

Surfilda Dwi Atika. 2026. Pengaruh Penerapan *Genre-Based Approach* Terhadap Membaca Pemahaman Peserta Didik Kelas V SDN Mlajah 2. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunodjoyo Madura. Qurrotu Inayatil Maula.

ABSTRAK

Peserta didik yang kurang mampu dalam memahami isi teks dan kurang mampu dalam menceritakan kembali cerita yang telah mereka baca adalah permasalahan penting yang harus diselesaikan. Penelitian ini memiliki tujuan apakah *Genre-Based Approach* mampu memberikan pengaruh terhadap membaca pemahaman peserta didik. Metode yang digunakan dalam penelitian ini adalah kuantitatif dengan jenis Quasi Experimental Design dengan pengambilan sample seluruh kelas V SDN Mlajah 2 dengan klasifikasi Kelas eksperimen (V-B) mendapat pembelajaran GBA melalui empat tahapan (BKOF, MOT, JCOT, ICOT), sedangkan kelas kontrol (V-A) menggunakan metode konvensional. Teknik pengumpulan data dengan menggunakan tes dan observasi. Data dianalisis menggunakan uji normalitas *Shapiro-Wilk*, uji homogenitas *Barllet*, dan uji *independent sample t-test*. Pada hasil *Uji Independent sample t-test* menunjukkan angka Sig. 2-tailed sebesar $0,000 < 0,05$ maka H_a diterima dan H_o ditolak artinya terdapat pengaruh penerapan *Genre-Based Approach* terhadap membaca pemahaman peserta didik.

Kata Kunci: *Genre-Based Approach*, membaca pemahaman, teks eksplanasi, quasi eksperimen.

Surfilda Dwi Atika. 2026. The Effect of Applying a Genre-Based Approach on Reading Comprehension of Class V Students at SDN Mlajah 2. Thesis, Primary School Teacher Education Study Program, Faculty of Teacher Training and Education, Trunodjoyo University Madura. Qurrotu Inayatil Maula.

ABSTRAC

Students who cannot comprehend text content and to retell stories they have read represent a critical problem that must be addressed. This study aims to examine whether the Genre-Based Approach can influence students' reading comprehension. The method employed in this study is quantitative with a Quasi-Experimental Design, in which the entire population of Grade V students at SDN Mlajah 2 served as the sample. The experimental class (V-B) received instruction through the GBA with four stages (BKOF, MOT, JCOT, and ICOT), while the control class (V-A) underwent conventional learning. Data were collected through tests and observation. Data were analyzed using the Shapiro-Wilk normality test, the Bartlett homogeneity test, and the independent sample t-test. The results of the independent sample t-test yielded a Sig. (2-tailed) value of $0.000 < 0.05$, leading to the acceptance of H_1 and the rejection of H_0 , which indicates that the application of the Genre-Based Approach has a significant effect on students' reading comprehension.

Keywords: *Genre-Based Approach, reading comprehension, explanatory text, quasi-experiment.*