade, and social.

4.2 Research Question 2.

4.2.1 Document. The results of the data analysis in Text 1 shown, the students did not have the difficulties in sub-skills prediction and demonstrating. They answered the questions correct (0%) in their worksheet. It was 10% the difficulty level in summarizing, and it means that only 1 out of 10 students was incorrect. It was 20% the difficulty level in translation, and it means that 2 out of 10 students were wrong. The highest of the difficulty level is synonyms and antonyms (30%), which means that 3 out of 10 students were incorrect to answer the questions. They were challenging to find the meaning of words or decided the distinctions between differences and similarities of the words until the teacher showed a knob on the cell-phone after they answered it. These students were at the reduced level in reading and looked unconfident (some of them did not pronounce it well) when they demonstrated the text although they finished it.

Whereas, the results of the data analysis in Text 2 showed that the students did not have the difficulties in sub-skills prediction, summarizing, and demonstrating. They answered the questions correct (0%) in their worksheet. It was 20% the difficulty level in synonyms and antonyms; it means that 2 out of 10 students were incorrect. The highest of the difficulty level is a translation (30%),

which means that 3 out of 10 students were incorrect to answer the questions. They were challenging to find the meaning of words when translated the command expressions. Some of them (student H and student I) were at a reduced level in reading. However, here, in the second activity (Text 2), they looked more confident than in the first activity (Text 1) when they demonstrated and read a procedure text in the class.

The researcher found that the students' difficulties in reading procedure text were when they had to look for distinctions between words (synonyms and antonym), translation, and summarizing. It means, if the students going to appreciate works of literature, need to understand what difference it makes. If they say "A" instead "B", and therefore, why the writer chooses the alternative he did. The findings showed that when the students try to find the synonym and antonym of the word, they also learn to increase their vocabularies. The other factor of students' difficulties is summarizing. Summarizing is relevant to the students' needs and even an excellent practice to ask them to make notes for an essay on a topic that might reasonably follow from reading the text. [7]

On the other hand, if the students were able to make a summary, it meant that they understand the main idea in the text. The translation is the highest of students' difficulties in reading procedure text. Based on the findings, there are some unfamiliar words or phrases on the procedure text such as "the golden connect arson" (Text 1), "sign up" or "sign-in," and "search login page" (Text 2). Sometimes, almost the students could not find these meanings in the Indonesian dictionary.

It would be helpful if the procedure text completed with some pictures in each step of these procedure texts. Some images in the procedure text could help the students to find the main idea or topic of the text when they should summarizing the procedure text. However, these problems had to solve in the third meeting (Text 3) when the teacher asked them to complete their students' writing reports. Some of them collected their favourite procedure text with pictures or signs.

Moreover, the GBA's stages help the student to solve these problems too because, in Modeling of the Text (MOT), the students have the opportunity to discuss vocabulary with their classmates and lecturer.

4.2.2 Interview. From the interview form, number 10 showed 6 out of 10 students stated, reading a text by using GBA can help them to solve their problems (to understand the meaning of the words). Also, 3 out of 10 students said that learning reading using GBA could help them to solve their problems in pronouncing the words in procedure text. There were some difficulties in words which they could find it because of related technology.

Besides, based on the interview form number 11, all of the students agreed that reading using GBA could help them to understand the text when they read procedure text. There were some reasons here. Because the lecturer asked them to find out the meaning in the dictionary, she asked them to read a procedure text several times, and then applied a procedure text in the class. So, the researcher concluded that GBA in reading procedure text could help the students to solve the student's difficulties in reading procedure text.

5. Conclusion and Implication

5.1 Conclusion

In the results of the research, the researcher concludes that the implementation of teaching reading procedure text through GBA can build the university students' motivation in reading skills. When the university students are doing reading procedure text, the lecturer always guides them (recognition). After they read the procedure text, they would have a score (grade). So they could increase their confidence (social). In the Joint Construction of the Text (JKOT) stage, they should demonstrate the procedure text by the appropriate step and using a tool in the classroom.

Although there are some problematic reading sub-skills when the university students reading procedure text (synonym and antonym, translation, and summarizing), GBA could use it to solve their difficulties. Because in Modeling of the Text (MOT), they have the opportunity to discuss vocabulary

with their classmates and their lecturer. Based on the result of students' discussion, they can make the decision what the best or correct meaning of words or phrases.

5.2. Implication

The researchers implicate that the lecturer should apply GBA to increase the university students' motivation and help their difficulties in reading procedure text, especially in teaching-reading activity. Because they faced various kinds of applications, programs, and tools in their lesson, which usually written by using procedure text. It will be helpful if there are some pictures or signs on the procedure text to make them easier to get the main idea or understand the topic of the text.

Based on the observation, there are many students uncaring about it until the lecturer should command them for reading a procedure text. The study showed that using GBA; the students can more easily find the meaning of vocabulary (synonym, antonym, and translate), the main idea by summarizing and personal confident by demonstrating in reading procedure text. Therefore, they should apply GBA to help them comprehend the text, especially procedure text, both inside and outside the classroom. Moreover, the researchers hope that other researchers will conduct further exploration of the teaching reading procedure text using GBA.

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