ABSTRACT

Narrative reading comprehension requires students to understand not only textual information but also narrative structure and chronological relationships among story events. Story Sequencing Activity can support this process by helping students organize events systematically. Therefore, this study investigated the integration of **Story** Sequencing Activity within the Genre-Based Approach (GBA) in teaching narrative reading comprehension, focusing on its implementation, students' responses, and its role in promoting students' narrative reading comprehension.

This study employed a qualitative case study design involving 32 eighth-grade students at SMPN 3 Paseh. The instruction was conducted through four meetings representing Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). Data were collected through classroom observations, semi-structured interviews, a Likert-scale questionnaire, and document analysis. Six students representing different performance categories were purposively selected for interviews. The qualitative data were analyzed through data condensation, data display, and conclusion drawing and verification, while questionnaire and assessment results were descriptively analyzed as supporting evidence.

The findings revealed three main results. Firstly, Story Sequencing Activity was progressively integrated across the four GBA stages, with teacher support gradually reduced from guided learning toward more independent application. Secondly, students generally responded positively to the implementation, with 95.63% of questionnaire responses being positive. Observations and interviews also showed active participation, collaboration, and increasing confidence, although some students experienced difficulties with vocabulary, narrative structure, and sequencing events. Thirdly, the integration supported students' narrative reading comprehension, as reflected in the increase in average group performance from 70 in Meeting 2 to 75 in Meeting 3 and 95.8 in Meeting 4, together with greater ability to organize events and recognize narrative structure.

In conclusion, Story Sequencing Activity integrated within GBA provided structured and gradually scaffolded support for students' narrative reading comprehension. English teachers are therefore recommended to combine sequencing activities with explicit modeling, visual support, collaboration, and gradual scaffolding. Future research may examine this integration over longer periods and with different research designs.

Keywords: *Story Sequencing Activity, Genre-Based Approach, narrative reading comprehension, EFL students*