



The Implementation of Genre Based Approach and Using Read-Examine- Decide- Write Strategy (REDW) on Students' Reading Comprehension of Report Text

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Abstract

Reading is a process that aims to find or dig information from a text. The problem faced by students is their weak ability to get information or extract information from a text. This is caused by the low vocabulary understood by students, causing students to have difficulty understanding reading texts, especially in finding main ideas and specific information. Therefore, an effort is needed to explore the potential possessed by each student. This effort can be done in various ways, such as applying the Genre Based Approach and using the REDW (Read-Examine-Decide- Write) strategy during the learning process in class in an effort to improve students' skills in understanding reading texts. This research was conducted on students of SMAN 6 Bogor class X IPS 2, totaling 33 students. In this study, the researcher used the Kemmis & McTaggart PTK method, which in its research flow included planning, implementation, observation, and reflection. The researcher gave pre-tests, treatments and post-tests to the research samples. Based on the results of research on the application of the Genre Based Approach and the REDW strategy in the English subject, Report Text material in class X IPS 2 can improve learning outcomes, especially in reading report text skills. In the pra-siklus activities of 21 students there was 1 (0.5%) student who achieved KKM with an average grade of 49, siklus I increased to 7 (33%) students with an average grade of 66 and in siklus II increased to 13 (65%) students who scored above the KKM with an average grade of 78

INTRODUCTION

Reading is a process that aims to find or dig information from a text (Fitriana, 2018). Reading is an activity to gain knowledge which has a major role in forming meaning. Reading is also a strategy for readers to explore information and form meaning (Kendeou et al., 2016). Effective readers can use various types of reading strategies that are appropriate to the text and context in order to construct meaning when reading. These strategies vary according to the type of text and the purpose of reading (Hidayati et al., 2021). Reading is also an interactive

activity. The involvement of the reader and the text depends on the learning context. Students who like to read a text that is useful, will meet several goals that they want to achieve, the text that someone reads must be easy to understand so that there is interaction between the reader and the text.

The problem faced by students is their weak ability to get information or extract information from a text. This is caused by the low vocabulary understood by students, causing students to have difficulty understanding reading texts, especially in finding main ideas and specific information (Nanda & Azmy, 2020). In addition, teachers are less sensitive to the difficulties faced by students and have not been able to implement certain strategies or techniques that suit the needs of students in teaching in class (Smith et al., 2021). Teachers still use conventional techniques or ways of teaching. Therefore, students still find it difficult to understand the reading text.

Therefore, an effort is needed to explore the potential possessed by each student. This effort can be done in various ways, such as applying the Genre Based Approach and using the REDW (Read-Examine-Decide-Write) strategy during the learning process in class in an effort to improve students' skills in understanding reading texts. The dynamic approach to learning known as REDW (Read-Examine-Decide-Write) encourages people to interact meaningfully with the information they come across (Muslimaini & Fitria, 2017). With a foundation in critical thinking and active engagement, REDW offers an organized framework for understanding, evaluating, and synthesizing knowledge. Learning the REDW approach gives students the critical abilities they need to navigate difficult materials, identify important insights, and communicate their understanding clearly when they start their educational journey (Hasibuan, 2019). Through a focus on a methodical approach to reading, examining, making decisions, and writing, REDW encourages students to retain information and build strong analytical skills—both of which are critical for success in school and lifetime learning.

The Genre-Based Approach (GBA) is a cutting-edge teaching strategy that focuses on reading, analyzing, and comprehending various text genres. GBA emphasizes the contextual usage of language in everyday settings, as opposed to traditional techniques that only concentrate on language structure and grammar

standards (Ningsih et al., 2015). It acknowledges that language is socially and culturally embedded, and that learning a language entails being proficient in the different genres or text kinds that are utilized in certain situations. Fundamentally, GBA promotes students' interaction with texts of many kinds, including conversations, reports, narratives, and explanations. By means of a methodical examination of various genres, learners acquire not only language skills but also an understanding of the distinct rhetorical devices, linguistic characteristics, and communicative objectives associated with each genre (Anggraini et al., 2022). Through the process of engaging with and analyzing real texts, students gain the abilities needed to understand, generate, and modify language in a variety of contexts.

In addition, GBA fosters a collaborative and dynamic learning environment in which students actively engage in genre creation, analysis, and discussion. With the help of this method, students can develop into skilled communicators who can confidently and competently handle a variety of language situations (Herawati & Irdiyansyah, 2022). The genre-based approach, which puts genre analysis at the center of language learning and instruction, is a dynamic movement in language education. GBA not only improves language competency but also cultivates critical thinking, cultural awareness, and effective communication skills—all of which are necessary for success in the globalized world—by providing students with the genre awareness and communicative competence they need.

The Genre Based Approach and the REDW (Read-Examine-Decide-Write) strategy can facilitate students in understanding reading texts, especially in finding main ideas, exploring general information and increasing students' vocabulary in English (Turgunova & Abdurahimovna, 2023). Therefore, the teacher must be able to provide solutions to the problems faced by students in understanding reading texts, such as the ability to read report texts. Reading activities in class using the Genre Based Approach and using the REDW strategy are part of the teaching strategy which is expected to motivate students to learn, this is necessary to develop reading skills which are very necessary in everyday life.

In this regard, the researcher wants to apply certain approaches and strategies in an effort to improve students' reading skills, especially in report text

material. The approach chosen is the genre-based approach and the REDW (Read-Examine-Decide-Write) strategy. Based on the description above, the researcher is interested in conducting a classroom action research (CAR) with the title: Application of Genre Based Approaches and Use of REDW (Read- Examine-Decide-Write) Strategies in Improving Reading Skills in Report Text Material.

RESEARCH METHODOLOGY

This research was conducted at SMAN 6 Bogor class X IPS 2 with a total of 33 students. The research was conducted on March 6-27 2023 by taking 2 research siklus. This study uses a genre-based approach and the REDW strategy in improving students' reading skills on report text material. In this study, researchers used the Kemmis & Mc.Taggart PTK method, which in its research flow included planning, implementation, observation, and reflection. The subjects of this study were students of class X IPS 2 at SMAN 6 Bogor, which consisted of 33 students. This learning improvement procedure consists of four main components that are carried out repeatedly, namely; Planning (planning), Action (action), Observation and Reflection (reflecting).

Classroom Action Research (CAR) is an organized method for enhancing instructional strategies in the classroom through experimentation and reflective inquiry (Meesuk et al., 2020). In order to address particular issues or concerns pertaining to teaching and learning, it entails teachers actively participating in cycles of planning, acting, observing, and reflecting. Classroom Action Research (CAR) is a potent tool that educators use to foster positive change in their classrooms (Altrichter, 2020). This is especially true in the field of education, where educators are always searching for better ways to teach and achieve better results for their students. CAR incorporates the spirit of creativity and inquiry, enabling educators to actively participate in reflective practices that lead to significant improvements in teaching and learning in addition to identifying areas for change (Zuber-Skerritt, 2021).

RESEARCH FINDING

Research Results

From the results of the data, it can be seen that the number of students who complete is less than the participants who do not complete. Of the 21 students, only 1 student (0.5%) scored above the KKM, 20 students (95.5%) had not yet reached the KKM. In addition, the average number in the pre-siklus is relatively low, namely 48.95. By looking at the learning outcomes in these pre-siklus activities, it is necessary to take corrective action in learning English subjects in reading report text material so that learning objectives can be achieved.

From the results of the data, it can be seen that the number of students who complete has increased compared to pre-siklus activities. Of the 21 students, all students experienced an increase but only a few scored above the KKM. As many as 7 students (33%) have scored above the KKM, 14 students (66%) have not reached the KKM. This is because motivated students participate in learning activities with a genre-based approach and use the REDW strategy, students are actively involved in learning using the REDW strategy.

From the results of the data above, all students experienced an increase in value from the previous results, namely pre-siklus and siklus 1. This shows that remedial activities in siklus II used a genre-based approach and REDW strategy in class X IPS 2 in English lessons, report text material can improve student learning outcomes. Based on these results the researcher concluded that this research was stopped in this siklus.

DISCUSSION

When combined with the Read-Examine-Decide-Write (REDW) technique, a Genre-Based Approach (GBA) provides a framework for improving students' reading comprehension, especially when it comes to report texts. Teachers can create a comprehensive approach that tackles the cognitive processes involved in understanding as well as the structural components of report text by combining these two approaches.

Using the Read-Examine-Decide-Write (REDW) method in conjunction with a Genre-Based Approach (GBA) offers a potential framework for improving students' reading comprehension of report texts. This method combines a disciplined reading strategy with genre awareness to help students better navigate and understand complicated informational materials. An overview of how this combination method can improve pupils' reading comprehension is provided below:

1. **Structured Instruction:** Teachers integrate GBA principles into their instructional design, explicitly teaching genre-specific reading strategies and providing scaffolding as students engage with report texts. This is in line with the findings of a previous research conducted by Baxromovna, (2024). He mentioned that the students were engaged with the instructions given in the teaching process implementing Genre based approach.
2. **Active Engagement:** The REDW strategy promotes active reading and comprehension skills, guiding students through a structured process that encourages deep engagement with the text. The students were exposed to active collaboration in teaching and learning process (Cheng, 2021).
3. **Enhanced Text Understanding:** By combining GBA and REDW, students develop a holistic understanding of report texts, from recognizing genre-specific features to applying effective reading strategies (Nguyen & Henderson, 2020).
4. **Improved Retention and Analysis:** Students learn to retain and analyze information more effectively, developing higher-order thinking skills essential for comprehending complex texts (Mills et al., 2021).
5. **Assessment and Reflection:** Teachers assess students' progress and comprehension, using feedback to inform further instruction and adaptation of teaching strategies.

First of all, students are given a methodical framework by the genre-based approach to comprehend the conventions and objectives of report texts. Students are introduced to a variety of report elements through genre analysis, including the way in which material is organized, how language patterns are used, and the rhetorical techniques used. Teachers can help students develop their genre awareness and provide them with the tools they need to successfully navigate and grasp report texts by providing them with real-world examples of report texts and

leading them through the deconstruction of these texts.

CONCLUSION AND SUGGESTION

The application of the Genre Based Approach and the REDW strategy in the English subject for Report Text material in class X IPS 2 can improve learning outcomes, especially in reading report text skills. In the pre-siklus activities of 21 students there was 1 (0.5%) student who achieved KKM with an average grade of 49, siklus I increased to 7 (33%) students with an average grade of 66 and in siklus II increased to 13 (65%) students who scored above the KKM with an average grade of 78. There are some suggestions for the teacher. First, teachers should provide clear instructions when using learning strategies in class. Second, the techniques or strategies used in class must consider the needs and adapt to the characteristics of students. Third, the teacher should provide a stimulus to stimulate students to be active in participating in learning. The forth, varied class arrangements make learning activities communicative.

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