

Development of Islamic Text - Based Reading Materials with a Genre - Based Approach

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Submission date: 15-Jun-2023 04:16PM (UTC+0700)

Submission ID: 2116530236

File name: document-2.pdf (421.53K)

Word count: 4874

Character count: 27451

Development of Islamic Text-Based Reading Materials with a Genre-Based Approach

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ARTICLE INFO

Article history:

Received

June 8th, 2022

Revised

September 23th, 2022

Accepted

November 17th, 2022

ABSTRACT

This study aims to develop Islamic text-based reading materials with a Genre-Based Approach as teaching materials for compulsory subjects for Islamic University students. The study used a Research and Development approach, where the data were collected through questionnaires and interviews. Qualitative data were analyzed using interactive analysis and quantitative data analysis used percentages. The research participants consisted of lecturers and 50 students from the Islamic Education Department. The data were collected through questionnaires and interviews. The result of this study indicated that designing Islamic text-based reading teaching materials with a genre-based approach is exceedingly needed. The content of the book consists of the following components: cover, preface, table of content, explanation text, recount text, descriptive text, narrative text, discussion text, hortatory text, news item text, references, and about the writer. Furthermore, the student's responses to the teaching materials designed were 0% disagreed, 13% less agreed, 52% agreed, and 35% strongly agreed. The average score is 3.22 and, if converted on a table with a scale of 4, includes it in a very good category. Therefore, an Islamic text-based reading material with a genre-based approach is worth applying by the students of the Islamic Education Department.

Keywords: Genre-Based Approach; Islamic text; reading materials; text-based reading

How to cite

Septiyana, L., Ninsiana, W., Yuniasih, E., and Laily, F.N. (2022). Development of Islamic Text-Based Reading Materials with a Genre-Based Approach. *Pedagogy: Journal of English Language Teaching*, 10(2). 169-182
DOI 10.32332/joelt.v10i2.5228

Journal Homepage

<https://e-journal.metrouniv.ac.id/index.php/pedagogy>

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INTRODUCTION

Genre-based approach proved to be successful in English learning in Australia. The successful impact of the genre-based approach has reached nearly all countries in the world (Chen, 2015; Maknun, 2019; Morris, 2016; Rodríguez Sánchez, 2017; Sadeghi et al., 2013). This study is based on the theory of understanding reading texts to build a framework of knowledge that will be the starting point in understanding a text. In understanding a text, it is not only reading the text itself but also including the whole components contained.

The issues of genre-based approach have been undertaken empirically reported on a number of previous studies. Orchoa and Perez, in their research, proved that implementing genre-based learning is very effective to support students to develop reading competencies. During the learning process, lecturers guide the students in following the steps of the genre-based approach until they gain a complete understanding of the text (Pérez, 2017). Furthermore, genre-based approach helps students to become more informed of the structure and pattern of the text they read (Montero-Arévalo, 2019; Rodríguez Sánchez, 2017; Shurooq Fakhir Abdul, 2020). It's also supported by (Pham & Bui, 2021) that Genre based helps the students to interact with the target language.

There are four steps in genre-based approach, namely Building Knowledge of the Field (building knowledge on the

main idea), Modelling (model giving), Joint Construction (building a shared text), and Independent Construction (building individual texts) (Phichiensathien, 2018; Rahayuningsih, 2013; Tuan, 2011).

It is crucial to have the skills to understand English texts specifically for college students. There are several reasons that make it crucial. First, students are expected to understand the texts of English journals to improve their knowledge and insight related to their respective disciplines.

Second, students are also required to master reading comprehension material in the TOEFL (Test of English as a Foreign Language) as a graduation requirement at several universities. Third, students will always face a reading text when participating in English class.

Mastering reading skill is very important because by reading students will get new, wider information, knowledge, and insights. Reading comprehension skills become one of the keys to the success of students in achieving progress. Students who have qualified reading comprehension skills are easier to obtain information from various sources (Ardiyanti, 2015; Sulistyawati, 2018).

There are five aspects in understanding the text, namely (1) understanding the main idea, (2) understanding information in detail, (3) understanding the vocabularies, (4) understanding references, and (5) making inferences (Br Ginting & Hartoyo, 2021).

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In order to achieve effective learning activities, lecturers are required to facilitate teaching materials under the needs of students. This is in line with Basturkmen in Yuniarti declared that English learning will be more effective if it is taught under the students' needs both in the academic and the working world (Dahlan et al., 2018; Yuniarti & Yulian, 2019). Teaching materials can be defined as all materials in which systematically organized in the form of texts, tools, and information related to materials that support students' competence in the learning process (Prastowo, 2016). In addition, designing teaching materials following the students' needs will have a good impact on the success of students in understanding the texts. Students will also be more familiar with the context in a reading text, thus causing the increasing interest and needs of students in understanding teaching materials.

The development of teaching materials is the implementation of lesson planning. Teaching materials designers should ensure that the information delivered to the students is accurately understood (Morrison & Ross, 2013).

According to Prastowo, teaching materials have several functions, specifically (1) teaching materials are used as references for students, (2) teaching materials as evaluations, (3) teaching materials as tools to help the teachers in implementing the curriculum, (4) teaching materials as techniques or teaching methods, and (5) teaching materials as a means in increasing job

positions (Prastowo, 2016). Teaching materials developed by the researchers focus on the function of teaching materials as references for students in mastering reading comprehension skills with a genre-based approach.

The interview results about English teaching materials conducted with the students showed that particularly Islamic text-based reading comprehension skills with a genre-based approach in Islamic Education Department, were still not available. Designing Islamic text-based reading comprehension teaching materials is important to support English learning in Islamic Education Department and to improve students' reading skills of English text and also students' knowledge about Islamic history and values.

The problem this research addressed in general was how to develop Islamic text-based reading comprehension materials with genre-based approach. In particular, the research problems were specifically formulated as follows: (1) what are the needs of Islamic text-based reading materials with a genre-based approach in Islamic Education Department of State Islamic Institute of Metro, (2) how are the model of Islamic text-based reading materials with a genre-based approach, and (3) what are the results of the students' responses on the textbook draft?

METHOD

This research was carried out using Research and Development approach, as it is deemed a suitable model to “develop and validate product” (Gall & Borg, 1989). This study developed English for Specific Purposes (ESP) teaching materials, particularly reading skills, with a genre-based approach for students of Islamic Education Department.

Process

Sugiyono (2008) Research and Development was implemented which consist of ten steps. In this study, the researchers adapted eight from ten steps, namely:

1. Research and Data Collection: The researchers find out the literature studies which are related to genre-based approach; furthermore, the researchers provided the students' needs questionnaires to 50 students of the Islamic Education Department and interviewed the English lecturers.
2. Planning: The researchers prepared the syllabus, objectives, and materials which will be developed. The themes in the syllabus contain Islamic texts such as Islam, Prophet Muhammad, The Story of Yusuf, Masjidil Haram, Should Woman Work Outside the House, Zakat, and Eid Al-Fitr.
3. Product Development: The researchers developed the text book entitled the Genre Based Approach; in teaching reading for Islamic university students. There are 7 chapters in this teaching materials book in which each chapter contains different genres namely Explanation Text, Recount Text, Narrative Text, Descriptive Text, Hortatory Exposition Text, and News Item Text.
4. Small data Experiment: The researchers requested the experts to give assessments related to the products and asked them to give comments and suggestions to make the products better. The experts are material expert validation, linguist validation, and media expert validation.
5. Revision of Experiment results: The researchers revised the products according to the results of the experts.
6. Large Data Experiment: The researchers created the genre Based Approach Textbook and tested it to the students as respondents. The large sample experiment was conducted on 50 students of Islamic Education Department whose academic levels varied from low, medium, and high.
7. Product Refinement: Product refinement was conducted based on the results of the large sample experiment.
8. Final Product Refinement the teaching materials that had been developed were then refined so

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that it can be applied in the teaching and learning process. This review at the last step covered three aspects, specifically material aspect, language aspect, and media aspect.

Participants

The research was conducted in State Islamic Institute of Metro. The populations of this research were the college students in Islamic Education Departments who took English for Islamic Studies course in the 2020/2021 academic year. The sampling used in this research was purposive sampling. The researchers took 50 students and 2 lecturers as sample. The experts' groups that have been involved in the Focus Group Discussion (FGD) are content material expert, English language Expert, and learning media expert.

Data Collecting Technique

The data of this study were collected through questionnaires and interviews. The interview sheets were used to collect the data on the needs analysis. The questionnaires used to

validate the model of by content material expert, English language Expert, and learning media expert and by the students to find out their responds towards the developed textbook. The interview sheets contain of open-ended questions that must be answer by the English lecturer. The questionnaires contain statements which must be assessed by the participants using the scale "strongly agree, agree, less agree, disagree".

RESULTS AND DISCUSSION

Needs Analysis on Islamic Text-Based Reading Materials with a Genre-Based Approach

The needs analysis was conducted by providing questionnaires to 50 students of Islamic Education Department as a research sample. This questionnaires are required to find out the students' needs and the aspects they want to achieve in learning.

The results of students' needs analysis in reading learning in English courses for Islamic Education Department are as follows.

Table 1. The Summary of Students' Needs Analysis Questionnaires in Reading Learning in English Courses

1	Statements	SA	A	LA	DA
1	Reading is one of the important skills to master.	78%	22%	-	-
2	1 Students should understand and master the theories of reading	32%	56%	8%	4%
3	2 A specific approach in learning is required for students to practice reading skills.	34%	60%	6%	-
4	4 Reading teaching materials are required in the learning process.	40%	60%	-	-
5	5 The materials in reading materials should be in accordance with the characteristics and study major.	34%	56%	8%	2%
6	6 The materials in reading materials should be able to improve English vocabularies.	28%	68%	4%	-

7	1 The materials in reading materials should be able to practice grammar skills.	20%	74%	2%	4%
8	1 The materials in reading materials should be able to increase knowledge related to Islamic history.	38%	52%	8%	2%
9	1 Teaching materials support students to learn independently.	36%	56%	6%	2%
10	1 The outcomes of reading learning can be known and evaluated by students.	34%	60%	4%	2%

Note

- SA : Strongly Agree
- A : Agree
- LA : Less Agree
- DA : Disagree

Based on the results of the questionnaires above, it can be concluded that reading skills are very important to master because it is needed by every student in college. However, reading skills have a high level of difficulty that requires a specific approach in practicing reading comprehension skills. In addition, the availability of teaching materials in accordance with the characteristics and study major is also needed. To date, the reading comprehension materials taught still use general text and there is no Islamic elements.

Therefore, Islamic text-based reading in teaching materials with a genre-based approach has a strong potential to be developed because, with the learning steps in the genre-based approach, students will be able to understand the content of Islamic text by determining the main idea, understanding vocabularies, and understanding the information contained in the text. The combination of Islamic text with genre-based approach will produce a material in which can strengthen students' understanding in

reading comprehension and students will be more independent in following the English learning process, specifically on reading comprehension skills.

The Results of Lecturers' Needs Analysis

The interview was conducted with several lecturers in English courses at the Islamic Education Department, such as ES and SY. The interviews result indicated that, first, reading materials provided in Islamic Education Department still use general texts and there are no Islamic elements, so there are no characteristics that reflect the major itself. English lecturers in Islamic Education Department argued that Islamic materials must be implemented in the learning process. It aims to provide knowledge and understanding to the students about the role of Islam and Islamic history. Second, students have difficulty understanding the content in English texts because they have limitations in English vocabulary. Third, in providing reading materials, the lecturers still use texts that have not been volumed in a module or textbook. By using reading teaching materials, it will certainly facilitate students in learning and support students to learn more actively and independently.

1 Model of Development Islamic Text-Based Reading Materials with a Genre-Based Approach

The next step after the researchers conducted a need analysis was to developing Islamic text-based reading materials with a genre-based approach adopted by the need analysis.

The following is a description of the book which has been developed:

- a. Format : Material printed
- b. Title : Genre-Based Approach in Teaching Reading for Islamic University Students
- c. Author : Linda Septiyana
- d. Editor : Aas Masruroh
- e. Thickness : 82 pages
- f. Size : 15 cm x23 cm
- g. ISBN : 978-623-6457-88-

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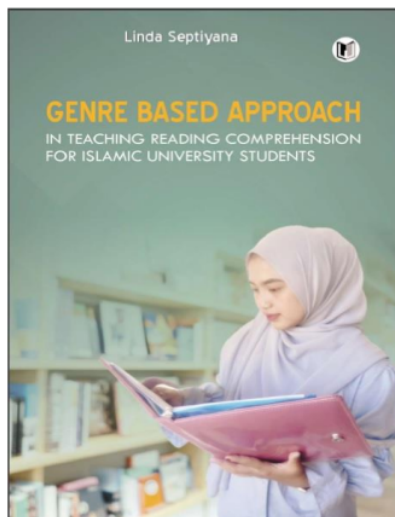
The researchers developed the Islamic text-based reading materials with a genre-based approach has several parts:

a. Cover

This section contains the front and back cover of the book.

1) Front cover

Front cover contains the title "Genre Based Approach in Teaching Reading for Islamic University Students". The image on the front cover of the book contains a university student who's reading the book.



Picture 1. The front cover of the book

2) Back Cover

On the back cover, the researchers put the synopsis of the book that contains a brief summary of the major points which are written in the book. In addition, the synopsis provided to get the readers' intentions and make the readers interested in reading the book. In the below, there is the number of ISBN.



1 Picture 2. The back cover of the book

b. Table of Content

On table of content, the researchers put lists of genres which will be learnt, namely: explanation text, recount text, descriptive text, narrative text, discussion text, hortatory exposition text, and news item text. Furthermore, the researchers also put the page number. Page number is used to make the readers easier in finding the chapter they want to read.

TABLE OF CONTENT	
PREFACE	ii
TABLE OF CONTENT	iv
CHAPTER 1 Explanation Text	1
CHAPTER 2 Recount Text	13
CHAPTER 3 Descriptive Text	23
CHAPTER 4 Narrative Text	33
CHAPTER 5 Discussion Text	43
CHAPTER 6 Hortatory Exposition Text	55
CHAPTER 7 News Item Text	67
REFERENCES	77
WRITER	78

Picture 3. List Table of Content

c. Contents

The contain section consists of are 7 chapters in this teaching materials book in which each chapter contains different genres namely Explanation Text, Recount Text, Narrative Text, Descriptive Text, Hortatory Exposition Text, and News Item Text. Each genre was analyzed based on purposes, generic structure, and linguistic features. The use of grammar was developed based on the linguistic features of each text. The materials were delivered and developed by following the steps in the genre-based approach, specifically building knowledge of the field, modeling, joint construction, and independent construction

The themes in the syllabus contain Islamic texts such as Islam, Prophet Muhammad, The Story of Yusuf, Masjidil Haram, Should Woman Work Outside the House, Zakat, and Eid Al-Fitr.

CHAPTER 1

EXPLANATION TEXT

Activity 1
Read the text below!

ISLAM

Islam is founded on the realization of the One Supreme God, a realization which necessarily leads to observance of certain fundamental acts that are elaborated further by the religion. The following fundamentals are basic to Islam and provide some overview of the religion.

First, Iman (Faith). The literal meaning is to believe in or to have faith in something. That is to accept Islam with conviction. This deep faith is attainable through realization alone. Hence it would be proper to say that faith is discovery and that there is no discovery greater than the discovery of God.

Second, Salat (Prayer). Shalat means prayer. It forms the most important part of Islamic worship. It is obligatory for a Muslim to offer prayer five times a day. Besides this, Nafil (Voluntary prayer) may be said at other times. The spirit of salat is khushu which means submission. Shalat is intended to inculcate a deep sense of submission in a believer, which is expressed externally by his physical bowing in the postures of ruku and sajdah.

Third, Sawm (Fasting). The literal meaning of sawm is abstinence. Sawm is a form of worship which has to be observed annually, in the month of Ramadhan. The outward form of sawm is abstinence from eating and drinking from morning till sunset. The inner state of sawm is renunciation of all things that God has forbidden, directly and indirectly.

2 | Genre-Based Approach

Picture 4. The examples of book contents

Table 2. The Students' Response to Reading Materials at Large Sample Experiment

Material	Statements	SA	A	LA	D
1	The content in the teaching materials is quite broad and profound	20	21	9	0
2	The exercises in the teaching materials based on Islamic text	30	20	0	0
3	The teaching materials can help the students in practicing reading comprehension skill	18	24	8	0
4	The teaching materials are easy to understand	14	25	11	0
Language					
5	I easily understand the language used in the teaching materials	10	33	7	0
6	The use of language is effective and efficient	14	33	3	0
7	The use of English structure is good and right	17	29	4	0
Presentation					
8	The font face used is easy to read	23	27	0	0
9	The writing layout is consistent, neat, and interesting	17	25	8	0
10	The activity purposes in the teaching materials are quite clear	12	26	12	0
11	The teaching materials are systematically presented	16	24	10	0
	Sum	191	287	72	0
	Sum x research scale	764	861	144	0
	Total		1769		
	Percentage		80,41%		
	Average		3,22		
	Description		Very Good		

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Note

- SA : Strongly Agree
- A : Agree
- LA : Less Agree
- DA : Disagree

Based on the data above, it can be concluded that Islamic text-based reading materials with a genre-based approach for students in Islamic Education Department include in the category of very good. It is shown in the average assessment score after being converted into quantitative data, which is 3,22.

Table 3. The Product Experiment Assessment Frequency Distribution

	Criterion	Frequency	%
1	Disagree	0	0
2	Less Agree	72	13
3	Agree	287	52
4	Strongly Agree	191	35
	Total	550	100
	Average	3.22	80.41

Based on the table above, the assessment of Islamic text-based reading comprehension teaching materials with a genre-based approach that had been done to 50 students through questionnaires with 11 statement points covering material aspect, language aspect, and presentation aspect, concluded that 0% expressed disagreed, 13% less agreed, 52% agreed, and 35% strongly agreed. The average score is 3.22 and, if converted on a table with a scale of 4, includes into a very good category.

Several students stated on responses to the Islamic text-based reading materials with a genre-based approach that through the teaching

materials, they understand better the text and are motivated in the learning process.

"The teaching materials make me more understand the reading text and easily understand the purpose of one text to another." (Student, TDW)

"The language is easy to understand so I can use it independently outside of learning hours." (Student, HS)

"I like the exercises in the teaching materials. It was made of variety and not monotonous." (Student, FKA)

"The material provided is interesting and I love having grammar exercises in every genre." (Student, AR)

The students also stated that through the Islamic text-based reading materials with a genre-based approach, they not only understand the text but also expand the Islamic insights. In addition, the learning process was also done systematically. This finding completes the previous research that Genre-Based Approach gives good contribution in improving students' language proficiency (Adelnia, Rezvan, 2016; Angraini & Rozimela, 2020; Ningsih, 2015).

"Reading learning becomes more fun. The Islamic contents attract me to read so that it increases my knowledge." (Student, LSP)

"In my opinion, the Islamic vocabularies and exercises are very suitable for students in Islamic colleges." (Student, FTA)

"The steps in the genre-based approach are easy to understand and lead students

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to understand the text more easily.”
(Student, YM)

Based on the results of questionnaires and responses provided by the participants, it can be stated that the development of Islamic text-based reading materials with a genre-based approach is worth to be applied. The students showed positive attitude toward the English learning materials and solve the students' problem in reading (Daniarti et al., 2020; Fitrawati, 2012; Kindenberg, 2022; Riswanto, 2016).

CONCLUSIONS AND SUGGESTIONS

Designing of Islamic text-based reading materials with a genre-based approach is needed for students in Islamic Education. This genre-based approach is suitable for students in reading learning because the steps in this approach are not only aimed at understanding meaning but also at understanding the structure of the texts and their components, such as vocabulary and grammar. The steps that had been used in this study comprise eight steps namely, a) research and data collection, b) planning, c) product development, d) small sample experiment, e) revision of experiment results, f) large sample experiment, g) product refinements, and h) final refinements of product. Moreover, the students' response to Islamic text-based reading materials with a genre-based approach that has been conducted to 50 students expressed 0% disagreed, 13% less agreed, 52% agreed,

and 35% strongly agreed. The average score is 3.22 and, if converted on a table with a scale of 4, includes into a very good category. Therefore, Islamic text-based reading materials with a genre-based approach are worth to be applied for students. For other researchers, similar reading materi

als can be further developed using different approaches in order to increase the students' insights.

ACKNOWLEDGEMENT

The authors would like to express the gratitude towards all the participants and the university that granted the permission to conduct this study. All validators who provided insight and expertise that greatly assisted this research. LPPM IAIN Metro for funding support to this research.

AUTHOR CONTRIBUTION STATEMENT

All the authors provided contribution to this manuscript. In the process of writing the manuscript, LS, WN and EY managed the data collection and analyzed completely with the interpretation. FNL conducted interviewed with the respondents to gain further insight.

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