

# Designing Supplementary Reading Material Based on Constructivism Approach for Junior High School

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## ABSTRACT

In English language education, the use of supplementary reading materials is essential, particularly in classroom settings. This research aims to design supplementary reading materials based on the constructivist approach for ninth-grade students at SMP Negeri 2 Bongomeme junior high school. Following the ADDIE model, the study conducted a thorough analysis, design, development, implementation, and evaluation process. Data collection involved document analysis, a questionnaire for needs assessment, interviews, and expert validation. The analysis employed both quantitative methods (using frequency and percentage) and qualitative methods (following Creswell's theory of data analysis). The design process considered learner survey results, task analysis, and instructional analysis, resulting in three units of supplementary reading materials. Constructivism principles guided the design process, focusing on engagement, exploration, explanation, elaboration, and evaluation. Additionally, the design adhered to ten guidelines for effective English teaching materials, emphasizing consideration of students' age, proficiency level, needs, and interests, alignment with learning objectives, and integration of technology to enhance digital literacy. The research findings revealed the efficacy of the designed supplementary reading materials in meeting the identified needs and enhancing students' English language proficiency.

**Keywords:** English language education, supplementary material, reading, English teaching

## INTRODUCTION

Curriculum serves as essential in every educational institution, providing a structured framework and guiding the educational process. It embodies an educational program including various teaching materials and learning experiences meticulously programmed, planned, and systematically designed for utilization by both teachers and students (Khasawneh, 2022). For educational objectives to be achieved effectively, teachers must possess the capability to formulate comprehensive lesson plans, delineate learning objectives, and meticulously prepare and organize teaching materials prior to classroom instruction (Dirsa et al., 2022). Teaching materials, comprising subject matter, methodologies, and assessment strategies, are indispensable tools that facilitate the teaching and learning process in the classroom. Hence, educators are tasked not only with the utilization of prescribed textbooks but also with the responsibility of designing and implementing supplementary teaching materials to enrich the educational experience (Ergashevich, 2024).

In the process of designing teaching materials, educators must adhere to fundamental principles. These principles, namely relevancy, consistency, and adequacy, serve as significant considerations

in selecting appropriate instructional resources (Sudrajat, 2008). Relevancy entails aligning teaching materials with the achievement of core competencies, basic skills, and content standards specified in the curriculum. Consistency dictates that the number of competencies addressed should correspond proportionately to the teaching materials provided. For instance, if a particular lesson focuses on enhancing a specific English language skill, the accompanying material should be customized to provide that skill exclusively. Meanwhile, adequacy emphasizes the sufficiency of the materials in facilitating student mastery of the targeted competencies as instructed by the teacher. By adhering to these principles, educators can ensure the effectiveness and relevance of the teaching materials utilized in the classroom setting (Sudrajat, 2008).

According to Filgona et al. (2020), in the field of designing teaching materials, educators must recognize the important role of fostering student interest and motivation in the learning process. It must be tailored to the needs and preferences of students, aligned with instructional objectives, and structured to accommodate diverse learning patterns. Moreover, these materials should be thoughtfully made to address the specific needs and competence levels of students, offering sufficient opportunities for practice and application (Pegram, 2019). Consequently, teachers are encouraged not only to rely on conventional textbooks but also to leverage alternative resources and innovative supplementary materials to enrich the teaching and learning experience (Dodd et al., 2015). Through strategic utilization of diverse teaching materials, educators can enhance engagement, facilitate deeper understanding, and promote meaningful learning outcomes among students.

Supplementary materials serve as essential resources within the teaching and learning process. As highlighted by Darmyanti et al. (2021), these materials contain a diverse variety of content sourced from external references or specifically crafted to enhance

instructional strategies. Particularly within the realm of English language teaching, supplementary materials assume an important role in enriching educational experiences (Thakur, 2015; Karki, 2018). In instances where core materials may fall short in effectively facilitating teaching and learning activities, educators can use supplementary materials to strengthen comprehension and engagement.

In teaching the reading skill, students are tasked with comprehending reading texts on distinct levels. Student should understand the social function of the text, which involves its intended purpose. At this level, students are expected to identify the overarching goal or message conveyed by the text (Duke et al., 2021). Additionally, attention is directed towards understanding the text structure, encompassing the arrangement and organization of its components. Students develop the ability to identify the main idea, extract specific information, whether implicit or explicit and make logical inferences based on textual cues (Arshad, et al., 2020). Lastly, students explore the language features embedded within the text, which include aspects such as expression, vocabulary, and grammar usage. This level demands proficiency in identifying references, perceiving distinctions in word meanings, and understanding syntactic structures (Choi & Zhang, 2021). It is essential to note that these can foster comprehensive reading skills among students.

However, challenges persist in teaching reading comprehension, as indicated by students' low proficiency levels. Teachers often rely on traditional approaches, leading to ineffective learning outcomes. Designing supplementary reading materials based on the constructivist approach may address these challenges.

This study employs the ADDIE model, focusing on the constructivist approach to enhance students' reading comprehension skills. The researcher hopes to address these challenges by designing supplementary reading materials based on the constructivist approach. This research aims to contribute to

the improvement of students' reading comprehension abilities.

## LITERATURE REVIEW

### Teaching English at the Junior High School Level

English is a required subject taught at the junior high school level, especially for ninth grade, playing an essential role in developing students' language proficiency and communication skills while bridging the gap between elementary and secondary education (Andariyani & Nurhajati, 2016). At this stage, students begin to explore deeper into the complexities of the English language, focusing on reading, writing, speaking, and listening skills. According to Sofiana et al. (2019), the 2013 curriculum emphasizes language competence as a tool for communication, highlighting skills such as understanding and summarizing text, organizing information systematically, and following appropriate text rules, with basic competencies including comparing social functions, text structures, and language features of narrative texts, information reports, and song lyrics.

### Teaching Reading Skill

Reading skill development is an important component of English teaching at the junior high school level, enabling students to comprehend, analyze, and evaluate various types of English texts, including descriptive, report, recount, and narrative texts, as well as song lyrics. Reading engages students and expands their vocabulary, contributing to their academic success and lifelong learning (Khalilova, 2023).

In teaching reading, students are expected to understand the social function, text structure, and language features of a text. This involves determining the purpose of the text, identifying the main ideas, finding specific information, making inferences, and understanding vocabulary and grammar usage. Grant (1987) outlines three methods for teaching reading: presenting a text, developing the reading lesson, and follow-up

activities. These methods aim to engage students actively, promote critical thinking, and integrate language skills such as speaking and writing.

### The Importance of Reading Skill

Reading skills are crucial for personal development, providing entertainment, information, and language acquisition opportunities. It involves decoding, interpreting, and comprehending written material, making it a complex yet essential language ability (Khalilova, 2023; Ikhtiyorovna, 2023). Reading facilitates communication between writers and readers and fosters active engagement with the text. Based on Gofurova (2023), various reading strategies, including skimming, scanning, extensive, and intensive reading, enable readers to extract specific information or gain a global understanding of the text. Reading is not only a means of comprehension but also a way to reconstruct and interpret meanings for personal understanding.

### The Benefits of Reading

Reading offers numerous benefits, including discovering the world, developing imagination and creativity, improving vocabulary and communication skills, building self-image and social connections, enhancing concentration and reducing stress (Duke et al., 2021; Yapp et al., 2021; Yapp et al., 2023). By engaging with diverse texts, readers expand their knowledge, imagination, and communication abilities while experiencing relaxation and enjoyment.

### Supplementary Teaching Material

Supplementary teaching material serves as additional resources to support the core material of a course, enhancing teaching and learning activities by providing additional stimulus, activities, and opportunities for students to engage with the content (Min & Hsu, 2008; Sabet & Rostamian, 2016). These materials, including books and other resources, complement the curriculum and help organize the teaching-learning process

effectively. The advantages of supplementary materials, as outlined by Reddy (2013); Putri (2018); Azizah, et al. (2021), include fostering creativity, exciting students with activities, breaking the monotony of class, encouraging situational English usage, enhancing language and communication skills, alleviating stage fear, promoting group work, and offering challenging tasks. These benefits highlight the importance of supplementary materials in facilitating effective teaching and motivating students in the learning process.

### ***The Importance of Need Analysis in Designing Supplementary Teaching Material***

Understanding the learners' requirements is fundamental in designing supplementary teaching materials, as it provides valuable insights into their goals and informs the development of appropriate resources (Dilla, 2020). This process involves gathering information about learners' objectives, existing knowledge, and preferred learning methods. By identifying gaps between learners' needs and abilities, educators can create teaching materials that are relevant and effective, enhancing the overall learning experience.

According to Juan (2014), need analysis is essential in foreign language curriculum design, serving as the basis for developing materials that meet learners' learning needs. Brown (2016); Macalister & Nation (2019) emphasize the importance of need analysis in gathering information to create a curriculum that addresses specific group needs. Howard and Major (2004); McGrath (2013) assert that any syllabus or material design should begin with a need analysis to reveal learners' language skills, preferences, and learning needs.

### ***Guidelines in Designing Effective English Teaching Materials***

Designing effective English teaching materials requires adherence to certain guidelines outlined by Howard and Major (2004); Mishan (2015), these guidelines

include contextualizing materials to the curriculum and learners' experiences, stimulating interaction and language generativity, fostering learning skills and strategies, focusing on language form and function, offering opportunities for integrated language use, ensuring authenticity in texts, linking materials to develop progression of skills, making materials visually attractive and user-friendly, providing clear instructions, and maintaining flexibility in approach and methodology.

These guidelines ensure that teaching materials are relevant, engaging, and effective in facilitating language learning. Following these principles, teachers can create materials that meet learners' needs, promote interaction, and enhance language acquisition.

### ***The Concept of Constructivism Approach***

In discussing the enhancement of reading skills through supplementary material, it's crucial to consider the constructivism approach. This approach aligns well with the development of basic communication skills, as it shifts the teaching and learning process to be more student-centred rather than teacher-centred (Szabó & Csépes, 2023; Angraini et al., 2024). Constructivism revolves around learning as an active, creative, and contextual process where individuals construct their understanding through experiences and reflection.

Constructivism is learner-centered, where students actively explore and interpret their experiences to build upon existing knowledge. It emphasizes logical and conceptual growth, highlighting the role of experiences in shaping education. As facilitators in this approach, teachers aim to create an innovative learning environment where students construct knowledge through interaction and previous experiences (Angraini et al., 2024)

Through constructivism, learning becomes an active process of constructing rather than acquiring knowledge. Students make meaning individually and socially, engaging

with ideas, events, and activities to build their understanding (Szabó & Csépes, 2023). The approach is based on the maxim that learners construct their knowledge through reflection on experiences, emphasizing active student involvement and cooperation.

### ***The Principle of Constructivism Approach***

Constructivism emphasizes the proactivity, sociality, and situationality of students' learning. It posits that knowledge is constructed from previous knowledge, and learners continually build upon their understanding through reflection and interaction (Aljohani, 2017). Guiding principles include learning as an active, mental process influenced by language, social interactions, and prior knowledge. Additionally, constructivism asserts that learners construct knowledge and meaning from their experiences, fostering a deeper understanding (Lunenborg, 2011)

### ***The Procedure of Constructivism Approach***

In the design of supplementary reading material, understanding the procedures of constructivism is crucial. These procedures include orientation, elicitation, reconstruction, application, and review (Suprijono, 2009). Various models, such as the 5E instructional model and Needham's Five-Phase Constructivism Model, outline steps for engaging students, facilitating exploration, guiding conceptual restructuring, applying knowledge, and reflecting on learning outcomes. By applying these procedures, educators can create effective supplementary materials that promote active learning and meaningful engagement.

### **Research and Development Model**

Several research and development models exist in the field of instructional design, each with its own set of procedures and approaches. Models such as Borg and Gall, ASSURE, 4D model, and Plomp's model offer systematic frameworks for designing

and developing educational materials. While these models have advantages and applications, the ADDIE model was chosen for this research due to its common use and effectiveness in instructional design projects. The ADDIE model, as proposed by Peterson (2003), was chosen for its widespread use and effectiveness in instructional design projects. ADDIE follows a systematic approach comprising five phases: Analysis, Design, Development, Implementation, and Evaluation. This model provides a structured framework for designing and developing instructional materials, allowing for iterative improvement throughout the process.

The ADDIE model aligns closely with the goals of this research project, which aims to design supplementary reading material. By adopting the ADDIE model, this research attempts to create effective instructional materials designed for the target's specific needs and context, ensuring thorough analysis, design, development, seamless implementation, and comprehensive evaluation.

## **METHODS**

### **Research Design**

The objective of this study was to develop supplementary reading material based on the constructivist approach tailored for ninth-grade students in junior high school. This research falls under the category of research and development (R&D) in educational research, aiming to produce effective and efficient products or services pertinent to educational practices (Gustiani, 2019).

The ADDIE model, proposed by Peterson (2003), served as the framework for this research. ADDIE stands for Analysis, Design, Development, Implementation, and Evaluation, encompassing essential components in designing supplementary reading material for junior high school students. Each phase of the ADDIE model is interconnected and influences the others. The choice of this model was motivated by its comprehensive structure and relevance to the design of educational materials, particularly in terms of analysis and design aspects.

## **Research Procedure**

This section outlines the research procedure for designing supplementary reading material based on the constructivism approach for ninth-grade students. The procedure follows the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation.

### ***Analysis***

The initial phase involved comprehensive analyses to understand learners' needs and identify gaps in existing materials. This included conducting need, task, and instructional analyses. Need analysis was conducted through surveys and interviews with students and teachers to gather insights into learner characteristics, target needs, and learning needs. Task analysis utilized syllabi and textbooks to identify instructional content and specific skills, while instructional analysis determined what must be taught and selected the constructivism approach as the learning strategy.

### ***Design***

Following the insights gained from the analysis phase, the structure of the learning material was developed. This included selecting appropriate content aligned with research objectives, organizing materials into units, and outlining the instructional material. Initial drafts of the supplementary book were created, and materials were adapted from various sources. The learning units were structured based on the constructivist approach.

### ***Development***

The development phase focused on drafting the instructional material and producing all elements required for learning material development. Prototypes were modified based on expert judgment and student feedback obtained through validation questionnaires. Emphasis was placed on testing, revising, and retesting to ensure the effectiveness, usability, and quality of the material.

### ***Implementation***

Once validated by expert judgment, the developed product was implemented. Questionnaires were distributed to students to assess the need for revisions and gather feedback on the material's usability and effectiveness.

### ***Evaluation***

Formative and summative evaluations were conducted to assess the effectiveness of each step and the overall impact on student learning outcomes. Feedback from evaluations informed further revisions and improvements to the supplementary reading material.

### **Research Setting**

The research will take place at SMP Negeri 2 Bongomeme, located in Gorontalo Regency. Participants include ninth-grade students and the English teacher at the school.

### ***Data Collection Techniques***

Several techniques were employed to gather data for the research. Document analysis involved reviewing syllabi and textbooks to understand competencies related to reading skills. Structured questionnaires were used to collect numerical data on students' target and learning needs, while interviews with the English teacher provided insights into the teaching and learning process. Expert judgment was sought from university lecturers and local English teachers to evaluate the validity of the developed materials. Additionally, a readable validation of production questionnaire was distributed to students to assess the effectiveness of the course book.

### ***Data Analysis Techniques***

Both quantitative and qualitative data analysis methods were utilized. Quantitative analysis involved scoring questionnaires, while qualitative analysis focused on processing suggestions, inputs, and critiques from experts and users through descriptive techniques. The data obtained from need

analysis were analyzed using frequency and percentage calculations to determine students' conditions.

The percentage will be obtained by using the following formula:  $P = \frac{F}{N} \times 100 \%$

In obtaining and processing the effectiveness and validity of questionnaire for expert judgment, and students, the researcher used the following criteria:

Table 1. Validity Criteria of Designing Supplementary Reading Material

No	Validity Criteria	Validity Level
1	85.01% - 100.00%	Very valid or can be used without revision
2	70.01% - 85.00%	Valid or can be used needs minor revision
3	50.01% - 70.00%	Less valid, it is recommended not to use it, because it needs a major revision
4	01.00% - 50.00%	Invalid or cannot be used

(Source: Akbar, 2017)

Furthermore, to qualitatively analyze the data, the researcher followed Creswell's six-step process. Firstly, data from interviews with the English teacher and questionnaires from students were organized and prepared for analysis categorized based on their relevance to the research problem. Microsoft Excel was utilized to facilitate this process. Next, the researcher read and reviewed all collected data, selecting and categorizing important information. Subsequently, each data point was coded using Excel to calculate percentages and averages. The results were then used to generate descriptions of the data. Interrelating themes involved finding percentages and averages for each indicator. Finally, the researcher interpreted the meaning of the themes and descriptions, providing insights into the research findings based on the indicators from both instruments (Creswell, 2014).

### Research Instrument

The research instruments utilized in this study include a questionnaire for ninth-grade students to assess their needs, interviews conducted with the English teacher, validation sheets for expert judgment, and a readability validation worksheet. These instruments were crucial for collecting, measuring, and analyzing data pertinent to the research subject.

## RESULT

This research uses the ADDIE model, comprising analysis, design, development, implementation, and evaluation. It follows

five key steps: analysis, design, development, implementation, and evaluation. Initially, the analysis phase involved examining essential documents such as syllabi and textbooks. Subsequently, a study was conducted to gather crucial information on students' needs and interests. Data collection utilized questionnaires for students and interviews with teachers. The questionnaire was meticulously crafted based on theoretical frameworks, incorporating respondent background, target, and learning needs. Expert consultation and revision ensured the questionnaire's validity. Ultimately, the questionnaire was distributed to ninth-grade students at SMP Negeri 2 Bongomeme, while interviews were conducted with the English teacher at the school.

### Analysis

The initial step in designing supplementary reading material involves conducting thorough analysis (Peterson, 2003). This analysis comprises three key components: need analysis, task analysis, and instructional analysis.

### Need Analysis

The learner survey provided essential insights into the background of ninth-grade students at SMP Negeri 2 Bongomeme. The average age of students ranged from 14 to 16 years old, with the majority having started learning English at junior high school. This was the first time anyone received formal English instruction. Daily communication at

school occurred predominantly in the Indonesian language. English proficiency levels were generally classified as lower, averaging 76.6%.

In understanding the students' needs, Hutchinson (1987) that target needs encompass four critical aspects: goals,

necessities, lacks, and wants. These elements form the basis for understanding what learners require in specific language-use situations.

*Goal* means the general intentions behind the learning. This is aimed to find out the reason in learning English.

Table 2. The Students' Goal in Learning English

QUESTION	ITEM	N	F	%
My goal in learning English is ....	a. To get good grades and pass the examination	30	6	20.00
	b. To communicate with foreigner	30	1	3.33
	c. To master English vocabulary well	30	20	66.67
	d. To understand the English grammar	30	3	10.00
	e. Others			

The data reveals that the primary objective for students learning English is to achieve proficiency in vocabulary, constituting 66.67% of responses, marking the highest percentage. Following closely, 20.00% of students aim to attain good grades and pass examinations. Understanding English grammar is cited by 10.00% of students,

while 3.33% express a desire to communicate with foreigners.

Moreover, *necessities* refer to the fundamental skills or knowledge required for effective language acquisition. In the context of learning English, it encompasses the proficiency levels at which students perceive their needs.

Table 3. The Students Necessity in Learning English

QUESTION	ITEM	N	F	%
My necessity in learning English is ....	a. Beginners	30	29	96.67
	b. Intermediate	30	1	3.33
	c. Advance	30	0	0.00
	d. Others			

This table shows that the students' necessity in learning English is still in beginner level with the percentage 96.67%. It followed by 3.33% of the students who think that their

necessity in learning English is in intermediate level. No one of the students or 0, 00% in advance level.

Table 4. The Most Importance of Students' Reading Skill

QUESTION	ITEM	N	F	%
Reading is the most important skill for me	a. Agree	30	3	26.67
	b. Strongly Agree	30	27	90.00
	c. Disagree	30	0	0.00
	d. Strongly Disagree	30	0	0.00
	e. Others			

This table shows that 9.00% of the students who strongly agree that reading is the most important skill. Meanwhile 26.67% of the students who agree that reading is the most important skill. No one of the students or 0.00% who disagree and strongly disagree that reading is the most important.

Additionally, *lacks* refer to areas where students need to improve their language

proficiency. This understanding provides a framework for interpreting the data and effectively assessing students' current proficiency levels. This table shows that the students' current English proficiency level is in level average or 86.67%. Meanwhile 46.67% of the students are in the level enough, and 33.33% in good level.

**Table 4.1. The Students Current English Proficiency Level**

QUESTION	ITEM	N	F	%
My current English proficiency level is ...	a. Excellet	30	0	0.00
	b. Good	30	0	33.33
	c. Enough	30	3	46.67
	d. Average	30	26	86.67
	e. Others			

This table shows that the students' current English proficiency level is in level average or 86.67 %. Meanwhile 46.67 % of the

students are in the level enough, and 33.33 % in good level.

**Table 5. The Students Difficulties in Learning English Reading Skill**

QUESTION	ITEM	N	F	%
The difficulties that I face in learning English especially in reading skill are ....	a. Understanding text overview, main idea of paragraph, identify written detailed information, implicit information, understanding communicative purpose of the text, understanding the text structure, understanding language features, understanding the message of the text.	30	20	66.67
	b. Identify written detailed information	30	3	10.00
	c. Identify implicit information	30	2	6.67
	d. Determine the communicative purpose of the text	30	2	6.67
	e. Understanding the language feature	30	2	6.67
	f. Understanding the message of the text	30	1	3.33
	g. Others			

The table indicates that 66.67% of students encounter difficulties in various aspects of learning English reading skills. Specifically, the challenges include comprehending text overviews, identifying main ideas of paragraphs, grasping written detailed information, understanding implicit information, discerning the communicative purpose of the text, comprehending text

structure, understanding language features, and grasping the message of the text.

Understanding students' desires, or *wants*, in learning English reading skills provides valuable insights into their motivations and aspirations. This understanding sets the stage for interpreting the subsequent data effectively.

**Table 6. The Students Want after Learning English Reading Skill**

QUESTION	ITEM	N	F	%
After learning English reading skill, I can be able to ....	a. Understanding detailed of text	30	25	83.33
	b. Understanding the part of text	30	2	6.67
	c. Concluding the text	30	1	3.33
	d. Understanding the main topic only	30	2	6.67
	e. Others			

The table indicates that 83.33% of students express a desire to understand the details of a text after mastering English reading skills. Additionally, 6.67% of students aim to comprehend the main topic and conclude the text, while 3.33% seek to conclude the text.

Learning needs is essential for designing effective English learning materials. This understanding shed light on the preferences and requirements of students, guiding the development of appropriate instructional materials.

**Table 7. The kind of Text that Students Like**

QUESTION	ITEM	N	F	%
The kind of text I like is....	a. The text which consists of paragraph with colour picture	30	25	83.33
	b. The text with the list of vocabulary	30	3	10.00
	c. The text without picture	30	2	06.67
	d. The text with uncoloured picture	30	0	0.00
	e. Others			

Based on the data, the majority of students, constituting 83.33%, prefer texts that include paragraphs accompanied by color pictures. Meanwhile, 10% of students favor texts

featuring vocabulary lists, and 6.67% prefer texts without pictures. None of the students expressed a preference for texts containing vocabulary lists with uncolored pictures.

**Table 8. The Number of Vocabulary in Reading Text**

QUESTION	ITEM	N	F	%
The number of vocabulary in reading text that I like....	a. 150 - 200 Words	30	15	50.00
	b. 200 - 250 Words	30	0	0.00
	c. 250 - 300 Words	30	15	50.00
	d. > 300 Words	30	0	0.00
	e. Others			

The table indicates that 50% of students require reading texts containing 150 to 200 words, while another 50% prefer texts ranging from 250 to 300 words. These

findings are crucial considerations in designing supplementary reading material to cater to varying student needs.

**Table 9. The Learning Activity of Reading Skill**

QUESTION	ITEM	N	F	%
The learning activity of reading skill that I like is ....	a. Read and answer the questions, arrange jumble paragraph into a good order, Determine the true and false sentence, fill the blanks with the correct word	30	4	70.00
	b. Make questions and answer based on the text	30	3	10.00
	c. Conclude the reading text	30	2	6.67
	d. Summarizing the reading text	30	21	13.33
	e. Others			

The table shows that the highest percentage of students' preferred learning activity for reading skill is 70%. This includes reading and answering questions, arranging jumbled paragraphs into a coherent order, determining true and false sentences, and filling in blanks with the correct words. Meanwhile, 10% of students prefer to

generate questions and answers based on the text. 6.67% of students prefer to conclude the reading text, and 13.33% of students prefer summarizing the reading text. Based on these percentages, the highest preference is considered in the design of supplementary reading materials.

**Table 10. The Kind of Class Management in doing the Task**

QUESTION	ITEM	N	F	%
The kind of class management in doing the task that I like is....	a. Doing the task individually	30	0	0.00
	b. Doing the task in pairs	30	6	20.00
	c. Doing the task in Groups	30	3	10.00
	d. Doing the task without the teacher's aid	30	0	0.00
	e. Doing the task individually, pairs, group with the teacher control	30	2	66.67
	f. Others			

The table highlights that the majority of students, at 66.67%, prefer task management with teacher guidance. Additionally, 20% favor working in pairs, while 10% prefer

group tasks. Interestingly, no students, or 0.00%, expressed a preference for individual tasks without teacher assistance.

**Table 11. The Learning Process that Students Want**

QUESTION	ITEM	N	F	%
The learning process that I want is ....	a. Take notes based on teacher's explanation	30	0	0.00
	b. Understanding the teacher's explanation	30	4	13.33
	c. Listening teacher's explanation	30	1	3.33

	d. Asking friend if find out difficult words	30	3	10.00
	e. Discuss with friend in solving the problem based on the given task	30	20	66.67
	f. Others			

The table shows that the highest percentage of students' preferences in the learning process is 66.67%. Following this, 13.33% of students want to understand the teacher's explanation, while 10% want to comprehend

the teacher's explanation, and 3.33% prefer to simply listen to the teacher's explanation. Surprisingly, none of the students, or 0.00%, want to take notes based on the teacher's explanation.

**Table 12. The Teacher's Attitude in the Learning Process**

QUESTION	ITEM	N	F	%
The teacher's attitude in the learning process that I like is....	a. Focus the attention to the specific students only	3 0	0	0.00
	b. Focus the attention to all of students	3 0	2 6	86.6 7
	c. Following the students want	3 0	1	3.33
	d. Learning by playing	3 0	1	3.33
	e. Giving compliment	3 0	2	6.67
	f. Others			

This table reveals that the highest percentage of students who appreciate the teacher's attitude in the learning process is 86.67%. In this case, students appreciate the teacher's attitude of focusing attention on all students. Additionally, 6.67% of students like when the teacher gives compliments, while 3.33%

of students prefer a teacher's attitude that follows their wants and engages in learning through play. Interestingly, none of the students, or 0.00%, favor a teacher's attitude that solely focuses attention on specific students.

**Table 13. The Teacher's Role in the Learning Process**

QUESTION	ITEM	N	F	%
The teacher's role that I need is ....	a. Explaining the objective of learning	30	3	10.0
	b. Translating the difficulties words	30	5	16.67
	c. Giving Explanation to the students in doing the task	30	20	66.67
	d. Giving opportunity to the students in finding out the information	30	2	6.67

The table indicates that 66.67% of students require the teacher's guidance during the learning process, particularly in providing explanations before tasks. Additionally, 16.67% of students rely on teachers for translating difficult words, while 10.00% seek clarity on the learning objectives. Furthermore, 6.67% of students expect teachers to facilitate opportunities for independent information discovery. Interviews, as outlined by Sugiyono (2013), serve as a crucial method for gathering data, providing researchers with direct insights into the subjects under study. In this research, interviews were conducted to assess the teaching practices of English teachers in

schools, utilizing a set of thirteen questions to delve deeper into their approaches. The findings revealed that teaching reading skills emerged as a top priority due to its significance in enhancing vocabulary and its frequent testing in educational assessments. Despite its importance, teaching reading was found to be challenging, with students struggling in various aspects such as identifying main ideas and understanding textual purposes. While the teacher employed strategies like thorough explanations and assigning homework to address these challenges, the reliance on a singular teaching approach, namely the scientific approach, highlighted

the need for diversification. Consequently, the researcher advocated for the implementation of the constructivism approach to engage students effectively and leverage their prior knowledge. Despite the importance of supplementary materials, it was noted that teachers primarily relied on standard textbooks from the school library, overlooking specialized reading materials. Therefore, the researcher proposed the integration of supplementary materials tailored specifically to enhance reading skills, focusing on narrative, report, and song materials for the second-semester curriculum.

### Task Analysis

Peterson (2003) emphasizes the importance of task analysis in identifying instructional content and specific skills relevant to a

course or job. In this study, task analysis involved analyzing the English syllabi and textbooks used in schools to prepare supplementary materials. The syllabus followed by English teachers adhered to the Curriculum 2013, as outlined in the decision of the head of the research and development agency and bookkeeping number 018/H/KR/2020. This curriculum delineates seven basic competencies for ninth-grade English students in the even semester. These competencies encompass narrative text (basic competencies 3.3 and 4.3), report text or information report (basic competencies 3.4 and 4.4), and song (basic competencies 3.5 and 4.5). Social function, text structure, and language features are integral components of these competencies and serve as the basis for arranging supplementary reading materials.

**Table 14. Basic Competency of Knowledge and Skill Aspect in English Subject of the Second Semester**

Knowledge Aspect	Skill Aspect
<b>Basic competency 3.3</b> comparing social function, text structure, and language features of some oral and written narrative text by giving and asking information related to fairy tales, short and simple, according to the context of its use.	<b>Basic competency 4.3</b> Capture the contextual meaning related to social function, text structure, and language feature of written and oral narrative text, very short and simple, related to fairy tales, paying attention to social function, text structure and language feature, correct and according to the context.
<b>Basic competency 3.4</b> Comparing social function, text structure, and language feature of some oral and written information report text by giving and asking information related to other subject at ninth grade, short and simple, according to the context of its use.	<b>Basic competency 4.4.1</b> Capture the contextual meaning related to social function, text structure, and language feature of oral and written information report text, short and simple, related to the topic that covered in others subject of ninth grade. <b>Basic competency 4.4.2</b> Arrange written and oral information report text, very short and simple, related to the topic that covered in other subject of ninth grade, by paying attention to the social function, text structure, and language feature. Correctly and according to the context.
<b>Basic Competence 3.5</b> Interpreting the social function and language feature of song lyric related to the lives of junior high school teenagers.	<b>Basic Competence 4.5</b> Capture the contextual meaning related to social functions and language feature of song lyric which related to the lives of junior high school teenagers.

Based on the table presented, it is evident that reading skills are incorporated within each basic competency, with corresponding reading materials provided. For basic competencies 3.3 and 4.3, narrative stories serve as the reading text, while informational reports or report texts are featured in basic competency 3.4 and basic competencies 4.4.1 and 4.4.2. In basic competencies 3.5 and 4.5, reading materials center around songs. These basic competencies serve as the foundation for designing supplementary reading materials, which can be categorized into three units: narrative, report, and song.

Furthermore, the English textbook "Think Globally Act Locally" is utilized in English classrooms to aid teaching and learning processes. Originally published in 2013 for the 2013 curriculum, it underwent revision by the Ministry of Education and Culture in 2018, covering ten chapters, with six chapters for the first semester and five for the second. In 2020, the government streamlined the English material based on the decision of the head of the research and development agency, reducing content to focus on core competencies and basic competencies for ninth-grade students. Despite these updates, an analysis of the textbook revealed that the

reading materials provided were still limited, failing to fully meet the needs of students, particularly in terms of content and associated questions.

### ***Instructional Analysis***

Instructional analysis, a pivotal phase in instructional design, entails determining what must be learned based on need and task analyses (Peterson, 2003). This process guides the designer in establishing instructional goals that reflect the desired student outcomes. From the seven basic competencies in the English subject, which encompass narrative, report, and song, instructional materials were categorized into three learning units. Each unit was tailored to achieve specific goals, ensuring comprehensive understanding.

The instructional goals outlined for each unit emphasized desired student outcomes, focusing on their ability to understand, identify, compare, interpret, and apply language features within the given context. Through collaborative and independent learning activities, students were expected to develop their knowledge, skills, and attitudes towards the English language, aligning with the objectives of the 2013 curriculum.

In the design phase of the ADDIE model, the first step involved planning the strategy for creating supplementary reading material. This strategy comprised three key steps: designing a draft of the supplementary book, preparing the outline of instructional strategy, and describing the learning units. The draft of the supplementary book included sections such as the cover, preface, introduction, table of contents, and detailed materials for each unit. To design these materials, the researcher utilized the constructivism approach, following the framework adapted from Bybee's theory, which includes engagement, exploration, explanation, elaboration, and evaluation. The outline of instructional strategy outlined the objectives and materials for each learning unit, including engagement, exploration, explanation, elaboration, evaluation, and reflection. Additionally, the researcher

prepared a draft instrument for evaluating the product to ensure its effectiveness and alignment with learning objectives. This systematic approach ensured a comprehensive and structured design process for the development of supplementary reading materials.

The first step in designing the supplementary reading book involved creating its cover using shape mode, selecting basic shapes, and adding text elements such as the title, teaching material's name, class, semester, school, and writer. Additionally, a photograph depicting the teaching process was incorporated to enhance visual appeal. Following this, the preface section expressed gratitude to contributors and provided an overview of the book's contents, inviting feedback for improvement. The introduction provided details about the supplementary material, its alignment with curriculum regulations, and the division of content into three units: narrative, report, and song. The table of contents was crucial for navigation, outlining sections such as the preface, introduction, and learning units, each comprising learning objectives, materials, and constructivist learning procedures.

The supplementary reading material for ninth-grade junior high school students is structured according to the constructivism approach, incorporating five stages: engage, explore, explain, elaborate, and evaluate. This framework ensures comprehensive coverage and effective learning experiences for students. Below is the outline of the supplementary reading material: engage, explore, explain, elaborate, evaluate. This structured approach ensures that students are actively engaged in the learning process and have ample opportunities to deepen their understanding of the material.

### **DISCUSSION**

This research was conducted at SMP Negeri 2 Bongomeme with the participation of thirty ninth-grade students. Its aim was to design supplementary reading material for English teaching, focusing on reading skills, based on the constructivism approach by Bybee and

Sharma and Poonam (2016). Following the research and development framework, the study utilized Peterson's (2003) Instructional System Design theory, employing the ADDIE model (analyze, design, develop, implement, evaluate).

Before designing the supplementary reading material, data were collected through questionnaires and interviews with both students and the English teacher. Target needs revealed students' goals, necessities, lack, and wants, highlighting the importance of mastering English and the prevalence of beginner-level proficiency with a strong emphasis on reading. Learning needs emphasized preferences for text types, vocabulary levels, and learning activities, which informed the design of the supplementary material.

In the design phase, the researcher drafted the cover, preface, introduction, and outline of the supplementary reading material, incorporating constructivism principles. The development stage focused on creating three learning units: narrative, report, and song, each with specific objectives, materials, and activities aligned with constructivist learning principles. Expert validation and readability assessments confirmed the validity and suitability of the material for teaching and learning purposes.

Implementation of the material at SMP Negeri 2 Bongomeme resulted in satisfactory student mastery levels. Evaluation instruments distributed to students further confirmed the effectiveness of the supplementary material in facilitating learning. The study underscores the importance of guidelines in designing effective English teaching materials, emphasizing contextualization, interaction, skill development, authenticity, and flexibility to meet students' diverse needs and interests while aligning with learning objectives.

## CONCLUSION

This research, following the ADDIE model, aimed to design supplementary reading material for ninth-grade students of junior

high school, focusing on English language teaching. Conducted at SMP Negeri 2 Bongomeme in Gorontalo regency, the study utilized the constructivism approach to guide the design process. Analysis, design, development, implementation, and evaluation were the sequential phases undertaken to achieve the research objective. The analysis phase encompassed need analysis, task analysis, and instructional analysis, emphasizing understanding students' characteristics, curriculum requirements, and instructional content. Design involved strategic planning, resource identification, and material drafting, aligning with the principles of effective English teaching material design. Development entailed the creation of learning units, followed by expert validation and trial testing to ensure the material's suitability for teaching and learning purposes.

Implementation was executed among a small group of students to gauge the material's effectiveness in meeting their learning needs. Evaluation, the final phase, involved feedback collection and analysis to assess the material's usability and efficacy. Additionally, the study integrated guidelines for designing effective English teaching materials, emphasizing considerations such as student demographics, learning objectives, and technological integration.

In conclusion, this research provides valuable insights and practical guidelines for English teachers, students, and future researchers in the field of English language teaching. By adhering to these guidelines and leveraging the constructivism approach, educators can enhance the effectiveness of supplementary reading materials and enrich the English teaching and learning experience for students.

## Declaration by Authors

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