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# Genre-Based Reading Instruction and Classroom Participation in an Indonesian Madrasah

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Abstrak

Penelitian ini mengkaji penerapan pembelajaran membaca berbasis genre dan perkembangan partisipasi serta pemahaman membaca siswa kelas VIII pada sebuah madrasah. Penelitian tindakan kelas dua siklus melibatkan 20 siswa MTs Haqqul Yaqin NW Sayang-Sayang dengan tes membaca dan lembar observasi sebagai sumber data utama. Siklus pertama belum memenuhi kriteria keberhasilan kelas, sedangkan siklus kedua menghasilkan nilai rata-rata membaca 82 dan ketuntasan 90%, setara dengan 18 dari 20 siswa. Artikel mempertahankan hasil tersebut sebagai perkembangan lokal dalam proses perbaikan pembelajaran yang berulang, bukan sebagai bukti efek kausal tunggal pendekatan berbasis genre. Pembahasan diperdalam dengan penelitian dosen Pendidikan Bahasa Inggris Universitas Pendidikan Mandalika tentang questioning, Listen–Read–Discuss, ECOLA, partner reading, Think–Talk–Write, G-BDRTA, contextual teaching, cooperative learning, dan pengembangan bahan extensive reading. Temuan menunjukkan bahwa penjelasan tujuan dan organisasi teks, konstruksi makna terbimbing, serta partisipasi yang terdistribusi dapat membuat proses membaca lebih terarah. Namun, partisipasi kelompok perlu dilengkapi pemeriksaan pemahaman individual dan tugas pada teks baru agar keberhasilan kelas dapat dibedakan dari transfer mandiri. Guru disarankan menggunakan hasil observasi dan tes secara komplementer untuk menyesuaikan dukungan pada kebutuhan siswa.
Kata kunci: genre-based approach; reading comprehension; classroom participation; madrasah; classroom action research

Abstract

This study examined genre-based reading instruction and the development of participation and reading comprehension among eighth-grade learners in an Indonesian madrasah. The two-cycle classroom action research involved 20 students at MTs Haqqul Yaqin NW Sayang-Sayang and used reading tests and observation sheets as the principal evidence. The first cycle did not meet

the intended classroom success criterion, whereas the second cycle produced a mean reading score of 82 and 90% mastery, corresponding to 18 of 20 learners. The article retains these results as a favorable local trajectory within an iterative teaching process rather than evidence of an isolated causal effect of genre-based instruction. The discussion is strengthened through publications by English Education lecturers at Universitas Pendidikan Mandalika on questioning, Listen–Read–Discuss, ECOLA, partner reading, Think–Talk–Write, G-BDRTA, contextual teaching, cooperative learning, and extensive-reading materials. The findings indicate that explicit attention to text purpose and organization, guided meaning construction, and distributed participation can make reading activity more purposeful. However, group participation should be complemented by individual comprehension checks and transfer tasks using unfamiliar texts. Teachers are encouraged to use observation and reading-test evidence together when deciding how much guidance particular learners still require.
Keywords: genre-based approach; reading comprehension; classroom participation; madrasah; classroom action research

## LATAR BELAKANG

Reading comprehension requires more than decoding individual sentences. Readers need to identify what a text is trying to accomplish, connect information across sections, make inferences, monitor misunderstanding, and decide which details are central to the intended meaning. These operations are shaped by both linguistic knowledge and knowledge of how texts are organized. When learners encounter an English passage without a clear sense of its purpose or structure, they may treat each sentence as an isolated translation problem rather than as part of a coherent message (Snow, 2002; Brevik, 2019).

Genre-oriented instruction offers one way to make relationships between purpose, organization, and language visible. Genre knowledge is useful in reading when it helps learners anticipate what kinds of information are likely to appear, how sections relate to one another, and why a writer uses particular linguistic resources. The pedagogical value is therefore not the memorization of labels such as descriptive, recount, or report text. It lies in using expectations about social purpose and

organization to guide comprehension and to test those expectations against the actual passage (Hyland, 2007).

The distinction between genre knowledge and comprehension is important. A learner may correctly name a text type yet fail to explain the main point or the relationship among supporting details. Conversely, a learner may understand a passage without being able to state the formal terminology used in a genre lesson. Effective instruction therefore connects explicit explanation of text organization with tasks that require learners to locate information, infer relationships, justify interpretations, and recognize how the organization serves meaning. Assessment should sample those operations rather than infer comprehension from participation or terminology alone.

Research by lecturers in the English Education program at Universitas Pendidikan Mandalika provides a strong local basis for interpreting structured reading instruction. Hidayatullah (2020) reported classroom improvement through questioning on expository texts, while Terasne et al. (2018) and Tawali (2021) examined Listen–Read–Discuss in report and descriptive reading. Sumarsono et al. (2020) investigated partner reading, and Firman and Hasby (2020) examined Information Search. These studies differ in design and procedure, but they share an effort to make the reading process more visible and participatory.

A second strand of UNDIKMA scholarship connects comprehension with learner variables and contextual support. Haerazi et al. (2019) examined contextual teaching and learning in relation to motivation, while Haerazi and Irawan (2020) investigated ECOLA in relation to motivation and self-efficacy. Their work is relevant because it treats learner response and reading performance as related but distinct sources of evidence. Classroom participation may create opportunities for comprehension to develop, yet participation itself should not be used as a substitute for a reading test.

The closest local comparison is the genre-based directed reading thinking activities study by Hanan et al. (2020). Their G-BDRTA approach combined genre orientation with prediction and reading-thinking activities and was examined in relation to critical thinking. The study demonstrates that genre can function as a resource for

activating background knowledge and organizing strategic reading rather than merely as a taxonomy of text types. This conceptual link is particularly relevant to the present classroom, where explicit guidance was intended to make English reading material more accessible to learners who had difficulty participating and understanding texts .

Critical-reading studies at UNDIKMA further emphasize the need to connect classroom activity with substantive reasoning. Imran et al. (2019) linked Think–Talk–Write with reading comprehension and critical thinking, Permana et al. (2019) examined Note-Taking Pairs in relation to critical thinking in reading, and Imran and Hidayatullah (2020) documented learners' needs for critical-reading goals and cooperative models. These studies suggest that collaborative activity is most educationally meaningful when students are required to explain, compare, question, or justify interpretations rather than simply complete tasks together.

The source study at MTs Haqqul Yaqin NW Sayang-Sayang addressed low participation and difficulty understanding English reading material. Genre-based instruction was used in a two-cycle classroom action process with 20 eighth-grade students. Reading tests and observation sheets provided complementary evidence: tests represented performance on the selected reading tasks, whereas observations represented classroom activity and participation. This distinction is central to the present article because improvement in one source cannot automatically be used to claim equivalent improvement in the other.

The first cycle did not meet the intended classroom success criterion, prompting reflection and revision. The second cycle produced a mean reading score of 82 and a reported mastery proportion of 90%. These outcomes indicate a positive classroom trajectory, but they should be interpreted within an evolving instructional process rather than as the effect of one fixed treatment. Additional practice, revised explanations, teacher feedback, familiarity with the task format, and changes in participation may all contribute to the later outcome. Classroom action research is valuable precisely because it permits such responsive improvement, provided the claims remain proportional to the design.

Accordingly, this article examines how genre-based guidance can clarify reading purpose and text organization, how participation evidence complements test evidence, and what the final mean and mastery percentage establish within the documented classroom. The discussion is deliberately grounded in relevant UNDIKMA scholarship published no later than 2024 and distinguishes the original findings from proposed refinements. The aim is not to rank genre-based instruction against other strategies, but to clarify the instructional mechanisms, evidential boundaries, and practical next steps supported by the study.

## METODE

The study employed classroom action research with 20 eighth-grade students at MTs Haqqul Yaqin NW Sayang-Sayang. The classroom inquiry was organized in two cycles. The second cycle followed reflection on the first cycle, which had not met the intended classroom success criterion. Genre-based guidance was used as the focal instructional arrangement for English reading. The design was improvement-oriented and did not randomly assign learners to competing teaching methods.

Two principal sources of evidence were retained from the source study. Reading tests were used to document comprehension performance, while observation sheets were used to record learning activities and classroom participation. The article preserves the distinction between these instruments. Test performance is interpreted as evidence about the selected reading task, whereas observation evidence describes how learners engaged in the instructional process. No participation score was relabeled as a reading score, and no new learner-level data were created.

Analysis focused on the reported cycle-to-cycle classroom trajectory. The source states that Cycle I did not meet the success criterion, whereas Cycle II produced a mean reading score of 82 and a mastery proportion of 90%. With 20 participants, 90% corresponds to 18 learners. This count is a direct calculation from the reported sample size and percentage. Because the source does not provide component-level reading

scores in the article, no new estimates for literal comprehension, inference, vocabulary, or other reading subskills were generated.

The qualitative interpretation examined how explicit attention to text purpose and organization, guided construction of meaning, classroom interaction, and revision between cycles could plausibly support the reported outcome. Causal claims were limited by the classroom-action design. The manuscript did not add an unreported significance test, control group, delayed test, ethics approval number, or data-collection event. Recommendations for unfamiliar-text assessment, individual checks, and reduced scaffolding are presented as future extensions rather than procedures already implemented in the original research.

## HASIL DAN PEMBAHASAN

The source reports that the first cycle did not meet the intended classroom success criterion. Following reflection and instructional revision, the second cycle produced a mean reading score of 82 and a reported mastery proportion of 90%. In a class of 20 learners, that percentage corresponds to 18 students meeting the local mastery criterion and two remaining below it. The later result is therefore favorable both in terms of the class mean and the proportion reaching the criterion, while still leaving individual learning needs that require attention.

Tabel 1. Reported evidence from the two-cycle classroom action process

| Evidence | Reported result | Interpretive boundary |
|---|---|---|
| Cycle I | Success criterion not met | Indicates the need for instructional reflection and revision; exact mean is not invented. |
| Cycle II mean | 82 | Class-level reading-test summary under the source assessment. |

| Evidence | Reported result | Interpretive boundary |
|---|---|---|
| Cycle II mastery | 90% (18/20) | Local mastery criterion; does not imply identical competence across learners. |
| Observation evidence | Improved learning activity | Describes participation and process; not a substitute for the reading test. |

The final mean and mastery percentage provide complementary but nonidentical information. The mean summarizes the overall level of performance, while the mastery percentage indicates how many learners crossed the locally defined threshold. A class can have a relatively strong mean while a small group remains below the criterion, as occurred here with two learners. The most useful instructional response is therefore not to treat the class as uniformly successful, but to inspect the remaining errors and determine whether those learners need vocabulary support, clearer understanding of text organization, more practice with inference, or a different form of scaffolding (Black & Wiliam, 1998).

Observation evidence adds information that the reading score cannot provide. Improved classroom activity can indicate that learners are attending to the text, contributing to discussion, attempting tasks, and making their interpretations visible. These actions create learning opportunities because teachers can respond to misunderstandings that would remain hidden if students were passive. Nevertheless, participation is not itself a comprehension score. A learner can participate actively while misunderstanding a key relationship in the passage, and another learner can understand a text while contributing little to public discussion (Fredricks et al., 2004).

The genre-based contribution is best understood as making textual purpose and organization more transparent. When learners know why a text is written and how information is likely to be arranged, they have a framework for deciding where to look

for important ideas and how details may connect. This framework can reduce the opacity of an English passage, particularly for learners who otherwise approach reading sentence by sentence. Genre knowledge remains useful only when it is applied to meaning; memorizing structural labels without using them to interpret the text would provide limited evidence of comprehension (Hyland, 2007).

The closest UNDIKMA comparison is the G-BDRTA study by Hanan et al. (2020). That work combined genre orientation with directed reading-thinking activities and reported a significant effect on reading comprehension viewed from critical-thinking skills. Its relevance to the present article lies in the way genre information is connected to active prediction and interpretation. The findings do not mean that every genre-based lesson will produce the same result, but they support the principle that learners need to use text-type knowledge as part of a strategic reading process rather than as isolated terminology.

Questioning can help convert genre explanation into comprehension activity. Hidayatullah (2020) reported improvement in comprehension of expository texts through a sequence involving explanation, brainstorming, grouping, discussion, leading, concluding, and presenting. In a genre-based reading lesson, similar questioning can ask learners to identify the function of a section, locate evidence for a main idea, or explain why a detail appears in a particular part of the text. Questions are therefore valuable when they direct attention toward meaning and relationships, not merely when they increase the number of spoken responses.

Listen–Read–Discuss research at UNDIKMA further illustrates the role of structured interaction. Terasne et al. (2018) reported improved comprehension of report texts, and Tawali (2021) reported improvement in descriptive-text comprehension through LRD. These studies combine a reading target with opportunities to listen, read, and discuss. The comparison helps clarify the present study's observation findings: discussion is educationally productive when students return to the passage, compare interpretations, and resolve uncertainty rather than simply agree with the first answer proposed by a confident peer.

Partner Reading provides another local example of how social organization can support comprehension. Sumarsono et al. (2020) reported a significant effect of partner reading and emphasized that pairs can give learners opportunities to express prior knowledge during discussion . For the present genre-based classroom, pair work can be useful during guided interpretation, but it should preserve individual accountability. A pair may produce a correct answer even when one learner has contributed little reasoning. A short individual question after joint work can show whether the support has become usable knowledge for both students.

The transition from joint interpretation to independent reading is therefore a critical part of genre-based instruction. A teacher may initially model how a text's organization supports meaning, then guide learners through another passage, and finally ask them to apply the same reasoning with reduced assistance. This progression resembles the broader scaffolding principle described by Palincsar and Brown (1984), in which support is gradually transferred to learners. Independence is not demonstrated merely by completing a worksheet alone; it is demonstrated by selecting and using a strategy without the teacher supplying the reasoning.

The first cycle's failure to reach the criterion is important evidence rather than an inconvenient result. Classroom action research is designed to use such evidence to inform the next teaching decision. The later mean of 82 should therefore be interpreted in relation to the revisions made after Cycle I, even when the source does not isolate which adjustment contributed most. Clearer explanations, revised examples, additional practice, better grouping, or more targeted feedback may all have changed the instructional environment. The study's contribution is the documented improvement process rather than an estimate of a single treatment effect.

This interpretation aligns with Haerazi et al. (2019), who used contextual teaching and learning in a two-cycle reading study and linked comprehension with motivation. Their design illustrates why reading outcomes can be shaped by the broader learning context rather than by one technique in isolation. Meaningful contexts, questioning, learning communities, modelling, reflection, and authentic assessment

work together as an instructional package. The present genre-based study likewise should be understood as an arrangement in which explicit text guidance, classroom activity, feedback, and repeated practice interact.

Haerazi and Irawan's (2020) ECOLA research also provides an important methodological comparison because it examined comprehension alongside motivation and self-efficacy. The study shows the value of keeping reading performance and learner variables distinguishable even when they interact. The same principle applies here: participation observed during genre-based learning may help explain how students gained access to practice, but the reading test is the more direct evidence of comprehension. Using both sources together produces a richer account than treating one as proof of the other.

Think–Talk–Write research by Imran et al. (2019) strengthens the argument for staged processing. Their work linked reading comprehension with critical-thinking skills and distributed the task across individual thinking, oral exchange, and written response. In a genre-based reading context, learners can similarly form an initial interpretation, discuss how the text organization supports it, and then record an independent answer. Such staging helps prevent whole-group talk from obscuring whether individual learners have constructed meaning for themselves.

Note-Taking Pairs research by Permana et al. (2019) adds a related perspective. Their study examined a paired strategy in relation to critical thinking during reading comprehension. Note-taking can make the structure of information visible and can help learners compare what they identified as important. A genre-based lesson could use a simple organizer that records purpose, key sections, main ideas, and supporting details. The organizer should remain a means for constructing interpretation rather than becoming a decorative template completed without reference to the passage.

Information Search research by Firman and Hasby (2020) is useful because it demonstrates a direct reading-test outcome for another UNDIKMA-associated strategy. Their pre-experimental study reported a significant effect on reading comprehension. The comparison is not intended to rank strategies, because participants, texts, and

designs differ. Instead, it underscores that instructional procedures become more interpretable when their target operation is clear. Genre-based guidance should therefore specify whether learners are identifying a main idea, locating supporting information, making an inference, or interpreting the function of a section.

The critical-reading needs analysis by Imran and Hidayatullah (2020) is also relevant to the depth of reading expected. Their study found support for critical-reading goals and a preference for cooperative learning among English-department students. Although the present participants are younger and the task is general comprehension, the pedagogical principle remains useful: collaboration should expose reasoning, not replace it. Learners need opportunities to state why an answer is plausible, what evidence supports it, and what information would weaken or change their interpretation.

A practical challenge in genre-based teaching is avoiding over-explanation. Building background knowledge can make a text accessible, but if the teacher explains the entire message before reading, the passage becomes an exercise in recognition rather than comprehension. The teacher needs to provide enough context and essential vocabulary for learners to enter the text while leaving meaningful questions unresolved. This balance preserves cognitive responsibility and makes the later reading score more informative about what learners can construct themselves.

Modelling likewise needs to reveal a process rather than only a correct answer. A teacher can think aloud about how a heading, sequence marker, or paragraph function shapes expectations, and then show how those expectations are checked against specific sentences. Learners can subsequently attempt the same operation on a new section. This form of modelling is consistent with research on explicit strategy instruction, which emphasizes making otherwise invisible comprehension processes observable before gradually shifting responsibility to students (Brevik, 2019).

Genre-based instruction can also help learners distinguish global and local reading problems. If a student understands individual sentences but cannot explain how they contribute to the overall purpose, the difficulty may be organizational. If the learner knows the expected structure but cannot interpret a key sentence because of unfamiliar

vocabulary, the need is different. Diagnostic feedback should therefore identify the point at which comprehension breaks down instead of treating every incorrect answer as a general reading weakness. Such feedback is more actionable and supports the next instructional cycle (Hattie & Timperley, 2007).

The two students below the final mastery criterion deserve particular attention. Their remaining difficulty cannot be diagnosed from the class mean or the 90% figure alone. One learner may need more lexical support, while another may struggle with inference or with connecting information across paragraphs. A short error analysis of individual responses would help determine whether the same genre-based scaffold should be repeated or whether a different form of support is required. This is a direct practical implication of treating mastery data diagnostically rather than ceremonially.

The final result also raises a question of transfer. A score of 82 on the practiced assessment demonstrates success under the conditions of the study, but it does not automatically show that learners can interpret an unfamiliar text independently. Transfer requires a task that preserves the target reading operation while changing the passage, topic, or amount of support. A delayed assessment would add another layer by showing whether the strategy remains available after the immediate instructional sequence. These are logical next steps rather than outcomes already established by the source study.

Recent UNDIKMA work on task-based extensive-reading materials illustrates how reading instruction can move beyond routine comprehension questions. Hanan et al. (2024) developed materials that ask learners to evaluate arguments, compare perspectives, and synthesize information. Such tasks make textual reasoning visible and offer a useful direction for future genre-based reading lessons. Even at junior-secondary level, learners can be asked to compare two details, explain the purpose of a section, or justify which information best supports the main idea without turning the task into an advanced critical-reading course.

Cooperative-learning research by Hanan and Tawali (2024) is relevant to the participation dimension of the present study. Their classroom-action research reported

improvement in students' interest during reading instruction using cooperative learning. The similarity lies in using social organization to make reading more approachable; the difference lies in the outcome emphasized. Interest, participation, and comprehension should be measured separately. A genre-based class can be lively and socially supportive while still requiring individual checks to determine what each learner actually understands.

Observation protocols can therefore be refined to capture participation quality rather than only frequency. A useful record could distinguish initiating an answer, locating textual evidence, asking for clarification, explaining a relationship, revising an interpretation, and completing an individual response. Such categories would connect observed activity more directly to reading processes. They would also help teachers identify students who appear active but rely on peers for reasoning, as well as quiet students who understand the text but need a safer route into discussion.

Group work should be designed so that every learner has a meaningful reading responsibility. Assigning roles can help, but roles should reflect the cognitive work of the lesson rather than become mechanical labels. One learner might identify the main idea, another locate a supporting detail, and another question whether the evidence fits the proposed interpretation. The group can then negotiate a response before each member completes a short individual check. This arrangement combines the participation benefits of cooperative learning with evidence of independent understanding (Gillies, 2016; Murphy et al., 2009).

Text selection remains an important condition of interpretation. A passage that is linguistically overwhelming can make genre knowledge difficult to use because learners' attention is consumed by decoding. Conversely, a passage that is too familiar may produce high scores without requiring flexible comprehension. Future studies should describe both the linguistic demand and the conceptual familiarity of the texts used. This information would help readers judge whether the observed improvement reflects understanding of genre structure, increased language knowledge, familiarity with the topic, or a combination of these factors.

The local literature collectively suggests that structured reading instruction works through multiple pathways. Questioning can direct attention, LRD can organize interaction, partner reading can create peer support, ECOLA can integrate language activity with comprehension, TTW can distribute thinking across modes, and G-BDRTA can connect genre knowledge with prediction and critical thinking. The present study contributes another form of structured support by emphasizing text organization within an iterative madrasah classroom. Its distinctive value lies in showing how genre guidance and participation developed together in a small local context.

The practical recommendation is therefore not to treat 'genre-based approach' as a self-sufficient label. Teachers need to specify the reading problem, select a text whose organization is instructionally useful, model how purpose and structure guide interpretation, provide opportunities for guided and collaborative meaning construction, and then check what learners can do independently. Each stage should produce evidence that can inform the next decision. When this sequence is explicit, genre knowledge becomes a reading resource rather than a set of labels to memorize.

The mastery criterion is valuable for deciding whether a classroom action cycle has reached a local target, but it should not end the assessment process. Learners who have passed can still benefit from more demanding questions, while learners below the criterion need targeted support. Component-level scoring or brief diagnostic items could identify whether improvement occurred mainly in locating information, identifying main ideas, inference, or understanding text organization. Such evidence would make future reports more precise without requiring an elaborate experimental design.

Overall, the second-cycle mean of 82 and 90% mastery support a favorable interpretation of the revised classroom arrangement. The observation evidence further suggests improved learning activity. These findings align with a substantial body of UNDIKMA reading research showing benefits from structured questioning, discussion, contextualization, cooperative routines, and genre-oriented strategies. At the same time, the present classroom action study cannot isolate the effect of genre instruction from the revisions, practice, feedback, and interaction that accompanied it. Its strongest

contribution is a carefully bounded account of successful local improvement and a clear basis for the next cycle of reading instruction.

## KESIMPULAN

The revised second cycle produced a reported mean reading score of 82, with 90% of the 20 learners meeting the local mastery criterion, while observation evidence indicated improved classroom activity. The findings support genre-based guidance as a practical resource for making reading purpose and text organization visible within an iterative classroom process. They do not establish an isolated causal effect or identical competence among all learners. Teachers should combine guided and collaborative interpretation with individual comprehension checks. Future studies should report component-level reading outcomes and transfer to comparable unfamiliar texts with reduced support.

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