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Genre-Based Instruction Using Printed Media: Enhancing Reading Comprehension Skills of Grade 9 Students

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Abstract

This study examined the effects of Genre-Based Instruction (GBI) using printed media on the literal, inferential, and evaluative reading comprehension skills of Grade 9 students. A quantitative, one-group pretest–posttest quasi-experimental design was employed involving 34 students selected through total enumeration at the Integrated Laboratory School of Mindanao State University–Tawi-Tawi College of Technology and Oceanography, Philippines. Data were collected using researcher-developed, 60-item reading comprehension assessments and analyzed through descriptive statistics, paired-samples t-tests, and Pearson correlation. Findings revealed that overall reading comprehension improved from a below-satisfactory pretest mean of 6.96 to a satisfactory posttest mean of 12.72. Inferential comprehension demonstrated the greatest improvement, reaching a very satisfactory level. Statistically significant differences were observed across literal, inferential, and evaluative comprehension ($p < .001$). However, only evaluative comprehension demonstrated a significant positive correlation between pretest and posttest scores ($r = .342$, $p = .048$). These findings suggest that GBI supported by authentic printed media is a promising approach for strengthening foundational and higher-order reading comprehension. Schools are encouraged to integrate explicit genre instruction and accessible printed materials into literacy programs while strengthening teacher training. The three-day intervention, single-class sample, and absence of a control group limit causal interpretation and generalizability. The study contributes context-specific evidence for improving secondary literacy instruction and supports Sustainable Development Goal 4 (Quality Education) by promoting accessible, contextually responsive teaching practices that contribute to educational and institutional sustainability.

Keywords: Authentic Printed Media; Evaluative Comprehension; Genre-Based Instruction; Grade 9, Inferential Comprehension; Literal Comprehension; Reading Comprehension

1. Introduction

Reading comprehension enables students to extract information, interpret implied meanings, and critically assess written texts. It is central to academic learning and lifelong literacy. Duke and Cartwright (2021) emphasize the interaction of linguistic knowledge and cognitive processes in comprehension, while OECD (2023) documents continuing challenges in students' reading proficiency. These concerns support the need for explicit, context-responsive reading instruction.

Reading comprehension comprises literal, inferential, and evaluative processes. Literal comprehension concerns explicitly stated information and supports more advanced understanding (Nurjanah & Putri, 2022; Budi & Zuhro, 2023). Inferential comprehension involves connecting textual clues with prior knowledge, whereas evaluative comprehension requires judgments about ideas and evidence. Basaraba et al. (2013) examined these distinct yet related comprehension dimensions. Recent research also connects evaluative comprehension with reading engagement and genre exposure (Calimutan & Barcelona, 2026).

Instructional support must address both the structure of texts and the strategies readers use to construct meaning. The science of reading comprehension highlights explicit teaching, purposeful text discussion, and responsive scaffolding (Duke & Cartwright, 2021). Lupo et al. (2024) likewise document the importance of literacy intervention practices in secondary schools. These approaches are particularly pertinent when students encounter unfamiliar text types and higher-order reading tasks.

Genre-Based Instruction (GBI) explicitly teaches the communicative purpose, organization, and linguistic features of different text types. Hyland (2003, 2007) established the pedagogical value of genre awareness, while Andreani et al. (2021) linked genre awareness and reading habits with comprehension. Studies of genre-based reading instruction also report benefits from systematic attention to text organization and guided interpretation (Gunawan, 2022; Atouf & Issa, 2025). However, learners may respond differently to a common instructional approach (Tolentino, 2025).

Authentic printed media, such as newspapers, editorials, and feature articles, provide accessible examples of distinct genres. Harya (2022) examined the use of printed mass media for reading comprehension, while Melawati Dewi (2024) compared printed and digital reading materials. Studies of genre-based instruction using other learning media further underscore the importance of aligning instructional materials with genre objectives (Pratiwi & Kusuma, 2026; Septiari & Ayu, 2026). The present study specifically examines printed materials rather than assuming that findings from digital interventions apply directly.

The Philippine context underscores the need for locally responsive literacy instruction. The Philippine Statistics Authority (2025) reported literacy indicators through the 2024 Functional Literacy, Education and Mass Media Survey, while OECD (2023) provides broader international evidence about learning outcomes. At the Integrated Laboratory School of Mindanao State University–Tawi-Tawi College of Technology and Oceanography, the researchers used authentic articles from KAWASA, the university student publication, as familiar reading materials for Grade 9 learners.

The study draws on Schema Theory and Genre Theory. Rumelhart (1980) explained how existing knowledge structures shape the interpretation of new information. Hyland (2003, 2007) described how recognizing the purposes and linguistic conventions of genres supports language and literacy learning. Together, these perspectives suggest that connecting prior knowledge with explicit analysis of printed text structures may support literal, inferential, and evaluative comprehension.

Although research supports genre awareness and structured reading instruction (Andreani et al., 2021; Gunawan, 2022), evidence concerning authentic printed media and Grade 9 students in this particular Philippine setting remains limited. The study therefore examined the reading comprehension of 34 Grade 9 students before and after Genre-Based Instruction using printed media, assessed differences in literal, inferential, and evaluative performance, and analyzed relationships between pretest and posttest scores. Its one-group design supports evaluation of observed change but does not establish a causal effect independently of other influences.

The study contributes to Sustainable Development Goal 4 (Quality Education) by examining an accessible instructional approach intended to strengthen reading comprehension. Its focus on authentic printed media may inform practical literacy support in schools with varying instructional resources, without implying that the intervention alone establishes broad or lasting educational outcomes.

The findings may inform secondary literacy instruction, teacher professional learning, and the selection of locally meaningful reading materials. Contextualized genre teaching offers an avenue for connecting classroom learning with texts students encounter in their communities, while further research is necessary to establish durability and transferability of observed improvements.

2. Material and methods

2.1 Research Design

The study utilized a quantitative quasi-experimental research design, specifically a one-group pretest-posttest design, to determine the effects of Genre-Based Instruction (GBI) using printed media on students' reading comprehension. This design involved administering a pretest to establish baseline performance, implementing the instructional intervention, and conducting a posttest to measure changes in comprehension skills. The approach allowed the researchers to compare students' performance before and after the intervention within an intact classroom group without random assignment or a control group. Quasi-experimental designs are appropriate in educational settings where random assignment may be impractical while maintaining the natural learning environment (Atouf & Issa, 2025). The use of an existing class also aligns with educational research practices that examine instructional outcomes under actual classroom conditions (Atouf & Issa, 2025).

2.2 Locale of the Study

The study was conducted at the Integrated Laboratory School (ILS) of the College of Education, Mindanao State University–Tawi-Tawi College of Technology and Oceanography (MSU TCTO), located in Barangay Tubig Mampallam, MSU Compound, Bongao, Tawi-Tawi, Philippines. The institution serves as the laboratory school of the College of Education and provides a training environment for pre-service teachers. It was selected because of its engagement in English language instruction, accessibility to the researchers, and the school administration's willingness to accommodate the research activities. The setting provided an appropriate educational environment for examining the effects of genre-based reading instruction among junior high school students.

2.3 Respondents of the Study

The respondents consisted of 34 Grade 9 students enrolled at the Integrated Laboratory School of MSU TCTO during Academic Year 2025–2026. All respondents belonged to a single Grade 9 section and participated in the reading comprehension assessments and instructional intervention. Grade 9 students were selected because of their developing language proficiency and familiarity with different text types, making them suitable participants for examining literal, inferential, and evaluative comprehension. Participation was conducted in accordance with ethical research practices, including informed consent, voluntary participation, and confidentiality of responses.

2.4 Sample and Sampling Procedure

The study employed total enumeration sampling, involving all 34 students enrolled in the selected Grade 9 section. This sampling approach ensured that the entire accessible population was represented and minimized sampling error within the identified classroom group. This approach included all eligible students in the accessible classroom group. The paired-samples t-test compared measurements from the same students before and after instruction. Since the study involved an intact class, no random assignment or control group was employed.

2.5 Research Instrument

The primary research instruments were researcher-developed, 60-item multiple-choice pretest and posttest assessments designed to measure Grade 9 students' reading comprehension skills. Each assessment contained 20 items for literal comprehension, 20 for inferential comprehension, and 20 for evaluative comprehension, with four response options per item. Literal comprehension assessed students' ability to recognize explicitly stated information, inferential comprehension measured their capacity to interpret implied meanings and draw conclusions, and evaluative comprehension examined their ability to critically analyze and judge textual content. The assessment passages were adapted from authentic printed materials published in KAWASA, the official student publication of MSU TCTO. These materials included news reports, feature stories, editorials, and opinion pieces representing different journalistic genres. The pretest and posttest contained different but parallel reading passages and assessment items designed to maintain comparable difficulty levels, content coverage, and cognitive demands while reducing potential practice effects. The instruments underwent content and face validation by the thesis adviser and a panel of experts specializing in English language teaching and reading instruction. The validators examined item clarity, relevance, alignment with the three comprehension dimensions, and appropriateness for Grade 9 learners. Revisions were incorporated based on their recommendations. The revised instruments were subsequently pilot-tested among students from a different section with characteristics similar to those of the target respondents. Reliability coefficients were computed to assess internal consistency, and problematic items were refined before the final administration of the assessments.

2.6 Data Gathering Procedure

Data gathering was conducted over three days during the respondents' regular English class schedule. Before implementation, the researchers submitted the required research documents to the College of Education and secured permission from the school principal. Informed consent was obtained from the students and their parents or guardians. Participants were informed of the research objectives, voluntary nature of participation, right to withdraw, and confidentiality of their responses. On the first day, the researchers administered the validated 60-item pretest to all 34 respondents to establish their baseline reading comprehension performance. The assessment was conducted under supervised classroom conditions, with instructions provided to ensure independent completion. On the second day, Genre-Based Instruction (GBI) was implemented using authentic printed materials from KAWASA. The instructional session focused on the structural and linguistic characteristics of news articles, editorials, and feature stories. The researchers modeled genre analysis, guided students in identifying genre-specific features, and facilitated comprehension activities targeting literal, inferential, and evaluative skills. On the third day, the researchers administered the parallel 60-item posttest to the same respondents to assess their reading comprehension performance following the intervention. The assessment used passages and items designed to have comparable difficulty and cognitive demands to those of the pretest. Completed test papers were collected, scored, and encoded for statistical analysis. All responses were handled confidentially and used exclusively for the research.

2.7 Data Analysis Techniques

The collected data were analyzed using descriptive and inferential statistical techniques. Before the main analysis, reliability coefficients were computed from the pilot-test results to determine the internal consistency of the research instruments. The mean and standard deviation were subsequently calculated to describe students' pretest and posttest performance across literal, inferential, and evaluative comprehension. Mean scores were interpreted using the study's established performance classifications: poor (0.00–5.00), below satisfactory (5.01–10.00), satisfactory (10.01–13.33), very satisfactory (13.34–16.66), and excellent (16.67–20.00). A paired-samples t-test was employed to determine whether statistically significant differences existed between the pretest and posttest scores of the same respondents. This statistical technique was appropriate because the study involved two related measurements obtained from a single group before and after the instructional intervention. Pearson's correlation coefficient was also utilized to examine the relationships between pretest and posttest scores across the three comprehension dimensions. The level of statistical significance was set at 0.05, and the analyses were performed using the Statistical Package for the Social Sciences (SPSS). The resulting statistical values and verbal interpretations were used to describe changes in reading comprehension performance and determine the significance of the observed differences and relationships.

3. Results and Discussion

3.1 Reading Comprehension Performance Before and After Genre-Based Instruction

3.1.1 Pretest Performance in Reading Comprehension

The pretest results revealed an overall mean score of 6.96 (SD = 3.61), interpreted as below satisfactory. Across the three comprehension dimensions, inferential comprehension obtained the highest mean score of 7.15 (SD = 4.20), followed by literal comprehension at 6.94 (SD = 3.36). Evaluative comprehension recorded the lowest mean score of 6.79 (SD = 3.98). All three dimensions were classified as below satisfactory, indicating difficulties in identifying explicitly stated information, interpreting implied meanings, and critically evaluating textual content before the intervention. The findings indicate that students experienced challenges in both foundational and higher-order comprehension skills. The baseline difficulties across the three dimensions are consistent with research distinguishing literal, inferential, and evaluative comprehension (Basaraba et al., 2013; Nurjanah & Putri, 2022; Budi & Zuhro, 2023).

3.1.2 Posttest Performance in Reading Comprehension

Following the implementation of Genre-Based Instruction using printed media, the students achieved an overall posttest mean score of 12.72 (SD = 3.49), interpreted as satisfactory. Inferential comprehension obtained the highest mean score of 13.62 (SD = 3.96), reaching a very satisfactory level. Evaluative comprehension recorded a mean score of 12.97 (SD = 4.04), while literal comprehension obtained 11.56 (SD = 3.60), both classified as satisfactory. Compared with their pretest performance, students demonstrated improved comprehension across all three dimensions, with inferential comprehension showing the largest mean increase. The improvement suggests that explicit instruction in text genres, supported by authentic printed materials, helped students recognize textual structures and interpret information more effectively. These gains are consistent with genre-based reading approaches (Hyland, 2003, 2007; Gunawan, 2022; Andreani et al., 2021) and with the potential instructional value of printed materials (Harya, 2022; Melawati Dewi, 2024).

3.2 Significant Differences Between Pretest and Posttest Performance

3.2.1 Paired-Samples t-Test Results

The paired-samples t-test revealed statistically significant differences between students' pretest and posttest scores across all three comprehension dimensions. Literal comprehension recorded a t-value of −6.656 ($df = 33$, $p < .001$), inferential comprehension obtained −7.808 ($df = 33$, $p < .001$), and evaluative comprehension registered −7.826 ($df = 33$, $p < .001$). All reported p-values were below the 0.05 significance level, indicating significant improvements following the intervention. The overall mean increased from 6.96 (SD = 3.61) to 12.72 (SD = 3.49), representing a mean increase of 5.76 points. Accordingly, the null hypothesis stating that no significant difference exists between pretest and posttest reading comprehension scores was rejected. The findings indicate that students demonstrated measurable improvements in reading comprehension following Genre-Based Instruction using printed media. The pattern is compatible with studies of genre-based and scaffolded reading instruction (Atouf & Issa, 2025; Lupo et al., 2024; Septiari & Ayu, 2026). However, the one-group pretest–posttest design cannot establish that the intervention alone caused the improvements.

3.3 Relationship Between Pretest and Posttest Reading Comprehension Scores

3.3.1 Relationship in Literal and Inferential Comprehension

Pearson correlation analysis revealed positive but statistically nonsignificant relationships between pretest and posttest scores in literal and inferential comprehension. Literal comprehension recorded a correlation coefficient of $r = .326$ ($p = .060$), while inferential comprehension obtained $r = .300$ ($p = .084$). Both p-values exceeded the 0.05 significance level, indicating that the relationships between students' initial and subsequent performance were not statistically significant in these dimensions. The findings suggest that students' relative performance in literal and inferential comprehension may have changed following the intervention, although the nonsignificant correlations do not establish the extent of individual learning differences. Variation in the relationships between baseline and later performance warrants caution in interpreting individual learning trajectories (Tolentino, 2025).

3.3.2 Relationship in Evaluative Comprehension

Evaluative comprehension demonstrated a statistically significant positive relationship between pretest and posttest performance, with a correlation coefficient of $r = .342$ ($p = .048$). Since the p-value was below the 0.05 significance level, the relationship was considered significant. The positive correlation indicates that students with relatively higher evaluative comprehension scores before the intervention tended to maintain relatively higher scores afterward, although the association was modest. This finding suggests greater consistency in students' relative evaluative comprehension performance compared with the literal and inferential dimensions. The result is relevant to research linking genre awareness with reading comprehension (Andreani et al., 2021) and evaluative comprehension with genre exposure (Calimutan & Barcelona, 2026).

4. Conclusion & Recommendations

The findings of this study indicate that Genre-Based Instruction (GBI) using printed media is associated with significant improvements in the reading comprehension performance of Grade 9 students at the Integrated Laboratory School of Mindanao State University–Tawi-Tawi College of Technology and Oceanography. Students initially demonstrated below-satisfactory performance across literal, inferential, and evaluative comprehension but achieved satisfactory overall performance following the intervention. Inferential comprehension demonstrated the greatest improvement, suggesting that explicit instruction in textual structures and genre characteristics may particularly support students' ability to interpret implied meanings and establish logical relationships. Significant differences between pretest and posttest scores were observed across all three comprehension dimensions. However, only evaluative comprehension demonstrated a statistically significant positive relationship between pretest and posttest performance, indicating greater consistency in students' relative performance within this dimension. Overall, the findings provide context-specific evidence supporting the integration of genre-based instructional strategies and authentic printed materials into secondary-level reading comprehension instruction.

Based on the findings, school administrators are encouraged to strengthen the implementation of Genre-Based Instruction by providing accessible printed instructional materials, including newspapers, magazines, and other authentic texts, while supporting professional development activities focused on genre-based pedagogy. English teachers should integrate explicit instruction on textual organization, communicative purposes, and linguistic characteristics into reading lessons to develop students' literal, inferential, and evaluative comprehension. Particular attention should be given to evaluative comprehension, which demonstrated the lowest baseline performance, while maintaining instructional strategies that support inferential comprehension, where the greatest improvement was observed. Teachers should also use regular comprehension assessments to identify individual learning needs and provide appropriate instructional support. Students should be encouraged to engage consistently with diverse printed materials to strengthen their understanding and critical interpretation of texts. Future researchers may examine the effectiveness of similar interventions using larger samples, comparison

groups, longer instructional periods, and additional measures of reading development to establish more comprehensive evidence of instructional outcomes.

The study was limited to 34 Grade 9 students from a single section at the Integrated Laboratory School of Mindanao State University–Tawi-Tawi College of Technology and Oceanography during Academic Year 2025–2026. Its one-group pretest-posttest quasi-experimental design did not include a control group or random assignment, limiting causal interpretation. The intervention was conducted over three days, restricting the assessment of sustained learning outcomes. Reading comprehension was measured through researcher-developed multiple-choice assessments covering three dimensions. Furthermore, variables such as student motivation, teacher proficiency, and socioeconomic status were not examined. Future studies may address these limitations through broader samples, comparison groups, longer interventions, and additional relevant variables.

5. Compliance with ethical standards

The authors affirm that no conflicts of interest exist in relation to this study. The research involved 34 Grade 9 students from the Integrated Laboratory School of the College of Education, Mindanao State University–Tawi-Tawi College of Technology and Oceanography, with institutional permission obtained from the college administration and school principal before data collection. Informed consent was secured from the students and their parents or guardians, and participation was voluntary, with respondents informed of their right to withdraw from the study. Data were collected through reading comprehension pretests and posttests, and all responses were handled confidentially and used exclusively for research purposes.

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