



Developing English Reading Materials for Eight Grade of Islamic Junior High School Jambi

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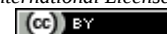
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Abstract

This research aimed to develop English reading materials as supplementary resources for eighth-grade students at an Islamic junior high school in Jambi. Utilizing the ADDIE model comprising Analysis, Design, Development, Implementation, and Evaluation stages the study followed a research and development approach. Data were gathered through expert validations, teacher evaluations, and student try-outs using both qualitative and quantitative methods. The material expert scored the product at 75%, suggesting content restructuring, while the media expert rated it at 94.44%, recommending visual improvements. The one-to-one teacher trial resulted in a 94.64% score, emphasizing pedagogical clarity and linguistic accuracy. Finally, student responses during the small group trial indicated a 90.8% satisfaction level, reflecting positive user engagement. The results confirm the worksheet's validity and effectiveness in enhancing reading skills, making it a relevant and implementable instructional tool in English language learning contexts.

Keywords: English Reading Materials, ADDIE Model, Supplementary Textbook, Instructional Design, Islamic Junior High School, Reading Comprehension.

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1. Introduction

English has emerged as a dominant global language used extensively for communication across nations, playing a crucial role as a medium for international discourse. English functions as a global language because it is widely learned and spoken either as a first, second, or foreign language in various countries. In Indonesia, English is designated as a compulsory subject throughout formal education, beginning from junior high school up to university level, underscoring its importance within the national curriculum [1]. This policy aligns with the objectives of the Indonesian National Education System as stipulated in Law No. 20 of 2003, which emphasizes structured and tiered education to promote exemplary learning, creativity, and student development.

Within the domain of English language learning, reading is acknowledged as one of the four fundamental skills and is often prioritized due to its significance in academic success. Reading skills are essential not only for understanding texts but also for acquiring language components such as grammar, vocabulary, and pronunciation, which are often integrated into reading activities [2]. The ability to comprehend texts is crucial for student achievement, especially in examination settings where understanding reading materials forms the basis for answering the questions accurately. Therefore, reading is not merely a passive activity but a dynamic cognitive process that requires learners to engage with written language meaningfully [3].

However, challenges in reading instruction persist in several educational settings, including Islamic junior high schools in Indonesia. Observations at MTs Asas Islamiyyah Jambi reveal several issues, such as limited access to diverse reading materials, reliance on a single student worksheet (LKS), and the absence of comprehensive textbooks for students. These limitations hinder effective teaching and learning processes, as the available materials are insufficient to meet the varied learning needs of students. Moreover, reading activities are often teacher-driven, with students engaging with texts only upon instruction, reflecting a lack of intrinsic motivation and exposure to reading practices.

Effective reading comprehension depends not only on student competence but also on the characteristics and contextual relevance of the reading material [3]. The alignment between reading texts and students' backgrounds such as their environment, experiences, and prior knowledge significantly enhances comprehension. Thus, instructional materials must be carefully designed to reflect students' contexts, improve their reading engagement, and support their academic development. As noted by Santosa [4], a well-constructed textbook should provide adequate practice opportunities and contextualized content to support language learning outcomes. The development of appropriate reading materials tailored to the students' level and contextual needs becomes essential in fostering effective reading instruction.

In response to these challenges, the development of supplementary English reading materials is proposed to address the gaps in existing resources and provide

enriched learning experiences. Supplementary materials serve as additional learning tools that complement the main curriculum, offering extended exercises and updated content that support both teachers and students in achieving instructional [5]. These materials are not mandatory but are highly beneficial in enhancing students' mastery of English and encouraging autonomous reading practices. As stated in National Minister of Education Regulation Number 2 Year 2008, enrichment books play a vital role in supporting primary to tertiary education by broadening students' knowledge and skills beyond the core textbooks [6].

Considering the aforementioned context, this study aims to develop English reading materials as supplementary resources for eighth-grade students at Islamic junior high schools in Jambi. The development process employs the ADDIE model, a systematic instructional design framework that emphasizes the stages of analysis, design, development, implementation, and evaluation [7]. Through this approach, the study seeks to produce contextually relevant, pedagogically sound, and student-centered reading materials that enhance students' reading proficiency and support the overall English language learning process.

2. Research Method

This study employed a research and development (R&D) methodology, specifically adopting the ADDIE instructional design model, which was originally developed. The ADDIE model comprising the sequential phases of Analysis, Design, Development, Implementation, and Evaluation provides a systematic framework for creating effective educational materials and has been widely applied in instructional design research. Although several development models exist in the literature, including those proposed, and the 4D model, the ADDIE model was selected for this study due to its clarity, flexibility, and comprehensive approach to material development. The research was conducted at Asas Islamiyyah Islamic Junior High School in Jambi and utilized a mixed-methods approach by integrating both qualitative and quantitative data. Qualitative data were collected through questionnaires and documentation, which included expert evaluations and suggestions from both media and content specialists. These insights were used to guide iterative revisions and ensure the contextual relevance and pedagogical soundness of the developed materials. Quantitative data were gathered from expert validation processes and field testing, contributing to the empirical evaluation of the effectiveness and feasibility of the instructional product [8].

3. Result and Discussion

The material validation process serves as a critical component in ensuring the academic rigor and contextual relevance of the developed English reading materials [9]. In this study, the material expert provided structured feedback based on content quality, language appropriateness, and alignment with learners' cognitive

levels. The expert awarded a total score of 45 out of a possible 60 points, which translates to a validity percentage of 75%. A score within the 70-85% range typically falls under the high category, signifying that the material is generally acceptable but still necessitates revision [10]. One of the key suggestions provided was to restructure the content by arranging materials progressively from simpler to more complex, thus adhering to the principle of graded material design. This recommendation is aligned with Vygotsky's Zone of Proximal Development, which suggests that learning materials should be scaffolded to match learners' developmental stages. Following this input, the materials underwent revision to improve content sequencing and task structure, resulting in a more pedagogically sound product [11].

The media validation phase focused on visual presentation, design consistency, and layout aesthetics of the worksheet. The expert assigned a score of 34 out of a total of 36 points, yielding a percentage score of 94.44%, which falls into the very high category based on established validation scales [12]. This result indicates that the worksheet design is visually appealing, functionally effective, and suitable for the target learners. However, several constructive suggestions were provided to optimize the material's impact. Firstly, the cover image needed to be replaced with a theme more directly related to the reading topics. Secondly, inconsistencies in image sizing on page 11 were identified, suggesting the need for uniformity. Thirdly, it was advised to add background color to enhance visual engagement. Lastly, the background image on page 21, particularly in the announcement section, was recommended for replacement with a more relevant and attractive visual. These revisions were implemented accordingly, supporting Mayer's Multimedia Learning, which emphasizes the importance of coherent visual design in enhancing comprehension and retention.

Following expert validations, the worksheet was subjected to a one-to-one evaluation with an English language teacher. This stage aimed to gain professional insights into the usability and pedagogical effectiveness of the material from a classroom practitioner's perspective. The teacher awarded a score of 53 out of 56 points, equivalent to 94.64%, categorizing the material within the very high validation tier. The teacher acknowledged the worksheet as interesting, well-structured, and appropriate for use in writing-focused instruction. Furthermore, she suggested differentiating learning material sections by employing boxed layouts to highlight key information and recommended addressing several grammatical inconsistencies throughout the text. These suggestions resonate with instructional design principles outlined, emphasizing clarity, organization, and linguistic accuracy in learning materials. After implementing these recommendations, the teacher affirmed the worksheet's readiness for classroom implementation, indicating a high degree of instructional usability [13].

The small group try-out phase involved a cohort of six students to evaluate the material's effectiveness and appeal from the learners' perspective. Data were collected using a close-ended questionnaire comprising 15 items, designed to capture various aspects such as content clarity, engagement, difficulty level, and visual design. The total score obtained from student responses was 327 out of a maximum of 360, yielding a percentage of 90.8%, which is considered very high according to standard validation thresholds. This result suggests that the material was highly acceptable to the students in terms of content relevance, instructional clarity, and visual attractiveness. Student-centered feedback is essential in educational product development, as emphasized, who noted that learning resources must reflect learners' needs and preferences to enhance motivation and learning outcomes. The high scores reported in the student trial phase corroborate the product's alignment with learners' expectations and confirm the worksheet's readiness for broader classroom implementation [14].

The triangulation of validation data from multiple stakeholders material expert, media expert, teacher, and students offers a comprehensive evaluation framework. This approach ensures that the developed product is not only pedagogically robust but also visually engaging and contextually relevant. The material expert's evaluation emphasized the importance of logical sequencing, while the media expert highlighted the visual appeal and layout coherence. The teacher's assessment provided practical insights into classroom implementation, and the student feedback validated learner satisfaction and engagement [15]. Collectively, these evaluations reflect the effectiveness of the ADDIE model in guiding educational product development through iterative feedback and refinement stages. The final version of the worksheet successfully integrates expert revisions and user-centered design principles, resulting in a validated, ready-to-use supplementary material tailored for eighth-grade students in Islamic junior high schools [16].

The findings from this study underscore the significance of integrating multiple perspectives in the development of instructional materials [17]. By involving content experts, media designers, teachers, and students in the validation process, developers can ensure the product's comprehensiveness, usability, and contextual fit. Furthermore, the high validation scores across all stakeholder groups demonstrate the feasibility and pedagogical value of the developed worksheet as a supplementary resource in English reading instruction [18]. Future research could explore the long-term impact of the worksheet on reading comprehension performance through experimental designs [19]. Additionally, expanding the validation sample to include diverse educational settings could enhance the generalizability of the findings. Emphasizing continuous improvement through iterative feedback cycles remains essential for maintaining the relevance and effectiveness of instructional materials in dynamic educational contexts [20].

4. Conclusion

In conclusion, this research provides valuable insights into the relationships among Agile HR Practices, Business Changes, Employee Engagement, and Employee Performance within the organizational context. The findings suggest that Agile HR Practices significantly influence both Employee Engagement and Employee Performance, highlighting the importance of flexible, responsive HR strategies in fostering a highly engaged workforce and driving improved performance outcomes. Additionally, the study reveals the mediating role of Employee Engagement in the relationship between Agile HR Practices and Employee Performance, emphasizing the importance of cultivating a work environment that promotes employee involvement and commitment. However, the indirect effect of Business Changes on Employee Performance through Employee Engagement was found to be non-significant, indicating that while business changes may impact employee engagement, their subsequent effect on performance may not be statistically significant. These findings underscore the complexity of the relationships between HR practices, business dynamics, employee engagement, and performance, suggesting the need for organizations to adopt tailored approaches to effectively navigate and capitalize on these interdependencies for sustained success in dynamic business environments.

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