

The Impact of Genius Magazine on Students' English Reading Skills

Maya Rizki Amalyasari^{1*}, Maulidina Putri Annur²

^{1,2,3} Universitas Insan Budi Utomo, Indonesia

¹ quinzysaverio@gmail.com*; ² putpuput0600@gmail.com

*Corresponding author

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Abstract. Narrative text is one of the texts in reading competency based on the school-based Curriculum. In teaching narrative text, teachers need media to make the teaching and learning process go well. One of the suitable teaching media is a module. This study specifically explored the implementation of Genius Magazine in teaching narrative text. This research aimed in investigating deeply research on how students' opinions or perceptions were related to the implementation of Genius Magazine, its effectiveness and practicality in teaching narrative text. The researcher used descriptive qualitative method with two research instruments used, they were observation paper and interview guide. The subjects selected in this study were 9th grade students with English teacher who implemented Genius Magazine in English learning in the classroom. The result of this study showed that students welcomed and agreed with the implementation of this magazine as a media to learn narrative text since it presented narrative text equipped with interesting and colorful illustration. The implementation of Genius Magazine was very effective and practical, students were very enthusiastic, the classroom atmosphere was more lively, students were more active in asking and answering teacher questions, interacting with friends or teachers, and their grades also significantly increased.

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INTRODUCTION

A language is an intermediary tool between community members in one group and a tool of interaction individually and in groups. In short, the word language is a means of communication. Language in the world of education has a very important role, which can improve students' learning ability. Language also makes it easier for teachers to communicate with students so that learning goals can be achieved. English is one of the subjects taught in elementary school to college. English was designated as the first foreign language following the decree of the Minister of Education and Culture No. 096/1967.

In English language learning, reading is important. Reading can be interpreted as a thought process, it means something that is obtained from the reader as a person and a process for understanding reading that is closely related to the experience of the reader (Fountas & Pinnell 2006). This means that reading is a way to find information, and active thinking is needed to be able to understand the reading. Not only reading the material, but how he understands what he is reading and can convey back the information that has been obtained. Various text types exist, including descriptive, narrative, recount, report, and news item texts. The Narrative text is one of the English materials to familiarize students with reading skills.

The Narrative text is one of the texts in reading competency based on the school-based Curriculum of the Junior High School level. In this case, the students have to be able to comprehend this kind of text in daily life. So, the teacher should teach the text. K. Cooper (2000, p. 13) states that narrative text tells a story and is the type usually found in short stories and novels. Narrative text usually consists of a lot of material and examples of long stories. with long reading, students become less enthusiastic about participating in learning activities, especially in reading skills. In teaching narrative text, teacher needs a means of media to make the teaching and learning process goes well and smooth. One of the teaching media which is suitable is module.

According to Walter Dick and Carey (2005), a module is defined as a printed learning unit in terms of its physical form in the form of printed learning materials, its function as an independent learning medium, and its content in the form of a unit of learning material. By using modules, students can carry out learning activities in the classroom without the presence of a teacher, because the module material is easy to understand and many kinds of sample problems make it easier for students to learn independently. Modules are learning resources that contain material, methods, boundaries, and ways of evaluating that are creatively designed to captivate student competencies.

Research regarding improving students' narrative writing skills has been carried out by various experts. Previous research has demonstrated the efficacy of innovative approaches in improving students' narrative writing skills. Samosa et al. (2021) conducted research using questioning, reflection, and text strategies to improve students' narrative writing abilities. Through online learning mode and the purposeful selection of thirty learners, positive results were observed in terms of development of students' writing skills. Next, research conducted by Haryanti and Sari (2019), has investigated methods for improving writing skills, especially in narrative texts. Their research emphasized the effectiveness of the genre-based approach (GBA) in improving students' writing abilities. Through comparison with conventional methods, significant differences were observed, highlighting the distinct impact of GBA in improving students' writing skills. These findings underscore the importance of further exploration into the use of narrative texts in teaching writing in EFL classrooms, aiming to provide valuable insights for improving language teaching methodology.

From the researchers' review of previous research, it appears that there has been no research or case study that specifically explores the implementation of Genius Magazine in teaching narrative texts by English teachers in junior high school. The implementation of

Genius magazine by 9 grade teacher contained short narrative material that is easy to understand, examples of narrative text examples accompanied by images that support students' imagination and designed in the form of a magazine so that students are more interested in reading it. The Genius Magazine helped students to quickly understand the information contained in the text. In this research, the researcher tried to investigate deeply a research on how is students' opinion or perceptions related to the implementation of magazine used by the 9- grade students' teacher and its effectiveness and practicality in teaching narrative text. Thus, the aim of this research is to answer the research questions, they were; first, how is students' opinion or perceptions related to the implementation of Genius Magazine in learning narrative text and, second, how is students' opinion or perceptions related to the effectiveness and practicality of Genius Magazine in learning narrative text.

METHODS

Research design according to Sugiyono (2009) is a scientific way to get data with specific purposes and uses. In this research, the researcher used descriptive qualitative method. The subjects selected in this study were 9th grade students with English teachers who implemented Genius Magazine in English learning in the classroom. Qualitative research was designed to investigate participants' perceptions and practices on the implementation of Genius Magazine used by the 9- grade students' teacher in teaching narrative text. There were two research instruments used in this research, they were observation paper and interview guide. The observation checklist was delivered to the students, and the interview was done to the 9th grade teacher. Twenty-five students were involved in this research, consisting of 14 girls and 11 boys. They were given observation papers to investigate perceptions and practices on the implementation of Genius magazine used by the 9- grade students' teacher in teaching narrative text in the classroom. They were asked 4 questions dealing with the implementation of Genius magazine used by their students in teaching and learning narrative text. These questions were based on the above conceptual framework and were designed about students' difficulties in learning narrative text, students' opinion or perceptions related to agreement with the implementation of Genius magazine, students' opinion or perceptions related to the implementation of Genius magazine that improve their English score and the effectiveness and Students' opinion or perceptions related to the effectiveness and practicality of Genius magazine in learning narrative text.

To answer questions from researchers, students simply check the range of values listed on the observation paper. The range of values that can be selected by students is 1 to 5. Score of 1 means strongly disagree, score 2 means less agree, score 3 means normal attitude, score 4 means agree, score 5 means strongly agree. On the other hand, the interview was done to the 9th grade teacher was discussed about the same 4 questions dealing with the implementation of Genius magazine in teaching and learning narrative text. The results of the observation paper and interview guide were the data of this research. The results from the observation paper were categorized numerically to find the highest frequency of score chosen by the students and then changed into a descriptive form by the researcher so that

the research results are obtained in qualitative form. And the result of the interview was then delivered in descriptive form as well.

FINDINGS

According to the result of the observation paper containing 5 questions delivered to students, it can be described as follows:

Students' difficulties in learning narrative text

According to the result of observation paper, most students ticked the value 5 when they were given questions related to difficulties when studying narrative text. A number of 23 students chose the number 5 and a number of 2 students chose the number 4 to answer questions related to difficulties when studying narrative text. This means that most students found difficulties in learning narrative text. According to the result of the interview with the teacher, she explained that most students found difficulties in learning narrative text, especially in understanding its definition, purposes, generic structure and the way in identifying narrative text. This happened because students only learned narrative text from students' worksheet. In the students' worksheet, the material provided is a brief explanation of narrative text and its components without using an interesting and fun method for learning. In the students' worksheet there are no colored illustrations that support the narrative text storyline so that learning narrative text becomes unpleasant. After students study the material, then students are directed to work on questions related to narrative text in the form of multiple choice and short answer questions.

Students' opinion or perceptions related to agreement with the implementation of Genius Magazine

According to the result of observation paper, most students ticked the value 5 when they were given questions related to their agreement with the implementation of Genius Magazine in teaching and learning in the classroom. A number of 24 students chose the number 5 and a number of 1 student chose the number 4 to answer questions related to difficulties when studying narrative text. This means that most students have positive perception on the implementation of Genius Magazine. It can be said that they really welcome and agree with the implementation of this magazine as a media to learn narrative text since this magazine presents narrative text equipped with interesting and colorful illustration. Students were more active in the learning process and interact more with teachers and other friends, especially in discussing narrative texts.

And according to the result of interview with the teacher, she explained that most students were very enthusiastic about the implementation of Genius Magazine. The teacher observed that students interacted and had more discussions with teacher and friends discussing narrative texts and their personal assessments of the content and visuals presented in Genius Magazine. The visual images contained in Genius Magazine enable students to follow the narrative storyline more easily. Moreover, they really like opening magazines and reading narrative text stories equipped with interesting and colorful

illustrations outside the classroom. As conclusion, teacher stated that students really agreed with the implementation of this magazine as a media to learn narrative text.

Students' opinions or perceptions related to the implementation of Genius Magazine that improve their English score

According to the result of observation paper, most students ticked the value 5 when they were given questions related to their opinion or perceptions about the implementation of Genius Magazine that improve their English score. A number of 21 students chose the number 5 and a number of 4 students chose the number 4 to answer questions related to this question. This means that most students stated that the implementation of Genius Magazine can improve their English score, especially narrative text. In other words, it can be said that the implementation of Genius Magazine in learning narrative text is very useful.

And according to the result of interview with the teacher, she explained that most students were very enthusiastic about the implementation of Genius Magazine. This can be shown by 2 main components; first, their grades have increased compared to before the implementation of Genius Magazine. There is a significant increase in student grades, which is around 6 points on average compared to before the implementation of Genius Magazine. Second, students' enthusiasm in learning narrative text can be seen from the greater frequency of raising hands, asking questions, answering questions from teachers or other friends. Moreover, the classroom atmosphere becomes more lively, and students are more interested in learning using Genius Magazine than students' worksheets because Genius Magazine is more interesting both in content and visuals.

Students' opinions or perceptions related to the effectiveness and practicality of Genius Magazine in learning narrative text

According to the result of observation paper, most students ticked the value 5 when they were given questions related to their opinion or perceptions about the implementation of Genius Magazine that improve their English score. A number of 23 students chose the number 5 and a number of 2 students chose the number 4 to answer questions related to this question. This means that most students stated that the implementation of Genius Magazine was very effective and practical in supporting their learning process.

According to the result of the interview with the teacher, she explained that most students were very welcome with the implementation of Genius Magazine. They always said that this magazine is very cool, interesting, and helpful in supporting their learning process. The display of its content and visual in Genius Magazine is really effective in understanding and memorizing anything about narrative text. This magazine was very practical since it was equipped with definition, generic structure, grammar used, examples of narrative text and supported illustration.

DISCUSSION

The results of the question points in the research instruments limited researcher to only focus the research on 2 points, namely students' opinions or perceptions related to the implementation of Genius Magazine and its effectiveness and practicality in teaching

narrative text. From those 5 questions, question number 1-4 led to a discussion to answer students' opinions and perceptions related to the implementation of Genius Magazine, while question number 5 led to a discussion to answer Genius Magazine' effectiveness and practicality in teaching narrative text.

The findings of the observation paper and interview guide answered the research questions. For the first question, according to the result of observation paper and interview guide, most of students stated that students have positive perception on the implementation of Genius Magazine. They really welcomed and agreed with the implementation of this magazine as a media to learn narrative text since this magazine presented narrative text equipped with interesting and colorful illustration. This magazine concept is in line with the statement of Rosyadi et al (2023) which stated that a narrative is a type of fictional writing in which the author presents an event or numerous events that befell a character or group of characters as though the reader were actually living among the main characters. Most students stated that the implementation of Genius Magazine can improve their English score, especially narrative text. In other words, it can be said that the implementation of Genius Magazine in learning narrative text is very useful. This opinion is also supported by the teacher's statement during the interview which stated that students were very enthusiastic when narrative text learning was carried out supported by Genius Magazine, the classroom atmosphere was also more lively, students were more active in asking and answering teacher questions, interacting with friends or teachers, and their grades also experienced a significant increase. This positive condition is in line with the statement by Sahbaz (2012), students with higher learning motivation would present higher learning outcome, i.e positive correlation between learning motivation and learning outcomes.

For the second question, according to the result of observation paper, most students stated that the implementation of Genius Magazine was very effective and practical in supporting their learning process. This opinion is also supported by the teacher's statement during the interview which stated that most students were very welcome with the implementation of Genius Magazine. They always said that this magazine is very cool, interesting, and helpful in supporting their learning process. The display of its content and visual in Genius Magazine really effective in understanding and memorizing anything about narrative text. This magazine was very practical since it was equipped with definition, generic structure, grammar used, examples of narrative text and supported illustration. This statement is also in accordance with what was conveyed by several experts which stated that create a classroom atmosphere without multimedia such as text, ICs sures, sound, video, animation, etc. is something outstanding way in teaching. Comfortable and attractive classroom atmosphere is very important for students (Jannah et al. 2020). The results of other studies are also supported by Tractinsky, Katz, & Ikar (2000) who connected the affective function of visual design of multimedia teaching materials by studying the relationship between visual design, emotion, and learning. This research supported the findings of Samosa et al. (2021) which emphasizes innovative teaching strategies, which potentially include technological tools.

CONCLUSIONS

The research findings underscore the significant impact of Genius Magazine in learning narrative texts 9 grade students. Through observations and interviews with the English teacher, it becomes evident that Genius Magazine play vital role in supporting students in learning narrative text. Students really welcomed and agreed with the implementation of this magazine as a media to learn narrative text since this magazine presented narrative text equipped with interesting and colorful illustration. Students were very enthusiastic when narrative text learning was carried out supported by Genius Magazine. The classroom atmosphere was also more lively, students were more active in asking and answering teacher questions, interacting with friends or teachers, and their grades also experienced a significant increase. Most students stated that the implementation of Genius Magazine was very effective and practical in supporting their learning process. They always said that this magazine is very cool, interesting, and helpful in supporting their learning process. The display of its content and visual in Genius Magazine really effective in understanding and memorizing anything about narrative text. This magazine was very practical since it was equipped with definition, generic structure, grammar used, examples of narrative text and supported illustration. This research provides insight into the literature review in this field, especially in the process of learning narrative text. In the future, this research should be developed with larger teaching media which are able to support the teaching and learning process in the classroom.

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