

Genre Based Inquiry Systemic Functional Linguistic (SFL GBI) to Improve Reading Comprehension Skills of Exposition Text

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Abstract—This study aims to develop learning models that are in accordance with the characteristics of reading comprehension learning and can improve reading comprehension skills. The model is Genre-based Inquiry Systemic Functional Linguistic (SFL GBI). The study used a descriptive correlational method, and the samples in this study were 30 grade 11 science students in senior high schools in four areas of Bandung City. This limited trial research was carried out from 6 August-15 September 2018. Data collection is obtained through post-test. The post-test results is used to measure exposition ability of a text. The results showed that the average percentage of the implementation of the SFL GBI syntax of students in the first phase of engagement was the highest, followed by phases of exploration, explanation, elaboration, and evaluation. The average percentage of students' exposition skills was at the highest thesis stage, followed by position "preview", arguments stage, and the lowest reiteration stage. The correlation between the average implementation of the SFL GBI syntax model with the average students' ability shows the significant relationship at the 5% level.

Keywords—correlation; inquiry-learning model; Genre-Systemic Functional Linguistic; reading comprehension skill; exposition text

I. INTRODUCTION

The results of the preliminary study show that in general, teachers have difficulties in implementing one of the innovative learning models into learning reading comprehension skills in English subjects [1]. Some research show the implementation of Inquiry-based learning, genre-based instruction systemic functional linguistic and genre-based instruction can improve EFL learners' reading comprehension [2-4].

One of the constraints is the lack of a standard model for applying a functional systemic linguistic learning model based on the learning process of reading comprehension because the teachers only get the general outline of the learning models. Whereas, the implementation or implementation of the 2013 Curriculum itself has been running for approximately three years of study, since its enactment in July 2013 to June 2016. It is conceivable that the learning that has taken place so far has been done improperly without referring to the achievement

target of the competency of language learning curricular objectives English.

In the ministry regulation No. 22 of 2016 in general the learning process for all subjects must apply one of the four learning models used in the 2013 curriculum. The models include Project Based Learning, Problem Based Learning (PBL), and Learning Models Discovery (Discovery / Inquiry learning). Therefore, it becomes very important and interesting to develop a learning systemic functional system-based inquiry learning model (SFL BGI) into learning to read English comprehension as well as expectations and demands of curricular goals, especially reading comprehension skills.

As a reference for comparative materials for other countries, it is related to the problem of the condition of the low competence of reading comprehension skills in English of Indonesian students based on the PISA (Program for International Student Assessment) score, namely an international study of reading, mathematics, and old school students. The achievement of Indonesian students in reading literacy in 2012 still slumped to the lowest ranks like the previous three years, which only scored 396 below the average score of OECD countries of 494. Indonesian students ranked 57th out of 65 countries (Center Education Assessment of Balitbang Kemendikbud, 2012). PISA divides students' achievements in six skill levels, from level 1 (lowest) to level 6 (highest). For reading levels, level 1 is divided into levels 1a and 1b. These levels describe the level of reasoning in solving problems. The lowest level is related to a single information search from short and simple readings. The highest level is related to the ability to synthesize various knowledge possessed as well as information that is stated implicitly to solve complex problems or make decisions. In reading skills, 55.2% of Indonesian students have not reached level 2, and still 4.1% have not reached the lowest level [5,6].

Inquiry learning models can be used to improve English reading skills, especially exposition texts [7-9]. Research investigating the effect of using the GBI SFL inquiry-learning model on relative reading comprehension skills has not been done much. Based on the background above, encouraging a limited trial research has been carried out to further analyse the

effect of the use of the GBI SFL learning model on understanding reading skills, especially the exposition skills of a text.

II. RESEARCH METHODOLOGY

This study used a descriptive correlational method to determine the effect of GBI SFL learning model on comprehension reading skills, especially exposition skills of a text. The independent variable is the inquiry model, while the dependent variable is the ability to understand exposition text. The researcher assesses the implementation of the SFL GBI model syntax and comprehension reading skills, especially the exposition skills of a text simultaneously or at the same time. The sample in this limited trial study was 30 students of high school students in four areas of Bandung City. This trial was conducted from August 6 to September 15 2018.

Data in this study were primary data from research results, including the implementation of the GBI SFL learning model and understanding reading skills, especially the exposition skills of a text. Data collection for the implementation variable of the SFL GBI model syntax was in the form of observation sheets. As for reading comprehension skills, especially exposition skills from a text using a post-test. To see using GBI SFL model syntax Implementation and analyse the correlation between independent and dependent variables, analysis of Pearson's product moment correlation test was used.

III. RESULTS AND DISCUSSION

A. Results

1) GBI SFL model syntax implementation

a) GBI SFL model Ssyntax implementation of students

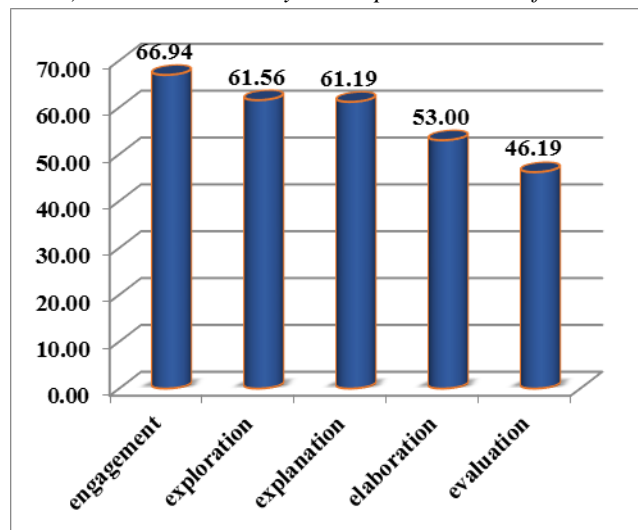


Fig. 1. Graph of implementation of SFL syntax of GBI students (%).

The data in figure 1 shows that the average percentage of the implementation of the SFL GBI syntax of students in Phase 1 engagement is highest at 66.94%, followed by Phase 2 exploration at 61.56%, Phase 3 explanation at 61.19%, Phase 4 elaboration at 53.00% and the most Low Phase 5 evaluation of 46.19%. These conditions indicate that students relatively more

mastered in Phase 1 engagement and Phase 2 exploration. Students have trouble to carry out Phase 3 explanation, Phase 4 elaboration, and Phase 5 evaluation.

b) Exposition ability from the text students have learned

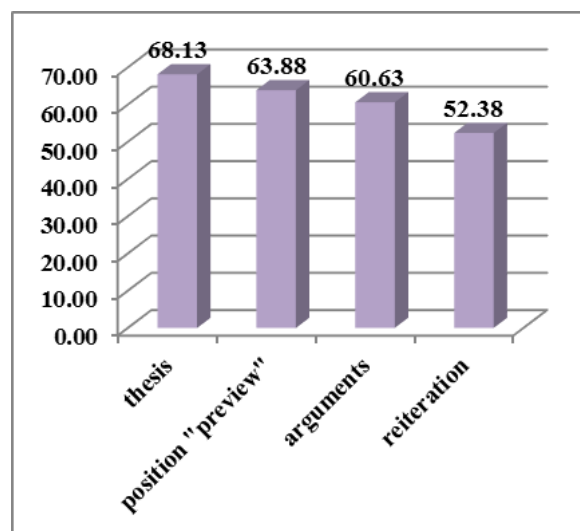


Fig. 2. Graph of ability the text of the text that students have learned (%).

The data in figure 2 shows that the highest percentage of students' exposition skills is the thesis stage of 68.13%, followed by the 63.88% position "preview" stage, 60.63% arguments stage, and the lowest reiteration stage of 53.38%. These conditions indicate that students are relatively more mastering the thesis stage and position "preview". Students have trouble for arguments and reiteration stages.

2) Analyse the correlation between independent and dependent variables: Effect of GBI SFL Model on Student's Exposition Ability.

TABLE I. EFFECT OF GBISFL MODEL ON STUDENT'S EXPOSITION ABILITY

Average implementation of SFL GBI syntax model		Average Exposition Skills			
		thesis	position "preview"	arguments	reiteration
Phase 1 Engagement	Correlation coefficient	0.366	0.497	0.754**	0.670**
	Sig. (2-tailed)	0.163	0.050	0.001	0.004
Phase 2 Exploration	Correlation coefficient	0.426	0.501*	0.622*	0.840**
	Sig. (2-tailed)	0.100	0.048	0.010	0.000
Phase 3 Explanation	Correlation coefficient	0.456	0.679**	0.916**	0.915**
	Sig. (2-tailed)	0.076	0.004	0.000	0.000
Phase 4 Elaboration	Correlation coefficient	0.454	0.685**	0.831**	0.964**
	Sig. (2-tailed)	0.077	0.003	0.000	0.000
Phase 5 Evaluation	Correlation coefficient	0.600*	0.792**	0.823**	0.757**
	Sig. (2-tailed)	0.014	0.000	0.000	0.001

Information:

*= Significant at the test level 5%

**= Significant at the test level 1%

Table 1 shows that the correlation between the average implementation of the SFL GBI syntax model with the average students' responsiveness ability are: (1) phase 1 engagement with arguments and reiteration exposition skills; (2) phase 2 exploration with position, arguments and reiteration exposition skills; (3) phase 3 explanation with exposition position, arguments and reiteration skills; (4) phase 4 elaboration with position, arguments and reiteration exposition skills; and phase 5 evaluation of a significant relationship at the 5% level that occurs with all stages of exposition starting from thesis, position, arguments and reiteration.

B. Discussion

Data in figure 2 shows that the mean percentage of SFL GBI student syntax implementation in Phase 1 engagement is 61%, followed by Phase 2 exploration 57%, Phase 3 explanation 53%, Phase 4 elaboration 48% and the lowest Phase 5 evaluation of 43%. This condition indicates that students are relatively more in control of Phase 1 engagement and Phase 2 exploration. Students have difficulties, to implement Phase 3 explanation, Phase 4 elaboration, and Phase 5 evaluation. It shows that students cannot get used to and adapt using different learning model with before.

The biggest difficulties experienced by students are implementing Phase 3 explanation, Phase 4 elaboration, and Phase 5 evaluation. Students have difficulties in implementing Phase 3 explanation because they are not yet used to actively expose their ideas, ideas, and linguistic comprehension both orally and in writing, since they are generally accustomed to direct explanation from teachers [8,10]. As with Phase 4 elaboration, students find it difficult to escalate independently from relevant sources to facilitate their understanding of language; they are used to direct guidance directly by teachers [8,10]. Moreover Phase 5 evaluation, students will have difficulty to evaluate something, if the previous stage of explanation and elaboration is not controlled by students [7,8,10]

The data in Figure 2 shows that the average percentage of students' exposition skills at the highest thesis stage is 67%, followed by 62% preview position, 52% arguments, and the lowest reiteration rate of 46%. These conditions indicate that students are relatively more mastered thesis stage and position "preview". Students have difficulty, for arguments stage and reiteration stage. It shows that students have not been able to adapt and implement the arguments stage and reiteration stage. Students have difficulty carrying out arguments because they have not been used to actively raising logical reasons and arguments from their ideas, ideas, and insights, both verbally and in writing, since previously they are accustomed to direct explanation from teachers [11,12]. Moreover, the reiteration stage, students will have difficulty in making conclusions and the best choice of arguments that have been found, if the previous stage of position and arguments is not controlled by students [13-15].

Table 1 show that the correlation between the mean of SFL GBI model syntax implementation with the average of students' exposure ability showing significant relation at 5% level. It occurs in Phase 1 Engagement, with all exposition skill

starting from thesis, position, arguments and reiteration, 2 exploration significant relation at level 5% only happened with thesis and position. At Phase 3, explanation has significant relation at level 5% happened with all exposition skill starting from thesis, position, arguments and reiteration. At Phase 4, elaboration has significant relation at level 5% only occurring with thesis and position, and in Phase 5 evaluation has significant relation at 5% level occurring with thesis, argument and reiteration. The data shows that inquiry-learning models can be used to improve English reading skills, especially exposition texts [7-9]. Such conditions according to some research show the implementation of Inquiry-based Learning, the effect of Genre Based Instruction Systemic Functional Linguistic-An aid, Functional Linguistic Genre Pedagogy (SFL GP), the effect of genre Based instruction can improve EFL Learners' Reading Comprehension [2-4].

IV. CONCLUSIONS

The results of this study enrich the existing reading learning model, as well as being an alternative to assist teachers in teaching reading and improving students' ability to read comprehension. The average Percentage of SFL GBI student syntax implementation in Phase 1 engagement is the highest, followed by Phase 2 exploration, Phase 3 explanation, Phase 4 elaboration, and the lowest Phase 5 evaluation. The average percentage of students' exposition skills at the highest thesis stage, followed by "preview" position stages, arguments stages, and the lowest reiteration stages. The correlation between the mean of SFL GBI syntax implementation with the mean of the students' exposition ability showing significant relation at 5% level.

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