

## ACQUIRING SECOND LANGUAGE OF READING SKILL THROUGH GENRE-BASED APPROACH

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### Abstract

The purpose of this study was to find the effect of acquiring second language of reading skill through Genre Based Approach. Participants were divided into two treatments groups, and each group was assigned to do the same test, containing sections which involved reading items. Post-test was held immediately after the experiment was over. The results indicated that the score of the experimental group that is taught by using genre based approach is higher than control group were not taught by using genre based approach. It was proved that the students did better in mastering their reading skill when they were taught by using genre based. The data shows that the experimental group increases the mark significantly rather than the control group which applied other methods. So, the researchers concluded that this method will help students to get more understanding in term of reading.

**Keywords:** reading, GBA, SLA

### Introduction

The acquisition of language is a process by which people get the capacity to understand, produce, and use words understand and communicate. The language acquisition usually refers to the acquisition of the first language, which is learning the acquisition of babies from their native language, not the second acquisition of language, related to acquisition (in young and adult learners) of additional languages. This capacity involves taking various capacities including syntax, phonetics, and extensive vocabulary.

In developing students' language acquisition in reading skill, students face some problems such grammar, vocabularies, etc. Even though teacher tries to simplify the reading material, they will get the difficulties on some parts. In the reading areas, they are asked simply to catch the information of the text or certain simple discourse. Some questions also ease the students in having vocabulary mastery, such as looking for synonym and antonym.

By knowing the problem above, the researchers try to teach reading skill in certain topic using other method; Genre-Based Approach. Genre-Based Approach is

tried to improve students' abilities in getting information of the text. In term of reading comprehension, students' understanding will be the most important things to be developed. Using this method, the researchers will look for the increasing of students' way in getting the message of the text. The researcher will focus on the applying this method to solve the students problems in reading skill development. This research is guided by answering these questions: (1) How is implementation of Genre Based Approach in teaching reading to the seventh grades of SMP N 2 Surodadi, Tegal? and (2) Does GBA give positive effect on the stuent's' reading achievement at studentsof SMP N 2 Surodadi?

### Theoretical Framework

English is the language used as a medium of communication and as the first language used for others around the world (Hornby, 2008, p. 147). Thus, English has become the main communication medium for people in various countries in the world. English has been used as the official language for use in the international world. English is the most representative language of all languages.

English is very important and useful for students, because many media both from books and internet media about English and can increase knowledge.

Language acquisition refers to first language acquisition, which studies learn acquisition of their native language, rather than second language acquisition, which deals with acquisition of additional languages. Possessing a language is the quintessentially human trait: all normal humans speak, no non human animal does. Pinker (1987) says, “Language is the main vehicle by which we know about other people's thoughts, and the two must be intimately related. Every time we speak we are revealing something about language, so the facts of language structure are easy to come by; these data hint at a system of extraordinary complexity.” Thus, learning a first language is something every child does successfully, in a matter of a few years and without the need for formal lessons. With language so close to the core of what it means to be human, it is not surprising that children's acquisition of language has received so much attention. Anyone with strong views about the people mind would like to show that children's first few steps are steps in the right direction. Here, there are some children's language acquisition stages.

Reading skill is the one of the skill which needs students' ability to understand and catch the meaning of the text. To achieve the objective of the learning process, Brown (2001, p. 298) provides some consideration: (1) bottom up and up-down processing, (2) schema theory and building knowledge, (3) the role of affect and culture, (4) the power of extensive reading, (5) adult literacy training. Those all consideration will help the students' rhythm to specify the message will be gotten.

In doing learning reading, we should consider there are advices to more pay attention of the written language. After students look at the written language, they will understand the concept of the text. There are types of written language based on

Brown (2001, p. 302): nonfiction, fiction, letters, greeting, diaries, memos, message, announcement, newspaper, academic writing, forms, application, invitation, comics, etc. After knowing the types of the text, there are the characteristic of written language will be asked student's attentions: (1) Permanence, (2) Processing time, (3) Distance, (4) Orthography, (5) Complexity, and (6) Vocabulary.

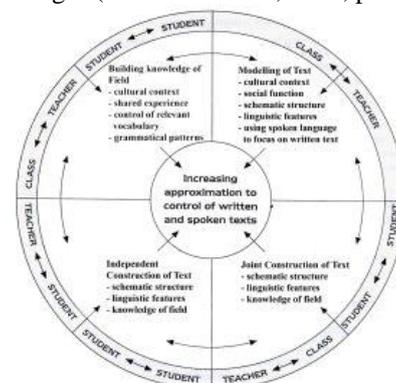
### Genre Based Approach

According to Callaghan and Rothery, (1988) as cited in Hammond et al. (1992, p. 17) ruled that the classroom programming is based on four stages in a Teaching-Learning Cycle (Adapted from Callaghan and Rothery, 1988) which are aimed at providing support for learners as they move from spoken to written texts. These stages are identified in Diagram 1 below. They involve the selection and sequencing of classroom tasks and activities and are related to the starting points of topic or type of text.

The four stages in the Teaching-Learning Cycle are:

- Stage One** : Building the context or field of the topic or text-type
- Stage Two** : Modeling the genre under focus
- Stage Three** : Joint Construction of the genre
- Stage Four** : Independent Construction of the genre

Diagram 1. The teaching-learning Cycle in four stages (Hammond et al., 1992, p. 17)



a. Stage one: Building Knowledge of the Field

The stage of building knowledge of the field is extremely important for adult learners, especially ESL learners, as it is the point at which overall knowledge of the cultural and social contexts of the topic is built and developed. It is stage that discussion of cross-cultural similarities and differences occur so that an understanding of the purpose of various written genres within Australian society can be developed. The range and nature of activities here depend on the extent of the learners' second language development and the degree of their familiarity with the topic or text type. It is important for all learners to have an understanding of the topic before being expected to write about it.

b. Stage two: Modeling of the Text

If the teacher introduces a genre for the first time in a classroom, in this case, the teacher begins with the modeling stage. The teacher should do some steps begins with introduce a model of the text to the students, and then discuss the social function or purpose of the text to the students. After that ask the students to suggest local or community issue to support their argument, finally demonstrate the text in front of the students.

c. Stage Three: Joint Construction of the Text

The second stage of the cycle is the joint construction of the genre. During this stage teacher and class work together to produce a text, the teacher guides the students into the joint construction with questions that focus on the stages of the genre.

d. Stage Four: Independent Construction of the Text

In this stage, the teacher can do those following steps in the classroom as suggested by Callaghan and Rothery. First, choose a new topic and research the topic as

preparation. Second, the student writes a draft. Third, the students consult with the teacher about the draft. Fourth, the teacher assesses the students' development in writing the genre. Fifth, editing and publishing provide an optional final step in the teaching cycle. Sixth, the students reach the point where they can undertake writing a genre in a completely independent fashion.

There are the detail process in teaching certain material which is divided into two cycle; spoken cycle and written cycle. This division eases both students and teacher to understand the material. In each cycle, it will be included the detail step which characterize that it is a learning using Genre-based Approach.

### Previous Studies

1. Luu Trong Tuan. "Teaching Writing through Genre-based Approach". The article.

This research is an endeavor to examine the impact of genre-based approach on students' writing performance as well as students' attitudes towards the implementation of genre-based approach in writing learning. Research findings reveal that most of the students gained the control over the key features of the required recount genre in terms of social purposes, language features and schematic structure. The necessity and usefulness of the application of teaching-learning cycle into learning the recount genre was predominantly recognized among students.

2. Mahmoud Azaz. "Integrating the Genre-Based Approach into Teaching Writing in Arabic as a Foreign Language". The article.

Research on teaching writing in Arabic as a less commonly taught language is still in its infancy. Motivated by the dearth of research on the integration of the genre-based approach into teaching writing in Arabic and the absence of such an approach, this paper proposes a genre-based framework for teaching writing in Arabic. Building on

conclusions drawn from recent research, it proposes four specific guiding principles. Furthermore, it offers a model lesson plan that shows an instructional sequence of how a single genre, which is congratulation letters, both personal and formal, can be effectively taught. Moreover, results of a survey conducted on a selected group of instructors of Arabic (n = 10) showed that they responded very positively to the proposed model. The guiding principles and the lesson plan are aimed to offer the underlying theoretical knowledge and a practical example for teaching this genre and other relevant ones in Arabic.

3. Ismail Ibrahim Elshirbini Abd-ElFatah Elashri. "The Effect of the Genre-Based Approach to Teaching Writing on the EFL Al-Azhar Secondary Students' Writing Skills and their attitudes towards writing". The article.

This study aimed at developing some writing skills for second year secondary stage students and their attitudes towards writing through using the genre based approach. Hence, the problem of the study was stated in the following statement: "The students at Al Azhar secondary schools are not good at writing. As a result their writing skills are weak. Consequently, they develop a negative attitude towards writing". They need to be trained in the skill of writing and there is a dire need to use a genre-based approach to writing content. The study adopted the experimental design, i.e., using an experimental group and a control group. The experimental group received genre-based instruction while the control group received traditional writing instruction. The genre-based instruction was provided to the experimental group at Satamooni Al-Azhar Secondary Institute for Girls at Satamooni whereas the traditional writing instruction was provided to the control group at Roda Al-Azhar Secondary Institute for Girls at Roda; both institutes are located in Dakahlia Governorate. The instruction lasted for nine weeks for each group. The instruction took

place in the second term of the academic year 2010/2011. The following instruments were designed by the researcher: A Writing Performance Test, A Holistic Scoring Rubric, An Analytic Scoring Rubric and A Writing Attitude Scale. The present study provided evidence for the effectiveness of using genre-based Approach in developing students' writing performance and attitudes towards writing. Further, the study highlighted the advantages of using genre-based approach in developing writing skills and attitudes towards writing.

## Methodology

### 1. Research Method

In this research the writer using quantitative method. "Quantitative research methods are used to examine questions that can best be answered by collecting and statistically analyzing data that are in numerical form" (Crowl, 1996, p. 16)

### 2. Population and Sample

"Populations are groups consisting of all people to whom a researcher wishes to apply the findings of a study" (Crowl, 1996, p.15). The population of this research is the eighth grade students of SMP NEGERI 2 SURODADI. The sample of the research is class VII A. "Samples are subsets of people used to represent populations" (Crowl, 1996, p. 15). The sample was selected by using random sampling technique.

### 3. Instrument

In this research the writer used pretest and posttest. The writer gave pretest before the teaching learning process and give posttest after the teacher learning process has been completed.

### 4. Data Collection Technique and Analysis

This information obtained through a set of work sheet paper which given to the students. The data took from the result of a writing test pretest and posttest. The data collection processed approximately in January 2018 until February 2018.

Variables employed in this research are the data obtained from the students' worksheet paper concerning the use GBA in learning genre of text material. The variable of the research are both in interval scale. As it was seek for mean comparison, the best analyzing statistic is the test. The writer analyzed and processed the data using SPSS to get the result. According to Fraenkel and Wallen (2009, p. 186) SPSS is a computer program that can be used to calculate many of descriptive statistic that we describe in text, including means and standard deviations, z scores, correlations, and regression equations. SPSS can also be used to conduct many hypothesis tests, including independent and repeated measures t-test, analysis of variance (ANOVA), and chi-square tests. In this case the writer counted the data to see the homogeneity and normality of the instrument before the writer give the pre test, treatment and post test to the student.

### Findings and Discussion

The data description explains about acquiring second language of reading skill through genre based approach. To get the data, the writer used a test as the instrument of the research. The type of this test was reading multiple choice test. Reading test was given to experimental and control group, and must be done in 60 minutes. Each group consists of 30 students of seventh grade students of SMP Negeri 2 Surodadi Kabupaten Tegal.

To see whether it gave the positive effect or not to the students, the writer calculated the result of mean, median, modus, standard deviation of variant between experimental group and control group. They were compared to get the further data.

To answer the problems formulation proposed in this research as well as test the hypothesis, then the writer used formula t-test. It can be found a significant effect between both samples.

After the writer got score of unity of variant and t-test then the writer can get the result of whole computation was shown on the following table:

| Notes          | Experimental Group | Control Group |
|----------------|--------------------|---------------|
| N              | 30                 | 30            |
| Rs             | 92,5 – 100         | 72,5 – 100    |
| $\sum X$       | 2947,5             | 2795          |
| $\bar{X}$      | 98,2               | 93,3          |
| Me             | 100                | 95            |
| Mo             | 100                | 97,5          |
| SD             | 2,286              | 6,226         |
| S <sup>2</sup> | 5,22               | 38,92         |

**In which;** Result of Sample (N); Median (Me); Range of Score (Rs); Modus (Mo); Result of Score ( $\sum X$ ); Standard Deviation (SD); Mean ( $\bar{X}$ ); Variant (S<sup>2</sup>).

To find whether there was significant difference between the experiment group and the control group, the result was tested by t – test formula.

After counting t-test and t-table on the data analysis above, it is known that the result of t-test is 4,2 and after the writer consulted into t-table with 5% (0,05) significant level and the degree freedom (df), it is known that the result of t-table is 1,645. It proved that the result of t-test is higher than t-table (4,2 > 1,645).

Because the result of the t-test was higher than t-table, so the null hypothesis (H<sub>0</sub>) is rejected and the alternative hypothesis (H<sub>1</sub>) is accepted. It means that there was significant effect of the experimental group and the control group.

### Conclusion and Suggestions

Based on the computation result, the writer concludes that there is a positive effect of using Genre Based Approach media toward the students' Reading skill of the seventh grade students of SMP N 02 Surodadi, Tegal. This statement is strengthened by the result of data analysis. The result of this data proved that the research hypothesis is accepted, so the null hypothesis (h<sub>0</sub>) is rejected. It can be concluded that the use of Genre Based Approach gives positive effect

towards students' Reading Skill, and it is effective to be used in teaching and learning reading process.

Based on the result of the research, the writers give some suggestions that would be helpful to make English teaching and learning in Elementary School level be successful.

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