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## THE USE OF NARRATIVE TEXT IN READING FOR VARIOUS GENRES: A QUALITATIVE STUDY ON STUDENTS' READING COMPREHENSION

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### ABSTRACT

*The ability to comprehend reading material is one of the most crucial basic skills in learning English as a foreign language. Reading instruction focuses not only on the ability to recognize letters and words, but also on understanding meaning, text structure, and the relationship between the content of the reading material and the knowledge and experience of the students. One method applied in reading instruction is reading various genres, which introduces students to a variety of texts with diverse characteristics. This study aims to describe the use of narrative texts in teaching reading for various genres and their role in supporting students' reading comprehension skills. This study applies a descriptive qualitative approach with the research subjects being students who take English reading lessons using narrative texts. Data collection methods were conducted through observation, interviews, and document analysis. The findings show that the use of narrative texts helps students understand the main ideas, vocabulary, and text structure more easily through a clear and contextual storyline. In addition, narrative texts also increase student participation and motivation in the reading learning process. Thus, it can be concluded that narrative texts play an important role in improving students' reading comprehension skills and creating a more interesting and meaningful reading learning atmosphere.*

**Keywords:** *Descriptive Qualitative Study, English Language Learning, Narrative Text, Reading Comprehension, Reading For Various Genres.*

### A. INTRODUCTION

The ability to comprehend reading material is one of the most important basic skills in learning English as a foreign language. Reading is not simply reciting words or sentences, but rather a complex cognitive process that involves the ability to understand meaning, interpret information, and connect the content of the text with existing knowledge. According to Izzati et al. (2025), reading comprehension is an active process in which readers create meaning through interaction between the text and their personal experiences. This process requires students to be able to identify the main ideas, understand vocabulary in context, and recognize the connections between ideas in the text. According to Arisandi et al. (2022), the genre-based approach views text as a social construct with specific structures and functions, enabling readers to understand text more effectively through recognition of language patterns and text organization.

Suryaman and colleagues (2025) explain that narrative texts provide meaningful context, which helps learners relate the content of the reading to their personal experiences, thereby improving their overall understanding of the reading material. In addition, the genre approach in the reading learning process has been proven effective in increasing students' awareness of the communicative purpose of texts and strategies for understanding reading (Arisandi et al., (2022)). In the process of learning to read English, the approach to reading various genres is an important strategy because it introduces students to different types of texts

with different characteristics. These types of texts include narrative, descriptive, recount, and expository, each of which has a specific structure and communication purpose. According to Dahlia (2023), a genre-based approach helps students understand how a text is constructed and how language is used to achieve specific social goals. By understanding various genres, students are expected to be able to adjust their reading strategies so that their comprehension of the text becomes more effective.

Reading is not simply reciting words or sentences, but rather a complex cognitive process that involves the ability to understand meaning, interpret information, and connect the content of the text with existing knowledge. According to Izzati et al. (2025), reading comprehension is an active process in which readers create meaning through interaction between the text and their personal experiences. This process requires students to be able to identify the main ideas, understand vocabulary in context, and recognize the connections between ideas in the text. The main problem in reading activities is students' lack of understanding of vocabulary and how texts are structured. Many students face challenges in understanding reading content because they cannot correctly identify the organization of the text. Research conducted by Febriani and colleagues (2025) emphasizes that understanding how texts are structured is a key element in reading success, as this structure helps readers organize information in a logical manner. The results of this study show that the use of narrative texts can be an alternative in learning because of their clear structure that is easily recognizable by students.

Qualitative research was chosen because it places more emphasis on how the learning process takes place, the experiences encountered, and the reactions of students during reading activities. According to Faradina et al. (2025), qualitative methods are very useful for examining students' learning experiences because they focus more on understanding the process rather than just looking at the final results of learning. Using this approach, in-depth analysis of narrative texts can be carried out by considering classroom interactions, student participation, and the reading techniques used by students during the learning process. In the process of learning to read English, the approach to reading various genres is an important strategy because it introduces students to different types of texts with different characteristics. These types of texts include narrative, descriptive, recount, and expository, each of which has a specific structure and communication purpose. According to Dahlia (2023), a genre-based approach helps students understand how a text is constructed and how language is used to achieve specific social goals. By understanding various genres, students are expected to be able to adjust their reading strategies so that their comprehension of the text becomes more effective.

Reading comprehension difficulties are still commonly found among students learning English as a foreign language, particularly in understanding vocabulary and recognizing text structure. Many students experience problems in identifying the organization of texts, which affects their ability to comprehend reading materials effectively. Understanding how texts are structured is an essential element of reading success because it helps readers organize information logically and meaningfully. Therefore, appropriate reading strategies and text selection are needed to support students in improving their reading comprehension skills. In addition to text structure, students' background knowledge also plays a crucial role in understanding reading material. Readers who have relevant prior experience or knowledge related to the content of the text find it easier to grasp the information presented. According to Tambunan et al. (2023), the relationship between the content of the text and the reader's experience can accelerate comprehension and help them make accurate inferences. In the context of narrative texts, stories that describe everyday themes allow students to connect events in the text with their personal experiences, thereby deepening their understanding of the

text. Muchmaina et al.'s (2025) research shows that clear text structure makes it easier for students to understand the content of the reading comprehensively and reduces confusion in grasping the meaning of the text. This finding is in line with the views of Martin and Rose, who assert that narrative texts provide a meaningful context that supports the reading comprehension process because information is presented chronologically and logically (in Arisandi et al., (2022)).

Reading learning methods that utilize narrative texts also provides opportunities for students to become emotionally involved. Stories in narrative texts often have conflicts, characters, and moral values that can attract readers' attention. This emotional involvement contributes to an increase in students' focus and concentration while reading. According to Pangesti et al. (2025), there is a close relationship between emotional involvement and intrinsic motivation with improvement in reading comprehension. Therefore, narrative texts not only serve as a tool for practicing reading but also as a means of encouraging active student participation in the learning process.

The use of narrative texts in reading instruction provides teachers with the opportunity to create a variety of student-centered learning methods. Teachers can encourage students to predict the plot, discuss the characters, or consider the moral values contained in the text. According to Sofian et al. (2025), reading activities that involve discussion and reflection can help students gain a deeper understanding of the text. In descriptive qualitative research, these activities can be used as valuable sources of information to examine how students interpret the texts they read.

From a pedagogical perspective, reading instruction using narrative texts is also in line with communicative teaching methods. Narrative texts provide opportunities for students to interact both orally and in writing through question and answer activities, group discussions, and story rewriting. According to Damayanti et al. (2024), communicative language learning can improve overall language skills because students are actively involved in meaningful language use. Thus, narrative texts not only support reading skills but also play a role in the development of other language skills.

Based on this explanation, this descriptive qualitative study is highly relevant because it provides a comprehensive overview of the use of narrative texts in reading instruction for various genres. This study not only measures the results of the learning process but also describes the learning methods, interactions that occur in the classroom, and the experiences of students. The purpose of this study is to explain how narrative texts are applied in the reading process and how the existence of these texts can support students' reading comprehension skills. In addition, this study attempts to delve deeper into the experiences, responses, and understanding of students during reading lessons using narrative texts. It is hoped that the results of this study can make a useful contribution in terms of theory and practice to improve English reading learning more effectively. Thus, it is hoped that the results of this study can be a reference for teachers and researchers in designing reading learning that is more context-oriented, interesting, and effective, in accordance with the characteristics of the students. Although many previous studies have discussed reading comprehension and the use of genre-based approaches in English language learning, most of these studies have focused on quantitative results or comparing student achievement scores. Some studies have also examined narrative texts as reading material, but tend to emphasize student test results rather than exploring the learning process itself. There is still little research that specifically investigates how narrative texts are applied in reading instruction for various genres using a descriptive qualitative approach, especially in terms of student experiences, classroom interactions, and responses during the learning process. Therefore, this study aims to fill this gap by providing an in-depth description of the use of narrative texts in reading instruction and

their role in supporting students' reading comprehension skills.

## **B. LITERATURE REVIEW**

Reading is one of the essential skills in learning English that plays an important role in improving the ability to understand written information critically and in the right context. According to Aprilia Firdaus and colleagues (2024), reading activities not only include the process of recognizing words but also involve understanding meaning, interpreting ideas, and integrating information with prior knowledge. In line with this, Zahara and colleagues (2025) argue that reading comprehension is a complex process that involves interaction between the text, the reader, and the learning context. Therefore, the process of learning to read must be designed systematically so that students can understand the content of the reading more deeply, not just read literally. In the field of English language education, improving reading comprehension skills is a very important foundation for supporting other language skills, such as writing and speaking, according to Sirajuddin and colleagues (2024).

Reading various genres is a learning method that focuses on utilizing various types of texts to improve students' flexibility and understanding of the structure, purpose, and characteristics of different texts. According to Rusyfa (2024), each genre has unique linguistic and structural characteristics, so it is important for students to be introduced to various genres so that they can understand texts more deeply. Candra (2025) supports this opinion by saying that understanding genres helps students identify language patterns and communicative intent in a text. Nata et al. (2025) add that by reading various genres, students not only improve their reading skills but also develop linguistic awareness and better reading strategies. Therefore, a genre-based approach to reading instruction is considered important for improving students' overall reading comprehension.

Narrative texts are one of the most commonly used types of writing in the reading learning process because they have a clear storyline that is relevant to students' experiences. Based on the explanation by Munir et al. (2025), the purpose of narrative texts is to entertain while also delivering a moral message through a series of organized events. In addition, Maria (2025) reveals that narrative texts consist of important elements such as orientation, complication, and resolution, which make it easier for students to understand the storyline. Mulyani et al. (2024) assess that the use of narrative texts in learning to read is very effective because it can increase students' interest in reading and their emotional connection to the text. Thus, narrative texts are the right choice for teaching reading for various types of texts.

The use of narrative texts in the reading learning process can help students develop skills to understand the main ideas, story details, and cause-and-effect relationships contained in the text. Muhammad Rifai (2021) revealed that narrative texts enable students to understand texts in a more natural way because of their regular storyline. This finding is in line with research conducted by Suryaman et al. (2025), which shows that narrative texts can strengthen students' inference and implied meaning comprehension skills. In addition, Herlina et al. (2025) stated that narrative texts can also motivate students to relate the content of the text to their own experiences, making the understanding gained more meaningful. Therefore, narrative texts play a very important role in improving students' reading comprehension skills.

Descriptive qualitative research is used to explore learning processes, student experiences, and interactions that occur in the classroom environment. According to Yudo Handoko (2024), qualitative methods provide researchers with the opportunity to understand the meanings, perspectives, and experiences of participants in a contextual manner. In the study conducted by Misrah et al. (2024) on reading learning, this approach is suitable for analyzing how students react to the use of certain texts, including narrative texts, in the learning process. The descriptive qualitative approach is not intended to measure learning

outcomes numerically, but to describe the learning phenomenon in a detailed and realistic manner. Kurniawan et al. (2025). Thus, this approach is very suitable for researching the use of narrative texts in reading learning for various genres.

### **C. RESEARCH METHOD**

This study adopts a descriptive qualitative approach that aims to investigate in detail and in a structured manner the phenomenon of learning to read by utilizing narrative texts in the context of reading various genres. A qualitative approach was chosen because this study does not focus on numbers or statistical comparisons, but rather on understanding the processes, experiences, and reactions of students during learning activities. According to Prahastiwi and colleagues (2024), research with a qualitative approach provides researchers with the opportunity to explore the meanings and perspectives of participants naturally in accordance with the social context being studied. In line with this opinion, Mansur and team (2023) argue that a descriptive qualitative approach is very suitable for describing learning practices in a realistic and contextual manner.

The subjects involved in this study were students who participated in the process of learning to read English with narrative texts as one type of reading material. The subjects were selected purposively, taking into account the students' participation in reading activities of various genres. According to Subhaktiyasa (2024), the purposive selection of subjects in qualitative research aims to obtain relevant and in-depth data in accordance with the focus of the research. In this situation, the students were selected because they directly experienced the process of learning to read using narrative texts, enabling them to provide valid information about their experiences and understanding.

The data collection techniques in this study were observation, interviews, and document analysis. Observation was used to directly observe the reading learning process in the classroom, including the strategies applied by teachers, the use of narrative texts, and student participation and reactions during reading activities. Abdul Kohar et al. (2025) argue that observation allows researchers to obtain an accurate picture of the dynamics of learning without having to rely entirely on the views of the research subjects. Through observation, researchers can document student behavior, classroom interactions, and the context of the learning situation.

Interviews were conducted to explore students' experiences, reactions, and understanding of the use of narrative texts in the reading learning process. These interviews were semi-structured so that researchers had a set of questions to guide them, while still allowing students the opportunity to share their opinions and experiences freely. According to Rusdy Abdullah et al. (2023), interviews in qualitative research serve as a tool to understand the meaning of the subjects' experiences from their own perspective. The data obtained from the interviews in this study helped reinforce the results of the observations and provided a direct perspective from the students.

In addition to conducting observations and interviews, we also applied document analysis as a method of data collection. The documents examined consisted of reading assignments, student worksheets, and learning materials used during reading activities. The purpose of document analysis was to assess students' reading comprehension based on their work, as well as to examine the role of narrative texts in learning activities. Yasri Rifa'i (2023) states that document analysis is an efficient method in qualitative research to support and verify information from other sources.

The collected data will be analyzed using qualitative data analysis methods, which include data reduction, data presentation, and conclusion drawing. The data reduction process is carried out by selecting, focusing, and filtering information relevant to the research

objectives. After that, the data is presented in a descriptive narrative format to facilitate understanding and analysis. Conclusions are drawn periodically throughout the research process. This analysis model refers to Qomaruddin (2024), who emphasizes that qualitative data analysis is interactive and continuous.

The validity of the data in this study was ensured through triangulation of methods and sources of information. Method triangulation was carried out by comparing data obtained from observation, interviews, and document analysis, while source triangulation was carried out by comparing information collected from various research participants. According to Resdati et al. (2025), triangulation is a crucial technique in qualitative research to increase the validity and reliability of research results. Therefore, the data collected is expected to accurately reflect the use of narrative texts in reading instruction for various genres.

#### **D. RESULT AND DISCUSSION**

The results of the study reveal that the use of narrative texts contributes significantly to students' ability to comprehend reading materials when learning to read various genres. The first finding indicates that students find it easier to identify the main ideas of reading texts because narrative texts have clear and organized plots. This plot helps students gain a comprehensive understanding of the text, from the introduction to the resolution of the conflict. With a logical structure, students have no difficulty following the storyline, making the reading comprehension process more focused and systematic.

The second finding shows that the use of narrative texts makes it easier for students to understand vocabulary. The vocabulary found in narrative texts is presented in a relevant story context, so that students are able to guess and understand the meaning of words based on the situations and events in the story. This allows students to not only remember the meaning of words, but also understand how to use them in the appropriate context. This deeper understanding of vocabulary directly helps improve students' overall reading comprehension skills.

The third finding relates to understanding text structure. Students demonstrated a deeper understanding of narrative text structure, particularly in terms of orientation, conflict, and resolution. By learning to read using narrative texts, students became better able to identify the different parts of a text and understand the role of each part in constructing a story. Understanding text structure helped students organize information and grasp the main message conveyed in the reading material.

In addition, observations in the classroom showed that students were more active and engaged during the reading learning process using narrative texts. Students appeared more enthusiastic when reading, discussing, and answering questions related to the text content. This high level of student engagement shows that narrative texts can create a more interesting and interactive learning atmosphere compared to texts from other genres. During the classroom observation, it was found that students actively participated when narrative texts were used as reading materials. For example, when the teacher asked students to predict the continuation of the story, several students immediately raised their hands and shared their ideas. Some students discussed the characters and events with their classmates, while others asked questions about unfamiliar vocabulary found in the text. The teacher also encouraged students to retell the storyline using their own words, and most students were able to do so with confidence. This condition indicates that narrative texts help create an interactive learning environment and support students' reading comprehension.

The interview results also show that the majority of students consider narrative texts easier and more enjoyable to read than other text genres. Students say that the stories in narrative texts are more relevant to their daily experiences, making them easier to understand

and remember. These findings confirm that the use of narrative texts not only supports the cognitive aspects of reading comprehension but also increases students' motivation and interest in English reading activities.

## **E. CONCLUSION**

Based on the findings and analysis conducted, it can be concluded that the use of narrative texts in reading instruction for various genres has a positive impact on students' reading comprehension skills. Narrative texts provide a clear structure through the storyline, making it easier for students to identify the main ideas, detailed information, and cause-and-effect relationships in the reading material. In addition, the context found in narrative texts helps students understand vocabulary and word meanings in the appropriate context.

This study also indicates that the use of narrative texts strengthens students' understanding of text structure, especially regarding orientation, complication, and resolution. Understanding this structure helps students organize information and grasp the main message of the reading more effectively. Therefore, narrative texts are not only considered reading material but also a learning tool that supports students in honing their strategies for understanding reading.

In addition to cognitive aspects, the application of narrative texts has an effect on increasing student participation and motivation in the reading learning process. Students show greater interest, are actively involved in discussions, and give positive responses during learning. This shows that narrative texts are able to create a learning environment that is more interesting, contextual, and meaningful for students.

### **Recommendation**

Based on the results of the study, the researchers made the following recommendations. First, English teachers are encouraged to make maximum use of narrative texts in reading activities, especially in reading approaches for various genres. Teachers should choose narrative texts that are suitable for the abilities and experiences of their students so that the learning process becomes more interesting and effective.

Second, when teaching, teachers are expected to not only focus on understanding the content of the text, but also help students recognize the structure and language elements in narrative texts. In this way, students not only understand the story, but can also develop reading strategies that can be applied to other text genres.

Third, for future researchers, it is recommended to expand this research to include other text genres or use different research methods, such as classroom action research or a mixed approach. Further research could also be directed at exploring the impact of using narrative texts on other English language skills, such as writing or speaking, in order to gain a more comprehensive understanding of genre-based learning.

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