Journal of Educational Sciences

Implementing Genre Based Approach in Teaching Reading: A Case Study at Vocational High School Students

Nola Putri Lailatussyifa*, **Abdul Kodir Al Baekani**, **Putri Kamalia Hakim**
FKIP, Singaperbangsa Karawang University, Karawang, 41361, Indonesia

ARTICLE INFO

A B S T R A C T

This study explores the implementation of the Genre-Based Approach (GBA) in teaching reading to vocational high school students. Utilizing qualitative research methods, the study examines the stages of GBA, namely Building Knowledge of the Field (BKoF), Modeling of the Text (MoT), and Independent Construction of the Text (ICoT), while skipping the Joint Construction of the Text (JCoT). Findings indicate that interactive discussions during BKoF and the teacher's demonstration of text structures and language features during MoT significantly enhance students' understanding of narrative texts. The transition to ICoT facilitated students' independent text analysis, promoting autonomy and confidence. Student feedback highlights increased engagement and comprehension, particularly due to the interactive and structured nature of GBA. This approach effectively fosters a supportive learning environment, resulting in improved reading skills and a deeper understanding of narrative texts.

1. Introduction

In learning English as a foreign language, students strive to master four essential skills: listening, speaking, reading, and writing. Teaching reading can be an effective way to incorporate the other three skills. Reading is crucial in the educational process as it fosters critical thinking, expands knowledge, and provides new information. Joycey (2006) describes reading as an engaging activity where the reader actively interacts with the text. Moreover, reading is crucial for students as it necessitates comprehension of the material. However, students frequently encounter difficulties in understanding texts and their meanings, particularly in reading. According to Chan et al. (2019), these challenges arise from differences between written and spoken English, causing usage difficulties and potentially deterring students from reading (Rahmasari, 2017). Many educators still employ traditional methods for teaching reading, believing them to be effective. These methods often involve teacher-led

instruction with individual tasks, which can lead to boredom and decreased interest, especially in large classes. From the author's experience, teaching reading in large classes is challenging due to high noise levels and varying student abilities, making it difficult for students to concentrate and complete tasks at different paces. This situation can be uncomfortable for weaker students who may feel pressured by more advanced peers. Additionally, the competitive nature of individual work can result in success for some students while others struggle, reducing overall interest in reading. Effective reading instruction requires engaging techniques that enhance students' enthusiasm for understanding texts.

Nurbianta and Dahlia (2018) assert that teachers need strategies to help students understand English reading materials. Ahn (2012) points out that the genre-based approach was developed to address the shortcomings of the process approach. Martin (2009) based the genre-based approach on Halliday's systemic-functional linguistics theory, which views genre as a structured, goal-oriented social process carried out through language. The genre-based approach aims to support language learning as a social activity (Feez & Joyce, 1998) through stages such as Building Knowledge of the Field (BKoF), Modeling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT). This approach involves collaborative knowledge building between students and teachers, with students participating in discussions and receiving guidance, promoting interaction and feedback throughout the learning process.

In conducting this research, various previous studies were referenced. One such study is Tanti's (2019) research on using the Genre-Based Approach (GBA) for teaching writing skills, specifically recount texts. Tanti's findings show that only a few students demonstrated strong writing skills, indicating that GBA did not have a significant impact on their writing. Additionally, it was found that English teachers did not fully implement all stages of GBA. Despite this, some students were able to understand the narrative text material and learned how to write recount texts. The key difference between Tanti's research and this study is that the former focused on teaching writing recount texts using GBA, while this study applies GBA to teaching reading narrative texts. Furthermore, this research is supported by Setyo's (2019) study on using GBA for teaching narrative listening. Setyo's findings suggest that GBA improves students' listening comprehension, as evidenced by their performance in listening tests and written assignments. Students were able to follow the schematic structure and linguistic features, applying them effectively in their writing. While Setyo's study is similar to this one, the previous study focused on listening skills, whereas this research emphasizes reading skills.

Nurfadilah (2023) conducted similar research on Indonesian EFL teachers' perceptions, implementations, and challenges with genre-based teaching practices. The study revealed that most EFL teachers were familiar with GBA and viewed it positively. However, the implementation of GBA in EFL classrooms did not follow standardized practices. Challenges included students' limited vocabulary, time constraints, and teachers' ability to select appropriate texts and design relevant tasks. The findings offer insights into GBA usage and teachers'

responses, serving as a reference for selecting effective techniques for reading activities to benefit students. Building on previous studies, this research focuses on the application of the genre-based approach in developing reading comprehension skills, particularly in narrative texts. The gap addressed by this research is the specific implementation of the genre-based approach for teaching reading narrative texts. Narrative texts were chosen due to common student difficulties, such as lack of interest, challenges in understanding themes and implied meanings, limited vocabulary, lengthy and complex texts, and difficulties in identifying text structures. To address these issues, a structured and varied approach like the genre-based approach is necessary. Additionally, through GBA, students enhance not only their reading skills but also their writing skills as a result of the reading activities.

Therefore, based on the description above this study aims to describe the implementation of GBA in teaching reading comprehension in the classroom and to identify students' responses to the implementation of GBA in learning reading

2.   Methodology

Employing a qualitative methodology, the research focuses on categorizing data such as sentences, phrases, and words (Creswell, 2014). A case study design was chosen to analyze the specific processes involved in GBA application (Baxter & Jack, 2008). Conducted at a vocational high school in Karawang, West Java, Indonesia, from May to June 2024, the study involved twenty-five tenth-grade students aged 16 to 18. A pre-survey highlighted low reading interest and poor English comprehension among students. Five students were interviewed, selected based on daily grades and comprehension abilities, with pseudonyms used for ethical reasons. The data collection techniques employed in this research included triangulation methods, involving classroom observation, students interview and documentation. Systematic notes were taken during classroom observations to track GBA implementation. Interviews with open-ended questions were conducted post-class to capture student perspectives, with responses recorded and transcribed. The documentation included photos of learning activities and students' text comprehension outcomes. Data analysis followed Miles and Huberman's (1994) framework: data reduction, data display, and conclusion drawing and verifying. This process involved summarizing and focusing raw data, organizing it for analysis, and drawing conclusions to address the research questions. Findings were compared with existing theories to identify similarities and differences.

3.   Results and Discussion

A. *Implementation of GBA in Teaching Reading*

The genre-based approach (GBA) was implemented in three steps: Building Knowledge of the Field (BKoF), Modeling of the Text (MoT), and Independent

Construction of the Text (ICoT), with Joint Construction of the Text (JCoT) skipped.

1) Building Knowledge of the Field (BKoF)

This stage aims to build students' prior knowledge about the text's topic. The teacher initiated discussions, asked challenging questions, and used visual media to create context, leading to active student participation. the key findings of this stage include: Interactive Discussion activities where the students engaged actively in discussions about narrative texts, Building Context and background knowledge where the students connected narrative text topics to their experiences, and Teaching reading Strategies used by teacher include Pre-reading activities including linking stories to personal experiences and setting reading goals. Figure 1 shows the documentation of the activities at the BKoF stage.

Figure 1. Students asked and discussed about their prior knowledge

2) Modeling of the Text (MoT)

The teacher explained the narrative text structure and language features using examples, followed by text analysis exercises. some key findings at this stage include: modeling text Structure and language features where the teacher demonstrated narrative text elements and vocabulary, student engagement and participation is students actively participated in text analysis and demonstrated improved understanding and teaching reading strategies used by teacher is implemented activities included Reader's Theater and interactive reading strategies like predicting and annotating. Figure 2 shows the text that was used by the teacher for modeling at the MoT stage.
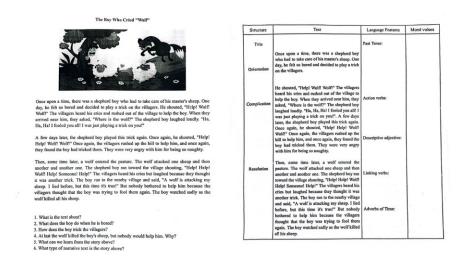
Figure 2. Examples of Narrative Text used for Modeling by the Teacher

3) Joint Construction of the Text (JCoT)

In this stage, students were supposed to work in small groups to analyze and understand narrative texts, fostering interaction and discussion. However, after implementing the Modeling of the Text stage, the teacher skipped this stage and moved directly to Independent Construction of the Text (ICoT). The teacher decided to skip this stage to save time and focus on providing necessary guidance during the ICoT stage.

4) Independent Construction of the Text (ICoT)

Students independently read and analyzed narrative texts, applying their knowledge from previous stages. Key findings include: students demonstrated their understanding independently and challenges faced by students are variations in students' analytical abilities and limited English vocabulary posed challenges.

B. *Students' Responses to Learning Reading Using GBA*

1) Students felt more active during BKoF stage discussions.

Based on the interview about students' response toward learning reading using genre based approach, the researcher found that because in the BKoF phase, the teacher emphasized the steps of preparing students to engage with the topic and sharing their experiences, the students felt that it makes them more active and helped them because they found it easier to understand the topic of the text they were about to study, as it provided a foundation based on their prior knowledge and experiences. The finding are evidenced by comments from R1 and R6, who mentioned that:

R1= *"jadi ngerasa lebih aktif aja karena biasanya kalo belajar kan langsung masuk ke teori tapi kalo kemaren ada diskusinya dulu"*

R6= *"saya merasa aktif dan ikut terlibat saat ngomongin topik di awal pembelajaran dan hal tersebut juga sangat membantu saya dalam memahami topik yang lagi dipelajarin"*

2) Helped students grasp narrative text structures and language features.

At the MoT stage, the students found it helpful for grasping the features and context of the story because the teacher provided a direct experience by reading, discussing, and analyzing the text together. This approach significantly impacted the students' ability to recognize specific text features. Additionally, it was beneficial in offering direct experience, which Rusman (2012:258) supports by stating that direct experience is essential for helping students become familiar with concrete concepts as a foundation for understanding more abstract ones. The finding are evidenced by comments from R1 and R6, who mentioned that:

R1= *"dengan baca beberapa contoh teks jadi lebih terbiasa melihat struktur dan juga unsur kebahasaannya"*

R6= *"buat saya sendiri dengan baca dan menganalisis beberapa contoh teks gitu sangat membantu karna lama-lama jadi hafal dan familiar dengan struktur dan yang lain-lainnya jadi lebih terbiasa juga karna udah baca beberapa teks "*

3) GBA helped students to understand the context of the story they read better.

In the implementation of GBA in learning reading comprehension, students were assigned to read and analyze texts together and individually. In the interview, some students expressed that during the BKoF and MoT stages they were given several text examples and analyzed them together with the teacher and classmates. They felt very helped by this process because they became more accustomed to and familiar with both the structure and language features contained in narrative texts. This made it easier for them to identify the main ideas and key points of the texts they read.

Discussion

A. The Implementation of GBA in Teaching Reading

1) Building Knowledge of the Field (BKoF)

Observations revealed several key findings on the implementation of GBA. Firstly, teachers engaged students in interactive discussions to relate new topics to prior knowledge, making students more active. This supports Zukhrufy's (2019) findings that GBA fosters active engagement and gradual independence. Secondly, teachers built students' background knowledge through brainstorming, vocabulary discussions, and connecting topics to prior experiences, enhancing engagement and comprehension as noted by Derewianka (2011). Lastly, during pre-reading activities, teachers used titles and pictures to help students predict content, aligning with Emilia's (2016) emphasis on training students to predict text meaning and understand grammar.

2) Modeling of the Text (MoT)

During the MoT stage, the teacher gave clear and detailed instruction on narrative text structures and linguistic features. This included reading example texts aloud, emphasizing components like orientation, complication, resolution, and key linguistic elements such as adverbs of

time, descriptive adjectives, and past tense usage. The teacher used think-aloud strategies to show how to identify and analyze these features, pausing during the story to highlight vivid adjectives and discuss their impact. This step-by-step guidance helped students internalize genre conventions, supporting Callaghan and Rothery's (1988) research on the importance of explicit modeling in genre-based instruction.

3) Joint Construction of the Field (JCoT)

Based on observations, the teacher skipped the Joint Construction stage, implementing no activities at this point. This decision was made due to limited time and the students' prior learning of structure and language features during the BKoF and MoT stages, which Freez (2002) supports as a time-saving approach. Emilia (2016) notes that the flexibility of SFL GBA allows for skipping stages without undermining the process, consistent with SFL GBA experts Callaghan and Rothery (1988) who state that the teaching cycle is not a rigid sequence, and Macken-Horarik (2002), who mentions there is no definitive way to sequence teaching and learning activities.

4) Independent Construction of the Field (ICoT)

Based on the observation results, it was found that during the ICOT stage of GBA, students independently read and analyze texts, using the skills and knowledge from the BKoF and MoT stages. The teacher offers minimal guidance, fostering student responsibility. This independence boosts confidence and proficiency in text analysis. Macken-Horarik (2002) emphasizes that this gradual release of responsibility is key for developing autonomous learners. Additionally, peer-review sessions enhance understanding, collaborative learning, and critical thinking.

B. Students Response toward the implementation of GBA in learning Reading

1) Students Feel More Active During BKoF Stage Discussions

Based on interview results, the Genre-Based Approach (GBA) makes students more active. According to a study conducted by Zukhrufy (2019), GBA involves principles that let students work independently with decreasing teacher guidance over time. This scaffolded approach addresses different language aspects and engages students step by step, ultimately leading to independent work. Since language is a means of communication, interactions during learning are crucial. GBA supports active student involvement, providing a genuine learning experience, making it an effective method for language acquisition.

2) Familiarity with Text Structure and Language Features Through MoT Stage

Interviews revealed that students find it easier to understand text structure and language features because the teacher provides direct experiences by reading, discussing, and analyzing texts together at the BKoF and MoT stages. This method significantly enhances students' ability to recognize specific text features. Understanding the text is crucial for identifying its features, as texts contain the discussed content, the author or speaker, and the intended audience (Kress, 2003). This approach fosters critical reading skills, encouraging students to be discerning readers. Direct experience, as

Rusman (2012) states, helps students become accustomed to concrete concepts, forming a foundation for understanding more abstract ones.

GBA help students to understand the context of the text they read Interview results indicate that students find GBA helpful for understanding the text they read. They became more familiar with narrative text structures and language features, learning proper reading techniques for accurate information extraction. This approach made it easier for them to identify main ideas and key points. SFL GBA emphasizes explicit teaching, where teachers clearly define the skills students should acquire, focusing on how language creates meaning in various text types and their linguistic characteristics (Feez & Joyce, 1998; Cope & Kalantzis, 1993).

4. Conclusion

Based on the research findings and discussions on the implementation of the Genre-Based Approach (GBA) in teaching reading comprehension, significant insights were revealed. The study highlighted the successful application of GBA stages, particularly Building Knowledge of the Field (BKoF) and Modelling of the Text (MoT), in enhancing students' understanding and reading skills. During the BKoF stage, interactive discussions and pre-reading activities connected new content to students' prior knowledge, facilitating a deeper understanding of the text's context and main ideas. In the MoT stage, the teacher's modeling of text structure and language features helped students grasp the components of narrative texts more thoroughly. The gradual release of responsibility from teacher to student fostered autonomy and confidence in text analysis. Skipping the Joint Construction of the Text (JCoT) stage allowed for more focused guidance on essential aspects, making the process more efficient without undermining the overall effectiveness of GBA. The implementation of GBA in reading comprehension lessons received positive feedback from students. They felt more active and engaged during the BKoF stage due to interactive discussions that related the topic to their experiences, making it easier to understand the text. At the MoT stage, students found the approach beneficial for understanding the structure and language features of narrative texts. The process of reading, discussing, and analyzing texts collectively enhanced their ability to identify main ideas and key points. These findings are supported by student interviews, which highlighted increased familiarity with narrative structures and improved comprehension skills. Overall, the GBA approach effectively fostered a more interactive and supportive learning environment, leading to better student outcomes in reading comprehension.

References

Carl Hughes, J., Beverley, M., & Whitehead, J. (2007). Using precision teaching to increase the fluency of word reading with problem readers. *European Journal of Behavior Analysis, 8(2),* 221-238.

Cao, C., & Guo, S. (2015). Genre analysis and advanced English teaching. *Theory and Practice in Language Studies, 5(12)*, 2613.

Hyland, K. (2003). Genre-based pedagogies: A social response to process. *Journal of Second Language Writing, 12(1),* 17-29.

Nabilah, N. (2023). English Teachers' Knowledge of Genre-Based Approach: Concept and Implementation. *Journal of English Education and Applied Linguistics, 12(3)*, 1030-1045.

Nahid, A., Suseno, M., & Pujiati, H. (2018). Genre-based approach to teaching speaking of descriptive text: A case study at a rural junior high school in South West Nusa, Indonesia. *Journal of English Language Teaching, 6(1),*65-76.

Putra, R. M. (2019). A study on genre-based approach in teaching speaking to Indonesian EFL learners.*Pedagogy: Journal of English Language Teaching, 7(1)*, 1-9

Daniarti, Y., Taufiq, R., & Sunaryo, B. (2020). The implementation of teaching reading through genre-based approach for university students. *Journal of Physics: Conference Series 1477(4)*, 042064.

Cahyono, S. P. (2017). The implementation of a genre-based approach to teaching narrative listening. *Yogyakarta International Conference on Educational Management, 284-289.*

Ningsih, D. W., Zaim, M., & Rozimela, Y. (2015). The implementation of Genre based approach in teaching reading: A case study at SMPN 17 in Pekanbaru. *Journal English Language Teaching, 3(1).*

Arifin, W. L., Arifin, A. A. A., & Rini, S. (2024). The Investigation of Students' Writing Skill Improvement in GBA Implementation Using Procedure Text. *Journal of English Language Teaching, 9(2)*, 33-44.

How to cite this article:

Lailatussyifa, N. P., Al Baekani, A. K., & Hakim, P. K. (2025). Implementing Genre Based Approach in Teaching Reading: A Case Study at Vocational High School Students. *Journal of Educational Sciences*, *9(1)*, 120-128.