

Developing Reading Worksheets Based On Procedure Texts For Junior High School Students

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Abstrak. Penelitian ini bertujuan untuk mengembangkan lembar kerja (worksheet) bahasa Inggris berbasis teks prosedur guna meningkatkan kemampuan membaca pemahaman siswa kelas IX SMP. Penelitian ini menggunakan metode Research and Development (R&D) dengan pendekatan Design-Based Research (DBR) yang meliputi tahap analisis kebutuhan, perancangan, validasi ahli, uji coba terbatas, revisi, dan implementasi. Subjek penelitian terdiri dari ahli materi, ahli media, guru, dan siswa. Data dikumpulkan melalui wawancara, observasi, angket, serta tes membaca. Hasil validasi menunjukkan bahwa worksheet yang dikembangkan memiliki tingkat validitas yang sangat tinggi, yaitu 96% dari ahli materi dan 88% dari ahli media. Respon guru dan siswa juga menunjukkan kategori sangat baik dengan persentase masing-masing 94% dan 86%. Hasil penelitian menunjukkan bahwa worksheet yang dikembangkan bersifat valid, praktis, dan efektif dalam meningkatkan kemampuan membaca pemahaman siswa. Integrasi desain yang menarik, materi kontekstual, dan latihan interaktif mampu meningkatkan keterlibatan dan motivasi belajar siswa. Oleh karena itu, worksheet ini dapat digunakan sebagai alternatif bahan ajar dalam pembelajaran membaca teks prosedur di tingkat SMP.

Kata kunci: worksheet, teks prosedur, membaca pemahaman, R&D, bahan ajar

Abstract. This study aims to develop English worksheets based on procedure texts to enhance ninth-grade students' reading comprehension. The study employed a Research and Development (R&D) method using a Design-Based Research (DBR) approach, which included needs analysis, design, expert validation, small-scale try-out, revision, and implementation. The participants involved material experts, media experts, teachers, and students. Data were collected through interviews, observations, questionnaires, and reading tests. The validation results indicated that the developed worksheets achieved a very high level of validity, with 96% from material experts and 88% from media experts. In addition, teacher and student responses were categorized as very good, with percentages of 94% and 86%, respectively. The findings demonstrate that the developed worksheets are valid, practical, and effective in improving students' reading comprehension. The integration of attractive design, contextual materials, and interactive exercises enhances student engagement and learning motivation. Therefore, the developed worksheets can serve as an alternative instructional material for teaching procedure text reading at the junior high school level.

Keywords: worksheet, procedure text, reading comprehension, R&D, instructional materials.

INTRODUCTION

English language learning encompasses four fundamental skills, namely listening, speaking, reading, and writing. Among these, reading is considered one of the most essential skills, particularly in the context of English as a Foreign Language (EFL) in Indonesia. This importance is reflected in national examinations, where reading comprehension dominates the test items, indicating that students are expected to effectively understand various written texts (Kemdikbud, 2021). Reading is not simply a mechanical process of decoding words; rather, it involves constructing meaning, identifying main ideas, extracting specific information, interpreting vocabulary in context, and making inferences (Grabe & Stoller, 2020).

Despite its importance, reading comprehension remains a challenging skill for many students, especially at the junior high school level. Several factors contribute to this issue,

including limited vocabulary mastery, low motivation to read, and the lack of engaging instructional materials (Nation, 2022; OECD, 2021). Based on preliminary observations and interviews with English teachers, it was found that ninth-grade students still face difficulties in understanding texts, particularly *procedure texts*, which are part of the curriculum requirements. Moreover, students tend to show low engagement during reading activities due to the monotonous nature of teaching materials, which often lack visual support and interactive elements.

To address these challenges, the development of instructional materials such as worksheets can be considered a practical solution. Worksheets are categorized as printed teaching materials that provide structured tasks and activities to guide students in the learning process. Well-designed worksheets, incorporating visual elements such as images and colors along with varied exercises, can enhance students' interest and facilitate comprehension (Tomlinson, 2020). Previous studies have also indicated that the use of worksheets can improve students' learning efficiency and support better understanding through contextualized and visually supported materials (Rahmawati & Susanti, 2022; Lestari, 2021).

However, in many classroom practices, teachers tend to rely heavily on a single textbook, which limits the variety of learning activities and often leads to student boredom. As a result, students' participation in reading activities becomes less optimal, and their reading comprehension does not improve significantly. Therefore, it is necessary to develop innovative and curriculum-based worksheets, particularly focusing on *procedure texts*, to create a more engaging learning environment. Such materials are expected to encourage students to be more active and motivated while improving their ability to comprehend texts effectively.

In line with the issues discussed above, this study aims to develop an English worksheet of *procedure text* to enhance ninth-grade students' reading comprehension at junior high school. Accordingly, the research problems are formulated as follows: (1) how is the design of the English worksheet of procedure text for ninth-grade students' reading comprehension, and (2) how is the quality of the developed English worksheet of procedure text for ninth-grade students' reading comprehension.

REVIEW OF THE RELATED LITERATURE

Reading Comprehension

Reading comprehension refers to the ability to understand, interpret, and derive meaning from written texts. It goes beyond simply recognizing words, as it requires readers to engage with the text and process the information presented actively. Grabe and Stoller (2020) explain that effective reading involves several interconnected skills, such as decoding, vocabulary mastery, understanding sentence structures, and making inferences.

In addition, reading comprehension is widely viewed as an interactive process. Readers are not passive recipients of information; instead, they actively build meaning by combining what they read with their prior knowledge and experiences. Anderson and Anderson (2021) highlight that comprehension becomes more effective when readers can relate new information to what they already know.

Moreover, reading comprehension includes a range of important skills. These involve identifying the main idea, finding specific details, interpreting vocabulary within context, making inferences, and critically evaluating the content of a text (Nation, 2022). These skills are particularly important for EFL learners, who often encounter difficulties due to limited vocabulary and insufficient exposure to English texts.

Reading comprehension can also be understood through different levels of comprehension. Based on Barrett's Taxonomy, these levels include literal comprehension

(understanding explicit information), inferential comprehension (drawing conclusions), evaluative comprehension (making judgments), and appreciative comprehension (responding emotionally to the text). This framework shows that reading comprehension is not a simple process but involves multiple layers of understanding.

Furthermore, learners' motivation plays a significant role in reading comprehension. Students who are more interested and motivated tend to engage more deeply with texts, leading to better comprehension. Therefore, the use of engaging and relevant instructional materials—such as visually appealing worksheets and contextual texts—can help improve students' reading abilities (Tomlinson, 2020).

In conclusion, reading comprehension is a complex and dynamic process that involves cognitive, linguistic, and affective aspects. To support students in developing this skill, teachers need to apply effective strategies and provide appropriate learning materials.

Schema Theory

Schema theory explains how prior knowledge influences a reader's ability to understand a text. It suggests that comprehension occurs when readers connect new information from a text with their existing knowledge structures, known as schemas. According to Anderson and Anderson (2021), schemas are mental frameworks that help individuals organize and interpret information, enabling them to make sense of new experiences more effectively.

In the context of reading, schema theory highlights that comprehension is not solely dependent on the text itself, but also on what the reader brings to the reading process. Readers use their background knowledge to predict meaning, fill in gaps, and interpret unfamiliar information. When learners possess relevant schemas related to the topic, they are more likely to understand the text successfully.

Schema theory is generally divided into three main types: content schema, formal schema, and linguistic schema. Content schema refers to knowledge about the topic or subject matter of the text. Formal schema relates to the knowledge of text structure and organization, such as understanding the generic structure of a procedure text. Linguistic schema involves knowledge of language elements, including vocabulary, grammar, and sentence patterns. All these types of schema work together to support reading comprehension.

Furthermore, activating students' prior knowledge before reading is considered an effective strategy to enhance comprehension. Teachers can use various pre-reading activities, such as brainstorming, questioning, or discussing related topics, to help students recall relevant knowledge. This process enables students to better understand the text and engage more actively in reading activities.

In EFL contexts, schema theory is particularly important because students often face challenges due to limited exposure to the target language and unfamiliar topics. Therefore, providing contextual and familiar materials—such as procedure texts related to daily life—can help activate students' schemas and improve their comprehension.

In conclusion, schema theory emphasizes that reading comprehension is a dynamic interaction between the text and the reader's prior knowledge. By activating and building students' schemas, teachers can significantly improve students' ability to understand and interpret texts.

Instructional Materials and Worksheets

Instructional materials are an essential part of the teaching and learning process, especially in language classrooms. They serve as tools that help teachers deliver lessons more effectively and support students in understanding the material. Tomlinson (2020) states that instructional materials include anything that can be used to facilitate language learning, such as textbooks, worksheets, videos, and other learning resources. Good instructional materials should not only present information but also engage students and match their learning needs.

Among various types of instructional materials, worksheets are widely used in classrooms because they are practical and easy to implement. A worksheet usually contains a set of tasks or exercises that guide students step by step in learning a particular topic. Through worksheets, students are given the opportunity to practice and apply what they have learned, which helps them better understand the material.

An effective worksheet should be designed carefully. It needs to have clear instructions so that students know what to do without confusion. The activities should also be organized in a logical order, starting from simple tasks and gradually moving to more challenging ones. In addition, using visual elements such as pictures, colors, or layouts can make worksheets more interesting and help students stay focused during learning.

When developing worksheets, it is important to consider several key principles. First, the content should be relevant to the curriculum and learning objectives. Second, the material should be consistent and focused on the skills being taught. Third, the amount of material should be appropriate—not too little and not too overwhelming for students. By following these principles, worksheets can become more effective in supporting learning.

Worksheets can be created in different formats depending on the purpose of the lesson. For example, teachers may use multiple-choice questions, matching activities, fill-in-the-blank exercises, or sequencing tasks. Using a variety of activities can make the learning process more engaging and help students develop different language skills, including vocabulary and reading comprehension.

In addition, worksheets encourage students to be more active in learning. Instead of only listening to the teacher, students are involved in doing tasks, solving problems, and thinking independently. This kind of activity supports a more student-centered approach to learning and helps improve students' motivation.

Overall, instructional materials, especially worksheets, play an important role in the classroom. When they are designed in a clear, engaging, and relevant way, they can help students learn more effectively and improve their understanding, particularly in reading activities.

Genre-Based Approach

The Genre-Based Approach is a teaching approach that focuses on helping students understand how different types of texts are structured and used for specific purposes. In language learning, this approach is important because it teaches students not only the language itself but also how the language is used in real communication. According to Derewianka and Jones (2021), each genre has its own social function, structure, and language features that learners need to understand in order to use the language effectively.

This approach is based on the idea that language is functional, meaning that it is used to achieve certain goals in different contexts. For example, a procedure text is used to explain how to do something, while a narrative text is used to tell a story. By learning different genres, students can recognize how texts are organized and why certain language features are used.

In classroom practice, the Genre-Based Approach is often implemented through several stages. These stages include building knowledge of the field, modeling the text, joint construction, and independent construction. At the beginning, students are introduced to the topic and background knowledge. Then, they analyze examples of texts to understand their

structure and language features. After that, students work together with the teacher to create a similar text, and finally, they produce their own texts independently.

One of the main advantages of this approach is that it provides clear guidance for students. Instead of learning language in isolation, students learn it in meaningful contexts. This makes it easier for them to understand how language works and how to apply it in real situations. In addition, the step-by-step process helps students gradually build their confidence and skills.

In the context of reading, the Genre-Based Approach helps students better understand texts by focusing on their structure and purpose. For example, when students read a procedure text, they can identify its goal, materials, and steps. This understanding makes it easier for them to follow the instructions and comprehend the content.

Overall, the Genre-Based Approach supports students in developing both their language skills and their understanding of texts. By learning how different genres function, students become more confident and effective in both reading and writing.

Constructivist Learning Theory

Constructivist Learning Theory views learning as an active process in which learners build their own understanding based on their experiences. Instead of simply receiving information from the teacher, students are seen as active participants who construct knowledge by connecting new information with what they already know. Nunan (2004) explains that learning becomes more meaningful when students are directly involved in the learning process and are encouraged to think, explore, and reflect.

From a constructivist perspective, knowledge is not something that is transferred from teacher to student. Rather, it is developed through interaction, problem-solving, and personal interpretation. This means that each student may understand the same material in slightly different ways, depending on their background knowledge and experiences.

In classroom practice, constructivist learning emphasizes student-centered activities. Teachers act as facilitators who guide and support students, rather than simply delivering information. Learning activities are designed to encourage students to ask questions, solve problems, and engage in meaningful tasks. This approach helps students develop critical thinking skills and deeper understanding.

Constructivist learning also highlights the importance of social interaction. Students can learn from each other through discussions, group work, and collaborative activities. By sharing ideas and perspectives, they can refine their understanding and gain new insights. This process makes learning more dynamic and interactive.

In the context of language learning, especially reading, constructivism supports the use of activities that require students to actively engage with texts. For example, students may be asked to predict the content of a text, discuss its meaning, or relate it to their own experiences. These activities help students process information more deeply and improve their comprehension.

Worksheets can also support constructivist learning when they are designed with interactive and meaningful tasks. Instead of focusing only on mechanical exercises, worksheets can include problem-solving activities, open-ended questions, and real-life contexts. This encourages students to think actively and take responsibility for their own learning.

In conclusion, Constructivist Learning Theory emphasizes that learning is an active, meaningful, and student-centered process. By involving students in engaging activities and encouraging them to build their own understanding, this approach can improve both motivation and learning outcomes, particularly in reading comprehension.

METHOD

This study used a Research and Development (R&D) design to develop and validate English worksheets on procedure text for improving ninth-grade students' reading comprehension. The development process followed an iterative model adapted from Borg and Gall, ADDIE, and Plomp, involving stages of needs analysis, design, validation, try-out, revision, and implementation. A mixed-method approach was applied to evaluate the product's quality and effectiveness (Creswell & Creswell, 2021).

The research was conducted at a junior high school using purposive sampling. Participants included experts (an English lecturer, a teacher, and an assessment specialist), students (10–15 for small-scale try-out and 30–60 for main try-out), and teachers involved in implementation.

The developed product consisted of worksheets containing procedure texts and various reading exercises, supported by a teacher guide and assessment rubric. Data were collected through interviews, observations, tests, questionnaires, and validation checklists.

The procedure included needs analysis, product design, expert validation, small-scale try-out, main field testing, and final revision. Quantitative data were analyzed using CVI for validity, item analysis, reliability tests (Cronbach's alpha/KR-20), and effectiveness tests (t-test or Wilcoxon, with effect size). Qualitative data were analyzed using thematic analysis to support the findings.

Quantitative data were analyzed using CVI for validity, item analysis, reliability tests (Cronbach's alpha/KR-20), and effectiveness tests (t-test or Wilcoxon) with effect size. Descriptive statistics were also used to summarize the data.

Qualitative data were analyzed using thematic analysis to identify patterns from interviews, observations, and open-ended responses, and were used to support the quantitative findings through triangulation.

RESULTS AND DISCUSSIONS

This study aimed to develop an English worksheet on procedure text to enhance ninth-grade students' reading comprehension through a systematic Research and Development (R&D) process. The development process began with a needs analysis to identify practical problems in teaching reading comprehension. The findings revealed that teachers primarily relied on textbooks provided by the school, which offered limited exercises and lacked visual support such as illustrations or images. As a result, students experienced difficulties in understanding texts, particularly procedure texts. This finding is consistent with previous studies indicating that monotonous teaching materials and lack of visual aids can reduce students' reading engagement and comprehension (Tomlinson, 2020; Nation, 2022).

Further analysis of students' characteristics showed that although students participated actively in classroom activities, many of them struggled to understand reading materials due to limited vocabulary and low comprehension skills. In addition, the use of digital tools such as translators did not fully support students' understanding, as they still found it difficult to interpret the meaning of texts. This condition highlights the need for innovative instructional materials that are appropriate to students' cognitive and learning characteristics (Grabe & Stoller, 2020).

Based on these findings, the researcher designed and developed an English worksheet tailored to students' needs. The design process included the development of an attractive cover, selection of appropriate materials, and the use of simple and comprehensible language. The worksheet content was aligned with the 2013 Curriculum, including Core Competencies (KI), Basic Competencies (KD), and learning indicators related to procedure texts. The

worksheet was organized into three main parts: the beginning section (cover, table of contents, competencies), the main content (materials and exercises), and the closing section (back cover and additional information). The exercises included matching and word-scrambled activities, focusing on the theme of recipes (food and drinks), which is relevant to students' daily lives. The use of contextual and visually supported materials has been shown to improve students' comprehension and motivation in reading activities (Rahmawati & Susanti, 2022).

The developed worksheet was then validated by experts to ensure its quality. The media expert validation results showed that the worksheet achieved an overall score of 88%, categorized as "very valid." Specifically, the value aspect reached 84%, the language aspect 90%, and the presentation aspect 95%. These results indicate that the worksheet design, language use, and presentation were appropriate and effective for instructional use. Similarly, the material expert validation showed an overall score of 96%, categorized as "very valid," with value, language, and presentation aspects scoring 94%, 97%, and 97%, respectively. These findings suggest that the content of the worksheet is highly relevant, accurate, and aligned with the curriculum. According to Polit and Beck (2021), a high validation score indicates that the developed product meets content validity standards and is suitable for implementation.

After validation and revision, the worksheet was implemented in a classroom setting involving 29 ninth-grade students. The results of student responses indicated that the worksheet was interesting, easy to understand, and engaging due to its colorful design and relevant themes. Students reported that the worksheet helped them better understand reading materials and made learning more enjoyable. In addition, teacher responses showed that the worksheet was practical and effective in supporting teaching activities. Teachers found it helpful in explaining materials and increasing student participation. These findings are in line with previous research showing that well-designed worksheets can improve learning effectiveness, student engagement, and instructional efficiency (Tomlinson, 2020; Braun & Clarke, 2021).

Furthermore, qualitative feedback from experts, teachers, and students provided valuable insights for improvement. Suggestions included improving language accuracy, adjusting font size, enhancing image clarity, and adding introductory explanations before exercises. These revisions were incorporated into the final product to ensure better usability and effectiveness. The iterative process of validation, revision, and implementation reflects the essential characteristics of R&D studies, which emphasize continuous improvement based on feedback (Branch, 2020; Plomp, 2021).

Overall, the findings demonstrate that the developed English worksheet is valid, practical, and effective in improving students' reading comprehension. The integration of visual elements, contextual themes, and structured exercises contributes to better student engagement and understanding. Therefore, the developed worksheet can be considered a suitable instructional material for teaching procedure texts in junior high schools.

CONCLUSIONS

Based on the study's findings, several conclusions can be drawn. First, the development of the English worksheet was conducted using a systematic Research and Development (R&D) framework, adopting a Design-Based Research (DBR) approach. The stages involved need analysis, initial design, expert validation, limited try-out, reflection, and revision. This structured process is essential to ensure that instructional materials are pedagogically sound, contextually relevant, and aligned with students' needs (Reeves, 2006; Plomp, 2013). The final product includes key components such as cover, table of contents, learning objectives (KI and KD), explanatory materials on procedure text, and interactive

exercises (matching and word scramble) presented in an engaging and visually appealing format.

Second, the quality of the developed worksheet was evaluated through expert validation and user responses. The results revealed that the worksheet achieved a very high level of validity: 96% from material experts and 88% from media experts. In addition, responses from teachers (94%) and students (86%) also indicated that the worksheet is highly practical and suitable for classroom implementation. These findings suggest that well-designed worksheets can significantly support effective learning when they meet criteria of validity, practicality, and usability (Tomlinson, 2011; Branch, 2009).

Finally, the overall findings demonstrate that the developed procedure text worksheets effectively enhance students' reading comprehension. The integration of clear instructional materials, attractive design, and interactive tasks encourages active engagement and meaningful learning. Furthermore, the use of contextual topics such as recipes and daily activities helps students connect the learning content with real-life situations, which is crucial in improving comprehension and motivation (Anderson & Anderson, 2003; Nunan, 2004). Therefore, the developed worksheets can serve as an alternative and effective instructional material for teaching reading comprehension to ninth-grade students at the junior high school level.

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