Implementing the Eclectic Blend of Genre-Based Instruction, Cooperative Learning, and Gamification to Improve Students' Knowledge of Songs

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Abstract:
Meningkatkan pemahaman siswa tentang bahasa kiasan dalam lirik lagu berbahasa Inggris merupakan tantangan signifikan dalam Pengajaran Bahasa Inggris (ELT). Penelitian ini mengeksplorasi dampak kolektif dari integrasi Genre-Based Instruction (GBI), Cooperative Learning, dan Gamification dalam meningkatkan pengetahuan dan pemahaman siswa tentang lagu. Integrasi pendekatan modern seperti Genre-Based Instruction (GBI) dalam Pengajaran Bahasa Inggris (ELT) telah secara signifikan meningkatkan kompetensi linguistik dan komunikatif siswa. GBI mendorong siswa untuk mempertimbangkan audiens, tujuan, dan konteks, yang sangat bermanfaat dalam memahami bentuk bahasa yang kompleks seperti bahasa kiasan. Penelitian ini bertujuan untuk menilai bagaimana gabungan ekletik ini mempengaruhi pemahaman siswa terhadap bahasa kiasan, serta kompetensi linguistik, pemikiran kritis, dan kreativitas mereka. Penelitian ini menggunakan desain Classroom Action Research (CAR) dengan metode kualitatif dan kuantitatif. Studi ini melibatkan 36 siswa dari sebuah sekolah negeri di Ngaglik, Sleman, Yogyakarta, dan guru bahasa Inggris mereka, yang juga bertindak sebagai guru wali kelas. Pengumpulan data mencakup metode kualitatif seperti observasi kelas, wawancara, dan dokumentasi, serta data kuantitatif dari pre-test, tes siklus 1, dan tes siklus 2 (post-test). Data kualitatif dianalisis melalui kondensasi data, tampilan data, dan penarikan kesimpulan, sementara data kuantitatif diproses dan dianalisis dengan cara serupa. Hasil analisis kualitatif dan kuantitatif, bersama dengan triangulasi, menunjukkan peningkatan signifikan dalam kemampuan siswa untuk memahami dan menggunakan bahasa kiasan. Penggunaan gabungan GBI, cooperative learning, dan gamification terbukti efektif dalam menciptakan lingkungan belajar yang dinamis yang meningkatkan pemahaman siswa terhadap bahasa kiasan dalam lagu. Integrasi GBI menyediakan kerangka kerja yang terstruktur untuk menganalisis berbagai genre lagu, sementara cooperative learning menciptakan lingkungan kolaboratif yang mendorong keterlibatan yang lebih dalam dengan materi. Unsur gamification memperkenalkan aspek kompetitif dan menyenangkan yang meningkatkan motivasi dan partisipasi siswa. Namun, tantangan seperti tingkat kemampuan siswa yang bervariasi dan kebutuhan akan dukungan tambahan dicatat. Penelitian selanjutnya harus mengeksplorasi efek jangka panjang dari strategi ini terhadap keterampilan bahasa secara keseluruhan, menangani kebutuhan siswa yang beragam, dan mengevaluasi berbagai teknik gamification. Wawasan ini akan membantu memperbaiki penerapan metode ini dalam konteks pendidikan yang beragam.

Enhancing students' understanding of figurative language in English song lyrics presents a significant challenge in English Language Teaching (ELT). This research explored the collective impact of integrating Genre-Based Instruction (GBI), Cooperative Learning, and Gamification on improving students' knowledge and understanding of songs. The integration of modern approaches such as Genre-Based Instruction (GBI) in English Language Teaching (ELT) has significantly enhanced students' linguistic and communicative competencies. GBI encourages students to consider audience, purpose, and context, which is particularly beneficial in understanding complex language forms such as figurative language. The study aimed to assess how this eclectic blend influenced students' comprehension of figurative language, as well as their linguistic competence, critical thinking, and creativity. The research utilized a Classroom Action Research (CAR) design with both qualitative and quantitative methods. The study involved 36 students from a public school in Ngaglik, Sleman, Yogyakarta, and their English teacher, who also served as the homeroom teacher. Data collection included qualitative methods such as classroom observations, interviews, and documentation, as well as quantitative data from pre-tests, cycle 1 tests, and cycle 2 tests (post-tests). Qualitative data were analyzed through data condensation, data display, and conclusion drawing, while quantitative data were processed and analyzed similarly. The results of qualitative and quantitative analysis, along with triangulation, indicated a significant improvement in students' ability to understand and use figurative language. The combined use of GBI, cooperative learning, and gamification proved effective in creating a dynamic learning environment that enhanced students' comprehension of figurative language in songs. The integration of GBI provided a structured framework for analyzing various song genres, while cooperative learning created a collaborative environment that fostered deeper engagement with the material. The gamification element introduced a competitive and enjoyable aspect that increased student motivation and participation. However, challenges such as varying student proficiency levels and the need for additional support were noted. Future research should explore the long-term effects of these strategies on overall language skills, address diverse student needs, and evaluate various gamification techniques. These insights will help refine the application of these methods in diverse educational contexts.

Keywords: Cooperative Learning, English Language Teaching, Figurative Language, Gamification, Genre-Based Instruction, Song.

INTRODUCTION

The trajectory of English Language Teaching (ELT) has continuously shifted towards more learner-centric and communicative approaches, culminating in methodologies like Communicative Language Teaching (CLT). Despite these theoretical and methodological advancements, significant pedagogical challenges persist in modern ELT, particularly for senior high school students struggling with complex, authentic language forms. This issue was particularly evident in recent classroom research conducted during the even semester if the 2023/2024 academic year in a senior high school in Yogyakarta.

In this research, focused classroom observations revealed a profound and consistent struggle among students in interpreting complex figurative language embedded within English song lyrics. This persistent analytical gap, driven by vocabulary limitations and a lack of structured frameworks, resulted in visibly diminished motivation and passive engagement. Consequently, this study was specifically designed to directly address this pedagogical void by proposing and investigating an eclectic blend of three integrated strategies: Genre-Based Instruction (GBI). Cooperative Learning (specifically Think-Pair-Share - TPS), and Gamification (using the Bean Bag Toss Game - BBTG). GBI was deliberately positioned as the

conceptual and analytical core, providing the necessary structured framework that guided students in analyzing the social function, structure, and linguistic features of songs as a specific genre (Derewianka & Jones, 2016; Martin & Rose, 2017; Gunn, et. al., 2021; Hyon, 2018). This language-in-context focus is crucial for interpreting figurative language and fostering critical literacy (Emilia, 2020; Han & Hiver, 2018; Driscoll et al., 2020; Gamze & Zuhal, 2018). GBI is strategically supported by TPS and BBTG, which together create a dynamic, collaborative, and highly engaging environment essential for mastering abstract concepts. The study utilized Classroom Action Research (CAR), a design focused on improving teaching practices by the instructor through systematic, reflective action cycles to solve practical problems within the classroom setting, employing its iterative cycles (planning, action, observation, and reflection; Kemmis & McTaggart, 1998) to continuously refine the intervention and ensure it effectively met the students' specific needs.

The primary aim was to explore the impact of this integrated framework on enhancing students' comprehension and analytical mastery of figurative language in lyrics. The significance of this research lies in its novel contribution of empirical evidence regarding the synergistic effects of combining GBI with cooperative and gamified elements (Pujiati & Tamela, 2019). These findings offer urgently needed, practical insights for Indonesian practitioners, advancing pedagogical methodologies that directly enhance linguistics proficiency and analytical appreciation for musical texts.

METHODOLOGY

A Classroom Action Research (CAR) design was deliberately used in this research, integrating both qualitative and quantitative methodologies, as suggested by Creswell et al. (2011), the researcher effectively evaluated both measurable outcomes and implementation processes when using this method. The CAR was structured into two iterative cycles, each meticulously following the standards stages: planning, implementation, observation/evaluation, and reflection. The study was conducted over the academic year 2023/2024 at a public school in Ngaglik, Sleman, Yogyakarta, involving 36 heterogeneous students and their English teacher of the class as supporting data for triangulation in this research. The research began by identifying the primary problem faced by students in understanding figurative language, followed by designing solution and an action for instruction. The instructional strategies implemented involved the eclectic blend of GBI (specifically targeting the Building Knowledge of the Field, Modeling, Joint Construction, and Independent Construction stages), the Think-Pair-Share (TPS) model for cooperative learning, and the Bean Bag Toss Game (BBTG) as the gamified task to reinforce figurative language concepts. This instructional design is supported by previous evidence indicating that cooperative learning strategies, whether through traditional methods or by integrating group-based games such as Snakes and Ladders (Munawaroh & Rahmadonna, 2023), are effective in enhancing the overall quality of students' learning outcomes (Prasetyawati, 2021). The GBI process was crucial in introducing the social context of songs, followed by TPS to ensure collaborative analysis of lyrics, and finally, BBTG to make the assessment interactive and fun (Eon-Sung & Hye-Won, 2019).

Qualitative data were gathered through classroom observations (focusing on student interaction and engagement), interviews with the teacher, and documentation such as field notes and lesson materials. Qualitative data analysis followed the steps of data condensation, data display, and conclusion drawing to establish the effectiveness of the action. Quantitative data were collected via pre-test, Cycle 1 test, and Cycle 2 test (post-test) to measure student learning

outcomes. The criteria for success were rigorously defined: individual students were considered to have achieved mastery if their score was greater than or equal to 72, and the class as a whole was considered complete if the Classical Completeness (CC) reached greater than or equal to 85.

The integrity of the quantitative test instruments was ensured through a series of validation procedures prior to their implementation. The instruments' validity was examined through expert judgment by English Education lecturers to assure content validity. Following revisions based on expert input, the instruments were piloted outside the research class to measure their reliability, ensuring the consistency and stability of the measurement tools. Furthermore, the trustworthiness of the qualitative findings was strictly established through the triangulation technique. To determine the extent of improvement or decline in students' learning outcomes, the average learning scores of the students in the class were calculated using the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

$\bar{X}$ = average learning outcomes
$\sum x$ = total score
N = the number of students
(Arikunto, 2002)

Classical Completeness (CC) was calculated by the following formula:

$$CC = \frac{The\ number\ of\ students\ who\ scored \geq 72}{many\ students\ took\ the\ test} \times 100\%$$

(Trianto, 2010)

The findings from both data types were subjected to triangulation for robust validation. This was achieved by integrating qualitative data (observations, interviews, documentation) with quantitative data (Student Worksheets or *Lembar Kerja Peserta Didik*) to provide a deeper understanding of the effectiveness of Genre-based Instruction (GBI), cooperative learning models, and gamification that were implemented.

FINDINGS AND DISCUSSION

The collective and triangulated analysis of all qualitative and quantitative data unequivocally confirmed a significant and measurable improvement in the students' ability to comprehend and effectively utilize figurative language. The research demonstrated significant pedagogical effectiveness, as the blend of the three methods (referring to GBI, TPS, and the figurative language focus) (Acar, 2023) effectively created a dynamic learning environment that successfully enhanced students' knowledge of songs (Kumar et al., 2022; Karin et al., 2024; As Sabiq, 2018). The detailed findings are presented by first examining the quantitative data, followed by the qualitative confirmation, and concluding with a synthesis through triangulation.

Findings

Quantitative Results Summary

The numerical data robustly validated the learning gains across the intervention cycles, showing a clear, statistically significant upward trajectory in student academic performance. The class successfully surpassed the predetermined criteria for research success by Cycle II.

Table 1. Summary of Students' Figurative Language Mastery and Classical Completeness Across Research Cycles

Test Phase	Class Mean Score (Max 10)	Classical Completeness (CC)	Improvement vs Previous Test
Pre-test	6.2	31%	N/A
Cycle 1 Test	7.3	64%	+1.1 Mean Score (+33% CC)
Post-test (Cycle II Test)	8.8	100%	+1.5 Mean Score (+36% CC)
Success Criterion	Target: ≥ 7.2	Target: ≥ 85%	Attained by Cycle II

Comprehensive quantitative results unequivocally confirmed that the pedagogical actions across both cycles successfully attained the predetermined criteria for research success.

Qualitative Findings and Triangulation

Observation and interview data for the qualitative findings confirmed a pronounced positive shift in the learning environment, indicating that the integration of the three strategies created a structured yet engaging environment. The intervention led to enhanced participation, collaborative analysis, and improved classroom management.

The final analysis confirmed that the identified themes are truly representative of the collected data, as validated by the following triangulation.

Table 2. Triangulation of Qualitative Themes and Quantitative Data for Validating Intervention Effectiveness

Main Theme	Supporting Qualitative Data (Observation & Interview)	Supporting Quantitative Data (Test Results)
Increased Student Activity & Engagement	Students became more proactive, offering interpretations, and showing greater interest, especially during gamified tasks (BBTG).	Contributed to the sharp rise in mean scores and the attainment of 100% CC by Cycle II.
Improved Understanding & Performance	Students actively negotiated the meaning of complex figurative expressions through peer-assisted learning (TPS)	Significant increase in students' ability to understand and apply figurative language.
Effectiveness of Integrated Framework	Teacher affirmation confirmed the value of the structured GBI framework coupled with motivating gamification elements.	Consistent learning gains across cycles, culminating in a 100% class mastery rate.

Data triangulation showed that the identified themes increased student activity and engagement, improved understanding and academic performance, effectiveness of cooperative learning (Think-Pair-Share), and support from gamification (Bean Bag Toss Game) are truly representative of the collected data. These findings support the hypothesis that Genre-based Instruction, when combined with cooperative learning and gamification, can enhance the overall learning experience for students.

DISCUSSION

The empirical findings robustly affirm the effectiveness and pedagogical merit of the eclectic instructional blend encompassing GBI, Cooperative Learning, and Gamification for teaching figurative language embedded in English songs (Lan et al., 2022). The success observed transcends the mere sum of its parts, representing a powerful synergistic effect crucial for mastering abstract linguistic concepts. GBI proved instrumental by establishing the necessary structured analytical framework, guiding students to systematically examine song genres with predictable linguistic characteristics. This structured deconstruction is essential, moving comprehension beyond intuition to critical literacy. It provided the crucial language-in-context foundation for subsequent collaborative analysis.

Introducing cooperative learning methods, particularly TPS, successfully generated a collaborative peer-to-peer environment, which significantly sharpened students' critical thinking and refined their ability to interpret complex linguistic nuances through focused group discourse (Ahmed & Abdalgane, 2024; Johnson et al., 2019). Furthermore, the implemented gamification element, the BBTG, successfully augmented student motivation and participation, rendering the learning process markedly more enjoyable (Adipat et al., 2021; Dicheva et al., 2015) Crucially, gamification acted as an affective filter reducer. By injecting a competitive, low-stakes, and dynamic element, it sucessfully lowered the anxiety associated with complex language production, thereby encouraging spontaneous output and higher levels of engagement (Bourke, 2021). These outcomes are consistent with other research emphasizing the value of engaging methods, such as utilizing cartoon videos to enhance specific language skills, and integrating traditional games that use modern elements, like Quick Response Codes in the *Engklek* game, to create challenging and enjoyable learning experiences (Muslimin, Aisya, & Krismanto, 2025).

While the intervention successfully mitigated the initial classroom issues characterized by low comprehension of figurative language and insufficient student engagement, minor implementation challenges, such as managing varying student proficiency levels, were noted. The cyclical, reflective nature of the CAR design permitted continuous, iterative refinement of the teaching strategies to effectively address these differential needs.

For future pedagogical application, the primary challenge remains the sustaining of engagement and the calibration of the GBI framework to suit diverse learning speeds. While the BBTG was successful in the short term, future refinement must ensure the gamification elements consistently reinforce linguistic concepts rather than merely acting as an extrinsic motivator. The design must pivot toward fostering intrinsic motivation, perhaps by integrating more complex, narrative-based gamified tasks that directly align with the deeper stages of genre construction.

Collectively, this research robustly demonstrates that the GBI framework, when strategically underpinned by collaborative processing (TPS) and highly engaging mechanics (BBTG), offers a pedagogically sound and empirically validated solution for overcoming the pervasive challenge of figurative language comprehension in the EFL context. This integrated model provides a concrete pathway for Indonesian practitioners to transition from traditional, rule-based instruction to a more dynamic, contextual, and student-centered methodology.

Limitations of the Research

The promising findings of this study must be interpreted in light of several key limitations. Specifically, the generalizability of the results is constrained by the specific context and

demographic profile of the participant sample. Furthermore, the duration of the intervention and the scope of the curriculum likely influenced the observed outcomes. While the game-based methodology effectively boosted student engagement, its long-term impact on the retention and acquisition of language skills remains an unexplored area. To address these issues, subsequent research should prioritize employing larger and more diverse samples, extending the intervention period, and conducting longitudinal studies to rigorously assess the sustained effectiveness of the improvements observed in students' mastery of figurative language within song lyrics.

CONCLUSION

In conclusion, the findings of this research unequivocally demonstrate that the specific eclectic blend of Genre-Based Instruction (GBI), Cooperative Learning (Think-Pair-Share), and Gamification (Bean Bag Toss Game) represents an empirically supported, viable, and effective instructional strategy for significantly enhancing senior high school students' analytical mastery of figurative language in English songs. The fully integrated framework successfully cultivated a dynamic, genuinely collaborative, and highly motivational learning ecology, resulting in the class achieving 100% Classical Completeness, thereby successfully meeting the predetermined success criteria. This study contributes valuable, data-driven insights to the ongoing pedagogical discourse concerning innovative teaching methodologies within English language education (Tate, 2015; Viriya & Wasanasomsithi, 2017). Theoretically, it provides robust empirical evidence for the synergistic effects of integrating these three distinct approaches, validating a multi-component framework that enriches post-method ELT methodology. Practically, the research offers Indonesian practitioners a concrete, proven model to transition from traditional instruction to a dynamic, student-centered approach, successfully overcoming the pervasive challenge of figurative language comprehension. Finally, the study highlights crucial directions for future research, specifically urging the need for longitudinal studies to rigorously assess the long-term retention and the generalizability of this framework across more diverse samples to further refine the integration of gamified elements for fostering intrinsic motivation.

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