

# Designing a CEFR-Based Reading Worksheet for 7th Grade Students at SMP Muhammadiyah Tilango, Indonesia

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## ABSTRACT

Creating an interesting learning tool will help students understand the material. This research is aimed to analyze the students' needs in reading and develop a reading worksheet based on the Common European Framework of Reference (CEFR) at seventh-grade students' of SMP Muhammadiyah Tilango. To determine the students' needs, this research used the theory from Hutchinson and Waters (1987) and the ADDIE model by Tylor (2004) to develop the product. However, this research simplifies the ADDIE model into four steps because of the time limit. This research used observation, questionnaire, document analysis, and expert judgment to collect the data. The design of the product was according to the reading comprehension based on CEFR. In order to test the feasibility of the product, there were two experts as the validator, the first one was the English teacher, and second is the lecturer who has experience in developing a book. Moreover, after the product was validated, then implemented to the students. The result found that 86% of students did not learn English in elementary school and 80,95% never took an English course. Moreover, the students' needs showed that the reading worksheet they wanted is a worksheet that improves their vocabulary. The product that was already made got 88,6% from the first expert and 94,3% from the second expert, indicating good and eligible. Additionally, 94,6% of the students wanted a worksheet like that.

**Keywords:** Reading, Reading Worksheet, CEFR

## INTRODUCTION

English is an international language that must be learned to face the globalization era. In Indonesia, the Regulation No. 7 of 2022, issued by the Minister of Education, Culture, Research, and Technology, explains that English is first taught at the junior high school level and then continued at the senior high school level as one of the main subjects since 2013 curriculum applied. The purpose of this subject has been explained in Regulation of the Minister of Education and Culture No. 59 of 2014. This regulation states that English in secondary schools aims to develop students' potential and make them have communicative competence in interpersonal, transactional, and functional discourse, using variously spoken and written English texts coherently using accurate language features such as pronunciation, vocabulary, spelling, and punctuation. It is also about factual and procedural knowledge and instilling the noble values of the nation's character in the context of life at home, school, and community. To achieve this goal, each level has its own basic competence.

As well as another subject, English in secondary school uses a scientific approach with the stages of observing, questioning, gathering information, analyzing, and communicating. Observing includes reading, listening, and gathering things or phenomena around life. In questioning, students are

encouraged to ask what they already got in observing. Furthermore, in analyzing, students will solve problems and then be prompted to look for reference sources to support trying out reasoning activities. The last step in the scientific approach is to present the results.

The expectation of a successful teaching process, such as a scientific approach, of course, needs the readiness of English teachers to provide a good learning tool. One of the elements that influence the learning process is a learning tool. According to Horbi (as cited in Dewi, Susanto, and Lestari, 2015), a group of materials known as learning tools is used by teachers and students to carry out learning tasks. Learning tools generally include a lesson plan, worksheet, and test. This research will concentrate on the worksheet among the three learning tools because the worksheet is a learning tool that emphasizes teaching students how to understand the course material to offer a fresh experience (Chao, Yu, Chang, Chueh, 2018).

The worksheet is a sort of media that emphasizes disseminating knowledge through illustrations and symbols that help mold students' minds so they can think systematically to comprehend the subject (Maharajh, Brijlall, & Govender, 2008). Additionally, Harun (2018) stated that students' worksheets could be used during the learning process to give them an understanding of the content independently. It could support students in mastering English based on practice in the paper. Teachers may use worksheets as a learning tool because it consolidates all of the contents taught into a basic format that includes activities that will be used to assess students' competency.

Many research on worksheets have been conducted. Trisnaningsih, Hasyim, and Suparman (2015) researched designing worksheets to improve vocational school students' English-speaking skills. This research aims to producing worksheets to increase speaking skill and analyzing the effectivity of worksheet toward students'

speaking skill because the achievement of students' speaking skills is still low. Another research conducted by Pertiwi (2019) about designing English worksheets to teach reading skills. The research itself wants to design a good and appropriate English worksheet of reading skill to teach for eleventh-grade student. Moreover, Fadhliani, Pratiwi, and Mahdum (2018) also developed lesson plans and worksheets based on discovery learning, and the result showed that it is very valid and can be implemented in a classroom. This research was made because the teacher said that sometimes it is confusing to find an example of a lesson plan and worksheet based on the 2013 curriculum because in the training of arranging lesson plans between one teacher and another can be different. However, unlike previous studies, this research will develop a reading worksheet based on CEFR (Common European Framework of Reference) for seventh-grade students in SMP Muhammadiyah Tilango.

Reading is chosen because developing a reading worksheet will indirectly increase student's vocabulary. Based on the observations on February 11, 2022, the core problems are the lack of vocabulary and students' mastery of the material is not optimal. Moreover, it makes student difficult to understand the meaning of the worksheet. On April 13, 2022, the worksheet was given after the teacher explained the learning topic. From the observations, teacher explanations about what they have to do with the worksheets are too short and make students not understand the meaning of the worksheet. From the problem obtained, the researcher is interested in developing students' worksheets that can be used by students and helping teachers minimize existing issues. The product of research is expected to make students understand the material and strengthen their understanding by completing the worksheet more interesting. In learning English in junior high schools, Regulation of Minister of Education and Culture No. 37 of 2018 explains that there are 13 basic competencies that students must

achieve in first grade. These basic competencies are available in both semesters the types of text taught are interpersonal, transactional, and descriptive. Furthermore, the basic competencies that will be made into a worksheet are:

- 3.1. Identify social functions, text structures, and linguistic elements of spoken and written interpersonal interaction texts about greeting, saying goodbye, thanking, and apologizing, and the respond according to the context.
- 3.2. Identify social functions, text structures, and linguistic elements of spoken and written transactional interaction texts about giving and asking for information related to identity, short and simple, based on the context.
- 3.3. Identify social functions, text structures, and linguistic elements of spoken and written transactional interaction texts about giving and asking for information related to the name of the day, month, and time of day, time in the form of numbers, date, and year, based on the content.
- 3.4. Identify social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve giving and asking for information regarding the names and numbers of animals, objects, and public buildings close to students' daily lives, according to the context.

In addition, the researcher utilized the CEFR (Common European Framework of Reference) as a guide for creating the worksheet. The CEFR aims to provide a common basis for elaborating language syllabuses, curriculum guidelines, examinations, textbooks, etc. (Council of Europe, 2001). The CEFR has a different level of ability for students and makes it easier to determine learning outcomes. The levels are Basic users (Levels A1& A2), Independent users (Levels B1 & B2), and Proficient users (Levels C1 & C2). Since the worksheet will be given to junior high school

students, it will refer to A1 level, and the subject is seventh-grade.

Additionally, research using CEFR has been done by some researchers. Dewi (2016) conduct research to develop Indonesian beginner textbooks for foreign speakers. She used CEFR because CEFR was good standard in developing teaching materials. Moreover, CEFR is also one of the foreign language learning standards used globally. Moreover, another research was conducted by Yuniarti (2017). She developed speaking materials based on the Common European Framework of Reference (CEFR) to increase students' speaking skills. This research was conducted because it was difficult for teachers to find material to improve students' speaking abilities. Using CEFR makes it easier to make materials because there are already manufacturing standards.

The last, Rohman and Rosyadi (2021) have researched to develop Arabic teaching material by using Common European Framework of Reference (CEFR). They chose CEFR because CEFR is a framework of reference for language learning that has been recognized internationally. Moreover, the levels in the CEFR adjusted to students' language abilities. CEFR also has an assessment instrument that can measure the language skills. Overall, looking at the previous studies inspired the researcher to develop reading worksheets. Related to the research question, the research objectives are to design and develop reading worksheet based on the Common European Framework of Reference (CEFR) and according to student's need.

## **LITERATURE REVIEW**

The user receives and processes written texts produced by one or more writers as input during visual reception (reading) activities. (Council of Europe, 2011, p. 68). As previously explained, the CEFR has levels, each level has a description of the skills that the learner must possess. Because the research is about reading, this time the theory will specifically discuss the abilities that students must have, especially the A1 level.

According to the self-assessment grid of common reference levels, a person at A1 level can understand familiar names, words, and very sentences, such as on notices, posters, or catalogs (Council of Europe, 2011, p. 26). This self-assessment is a grid that can use teachers and students to measure students' abilities. Moreover, in

understanding someone's ability in reading, it is divided into several abilities, namely overall reading correspondence, reading comprehension, reading for orientation, reading for information and argument and reading instruction (Council of Europe, 2011, p. 68-71).

**Table 1: Reading ability in CEFR**

Level	Ability	Ability Scale
A1	Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.
	Reading correspondence	Can understand short, simple messages on postcards.
	Reading for orientation	Can recognize familiar names, words and very basic phrases on simple notices in the most common everyday situations
	Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.
	Reading instructions	Can follow short, simple written directions (e.g. to go from X to Y).

In reading correspondence, the scale encompasses reading both personal and formal correspondence. Key concepts operationalized in the scale include the following:

- length and complexity/simplicity of message;
- concreteness of information, whether it follows a routine format;
- the extent to which language is standard, colloquial, idiomatic;
- the extent to which the subject is an everyday one, or if it is related to interests, or specialised.

Moreover, reading for orientation is also call search reading. It involves "skimming": reading at speed to judge relevance and "scanning": searching for specific information. In relation to signed texts, both functions are achieved by putting the video into "fast forward". Key concepts operationalised in the scale include the following:

- the types of text (from notices, leaflets, etc. to articles and books);
- picking out concrete information like times and prices from texts that are visual artefacts, rather than prose text, with helpful layout;
- identifying important information;
- scanning prose text for relevance;
- speed, mentioned in B2.

The other reading ability in CEFR is reading for information and arugement. It also call as detailed reading. It involves careful study of a written or signed text that one has judged to be relevant for a purpose at hand. It is often associated with study and professional life. Key concepts operationalised in the scale include the following:

- types of text, from simple, short, illustrated informational material to complex reports and articles;
- subjects of text, from familiar everyday subjects of personal interest to topics outside their area of interest;
- depth of understanding, from getting an idea of the content to understanding the finer points and implications.

Furthermore, reading instructions is a specialised form of reading for information, and again concerns written or signed text. Key concepts operationalised in the scale include the following:

- topic of instructions, from routine prohibitions on simple notices and simple directions to detailed conditions
- and complex instructions on something unfamiliar, possibly outside their area of expertise;
- degree of contextualisation and familiarity;

- length, from a few words/signs to detailed and lengthy, complex instructions in continuous text.

### 1. Task in CEFR

In the personal, public, educational, and professional spheres, tasks are a part of daily life (Council of Europe, 2011, p. 157). The way that different people approach the same task can vary greatly. Therefore, an individual's perception of the difficulty of any given task and the coping mechanisms they use to meet its demands depend on a variety of interrelated factors, including their general and communicative competence, personal traits, and the particular requirements and limitations placed on them by the task. Due to these factors, it is impossible to forecast with confidence how easy or difficult a work will be, especially for individual learners. Therefore, in language learning situations, it is important to consider incorporating elasticity and differentiation into task design and implementation.

Despite the difficulties in determining task complexity, a principled and cogent strategy to task selection and sequencing is necessary to utilize classroom learning experiences efficiently. This entails adjusting task parameters to adapt the task to the learner's requirements and skills by considering the learner's unique competencies and elements that influence task difficulty (Council of Europe, 2011, p. 160).

In order to properly assess task complexity levels, it is important to consider:

- user/learner's competences and characteristics, including the learner's own purposes and learning style (Council of Europe, 2011, p. 160).
- task conditions and constraints which may affect the language user/learner's performance in carrying out specific tasks, and which, in learning contexts, may be adjusted to accommodate learner competences and characteristics (Council of Europe, 2011, p. 160).

The many skills of the learner are intimately connected to their unique cognitive, affective, and linguistic traits, which must be

considered when determining the level of difficulty of a task for a certain learner (Council of Europe, 2011, p. 160). In task conditions, a range of factors may be manipulated regarding conditions and constraints in classroom tasks involving interaction, production, and reception. Conditions and constraints affecting the difficulty of interaction and production tasks are: support, time, goal, predictability, physical conditions, and participants (Council of Europe, 2011, 162).

In comprehension task, three conditions and constraints should be considered: task support, text characteristics, and type of response required (Council of Europe, 2011, p. 164-166). From three conditions and constraints, text characteristics must be considered in making tasks and it consists of:

- Linguistic complexity: particularly complex grammar requires attentional resources that may be used to process content.
- Text type: the student is better able to anticipate and comprehend text structure and content when familiar with the genre and domain (as well as the presupposed background and sociocultural knowledge).
- Discourse structure: information processing complexity is decreased by the explicit rather than implicit nature of the information presented, the absence of conflicting or surprising information, and clear textual coherence and organization (for example, temporal sequencing, main points signaled and presented before illustration of the points).
- Physical presentation: because spoken language must be processed in real time, spoken and written texts have different processing requirements.
- Length of text: Generally speaking, a shorter text on a given topic is less demanding than a longer text on a related subject since a longer text demands more processing, adds to the memory burden, and increases the risk of weariness and distraction (particularly for younger students).

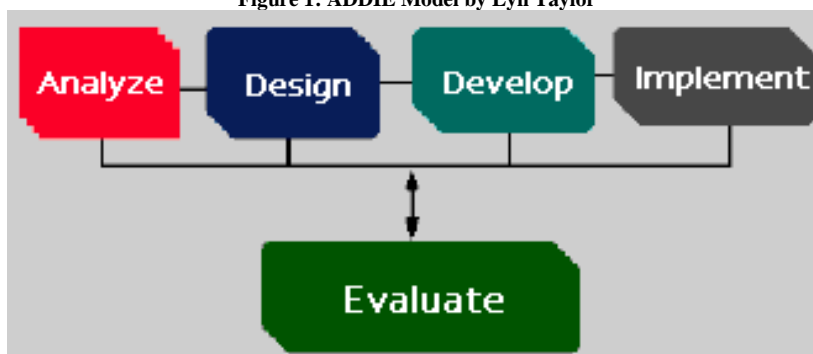
- Relevance to the learner: the learner's motivation to understand will be sustained if they have a high level of interest in the subject.

## 2. ADDIE Model

ADDIE model is one of the theories used to conduct R&D research. Some experts have developed this model such as Branch, and Dick and Carey. In this research, the ADDIE model will be used is from Lyn Taylor

(2004). ADDIE is chosen because the lesson designed by ADDIE is more effective learning and better performance for students and the step is simple to follow and understand by the researcher. ADDIE itself is an acronym for Analyze, Design, Develop, Implement, and Evaluate. Like the acronym, there are five steps in ADDIE Model. Each stage has its role in creating or developing the appropriate product.

Figure 1: ADDIE Model by Lyn Taylor



**Analyze:** The first step to creating or developing instructional material using the ADDIE model is to analyze. Taylor (2004) stated that identifying, defining, and presenting solutions are all part of the analysis stage. This stage in simulation aims to figure out what the learner or participant will need to know or do in a clinical setting. At this step, the researcher will do the need analysis. Furthermore, the need analysis will explain in another section.

**Design:** The design step transforms the knowledge obtained via analysis into a plan or strategy (Taylor, 2004). The goals established during the analysis stage are expounded upon here. Moreover, defining the data required to construct the instruction is the goal of this stage.

**Develop:** This is the stage to expand the result from analysis and design stages. Lesson plans and resources are created at this time. The methods of instruction and any media to be used are selected in this stage. Any necessary supporting paperwork is also produced. The use of audiovisual media, such as movies, scenarios, and instructional material used for handouts, training, or

facilitator guides, as well as part-task trainers' software packages for computer-based education, are all examples of media that may be used. (Taylor, 2004).

**Implement:** This stage will deliver to the learner what was created throughout the analysis to development stage. In other words, the actual delivery of the education to the students is known as implementation. According to Taylor (2004), efficient and successful material distribution must promote the transfer of knowledge and associated skills to the participant or learner during this stage.

**Evaluate:** Evaluate is the last stage of the ADDIE model. The efficacy, efficiency, value, and worth of the training are all measured during the evaluation process. Evaluation should take place both during and after the instructional design process. Between each stage, a formative evaluation is conducted, and a summative evaluation is performed to determine the overall effectiveness of the lesson. Before the final version of the teaching is implemented, formative evaluations allow it to be improved

(Taylor, 2004). However, evaluate stage will pass in this research because the less of time.

### 3. Need Analysis

In research, especially R&D research, the term "need analysis" is well-known. For the past two or three decades, needs analysis has been used in the language world. Some need analysis models gained recognition by researchers such as target situation analysis (TSA), present situation analysis (PSA), Hutchinson and Waters's model, and Dudley-Evans and St John's Model of Needs Analysis. Therefore, this research will use Hutchinson and Waters's model to do the need analysis.

The majority of need analysis is devoted to developing ESP. However, Hutchinson and Waters' book entitled English for Specific Purpose (1987) argued that need analysis in general English is also needed. Even if only for passing the exam at the end of the school year, it is always possible to specify needs. Therefore, this theory is chosen because the purpose of this study is not to create ESP material.

According to Hutchinson and Waters (1987), need analysis consists of two parts which are target needs and learning needs. The target need is what the learner needs to do in target situation. To get the target needs, the researcher can look at the target situation in terms of necessities, lacks, and wants.

- Necessities  
Necessities regarding to what the target situation need (Hutchinson and Water, 1987)
- Lacks  
In this phase, the researcher must be aware of the learner's prior knowledge so that they may determine what prerequisites the learner is missing (Hutchinson and Water, 1987)
- Wants  
Wants are the personal aims that learners like to get from the language course. Hutchinson and Water (1987) emphasize that wants are objectively regarded as target needs, with the actual learners

having no active part. It means that what the learners want or feel they need.

Additionally, the other need analysis is learning needs. This research will use theory from Nunan (2004) to find learning needs. In learning needs, six components should be known: goals, input, procedure, setting, teacher's role, and learner's role. Moreover, the goals in learning needs will be based on A1 level of CEFR.

### MATERIALS & METHODS

This study focuses on conducting Research and Development (R&D) to create an English worksheet that enhances the reading skills of seventh-grade students at SMP Muhammadiyah Tilango. The site is a non-government school located at Raja Wadipalapa Street, Tilote, sub-district of Gorontalo, Indonesia. The design of the worksheet will be based on the Common European Framework of Reference (CEFR). R&D is a research approach used to develop and evaluate products (Sugiono, 2016, p. 297). To begin the design process, the study will analyze the reading needs of the students using the framework proposed by Hutchinson and Waters (1987).

The research participants for this study are seventh-grade students from SMP Muhammadiyah Tilango in the academic year 2022/2023. This particular class was selected because, based on the CEFR level, it corresponds to beginner learners of English at level A1. The decision to choose this class was made in consultation with the headmaster and the English teachers. Factors such as attendance percentage and students' abilities were taken into consideration during the selection process. The class consists of 21 students and is taught by two English teachers.

Research design used in this research uses ADDIE model, which stand for Analysis, Design, Develop, Implement and Evaluate by Taylor (2004). Due to the less of time, the researcher simplified this model by choosing four steps, namely Analysis, Design, Development, and Implementation. This research's data collection techniques consist

of document analysis and questionnaire. Moreover, the components for expert judgment validation comprise legal and moral feasibility, content appropriateness component, presentation and language component, book appropriateness component, and CEFR component.

In analyzing the data, this research will use several steps based on Creswell theory (2018, p. 268-270), including (1) Organize and prepare the data for analysis, (2) Read or look at all the data, (3) Start coding all of the data, (4) Generate a description and themes, (5) Representing the description and themes. Moreover, Likert scale will also use in this research. This is aimed to analyze the result from expert judgement. Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena (Sugiono, 2016, p. 93). In a Likert scale, the variables to be measured are translated into indicator variables. Each variable will be scored 1 to 4 by statement of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The result will be calculated by formula offered by Suharto (2006) as cited in Rohma (2015) to find the range of data interval.

$$R = \frac{Xh - Xl}{4}$$

Note:

- R : Range
- Xh : The highest score
- Xl : The lowest score
- 4 : Range of likert scale

After getting the result from this formula, the data will be converted into descriptive statistics. It purposes to summarize the data collection that cannot be explained completely and the formula that will be used is:

$$Mn(x) = \frac{\sum fx}{n}$$

Note:

- Mn : Mean
- $f_x$  : the scores of the items
- n : the number of the scales

Mean (x) is used as the indicator of measurement. Moreover, the result from this formula will be categorized as follow:

Scale	Descriptive Categories	Interval of Mean
1	Poor	$1 \leq x \leq 1.74$
2	Fair	$1.74 \leq x \leq 2.24$
3	Good	$2.5 \leq x \leq 3.24$
4	Very good	$3.24 \leq x \leq 4$

## RESULT

ADDIE model was used in this research. From five steps of ADDIE model, only four steps were used in this research, as stated in chapter 3. The steps are analyzed, design, develop, and implement. Moreover, in the first step, which is analyze, the researcher has done the document analysis and need analysis.

### 1. Curriculum Analysis

A curriculum is a tool for learning that includes a learning strategy. The syllabus and textbook were the parts of the curriculum that were examined in this study. Moreover, SMP Negeri 1 Tilango is a school that has just started implementing *Kurikulum Merdeka* and still uses the 2013 curriculum as learning device. This curriculum refers to *Permendikbud* No. 37 of 2018. Eight basic competencies are listed in the curriculum, each of which consists of knowledge and abilities. These basic competencies are divided into two semesters. Additionally, every basic competence has its indicator and learning materials. However, this research will focus on the first semester.

### 2. Textbook Analysis

SMP Muhammadiyah Tilango uses a book from *Kementerian Pendidikan dan Kebudayaan* entitled *When English Rings a Bell*. This book is compiled using the scientific method with five main activities: observing, questioning, associating, collecting information, and communicating. Moreover, they are eleven chapters, including the first and second semesters. The material for the first semester starts from chapter 1 until chapter 4, and the rest is for the second semester.

The content in this book is presented with pictures and accompanied by phrases or simple conversations. To offer students a clear understanding of what they will study,



it is written at the beginning of each chapter what they will learn. Furthermore, this book is also presented with several activities as their worksheets related to the material.

### 3. Need Analysis

Before coming to the founding data of target and learning needs, knowing the respondents' backgrounds is crucial. To get the respondents' backgrounds, the researcher used a questionnaire. The questionnaire results became basic information for the data and help the researcher in analyzing students' needs.

The respondent's background includes name, age, experience learning English, and level of English proficiency. There were 21 students as the participants with an age range of 12 and 13 years. Moreover, the student has different English experience and proficiency levels.

In the English learning experience, they were asked whether they had studied English at the previous level (elementary school). Only three of the 21 pupils who responded to the survey indicated that they had taken English classes in elementary school. Besides, the experience of learning English in an informal institution (English course) must be questioned. This is necessary to determine how far they know the English lesson. In this question, only four students answered that they had ever taken an English course, while 80.95% or about 17 students responded that they had never taken an English course.

Another question related to the experience of learning English is associated with using English itself. Regarding whether they used English in class, twelve students said yes, and nine said no. The use of English in learning here means during the learning, they have to answer the question with yes or no. The teacher also uses English to open the class, and during the lesson, they have to read simple conversations or give examples from the book.

Apart from using English in the classroom, another thing being asked is the use of English outside the classroom. Almost all students answered that they did not use English outside the class, and only one answered yes. At last, students were asked whether they had ever participated in an English competition. Almost all of them had never participated in a competition, but only one student answered that he had participated in an English competition.

In the last part of the respondents' background, the researcher asked the students to make a self-judgment about their proficiency in English. Of twenty-one students, thirteen answered they were at an average level, one was at a good and enough level, and six were at a bad level. If you look at the questions related to the experience of learning English, the abilities possessed by these students are very reasonable. Moreover, in daily life, they never use English. To clarify target and learning needs, here is the table to summarize all the data.

Table 2: Setting Analysis 1

Need Analysis Component	Aspect	Question	Iteam	Precentage
Target Need	Goal	My goal in learning English is....	To get a good score at examination.	66,7%
	Necessities	In my opinion, reading skills will very useful for....	Increase vocabulary.	57,1%
		In my opinion, my ability to understand a text is....	I can understand some vocabulary but do not understand the meaning of a sentence.	71,4%
	Lacks	In understanding a text, I have difficulty in....	Understanding the meaning a whole text.	66,7%
	Wants	After doing the reading worksheet, I should be able to....	Understanding the vocabulary.	66,7%
Learning Needs	Input	The worksheet I prefer to be...	Text with colorful picture.	52,4%
			Text only.	52,4%
		The form of worksheet that I understand is...	There is a list of important words and the meaning.	61,9%
	Procedure	What kind of activity do you like to do a worksheet?	Fill in the blank.	61,9%
	Setting	When you do a worksheet, do you like to do it by...	In pairs.	57,1%

#### 4. Designing the Worksheet

Design is the second step ADDIE models. Product designs will be created using all the data collected in this stapes. Designing a course grid comes first at this point, as well. The book's map includes basic competencies, objectives, unit/topic, indicator, task-based CEFR, and task. The basic competencies and the objective are based on the *Permendikbud* No. 37 of 2018. The indicator will be adjusted to the theory of CEFR itself. Furthermore, the title of the chapter is the same as the subtitle of the chapter in the book. It is equated with the total units in the books, while the amount of the task will be different for each unit because it will be adjusted to the number of meetings.

#### 5. Validating of Expert Judgment

Validating a product must be done after the product is made. It is crucial to know whether the product is feasible or not. Besides testing the feasibility, it could help to find the deficiencies that can be revised.

In this research, two experts will become expert judges. The first expert is one of the headmasters in junior high school in Gorontalo. Apart from mastering the junior high school curriculum, the expert is also an alumnus of a master's degree in English education. The second expert is Mrs. Kartin Lihawa. She is a lecturer in the postgraduate program at Gorontalo State University. Moreover, she is also one of the professors at Gorontalo State University.

The validation sheet has five main components that the expert must assess. There are legal and moral feasibility, content appropriateness, presentation and language, book appropriateness, and CEFR components. All the components are based on BSNP (*Badan Standar Nasional Pendidikan*).

Furthermore, the expert will score 1-4 to assess each component, and the result will be presented. If the result falls between 80-100%, the product is considered good/valid/eligible. If it is around 60-79%, the product is good enough/quite valid/fair enough. Moreover, if the range is between

50-59%, the product is less good/less valid/not feasible. But if the score is around 0-49%, the product is not good and should be replaced (Ridwan, 2011 in Sanusi, 2022).

#### DISCUSSION

This research uses the ADDIE model with four stages: analyze, design, develop, and implement. In the first stage, which is analyze, the researcher has been analyze the curriculum, textbook, and need analysis. The curriculum that has been analyze is refers to Permendikbud No. 17 of 2018. According to the data, the first semester has four basic competencies. The first basic competence is talking about greeting, leave-taking, thanking, and apologizing. The second basic competence is about self and other introductions. Moreover, in the third basic competence students learn about time (date, day, month, year). For the last basic competencies in the first semester, students get material about public places and things in the classroom and the house.

All basic competencies have different number of meetings. The first basic competence, students learn the material for around three weeks. The second basic competence was learned in about four weeks. In contrast, the third and the fourth are about five weeks.

Another thing analyzed in this stage is textbook. The book has eight chapters. The chapters are divided into chapters one to four for first semester and five to eight for the second semester. For the first semester, the chapter follows basic competencies based on Permendikbud No. 17 of 2018. Furthermore, the textbook is compiled using the scientific method with five main activities: observing, questioning, associating, collecting information, and communicating.

Moreover, the researcher also analyze the need analysis. Need analysis consists of target and learning needs (Hutchinson and Waters, 1987). Target needs is what the learner needs to do in a target situation, and learning needs is what the learner wants in a product. Furthermore, learning needs is the learners' motivation to learn the language, the

way they prefer to learn, the available resources, the time and place the course will take place, and the learners' personal information. However, before coming to the target need and learning need, the researcher has to know about the respondent's background.

By the respondent's background, the analyzing found out that 86% of students did not study English at elementary school, 80.95% never took an English researcher course. They also did not use English intensively during or outside of learning. Additionally, 61% of students stated they are at the average level, 29% said they're at the bad level, and only 4% claimed at the good and enough level. The abilities of these students varied. Most had standard even bed abilities, because most had never learned English in previous informal education and had never taken an English course.

The next step after analyze is design. The first thing the researcher did in this stage is make the book map that consists of basic competencies, objectives, topics, indicators, task-based CEFR, and task. Every basic competence has its objective. The objective is to determine what students should do to reach basic competencies. Moreover, the number of tasks appearing on each indicator is also determined at this stage. The number of tasks adjusts to the analysis results related to the annual program. In making tasks, there are two things that need to be considered. The first is user/learner's competencies and characteristics, and the second is task conditions and constraints that affect the language user learner's performance (Council of Europe, 2011). In brief, in making worksheets, researcher had consider the need analysis.

Moreover, task based CEFR in the book map is the same as the reading comprehension ability in CEFR. According to the theory of CEFR by Council of Europe (2011), there are five parts of reading: overall reading, reading correspondence, reading for orientation, reading for information and argument, and reading for information. Overall reading comprehension describes reading

comprehension as a whole, so in the worksheets, only four parts are used.

In reading correspondence, the indicator is vocabulary. The student will gain and understand the vocabulary related to the topic. Moreover, the task related to reading correspondence is always in each chapter's first task. The type of the task is different. The first, third and fourth chapters are matching tasks, and the second is short-answer tasks.

In addition, the reading for orientation involves skimming, which is reading at speed to judge relevance, and scanning, which is searching for specific information (Council of Europe, 2011). In the order of each chapter, reading for orientation is put after reading correspondence. Through this, in chapter one the type of the tasks is a short-answer question, chapter two is a matching task, chapter three fills the blank task, and chapter four fills the blank and complex multiple-choice task.

After reading for orientation, students get the task related to reading for information and argument. The task is associated with implicit meaning. It involves careful study of a written or signed text that one has judged to be relevant for a purpose at hand (Council of Europe, 2011). In chapter one, the task is the true or false task, in chapters two and four are true or false and question and answer task, and in chapter three is multiple choice.

The last reading comprehension ability based on CEFR is reading for instruction. If reading for information and argument is associated with implicit meaning, then reading for instruction is related to explicit purpose. As well as the previous chapter, every chapter has a different task. The first and fourth chapters are fill in the blank task, and the second and third are question and answer tasks.

Setelah desgin stage, the next stage is developed. In develop stage, some picture related with the worksheet added. Moreover, the important thing in this stage is expert judgment validation. has been assessed by experts based on the standards for making books by BSNP (2023). The results of the

expert validation are then revised. Furthermore, products that have been validated and revised are ready to go to the next stage.

Implement is the next stage after develop. In this stage, the product is implemented to students. Before give the worksheet to the student, the first thing researcher do is reviewing the material yang they have learned. After that, the researcher ask the student to do the worksheet. In addition, after working the worksheet, students give their respond toward the worksheet. From the results obtained, in the layout section, 89,3% students agree that the worksheet is readable, the picture is clear and appropriate the material, and the layout is interesting. Moreover, 85,5% of them agree that the content is appropriate the material, can increase their vocab, easy to understand, and it is according to their ability. Furthermore, the worksheet is also beneficial for them. 93,6% students decide the worksheet is exciting and help them to understand the material, improving vocabulary, makes them interested in learning English, and increase their reading interest. All in all, the result proved that the worksheet is good and valid, and it could be used by teacher in learning activity.

## CONCLUSION

This research is a research and development by using ADDIE model. This has two research questions: what is the students' need in reading worksheet and how to develop reading worksheet based on CEFR. To find out about students' needs, the researcher used theory from Hutchinson and Waters (1987) and to develop the worksheet the researcher used a theory from Taylor (2004). Moreover, the research was conducted in seventh-grade students' of SMP Muhammadiyah Tilango in the academic year 2022/2023. By doing the research, the researcher finds out that:

1. The researcher finds out that the students have almost the same background. Almost all of them have never studied English at the elementary school. They also never

take an English course. More than 50% of them assume that their level of mastery of English is standard, and some even say that they are bad in English. Moreover, 66,7% of the students argue that they learn English to get good score at examination and they hope by doing a reading worksheet, they can increase their vocabulary. They also want a worksheet with colorful pictures to interest them in working on a worksheet.

2. In developing reading worksheet, this research is using the teori of CEFR. According to CEFR, they are some abilities in reading comprehension: reading correspondence, reading for orientation, reading for information and argument, and reading for instruction. Each of these abilities has an indicator. The indicator of reading correspondence is vocabulary, the indicator of reading for orientation is skinning and scamming, the indicator of reading for information and argument is implicit meaning, and the indicator of reading for instruction is explicit meaning. Moreover, from the result of expert validation, the worksheet is good and eligible with some notes that should be concern by the researcher. After the revision from the expert revised, the product is given to students. Most of the students stated that the worksheet is beneficial and 94,6% of them what a worksheet like that.

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