



Developing the Prototype of Text-Based Learning Materials for the Teaching of Reading Skills at the Middle Schools

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Abstract

The objectives of this research are to find out the learning needs of students of VIII grade in improving their reading skills and to develop suitable reading learning materials using a genre-based approach for students in the second semester of the middle schools. This research is categorized into research and development (R & D). The steps of this research are needs analysis, product development, evaluation by the expert, revision, and final product design. The data were in the form of quantitative data obtained using a questionnaire and qualitative in the form of open-ended questions, then the reading materials were revised based on the experts' suggestions. This study indicated each chapter contained: chapter number and chapter title, let's start, let's learn the model, let's work together, let's create and improve, follow-up, let's reflect, let's summarize, and mini dictionary as that the appropriate supplementary reading materials concerning the text-based reading materials were successfully developed through development models, namely Define, Design, Develop, and Disseminate (Four-D Model). Finally, the developed materials are considered appropriate for the subjects of the study based on the results from the expert judgment questionnaire. The aspects of this questionnaire were content, instructional design, language, learning resources, and graphics. It can be concluded from this data that each aspect of the developed materials was considered "feasible" according to the expert.

Keywords: Text-based learning, materials development, reading skills

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INTRODUCTION

Teaching reading skills in middle schools is a challenging because lecturers need certain and appropriate reading materials (Rafi et al., 2021; Eliata & Miftakh, 2021). To increase student reading understanding, teachers need to prepare a proper reading text for students (Alfatihah & Tyas, 2022; Firdaus & Mayasari, 2022; Selim & Islam, 2022). When choosing reading texts, English teachers should consider such as the suitability of the content (Zano, 2022), students must learn interesting and attractive texts and suitable for their learning purposes (Anwar & Sailuddin, 2022). In addition, English teachers should see their students' reading level, the text chosen must be suitable for the student level, student interest, student interest, and student needs (Rokhayati & Alvionita, 2022).

In designing reading materials for students, readability of texts is one of the criteria for choosing reading materials (Herwanis et al., 2021). The materials chosen must be suitable for the level of student. In this study, readability is related to the level of text and the texts are easy to read and understand and are also suitable for student levels (Putri et al., 2021). The aim of this study is developing reading materials for teaching EFL students in the middle schools at Central Lombok. Teaching material developed becomes a model so that English teachers can use it as an example or guide to developing their own reading materials relevant to the characteristics of students related to daily life.

RESEARCH METHOD

Model of the Development

The recommended four-D model development model (Thiagarajan, & Semmel, 1974). This development stage consists of 4 models, adjusted to the 4-D model, which defines, designs, develops, and disseminates. The data obtained in the implementation of the test are: (a) observing the use of the product, (b) observing student activities from the observer, (c) the student response to the teaching materials developed after being tested, (d) the teacher's response to the creature of the material was developed after being tested, and (e) Improve student reading skills.

Data collection techniques from this study are: Validation questionnaires are given to validators, namely instructional media experts, reading material experts, and language experts. Data analysis technique is a systematic search process and compiles data obtained by managing data into categories that describe it into units, synthesize, compile into patterns, and make conclusions so that the data are easily understood by readers. Descriptive analysis is used to analyze qualitative data, while statistical analysis is used to analyze quantitative data, which is a calculation of validation questionnaire scores, and student response questionnaires.

Procedure of the Development

The research design used in this study was a study of the development of the 4-D model (four models d) according to Thiagarajan, & Semmel, 1974. This includes 4 stages, namely the stage of determining, designing, developing, and disseminating. The (define) stage will be developed in five stages, this stage is: (1) Front-end analysis, (2) student analysis, (3) task analysis, (4) concept analysis, and (5) determining instructional goals. The stage (design) will be developed in four stages are: (1) selection of teaching materials, (2) selection of formats, (3) building tests referred to criteria, (4) initial design. The stage (developing) will be developed in two stages are: (1) revision products, and (2) validation experts. The last stage (dissemination), spreading text-based learning materials in English that has been developed. This research will be limited to its development only to the limited distribution stage, namely for English teachers SMPN 3 Batukliang, SMPN 1 Batukliang Utara, and SMPN 3 Kopang.

Data Collecting Techniques

The data to be obtained in this study consists of product feasibility, priority data for text -based learning materials is qualitative and quantitative data. Qualitative data in the form of comments and suggestions for better products, both from media experts, material experts, teachers, and students. The results of the data were analyzed and explained descriptive qualitative methods to revise the products that have been developed. While quantitative data in the form of assessment scores from media experts,

material experts, teachers, and student assessment scores. Assessment instruments in the form of a questionnaire.

Data Analyzing Technique

Data collected from several types of instruments used were developed, then analyzed to determine products in improving critical thinking skills through analysis validation sheets by finding an average ranking of 2 expert lecturers. The actual quantitative character score is converted into qualitative conversion to find out the right product to be continued. References to convert scores to a five scale can be seen in the following table.

Table 1. Score Conversion Scale

No	Score	Predicate	Category
1	$X \geq X + 1.SBx$	A	Very Feasible
2	$X + 1.SBx > X$	B	Feasible
3	$X > X \geq X - 1.SBx$	C	Less Worthy
4	$X < X - 1.SBx$	D	Quite Worthy
5	$X < X < - 1.SBx$	E	Unfeasible

Source: Djemari Mardapi, 2008:123

Notes:

X : mean ideal score = (ideal maximum score + ideal minimum score)

SBx : ideal standard deviation = $1/6$ (ideal maximum score–minimum score idea)

X : achieved score

Ideal maximum score = \sum criteria item x highest score

Minimum ideal score = \sum criteria item x lowest score

The results of the validation of Text-Based Learning Materials are said to be reliable if they have reliability above 75%.

RESULTS AND DISCUSSION

The research findings have five sub-sections namely (1) The Result of the Needs Analysis, (2) The Result of Product Development, (3) The Evaluation Result by the Expert, (4) The Revision, and (5) The Final Product Design. The research findings have five sub-sections namely (1) The Result of the Needs Analysis, (2) The Result of Product Development, (3) The Evaluation Result by the Expert, (4) The Revision, and (5) The Final Product Design.

The Result of the Needs Analysis

The Results of Observation

This part shows the findings of the students' characteristics, the students' needs, and learning needs. The sub-sections of the target needs are students' necessities, lacks, and wants. Meanwhile, the sub-parts of learning needs are inputs, students' learning styles, teacher's roles as well as the students' roles.

Further, there were three techniques for collecting the needs analysis data. First, a preliminary observation to collect the students' needs and learning needs was conducted on November 12th, 2021 by asking ten students and English teachers. Second, the researcher also analyzed the current English course book used by English students. Moreover, the researcher also asked for another point of view and analysis from a colleague at SMPN 3 Batukliang, SMPN 1 Batukliang Utara, and SMPN 3 Kopang, and English teachers who have experience in developing ESP materials. The last, the

researcher ask English teachers on the same day with the students' observation. There were 20 close-ended questions related to the course book, teaching and learning processes, the obstacles as well as the innovation used in the classroom.

Based on the results of observation; lecturer's interview and document analysis, researchers made a needs analysis questionnaire. The questionnaire contained 20 close-ended questions which were divided into two types of question. The one which the respondents merely choose one choice and the other which they can choose more than one choice. Previously, the questionnaire consulted to the advisor of the research and two instrument validators. Then, it tried out as pilot-tested in the SMPN 3 Batukliang, SMPN 1 Batukliang Utara, and SMPN 3 Kopang. There were six students as the respondents for this pilot-test. The result shows that there was no change of statements which indicate the questionnaire was ready to use. They argued that the instructions and the contents were clear, legible, and understandable.

The needs analysis questionnaire was distributed to 129 students on Monday, March of 2022. After handing out the questionnaire, the researcher asked the students to read it together to avoid misunderstanding related to the statements and instructions. The researcher informed that the questions were divided into three parts namely demography, the target needs as well as the learning needs. Additionally, the researcher also stated that the highest percentage of respondents' choices considered as the students' and learning needs.

Target Needs

The questionnaire for collecting students' needs and interests in learning English was distributed. Necessities describe as the final objectives of a language course in which they required the students to be able to carry out some language function in the target situation. The necessities questions manifested in Question 1 to 5.

Table 2. The most expected language skills to learn

No	Questions	1 st		2 nd		3 rd		4 th	
1.	Rank The English Skills to read texts	F	%	F	%	F	%	F	%
	Listening	30	29.67	19	24.51	35	45.15	25	32.25
	Speaking	19	24.51	30	38.7	25	32.25	19	24.51
	Reading	65	83.85	60	77.4	55	70.95	60	77.4
	Writing	20	25.8	25	32.25	20	25.8	30	38.7

Table 01 shows that 65 respondents (83.85%) chose reading as the first English skill to be developed, 60 respondents (77.4%) selected reading with simple reading texts, meanwhile 55 respondents (70.95%) put reading skills with providing students through texts relating to their experiences, and 60 respondents (77.4%) picked reading skills with mastering reading strategies to be mastered. This finding was in line with the result of English teachers' interview and the document analysis. Based on the English teachers' interview, the teacher stated that most of the students wanted to develop English reading skills as one way to improve their comprehension about a certain topic.

The second aspect of students' needs is lacks. It is regarded as the students' current proficiency compared to the proficiency they have to achieve at the end of the course. This aspect reflected in three question; from Question 6 to Question 9. Question 6 asked about students' current English proficiency level. Question 6 asked about students' difficulty in reading. Meanwhile, Question 9 focused on difficulty concerning

on reading comprehension and kinds of texts enabling students to improve their reading skills.

The last but not the least section of students' needs is students' wants. This is about the students' point of view about what is useful for their learning. These wants reflected in a Question 10. Questions 10 proposed to obtain information concerning on their preferences for sub-sections in the reading materials and the integration of learning resources.

Learning Needs

The researcher also analyzed the learning needs of students. It related to how the students overcame their lacks to achieve their necessities. The aspects of learning needs are input, learning styles, students' role, and teacher's role. The input means language information that the students are exposed to. Meanwhile, the learning style is about how the students prefer to perform the learning process. Students' role relates to their behavior during the learning process. Further, there is also a need for the teacher's role in the learning process. Table 22 to 24 present the findings from Question 13 to 17 in the students' needs analysis questionnaire. These findings further discussed as follows.

The Results of Product Development

Chapter Design

The developed reading materials in this study consisted of five chapters. Text-based language learning was used as the approach to reading materials because this learning model is suitable for reading activities by designing various reading tasks (Firman et al., 2021; Haerazi & Nunez, 2022). The tasks in every chapter were graded and sequenced well from easy to difficult. It is to make easier for students who have different reading level (Zano, 2022). Additionally, the tasks were ordered from guided, semi-guided, then finished by independent activities.

The expert examined, gave evaluations, suggested some revisions and decided whether the materials had been appropriate or not to be implemented. The aim of validating the product or materials was to improve the quality of the textbook of reading material. The expert examined the product by filling the questionnaire and giving some comments. The evaluated product was the first draft of the reading materials.

Further, the cover of the textbook represented the content of developed text-based learning reading materials. It covered a book's title and the name of materials developers. Moreover, the cover also stated the available reading text for developing vocabulary used in the vocabulary section. It is in line with Selim and Islam (2022) who state that vocabulary should be designed properly in reading materials. Besides, the materials offered a brief and clear description related to the approaches of the book, parts of the book, themes in every chapter, and supporting appendices that can be found at the back of the book. This page also served information about how to use the book for competencies (Firdaus & Mayasari, 2022). The next page was a Map of the Book. It served the details of basic competences, texts and skills, and comprehension focuses on each chapter.

The front page in every chapter consisted of the chapter number, the chapter title, and learning indicators. Chapter number and chapter title aim to introduce the students to the theme and the order of the theme in the book. It is supported by Febriantika and Aristia (2021) who argue students in reading activities should be introduced reading themes before reading. Meanwhile, learning objectives tell the students what they must be able to do at the end of the lesson in every chapter. Then, the front page also contained parts of the chapter; Introduction. It provided an overview of the short

functional text of the chapter. The researcher put an example of the text then followed by several comprehension questions.

The second stage in the developed materials was Let's Start. It was the representation of Building Knowledge of Field (BKOF) and text-based learning cycle. This section aimed to share experiences, to build cultural context, to introduce the social context of an authentic model of the text type being studied (Haerazi et al., 2019), and to discuss vocabulary (Haerazi & Irawan, 2019). The interesting starter activities motivate the students to engage in the tasks. As a result, the students are eagerly involved during teaching and learning processes (Baiq-Sumarni et al., 2022).

Let's Learn the Model was the manifestation of Modeling of the Text (MOT). It had three aspects namely reading focus, short functional text focus, and grammar focus. Reading focus served information related to the definition of reading technique or types of reading question (Han, 2018). It followed by how to answer reading questions. Then, the short functional text was provided information about the definition of that short functional text, the generic structure, and the language features. The last, grammar focus, was about the grammatical features used in the short functional text.

Let's Work Together was the implementation of Joining Construction of the Text (JCOT) combining with text-based learning stages. This part offered activities which help the students have more opportunities to learn the materials (Teng & Zhang, 2021; Haerazi & Irawan, 2019). Guided and group activities were the dominant activities in this stage. This section provides the students with tasks that can lead students in obtaining the learning objectives. Culture Focus served unique cultures facts between Indonesian with English native countries, outer-cycle and expanding English countries. Let's Create and Improve was a stage that quite similar to Independent Construction of the Text (ICOT). This part also combined with five intercultural stages (Haerazi & Nunez, 2022). It consisted of a number of independent tasks that are made to know students' comprehension about the input that they have just learned. The tasks were reading task, short functional task, grammatical task, intercultural comprehension task, and writing task.

The reinforcement part consists of three sub-parts namely Follow-Up, Let's Reflect, and Let's Summarize. Follow-up gave the students a chance to study various English vocabulary outside the class (Syarifuddin et al., 2022). The task was designed as authentic as possible happen in the real world. Then, the function of reflection is to recognize students' own success and lack in the learning activities (Jupri et al., 2022). They know how much they already learned in this chapter. Meanwhile, the purpose of the summary was to give students a summary of the language items learned in the chapter (Kenza & Zamorano, 2022). The last part of the chapter, Mini Dictionary, offered students a list of vocabularies that appears in the texts and dialogues of the chapter. This list presented at the end of every chapter.

The Evaluation Result by the Expert

The third research question of this study 'What are the characteristics of the appropriate text-based reading materials for the middle schools? It is answered by conducting expert judgment. The first draft of the developed materials evaluated by two experts with specialized background knowledge in reading skills, ESP, and materials development. According to Wijaya (2018), expert judgment is a technique in which judgment is provided based upon a specific set of criteria and/or expertise that has been acquired in a specific knowledge area, application area, or product area, a particular discipline, an industry, etc. Such expertise may be provided by any group or person with specialized education, knowledge, skill, experience, or training.

Furthermore, the second questionnaire was used in this stage to find the answer of the third research question. Five aspects were mentioned in this questionnaire. They were (1) Content, (2) Instructional Design, (3) Language, (4) Learning Resources, and (5) Graphic. Those aspects assessed with four scales consisting of some indicators. The results of the questionnaire analyzed both quantitatively and qualitatively. Descriptive statistics used to analyze the quantitative data. The mean score used to classify the descriptive categories. On the other hand, expert's comments, suggestions, and feedback became the qualitative data. So, the results of the questionnaire acted as guidance to revise the first draft of the product. The results of the expert judgment as well as the revisions are presented as follows.

Table 3. The Evaluation of Content Aspects

No	Assessment Indicators	Suggestion	Score	Average
1.	The developed materials are suitable with the arranged course grid.			5.00
2.	The developed materials and activities are suitable with the learning objectives of each chapter.			3.00
3.	The contents are sufficiently authentic for pedagogical purposes.			3.00
4.	The content supports the current academic demands of EFL students.			4.00
5.	The content is accurate in terms of addressing students' future needs in their workplace.			4.00
6.	The tasks integrate "real-world" experiences			3.00
7.	The developed materials are relevant with the topic discussed.			4.00
8.	The developed materials contain the component of vocabulary, and language function that are suitable with the topic discussed.			5.00
9.	The developed materials contain moral aspects.			3.00
10.	The tasks focus on the knowledge, skills, and abilities appropriate to the learner level.			3.00
Total Score				37.00
Mean				3.7

Table 02 shows that the mean score of content evaluation was 3.7. Then, it can be concluded that the content of the reading materials categorized as "Feasible". The expert also stated that "The content is suitable with reading materials content. The reading content is clearly reflected in the developed materials." Further, by referring to the minimum acceptance of the mean score, the developed reading materials in terms of the content are generally considered as very appropriate to be tried out to the students. Moreover, the evaluation of the presentation aspects shows in the further table.

Table 4. The Evaluation of Instructional Design

No	Assessment Indicators	Suggestion	Score Average
1.	The instructional goals and learning objectives are clearly stated		3.00
2.	The materials are suitable for a wide range of learning/teaching styles		3.00
3.	The material encourages cooperative learning		5.00
4.	Each task is begun with clear instruction.	Some instructions need to be more specific	3.00
5.	The tasks and activities are graded and sequenced from the easiest to the most difficult one.		4.00
6.	The given examples in the learning activities are provided clearly and easily to be understood by the students.	Give one sample answer for each task	3.00
7.	The material includes the integration of reading materials.		3.00
8.	The methodology encourages learners' self-assessment and monitoring of their learning process.		4.00
9.	The materials provide follow-up activities.		5.00
10.	The tasks and activities encourage creativity, problem solving and critical thinking		4.00
11	Integration across four language skills is facilitated		3.00
Total Score			37.27
Mean			3.7

Table 4 shows that the mean value of the instructional design evaluation was 3.7. So, it can be concluded that the presentation of the materials categorized as "Feasible". Specifically, the suggestions from expert concerned with some instructions which were still grammatically incorrect. Then, the materials developer revised them. Then, the table below presents the result from the evaluation of the language aspects.

Table 5. The Evaluation of the Language Aspects

No	Assessment Indicators	Suggestion	Score Average
1.	The used language in giving the instruction is easily understood by the students.	Revise some instructions	4.00
2.	The used English language is suitable with the correct grammatical principle.	Revise some incorrect grammar principles	3.00
3.	The used English language uses the correct spelling.	Revise some misspelling	4.00

	instructions	
4.	The title in each task is interesting and suitable with the present theme.	5.00
5.	The present sentences in the materials have the correct grammar.	Revise some incorrect grammar 3.00
6.	The present sentences in the materials have the correct punctuation.	Revise some incorrect punctuation 3.00
Total Score		23.00
Mean		3.8

Table 5 shows that the mean value of the language evaluation was 3.8. Based on the data score conversion, the language in the developed reading materials is categorized as “Feasible”. Otherwise, there were some points considered as inappropriate by the experts. The points were the spelling, grammar, and the punctuation. The materials developer rechecked those point and asked three proofreaders to check the second draft of developed materials.

Table 6. The Evaluation of Learning Resources

No	Assessment Indicators	Suggestion	Score Average
1.	Various learning resources (static and dynamic) are included in the materials		3.00
2.	The learning resources match the main theme of the materials		4.00
3.	The learning resources, particularly text-based reading materials resources can be easily learned		4.00
4.	The learning resources provide opportunities to use the target language for active reading		3.00
Total Score			14.00
Mean			3.5

The result of learning resources evaluation in Table 05 shows that the mean of this evaluation score was 3.5. It specifies that the quality of the learning resources used in every chapter categorized as “Feasible”. However, some improvements need to be conducted in terms of the accessibility of the resources, particularly reading materials. Moreover, the evaluation of the graphics aspects explains in the following table.

Table 7. The Evaluation of the Graphics Aspects

No	Assessment Indicators	Suggestion	Score Average
1.	The materials are printed by using standard paper ISO (A4, A5 and B5).		4.00
2.	The character size/typeface is appropriate for the intended users.		4.00
3.	The illustrations/visuals are clear, appropriate and can effectively support the	Some need better printing	3.00

	content.	
4.	The using of font variation (bold, italic, capital) is not excessive.	3.00
5.	The using of illustration is relevant with the materials.	4.00
6.	The references are stated under the text and picture.	4.00
7.	The layout is logical, well-organized and has consistent format.	4.00
8.	Packaging/design is suitable for the classroom/library collection.	3.00
Total Score		29.00
Mean		3.62

Table 7 shows that the mean value of the graphics evaluation was 3.62. So, it can be concluded that the graphics of the materials in every chapter categorized as “Feasible”. Based on expert’s suggestion, some illustrations need to be changed as the way to improve the printing quality. Overall, it was obvious that the results of the expert’s judgment were good as all chapters met the required parameters of curriculum fit, content and tasks, instructional design, technical design and learning resources. Almost each aspect in each chapter reached the category of “Feasible”. Therefore, a general conclusion about the expert judgment results presented as follows.

Table 8. General Results of Experts Judgment

Aspects /Chapter	Content	Instructional Design	Language	Learning Resources	Graphics
Chapter 1	3.7	3.7	3.8	3.5	3.62
Chapter 2	3.7	3.7	3.8	3.5	3.62
Chapter 3	3.7	3.7	3.8	3.5	3.62
Chapter 4	3.7	3.7	3.8	3.5	3.62
Chapter 5	3.7	3.7	3.8	3.5	3.62
Mean	3.7	3.7	3.8	3.5	3.62
Categories	Agree	Agree	Agree	Agree	Agree
Status	Appropriate	Appropriate	Appropriate	Appropriate	Appropriate

Table 8 shows that the mean scores of each evaluation aspect ranged from 3.5 to 3.8. The total average score was 3.66. the minimum acceptance of the mean score is 3.5. As a consequence, the expert agree that the developed reading materials considered as appropriate to be tried out.

CONCLUSION

The current English material used in secondary schools is not suitable in terms of content, instructional design, and technical design. The material is also not effective in meeting the needs of students in the EFL class. There should be an effort to change the current material that focuses on text-based activities. The purpose of this study is to develop additional reading material based on text language-based language learning for EFL students. The needs analysis is carried out on Monday, March 27, 2022. This evaluates the current module in terms of content and tasks, instructional design, and technical design.

RECOMMENDATION

This study examines whether text -based EFL learning material is suitable for English teaching to EFL students. It is recommended for other researchers to conduct similar studies on other English skills to contribute to the provision of ESP material. The authors conclude that ESP and reading material are expected to provide materials related to student needs.

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