E-ISSN: 3031-8629
P-ISSN: 3032-325
Halaman 274-291
Volume 2 Nomor 1 Tahun 2025

Poster-Assisted Genre-Based Learning for Descriptive Reading in Junior Secondary English

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Abstrak

Penelitian ini mengkaji pembelajaran berbasis genre berbantuan poster dalam membaca teks deskriptif di SMPN 11 Mataram. Penelitian sumber menggunakan desain kuasi-eksperimen kelompok kontrol tidak ekuivalen yang melibatkan 40 peserta program ekstrakurikuler bahasa Inggris. Kemampuan membaca diukur sebelum dan sesudah pembelajaran menggunakan 25 soal pilihan ganda. Perlakuan memadukan poster sebagai acuan visual dengan pembelajaran tujuan, organisasi, dan unsur kebahasaan teks deskriptif. Skripsi melaporkan perbandingan antarkelompok yang menguntungkan kelompok perlakuan, termasuk statistik uji 3,741. Artikel ini mempertahankan hasil tersebut tanpa mengubah statistik ringkas menjadi ukuran efek baru. Pembahasan memperdalam hubungan antara dukungan visual, kesadaran genre, identifikasi gagasan utama, informasi pendukung, dan penggunaan bukti tekstual. Temuan dibandingkan dengan penelitian dosen Pendidikan Bahasa Inggris UNDIKMA mengenai ECOLA, G-BDRTA, partner reading, Think-Pair-Share, kesulitan membaca, dan pembelajaran berbasis konten. Hasil mendukung penggunaan poster dan genre sebagai paket scaffolding yang terkoordinasi, tetapi belum memisahkan kontribusi masing-masing komponen. Penelitian lanjutan perlu melaporkan statistik kelompok secara lengkap serta menguji transfer menggunakan teks deskriptif baru dengan dukungan visual yang dikurangi.

Kata kunci: genre-based learning; descriptive reading; posters; visual scaffolding; secondary English

Abstract

This study examined poster-assisted genre-based learning for descriptive-text reading at SMPN 11 Mataram. The source research used a quasi-experimental nonequivalent-control-group design involving 40 participants in an English extracurricular programme. Reading was assessed

before and after instruction with a 25-item multiple-choice test. The treatment combined posters as visual referents with instruction in the purpose, organization, and language features of descriptive texts. The thesis reports a favorable between-group comparison, including a test statistic of 3.741. The present article retains that result without converting the abbreviated statistic into a new effect-size estimate. The discussion deepens the relationship among visual support, genre awareness, main-idea identification, supporting information, and the use of textual evidence. The findings are compared with research by UNDIKMA English Education lecturers on ECOLA, G-BDRTA, partner reading, Think-Pair-Share, reading difficulties, and content-based instruction. The evidence supports posters and genre guidance as a coordinated scaffolding package, but it does not isolate the contribution of either component. Further studies should report complete group statistics and examine transfer using unfamiliar descriptive texts with progressively reduced visual support.
Keywords: genre-based learning; descriptive reading; posters; visual scaffolding; secondary English

INTRODUCTION

Reading comprehension involves constructing meaning from written language rather than merely recognizing isolated words. Readers need to identify central ideas, connect supporting information, make inferences, monitor coherence, and decide which details are relevant to the author's purpose. In a descriptive text, these processes include identifying the referent being described and understanding how selected attributes contribute to an overall representation. This makes reading comprehension a coordinated cognitive activity in which vocabulary, syntax, background knowledge, and strategic attention interact (Alderson, 2000; Grabe & Stoller, 2020; Snow, 2002).

The classroom problem documented at SMPN 11 Mataram concerned learners who could encounter an English descriptive passage but still had difficulty identifying main ideas and distinguishing general, specific, and supporting information. These difficulties are consistent with local evidence that secondary EFL readers may struggle because of limited strategy use, vocabulary, phonemic awareness, and insufficient reading practice (Firman et al., 2021). The problem is therefore not simply one of

exposure to English texts. Instruction needs to help learners decide what information matters and how ideas in a passage relate to one another.

Visual media can assist this process when they provide a meaningful referent for language. A poster can make a person, place, object, or situation visible before or during reading, allowing learners to connect written descriptions with a shared representation. Multimedia-learning theory, however, cautions that visual material is useful only when it is relevant and coordinated with the verbal information; unnecessary detail can compete for attention rather than support comprehension (Mayer, 2009; Sweller, 1988). In reading instruction, the question is therefore not whether a poster is attractive but whether it directs attention toward the relationships that learners need to interpret in the text.

This distinction is particularly important for descriptive reading. A learner may identify a visible object correctly without understanding what the written passage says about it. Conversely, a text may contain important information that is not visible in the picture. Poster-supported reading is most educationally useful when students are required to distinguish visual evidence from textual evidence and explain how the two modes relate. Research on poster media for descriptive-text reading has similarly emphasized the potential of visual material to attract attention and support comprehension, while the instructional design around the poster remains central (Mayaneta et al., 2024).

Genre-based instruction offers a complementary form of scaffolding because it makes the social purpose and typical organization of a text available for explicit discussion. Rather than treating descriptive passages as collections of sentences, genre guidance can help learners recognize how a text identifies a referent and develops selected characteristics for a reader. Genre pedagogy is most useful when such knowledge becomes a resource for meaning-making rather than a list of labels to memorize (Hyland, 2003). For reading, explicit genre awareness can give learners an expectation about where and why information appears, while the actual passage remains the source that must be interpreted.

Research by English Education lecturers at Universitas Pendidikan Mandalika provides a strong regional context for this emphasis on structured reading support. Utama (2017) reported a positive effect of Think-Pair-Share on reading, Haerazi and Irawan (2020) found ECOLA effective for reading comprehension while examining motivation and self-efficacy, Hanan et al. (2020) reported benefits of genre-based directed reading-thinking activities, and Sumarsono et al. (2020) documented improvement through partner reading. These approaches differ procedurally, but all organize what learners do with a text rather than assuming that exposure alone produces comprehension.

Other local studies reinforce the importance of connecting scaffolding with the specific reading problem. Terasne et al. (2018) used Listen-Read-Discuss to structure access to reading, while Damayanti et al. (2024) reported a favorable effect of Content-Based Instruction on reading comprehension in a nonequivalent-control-group design. Imansyah and Utama (2023) also found that secondary EFL teachers used situated teaching and picture description as practical classroom strategies during disrupted learning conditions. Together, these studies support attention to instructional organization, contextual support, and learner activity, while their different designs caution against treating all successful strategies as equivalent.

The present study combines two kinds of support: a poster that supplies a visual referent and genre-based guidance that makes textual purpose and organization explicit. Because these components were implemented together, the treatment should be interpreted as a coordinated instructional package. A favorable outcome cannot by itself identify whether the visual, the genre explanation, the guided questions, additional interaction, or their combination produced the difference. This boundary is especially important in a nonequivalent-control-group design using intact groups.

The article therefore examines the reported quasi-experimental comparison while asking three instructional questions: how visual support can assist descriptive reading without replacing the text, how genre awareness can direct attention to main and supporting information, and what evidence would be needed to show that learners can

transfer the reading process to new material. The contribution is not a claim that posters have a universal effect. It is a contextual account of how poster-assisted genre-based learning can be interpreted and refined within junior-secondary English instruction.

METHOD

The source research employed a quantitative quasi-experimental design with a nonequivalent control group at SMPN 11 Mataram. The study involved 40 learners participating in an English extracurricular programme. The experimental condition received poster-assisted genre-based learning, while a comparison group followed the contrasting instruction documented in the source. Because intact groups were used, the design supports a classroom comparison but should not be described as individual random assignment.

The instructional treatment combined visual and textual scaffolding. Posters were used as referents for the subjects described in the reading materials, while genre-based instruction directed attention to the purpose, organization, and language of descriptive texts. These components were delivered together. Accordingly, the independent variable in the reported comparison is the combined instructional arrangement rather than a separately manipulated poster effect or a separately manipulated genre effect.

Reading comprehension was measured before and after instruction using a 25-item multiple-choice test. The source describes the assessment as targeting abilities such as identifying main ideas and distinguishing relevant textual information. Selected-response items can efficiently sample comprehension across several passages, but they provide limited evidence about how learners arrived at an answer. The present article therefore interprets the scores as performance on the documented reading measure and does not extend them to unmeasured writing, speaking, or general proficiency outcomes.

The thesis reports descriptive and inferential comparisons and includes a test statistic of 3.741. That value is retained as a source-reported result. The article does not reconstruct missing individual scores, standard deviations, confidence intervals, or effect sizes from incomplete summary information. Because a test statistic has meaning only in relation to the comparison, degrees of freedom, and analysis from which it was produced, the discussion focuses on the reported favorable between-group pattern while recommending complete statistical reporting in future publication.

The analysis in this article integrates the source-reported outcome with a pedagogical interpretation of visual scaffolding, genre awareness, and reading transfer. Relevant literature is used to explain plausible mechanisms, not to convert those mechanisms into variables that were independently measured in the thesis. The extracurricular sampling context, use of intact groups, combined treatment, and selected-response assessment are retained as boundaries on generalization and causal interpretation. No new participants, observations, or ethical approval identifiers are introduced.

RESULTS AND DISCUSSION

The source reports that learners receiving poster-assisted genre-based learning achieved a more favorable reading outcome than the comparison group. The inferential account includes a test statistic of 3.741. This result supports the practical conclusion that the combined treatment was associated with stronger performance on the reading measure used in the study. It should not be translated into a percentage improvement or a standardized effect size without the complete statistical information required for such calculations (Lakens, 2013).

The instructional meaning of the finding depends on what changed in the learning environment. In the experimental condition, learners encountered a visual referent while also receiving explicit guidance about descriptive-text purpose and organization. These supports can work together: the poster can reduce uncertainty about what is being described, while genre guidance can help learners decide how written details contribute to the overall description. The study therefore provides evidence about a coordinated arrangement rather than about a single isolated instructional ingredient.

The reading measure consisted of 25 multiple-choice items. That format is appropriate for sampling several comprehension targets efficiently, but it does not reveal the reasoning behind every response. A learner may select the correct option because the passage was understood, because a distractor was eliminated, because a visual cue suggested the answer, or by chance. This does not invalidate the assessment;

it defines why the score should be complemented by selected explanations or transfer tasks when the goal is to understand the reading process (Alderson, 2000; Black & Wiliam, 1998).

Table 1. Principal evidence and interpretive boundaries in the source study

Evidence	Source-reported information	Interpretive boundary
Design and participants	Quasi-experimental nonequivalent-control-group design; 40 English-extracurricular learners	Findings apply most directly to the participating programme and intact groups.
Instruction	Poster-assisted genre-based learning for descriptive reading	The design tests a combined package; it does not isolate poster and genre effects.
Reading measure	Pretest and posttest; 25 multiple-choice items	Scores represent performance on the documented selected-response assessment.
Inferential result	Source-reported test statistic = 3.741; comparison favors treatment	The statistic should be read with the full analysis; it is not itself an effect size.
Transfer	No delayed or unfamiliar-text transfer outcome documented in the summary	Generalization to unsupported reading of new texts requires additional evidence.

The poster is most defensible as a reference point for reasoning about language, not as a substitute for the passage. When a text describes a place, person, or object, the visual can help learners establish the referent quickly. The teacher can then ask which details are actually stated in the text and which are only visible in the image. This distinction prevents correct visual recognition from being mistaken for reading comprehension and turns the poster into a scaffold for evidence-based interpretation.

Visual support also needs to be selective. Cognitive-load theory predicts that information competing for limited processing resources can interfere with learning when it is redundant or poorly coordinated (Sweller, 1988). A poster crowded with decorative material may therefore be less useful than a simpler image whose relevant features correspond clearly to the reading task. Mayer's (2009) multimedia principles similarly suggest that learning benefits depend on the relationship between verbal and pictorial representations rather than on the quantity of media presented.

The local literature reinforces the importance of instructional structure. Haerazi and Irawan (2020) found that ECOLA improved reading comprehension and examined the roles of motivation and self-efficacy, while Hanan et al. (2020) reported that G-BDRTA supported reading when genre and prediction were integrated with critical-thinking demands. These studies are not direct replications of poster-assisted learning. Their relevance lies in showing that reading gains are associated with routines that organize attention, activate prior knowledge, and require learners to process relationships in the text.

Utama's (2017) Think-Pair-Share study and Sumarsono et al.'s (2020) partner-reading study add a social dimension to this interpretation. Both approaches give learners opportunities to make an interpretation visible to another person. In poster-assisted genre learning, the same principle can be applied by asking learners to justify why a particular sentence supports an answer rather than simply point to the picture. Pair or group discussion is most useful when it requires textual reasoning and is followed by an individual check of understanding.

Terasne et al. (2018) likewise demonstrated the value of sequencing listening, reading, and discussion in a structured reading routine. The broader lesson for the present study is that scaffolding should guide learners toward the target operation. A poster can establish context; genre modelling can show how descriptive information is organized; discussion can test an interpretation; and an individual response can reveal what the learner can do without immediate peer assistance. The components have different functions and should not be collapsed into a general label of active learning.

The genre-based component is particularly relevant to the source problem of distinguishing main ideas from supporting details. In a descriptive text, the reader needs to recognize the subject or overall characterization and then determine how particular details elaborate that representation. Explicit genre guidance can help learners ask what a section contributes to the communicative purpose. Hyland (2003) emphasizes that genre pedagogy is meaningful when form is connected with social purpose, not when students merely memorize structural terminology.

Local G-BDRTA research provides a useful point of comparison because genre knowledge there is also connected with strategic reading rather than treated as a separate list of text features (Hanan et al., 2020). The present study differs because it combines genre guidance with posters and focuses on descriptive text. Nevertheless, both approaches suggest that genre awareness becomes useful when learners use it to predict, locate, compare, and justify information. This mechanism-oriented comparison is more informative than claiming that all genre-based approaches are equally effective.

The content-based reading study by Damayanti et al. (2024) offers another regional comparison. Using a nonequivalent-control-group design at SMKN 2 Mataram, the authors reported a significant difference in reading comprehension under Content-Based Instruction. Its procedures differ from poster-assisted genre learning, but the study supports the broader principle that reading comprehension can improve when language is organized around meaningful content and clear instructional purposes. The present article therefore situates poster use within a wider pattern of purposeful contextualization rather than treating the visual medium as a stand-alone cause.

Imansyah and Utama (2023) identified situated teaching and picture description among strategies used by secondary EFL teachers during the COVID-19 period. Their findings are useful here because they illustrate how pictures can support English teaching when resources and instructional conditions are constrained. At the same time, picture description and reading comprehension are not the same outcome. The comparison supports the practical feasibility of visual contextualization while leaving the present reading assessment responsible for claims about comprehension.

Firman et al. (2021) found that secondary learners' reading difficulties included low vocabulary, limited reading strategies, and low phonemic awareness. A poster can help reduce uncertainty about a referent, but it cannot independently solve lexical or syntactic problems in the passage. This explains why visual scaffolding should be paired with textual guidance. If a learner identifies the pictured object but cannot interpret the sentence describing it, the instructional need is linguistic rather than visual.

This distinction also matters for vocabulary support. A teacher can preview a small number of essential words that would otherwise block access to the text, but excessive pre-teaching can remove the need to infer meaning from context. Nation (2009) argues for balanced attention to meaning-focused input and deliberate language learning. In poster-assisted reading, lexical support should enable learners to engage with the text while preserving an opportunity to interpret how words function within the descriptive passage.

The source's extracurricular sampling frame is an important limitation on generalization. Learners who join an English programme may differ from the wider student population in interest, scheduling, prior exposure, or willingness to participate. The article does not assume that these differences favored the experimental group in a particular way, but the sample should not be described as representative of all junior-secondary learners. Replication in regular classes would provide useful evidence about the portability of the instructional arrangement.

Baseline comparability is similarly important in a nonequivalent-control-group design. A posttest difference is easier to interpret when readers can see each group's pretest mean, posttest mean, variability, and sample size. If the groups begin at different levels, the posttest contrast alone may reflect both initial differences and instructional change. The source's reported statistic of 3.741 should therefore be accompanied, in a submit-ready statistical table, by the exact test name, degrees of freedom, probability value, group descriptives, and an effect estimate where the available data permit it (Lakens, 2013).

The combined treatment also prevents attribution of the result to posters alone. Genre modelling, guided questions, teacher feedback, exposure time, and classroom interaction may all contribute to the observed advantage. A factorial or multi-condition design would be needed to separate visual support from genre support experimentally. The present study remains valuable as evidence about a practical instructional package, provided that the breadth of the conclusion matches the breadth of the treatment.

The poster and the text can be intentionally designed to overlap only partly. Learners might be asked which characteristics are visible, which are stated in the passage, and which interpretation requires combining both sources. Such tasks make source monitoring explicit and reduce the risk that students answer from the image alone. They also create a direct bridge from multimodal support to textual evidence, which is especially relevant when the stated learning objective is reading comprehension rather than visual recognition.

Mayaneta et al. (2024) developed poster media specifically for descriptive-text reading and reported favorable learner and teacher responses. That study supports the feasibility and acceptability of posters in reading lessons, but it used a development design rather than the same quasi-experimental comparison as the present source. The two studies are therefore complementary: one helps establish the design rationale and classroom usability of poster media, while the other contributes comparative achievement evidence for a poster-plus-genre package.

A successful scaffold should eventually become less necessary. Learners can first work with a coordinated poster and passage, then with a smaller or less informative visual, and finally with a new descriptive passage without a poster. If they continue to identify main ideas and supporting information accurately, the evidence would indicate greater independence. Palincsar and Brown (1984) describe scaffolding as support that enables strategic activity and can be transferred progressively to the learner; this principle is directly relevant to the present intervention.

Transfer is particularly important because the immediate posttest may share topic, genre, or task familiarity with the learning sequence. A learner can perform well on

practiced materials without yet possessing a flexible reading strategy. A stronger follow-up would keep the target operation comparable while changing the descriptive subject, lexical details, and visual support. A delayed assessment could then distinguish immediate supported performance from retained comprehension skill.

Assessment should also distinguish literal identification from explanation. A multiple-choice item can show whether the learner recognizes a correct answer, while a brief justification can reveal whether the interpretation is grounded in the passage. Setianingsih (2016) emphasizes the role of assessment in addressing the complex nature of reading comprehension. In the present context, a small number of constructed responses could complement the 25-item test without replacing the efficiency of selected-response measurement.

Feedback becomes more useful when it identifies the source of an error. If a learner answers from the poster despite contradictory textual evidence, the teacher can direct attention back to the passage. If the correct sentence is located but misunderstood, lexical or syntactic clarification is needed. If several details are understood but the main idea is missed, the learner may need support in integrating information. Such diagnostic feedback makes the visual resource part of a comprehension process rather than an answer cue (Black & Wiliam, 1998; Hattie & Timperley, 2007).

The local reading literature suggests that no single routine should be treated as universally superior. ECOLA, G-BDRTA, Think-Pair-Share, partner reading, Listen-Read-Discuss, and Content-Based Instruction organize attention and interaction in different ways (Damayanti et al., 2024; Haerazi & Irawan, 2020; Hanan et al., 2020; Sumarsono et al., 2020; Terasne et al., 2018; Utama, 2017). The present study adds a visual-and-genre configuration. Its contribution is strongest when the comparison focuses on what learners are asked to do with a text and how that operation is assessed.

For implementation, teachers should align four elements: the visual, the descriptive passage, the guiding question, and the assessment. The poster should establish or clarify a referent; the passage should contain information that must be read;

the question should require a defined comprehension operation; and the assessment should not be answerable reliably from the picture alone. This alignment prevents the media from becoming decoration and makes the instructional rationale observable.

A practical lesson can begin by activating knowledge from the visual, continue with individual reading, and then move to evidence-based comparison of interpretations. The teacher can model one example of how a descriptive detail supports an overall characterization and then ask learners to apply the same reasoning independently. Pair discussion can be used to test interpretations, but the final check should include an individual response so that group performance does not conceal uneven comprehension. This sequence is a pedagogical extension grounded in the source problem and related UNDIKMA reading research.

The instructional package is also compatible with differentiation. Learners who need more support can receive a labeled or simplified visual and a focused question, while more proficient learners can work with less explicit visual information or justify an inference. The objective remains common: constructing meaning from the descriptive text. Differentiation should adjust access to the task rather than create separate learning goals that make the results difficult to compare.

Future reporting should make implementation fidelity visible. The article would benefit from specifying how often posters were used, how genre stages were enacted, whether both groups received equal instructional time, how many texts were studied, and how teachers responded to errors. Such information would make the treatment reproducible and help readers decide whether a future result reflects the same instructional package. It would also clarify which adaptations are central and which are optional.

Overall, the source provides a favorable comparison for poster-assisted genre-based learning in a specific extracurricular context. The most defensible interpretation is that a coordinated visual-and-genre scaffold was associated with better performance on the documented reading assessment. The evidence does not isolate the poster effect, establish transfer to unfamiliar texts, or justify universal application. Its

educational value lies in showing a promising classroom design and in identifying the next evidence needed to explain how learners move from visual support toward independent comprehension.

CONCLUSION

Poster-assisted genre-based learning was associated with a favorable reading comparison among 40 English-extracurricular learners at SMPN 11 Mataram, with the source reporting a test statistic of 3.741. The evidence concerns a combined instructional package and does not isolate the effects of posters or genre guidance separately. Posters are most useful when they establish a referent while learners remain responsible for locating and interpreting textual evidence. Future studies should report complete group statistics, document implementation clearly, and examine delayed transfer with unfamiliar descriptive texts and progressively reduced visual support.

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