
Developing supplementary Reading material based on the Scramble Method for Junior High Students

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Abstract

This research is aimed to developing supplementary english reading material based on scramble method for first grade of junior high school. Besides, it design supplementary reading materials based on scramble methods. Scramble-type cooperative learning Method is a teaching model by distributing question sheets and answer sheets accompanied by alternative answers that are available randomly. This study uses research and development method which focus on seven steps; need analysis, material development, expert validation, revision I, try-out, revision II, and final product. The result shows that the scramble materials were helpful for the students in comprehending the text because they were already familiar with Indonesian culture. The students learned more about Indonesian culture, making them more aware of their local culture and helping them learn reading.

Keywords: Reading Material, Supplementary Materials, Scramble method.

I. INTRODUCTION

English is one of the essential subjects learned from elementary school to university. There are four basic skills in English learning, i.e. listening, reading, speaking, and writing (Aziz & Dewi, 2019; Hanna & Listyowati, 2022). For students who are learning a second language or foreign language, reading is essential in English. By reading, the students can improve their vocabulary, get a lot of information and also get the opportunity to learn grammar and meaning by deriving them from context. To improve their reading skills, junior high school students need varied reading material (Aziz, 2018). Nowadays, students already have an English worksheet (LKS) to learn English at school. However, the materials need to be more adequate to be used as the reading-learning source since the texts are not varied. They need additional or supplementary materials to assist them in learning reading so they can learn more materials (Hanif, 2016).

Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) (Aziz & Cahyani, 2022) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies. Therefore, to create a good educational process, the teacher has to be creative in teaching, and that will be

created if the teacher uses some methods or approaches to be an active class. Not only for teacher problems, but also the textbook they use must be related to students' needs. They need clear material, which means that there is no ambiguity material that they will get.

In foreign language learning, reading is what a skilled teacher simply expects learners to acquire. Basic, beginning-level textbooks in a foreign language presuppose a student's reading ability if only because it's a book that is the medium. For learners of English, two primary hurdles must be cleared to become efficient readers. First, they need to master fundamental bottom-up strategies for processing separate letters, words, and phrases and top-down, conceptually driven strategies for comprehension. Second, as part of that top-down approach, second language readers must develop appropriate content and formal schemata background information and cultural experience to carry out those interpretations effectively (Brown & Abeywickrama, 2004)).

This study aims to design supplementary reading materials based on scramble methods. Scramble-type cooperative learning Method is a teaching model by distributing question sheets and answer sheets accompanied by alternative answers that are available randomly. Scramble is used for a type of children's game which is a development exercise and an

increase in insight into the vocabulary. The scramble method is a method in the form of a game of random words, sentences, or paragraphs. The cooperative learning method scramble is a method that uses emphasis practice questions in the form of games that are done in a way in groups. In this learning method, there is a need to work the same among group members to help each other's friends. A group can think critically, so it can be easier to look for problem-solving. This game method is expected to spur students' interest in reading lessons and understanding Grammar (Brown & Abeywickrama, 2004).

II. LITERATURE REVIEW

A. Understanding of Reading

Reading is a complex developmental challenge that we know to be intertwined with many other developmental accomplishments: attention, memory, language, and motivation, for example. Reading is not only a cognitive psycholinguistic activity but also a social activity (Snow et al., 1998). Reading is the ability to draw meaning from the printed page and interpret this information appropriately (Grabe & Stoller, 2013). It makes the reader get new information accurately and get new knowledge. In this research, the definition above makes the students understand the text's content and then apply it to an assessment.

According to Nunan, reading is a fluent process of combining information from a text and background knowledge to build meaning (Nunan, 2003). All reading activity is a learning process. It occurs even when readers decide to review and check a grocery list or see what information is required to fill out the form. Finally, reading is a linguistic process. Linguistic knowledge (morphological, syntactical, and semantic) is ultimately needed when the readers read. The processing of linguistic information is central to reading comprehension (Aziz, 2020). Several types of reading may occur in a language classroom. Brown classifies the types of classroom reading performance into two major categories, namely oral and silent reading.

B. Teaching Reading

Teaching reading should be well prepared because it is challenging work. Teachers need to work hard to avoid the students' boredom and make it enjoyable for them to read. Teaching reading is needed for the student if they want to get information from the text.

Harmer proposes some principles in teaching reading which can be helpful for teachers: 1) Reading is not a passive skill, 2) Students need to be engaged with what they are reading, 3) Students should be encouraged to respond to the content of a reading text, not just to the language, 4) Prediction is a significant factor in reading, 5) Match the task to the topic (Harmer,

2001). Concerning teaching reading to Junior High School students, the curriculum supports the success of the teaching and learning process. It can be guidance for the teacher in teaching reading. From the theories above, reading is a process between the readers and the texts to build comprehension and create meaning from printed and written materials.

C. Teaching reading in Junior High

As stated before, reading is an essential skill that has to be taught. Moreover, teaching reading has a strong relationship with many sources that have to be read. Brown defines teaching as providing help, instructions, guidance or knowledge in doing, learning or understanding something (Brown & Lee, 2015). Harmer states that English teachers should emphasize that reading is not a passive activity, make the students understand the arguments and predict what will happen right after they read, and encourage the students to respond not only to the language itself but also to the content of the texts, match the tasks to the topic and also exploit the texts. Those principles of teaching reading proposed by Harmer may lead English teachers to teach reading skills through tasks which provide active learning (Harmer, 2001).

The teaching-learning process of reading is achieving the basic competencies. That is teachers' active thinking, as the five principles of the 2013 curriculum are observing, asking and gathering information,

associating, and communicating. Five principles are an ability or process of thinking that needs to be grown and accustomed to students so that they are accustomed to thinking scientifically. One of the manners to get a high learning government is to give a syllabus as one of the models for teachers' inspiration to develop as students need.

D. Materials Development

According to Tomlinson, materials development refers to any process done by writers, teachers, or learners to produce sources or inputs to expose the language used in teaching and learning (Tomlinson, 2011). Further, Tomlinson mentions some examples of the sources or input that can be categorized as materials development, such as developing textbooks, telling stories, bringing advertisements into the classroom, providing samples of language use, or reading a poem aloud. He also explains that material development concentrates on two vital things: what should be given to the learners and what can be done with it to promote language learning (Tomlinson, 2011). In line with Tomlinson, material development deals with the selection, adaptation, and creation of teaching materials (Nunan, 2000). In short, materials development is needed since the available materials should be renewed or replaced depending on the progress or demand related to the subject matter. The materials developer then should develop

materials and follow some steps to design materials that suit the learner's needs.

E. Supplementary material

McGrath defines supplementary materials as materials taken from another source or any other material that is developed for learning purposes. They are developed by adding new and additional materials to supplement the textbooks (McGrath, 2004). According to Spratt et al., supplementary materials try to cover the gaps that textbooks cannot cover (Spratt et al., 2005). In addition, Cunningsworth states that the supplementary materials can be visual, audio, audio-visual materials, eLearning, or games (Cunningsworth & Tomlinson, 1984). Further, Brown states that English teachers must supplement the materials to motivate students to learn. Additionally, motivation is one of the key factors in the learning process. To sum up, supplementary materials can be any instructional material for teacher use and/or student selection that increase learners' motivation in teaching and learning processes and provide extension, enrichment, and support to the curriculum.

F. Scramble Method

Scramble is a learning model that invites students to find answers and solve existing problems by sharing question sheets and answers accompanied by alternative answers. Scramble is used for this type of children's game which is a development

exercise and an increase in insight into vocabulary thinking (Shoimin, 2021).

The cooperative learning scramble method is a method that uses an emphasis on problem training in the form of a game performed in groups. In this learning method, a collaboration between group members must help each other's friends think critically so they can be younger in finding questions (Shoimin, 2021).

This method requires combining the right and left brains. In this method, students are not only asked to answer questions but also quickly capture the answers to already available questions but still in random conditions. The accuracy and speed of thinking in answering questions are one of the keys to the game of the scramble learning model (Huda, 2013). This technique requires media with questions and answers written on paper. Questions made are tailored to teaching materials that students must master. The answer to the question is given on the same sheet by randomizing the letters (Ridwan, 2013).

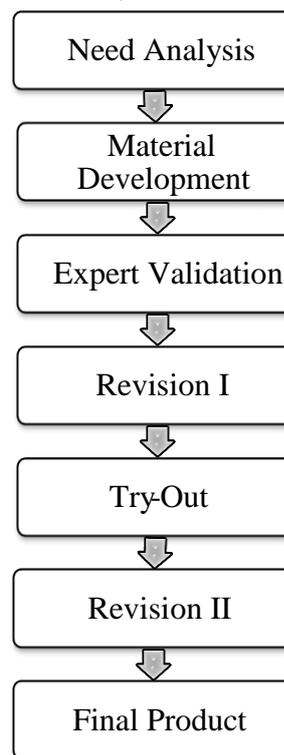
Scramble is a method of teaching by dividing a worksheet and answer sheet with alternative answers available. The students are expected to look for answers and the solution to a problem. Types of Scramble of Cooperative Learning Models. Under the nature of the answer according to Patty's model, Scramble learning consists of various forms, namely: 1) Scramble word is a game to

arrange the words and letters to form a specific word that has a meaning, 2) Scramble sentence is a game to arrange random words to form as a specific sentence. The sentence should be logical, meaningful, appropriate, and correct, 3) Scramble discourse is a game to arrange a discourse based on random sentences. The results of the arrangement should be logical and meaningful.

III. METHOD

This research was conducted using Educational Research and Development design. Educational Research and Development is a research design to develop educational products, like curricula, syllabi, textbooks, instructional media, modules, assessment instruments, etc. (Adnan Latief, 2016). This research design would like to solve classroom problems related to educational products. This procedure comprises seven steps; need analysis, material development, expert validation, revision I, try-out, revision II, and final product. The subject of the research was 32 students of Seventh-grade students of MTs Mambaus Sholihin Suci Manyar Gresik.

Figure. The Model of Materials Development (Adnan Latief, 2016)



1. Need Analysis

To need analysis was conducted as the first stage of the research to assess the learning needs of the students. The researcher distributed questionnaires to the students and also interviewed the teachers.

Need analysis questionnaire is distributed to the students to know what the students need. It is distributed to analyze the student's needs, which will be very useful in supplementary English reading material for seventh-grade students of MTs Mambaus Shoihin Gresik. The questionnaire for the student and the interview for the teacher was to do the need analysis step. This questionnaire was in the form of multiple choices. The researcher uses Hutchinson and Nunan's theories to provide the

questionnaire provide some aspects. The first aspect is background knowledge which consists of one question; the second aspect is necessities which consists of one question; the third aspect is lacking, which consists of one question; the fourth aspect is wanting, which consists of three questions; the fifth aspect is goals that consist of five questions, the six aspects are input that consists of five questions, the seven aspects are teacher's role that consists of two questions, the last aspect is student's role that consists of one question (Hutchinson & Waters, 1987).

The information from the questionnaire and interview is used to gather the data. That was needed to know whether the students needed supplementary or not. And also to know what supplementary English Reading material based on the Scramble Method makes students enjoy learning. The need analysis results were used as guidelines for designing the supplementary materials. They will be considered in developing supplementary English Reading material based on the Scramble method for seventh Grade students of MTs Mambaus Sholihin Gresik.

2. Material Development

The researcher was provided with some development materials to develop supplementary English reading material. The materials were provided from the result of the need analysis; they are questionnaires and interviews with the teacher. Based on

the syllabus, students need content competence and the basic competence formulated before. After, I need to analyze a research-based scramble method to develop some materials which contain the first semester consisting of 4 chapters. The second semester consists of 3 chapters. The means to help students learn and make lessons more varied and exciting in teaching and learning.

3. Expert Validation

In The next step, the developed materials were reviewed and evaluated by experts and teachers using validation products made by researchers that need to be reviewed by experts with experience in the field. The experts give some comments and revisions about the criteria of content and layout of supplementary English Reading materials made by researchers, which to know what the cover and content of the material can help students and teacher improve their reading skills. The exam result will be used to evaluate the strength and weaknesses of the material towards the teaching and learning reading process in seventh-grade students of MTs Mambaus Sholihin Gresik.

4. Revision I

The next step of the research was expert validation. When the first draft was ready, the researcher consulted it with the experts to be evaluated to ensure that the supplementary materials were valid for the

students. All of the suggestions from the experts for these developed materials were very useful in making these developed materials better. Then, the materials are improved and ready to be tried out.

5. Try-out

After researchers made the supplementary English reading material; the product was validated by expert validation. The next step is trying out. In the try-out stage, the researcher collects data to know whether supplementary English reading material can make students learn more exciting and easier. The subject of this research is seventh-grade students of MTs Mambaus Sholihin Gresik. The number of students is 32 students.

6. Revision II

The next step was the second revision. The product of supplementary material was revised based on the input given by the experience of the teacher and expert validation.

7. Final Product

The supplementary material becomes the final product after being revised by the research based on revision from expert validation. The final product is supplementary English reading material based on the scrambling method for seventh-grade students of MTs Mambaus Sholihin suci manyar gresik. In short, supplementary material can be used to teach and learn reading material for teachers or students.

IV. RESULT

1. The Result of Need Analysis

The need analysis was conducted as the first stage of the research to assess the target and learning needs of the students. The need analysis was conducted by distributing questionnaires to 32 students of class VII-M MTs Mambaus Sholihin Gresik. The questionnaire was in the form of a multiple-choice question. This analysis was conducted to get information about the students' target needs and learning needs about developing appropriate reading materials for them.

The Description of the Need Analysis Background Knowledge

No.	Question	Items	N	%
1.	Since when have you learned English?	A. Preschool	11	34,37
		B. Kindergarten	15	46,87
		C. Elementary School	5	15,62
		D. Junior High School	1	3,12

Table 1 Result of Question Number 1

Was to find information about students' background knowledge. The result showed that most of the students have been learning English since their kindergarten. Background knowledge is the information that is essential to understand a situation.

It can be concluded that students were already familiar with English since their early childhood.

The Description of the Target Needs Necessities

No.	Question	Items	N	%
8.	In your opinion, in addition to books that are currently used in the learning process, do you still need additional material to support your reading in daily life context?	A. Strongly needed	25	78,12
		B. Needed	7	21,87
		C. Not needed	-	-
		D. Not strongly needed	-	-

Table 2 Result of Question Number 8

Was aimed to find the students' need for an additional book. Additional books here are supplementary reading materials. 78,12 % said they need reading materials. According to the result, the researcher developed supplementary reading materials based on the scrambling method.

Lacks

No.	Question	Items	N	%
13.	In your opinion, what kind of activities that	A. Answering questions based on the text?	15	46.875%
		B. Reading then summarizing.	4	12.5%
	Could you improve your reading skill? (you can choose more than one)	C. Reading and then practicing the content of the texts.	15	46.875%
		D. Reading then analyzing.	11	34.375%

Table 3 Result of Question Number 13

question number 5 aimed to know the student's opinions about the selection of reading activities that seemed interesting to them. The students can choose more than 1 answer. Based on the table of the result above, the students like to read, and then practice by following the content of the texts. There were only 4 students who liked reading and then summarizing for the reading activities.

Wants

In questions numbers 6,7, and 14, the researcher tried to find out the students' desire to learn reading. The data below resulted from the students' urge to improve their reading skills.

No.	Question	Items	N	%
6.	By learning reading, what kind of ability would you like to gain in the classroom?	A. To be able to enrich the vocabulary	3	9,4
		B. to be able to read the text fluently	9	28,12
		C. to be able to use the language of the texts in daily life context	7	21,87
		D. to be able to comprehend the texts and answer the questions based on the texts correctly	14	43,75

Table 4 Result of Question Number 6

This question was made to find out the students' goal in learning English, especially reading grades. Most of the students said that in the learning process, they could comprehend the text and answer the question based on the text correctly.

No.	Question	Items	N	%
7.	By learning reading, what kind of ability would you like to gain in your daily life?	A. To be able to enrich the vocabulary	9	28,12
		B. to be able to read the text fluently	8	25
		C. to be able to use the language of the texts in daily life context	3	9,37
		D. to be able to comprehend the texts and answer the questions based on the texts correctly	12	37,5

Table 5 Result of Question Number 7

Was made to find out the students' goal in learning English, especially Reading for their daily life. Based on the table, 37,5 % of the students said that they learned reading to be able to comprehend the texts and answer the questions based on the texts correctly.

No.	Question	Items	N	%
14.	When you are completing a reading task and activity, how do you expect to finish the task?	A. Individually	4	12,5
		B. Working in pairs	3	9,37
		C. Working in a group	21	65,62
		D. All of the opinions	4	12,5

Table 6 Result of Question Number 14

The question aimed to determine the students' preference in completing the task. The result suggested that 65,62 % of students preferred to learn reading in a group. From the result, the researcher developed a reading task for the group's activity, such as role play and group discussion.

Goals

Question numbers 2, 3, 15, 16, and 17 aimed to determine the students' opinions and interest in learning activities in the classroom.

No.	Question	Items	N	%
2.	In your opinion, what do you think about the reading learning process in the classroom?	A. Very interesting	1	3,12
		B. interesting	4	12,5
		C. interesting	27	84,37
		D. Very not interesting	-	-

Table 7 Result of Question Number 2

This question was aimed to obtain the students' opinion of whether the current learning process was exciting or not. Most students said that the teaching-learning process in the classroom, especially reading, was not attractive. This means that the

reading-learning process in their classroom should be improved and supplemented.

No.	Question	Items	N	%
3.	According to you, how important is it to learn to read in English?	A. Very important	28	87,5
		B. important	4	12,5
		C. Less important	-	-
		D. Not important	-	-

Table 8 Result of Question Number 3

This question aimed to know the importance of reading ability in English for students. Most students in the class said reading English was very important.

No.	Question	Items	N	%
15.	Can the topics used in the reading learning process in the classroom be used for practical needs?	A. Very useful	19	59,37
		B. Useful enough	11	34,37
		C. Less helpful	2	6,25
		D. Not proper	-	-

Table 9 Result of Question Number 15

This question aimed to know the importance of topics they have learned in reading class. This question reflected their opinion about the topic that the teacher used in the process of teaching and learning. Most of the students said that what they learned in reading class was very useful for their daily lives. Based on the result, the researcher used the previous topics they had already learned as a reference.

No.	Question	Items	N	%
16.	Is the LKS (worksheet) currently used in learning reading been improving your ability to read in English?	A. Very improving	1	3,12
		B. Improving	2	6,25
		C. Not improving	18	56,25
		D. Very not improving	11	34,37

Table 10 Result of Question Number 16

The majority of the students said that the book they have was not helping them to improve their reading ability. From the result, they need an appropriate book to enhance their reading skills.

No.	Question	Items	N	%
17.	Is English the book currently used in learning reading in the class that consists of enough evaluation to measure your reading ability?	A. Very enough	1	3,12
		B. Enough	1	3,12
		C. Not enough	16	50
		D. Very not enough	14	43,75

Table 11 Result of Question Number 17

This question aimed to determine the importance of the evaluation in the textbook used by the students. More than half of the students said their textbook did not measure their reading skills. That means the students need a book to provide more evaluation in it.

The Description of Learning Needs

Input

No.	Question	Items	N	%
4.	Does the teacher provide interesting topics in learning activities in the classroom reading?	A. Very interesting	18	56,25
		B. Interesting	13	40,62
		C. Less attractive	1	3,12
		D. Not interesting	-	-

Table 12 Result of Question Number 4

The question was aimed to know about students' previous reading materials topic to decide the new topic to be more attractive for them. Almost half of the students said that their previous topic was very interesting. The result helped the researcher choose the reference for the developed materials book's topic.

No.	Question	Items	N	%
5.	Are the topics used in reading activities in class can help your critical thinking?	A. Very helping	18	56,25
		B. Helping	12	37,5
		C. Less helping	2	6,25
		D. Not helping	-	-

Table 13 Result of Question Number 5

As a result of the question above, the materials used in the class were immensely helping them to develop their critical thinking.

No.	Question	Items	N	%
10.	Are the topics used in the reading learning activities in the classroom may provide new information?	A. Very provided new information	18	56,25
		B. Provided new information	11	34,37
		C. Less provided	3	9,37
		D. Not provided	-	-

Table 14 Result of Question Number 10

This question was aimed to answer the role of the topic they have learned in class. Most of the students said that the topic given by the teacher in their class was entirely giving them the new information they needed. None of them said the topic did not provide them with new information. The result showed that the students are already familiar with the new topics, which gives them new things to learn.

No.	Question	Items	N	%
12.	What kind of learning materials do you want to have in the supplementary reading book?	A. New information and description	11	34,37
		B. With the list vocabulary	11	34,37
		C. picture	17	53,12
		D. Simulation	-	-

Table 15 Result of Question Number 12

The question aimed to find the materials input the students preferred to learn. By seeing the result above, the researcher

decided to develop various activities with various combinations of learning materials.

No.	Question	Items	N	%
9.	What kind of reading activity would you like to have in the classroom?	A. Make or arrange the sentence	15	46,87.
		B. Role-play	9	28,12
		C. Discussion	3	9,37
		D. Fill the multiple choice	5	15,62

Table 16 Result of Question Number 9

The question aimed was to find out the most exciting way to teach reading based on preference. It would be easier for them to learn new knowledge. 46,87% said they preferred to learn reading by making and arranging sentences. The rest of them wanted to learn reading through role play. Other activities, such as discussion and fill multiple-choice, were also developed for their reading-learning process in developed materials.

No.	Question	Items	N	%
II.	In your opinion, what kind of theme for the topics you would like to have in the reading learning process in the classroom?	A. Cultural theme	9	28,12
		B. Education theme	15	46,87
		C. Social theme	8	25
		D. Technology theme	-	-

Table 17 Result of Question Number II

The question was aimed to find the topic they preferred to learn in the developed materials.

Teacher's Role.

No.	Question	Items	N	%
18.	Does the teacher give more examples than explanations in reading and learning activities?	A. Always giving an example	3	9,37
		B. Less giving examples	22	68,75
		C. Giving example enough	7	21,87
		D. Not giving examples	-	-

Table 18 Result of Question Number 18

The question above showed that the teacher needed to give more examples in the classroom. After seeing the result, the researcher developed reading materials with many examples and explanations.

No.	Question	Items
19.	What do you do when you find a problem with the task given by the teacher?	A. Asking teachers
		B. Asking friends
		C. Finding the answer by yourself
		D. Doing nothing

Table 19 Result of Question Number 19

The question above was aimed to see the teacher's role as the problem solver in reading the teaching and learning process. More than half of the students said they would find their friend's answer. No student does anything when they get a problem.

Students' Role

No.	Question	Items	N	%
20.	When you find a problem during a group's activities, what do you do?	A. Asking teachers	7	21,87
		B. Discussing with friends	17	53,12
		C. Finding the answer by yourself	8	25
		D. Doing nothing	-	-

Table 20 Result of Question Number 20

The question was aimed to see the student's role in the class. Students were asked to participate in active learning in the reading, teaching and learning process. By seeing the question above, most of them would find the answer by discussing it with friends. No student does anything when they find difficulties, which means all students are eager to participate in the active learning process.

From the result of the questionnaires, the researcher concludes that the students are very interested in learning English, especially in Reading. Therefore, the researcher develops a reading book as a guidebook based on their needs.

The result of the Interview with the students

There were three students interviewed by the researcher. The three students are all girls. They are 12 years old. The first question was whether they liked reading and wanted to know the importance of reading skills for the students. All three students said that

they like reading and stated that reading is essential and helpful for them because it can improve their vocabulary and increase their knowledge.

The next question was aimed at finding information about the type of task that made them excited to solve it. The first student argued that she likes to read and then practice it. The second student said she liked a task with many pictures. She thought she would be interested in doing the task because of those pictures.

The Result of the Interview

The Interview guideline was developed for the English teacher of Seventh- grade students of MTs Mambaus Sholihin. There were ten questions to find information about the technique in teaching reading, the source of the materials, and the teacher's opinion about scramble reading materials. Students need supplementary reading materials as the book for Seventh-grade students of Junior High School is not available yet. Supplementary reading materials which scramble themes will help them comprehend the text better

V. DISCUSSION

Standard competence of the grid was taken from the 2013 curriculum as the school was using that curriculum in the teaching and learning for class Seventh process. Three basic competencies were taken in the 2013 curriculum, with three different text types to be learned. Supplementary reading materials

were developed to fulfil the lesson's objectives in Junior High School, especially class VII. The supplementary reading books were developed into three units, each containing one text genre.

The book's approach was scrambled, as mentioned before in the previous chapter. Moreover, based on the results of the needed analysis, 46,87 % of the students in class VII of MTs Mambaus Sholihin Suci Manyar Gresik said that they liked education as the theme of the text. Each of the units has different topics from the others. Those were 'What is the city like?' for the first unit, 'What does he look like?' for the second unit, and 'Descriptive text' for the last unit. The lessons' learning objectives were to make the students understand the generic structure and language features of the descriptive text, recount text, and narrative text. After deciding the learning objectives, the indicators were listed in detail. Each unit had some indicators indicating the abilities that should be learned at the end of every lesson.

In the learning materials, there were six sub-components. The first component was the topic. The topic in unit 1 was what the city is like. The topic in unit 2 was what does he look like? and the topic in unit 3 was descriptive text. The second component was the input of the text. The text input in each unit was written based on the topic. Grammar was one of the components in the course grid. The grammar used explains the

construction of the sentence and how to make a good sentence based on the type of the text. The grammar was written in the language features component because some characteristics were used in each text. The grammar used to be learned was simple present and past tense.

Developing the Course Grid

The course grid was developed based on the Curriculum 2013 for Seventh-grade students of Junior High School and the result of the need analysis. The course grid was developed based on the type of text written on the basic competence of the curriculum. There were three types of text. Those were descriptive, recount, and narrative. There were seven main components in the course grid. Those were unit, basic competence, indicators, learning materials, learning activities, time allocation and teaching kits (Hutchinson & Waters, 1987). According to the table above, the first component of the course grid was the unit. Three units were written in the course grid, and each was developed based on the type of text from the basic competence. Unit one explained the descriptive text, unit 2 explained about recount text, and unit 3 explained the narrative text.

The next component of the course grid was Basic Competence. The Basic competencies in the course grid were taken from curriculum 2013 for Seventh-grade students of Junior High School. There were

three Basic Competences put in the course grid. Those were Basic Competence numbers 3.5, 3.6, and 3.7, each of which had one type of text used to be the basis for writing the course grid. The third component of the course grid was indicators. The indicators were listed from the learning objectives of the lesson. The indicators of each unit explained the things which have to be done by the students at the end of the lesson. The students were expected to be able to understand descriptive text, recount text, and narrative text.

The next component was the learning materials. The learning materials consisted of some sub-components. Those sub-components were the topic, the input of the text, social function, language features, generic structure and vocabulary. Those sub-components were developed based on each type of text. For example, the social function of descriptive text was to describe and reveal a particular person, place, or thing. The vocabulary used was related to the stories and activities in the unit. The examples of vocabulary were beautiful, enjoyable, interesting, holiday, village, and many more.

The next component after the learning materials was the learning activities. This component was about activities done by the students in the learning process. The activities were divided into three main activities. They were pre-reading, while-reading and post-reading. The students did

some activities at each stage. The next component was time allocation. The time allocation was explained as the time taken by the students to do the activities. Each activity had a certain time, and the students had to finish the activities based on the time allocation. Minutes. The time allocation was determined by looking at the level default of the task. The more complicated the task, the task had more time allocation. The time allocation for the lesson in each unit was 2x45 minutes.

The last component of the course grid was the teaching kits. The teaching kits were the media used by the teachers and the students in the teaching and learning process. The teaching kits in each stage of activities were different. It depends on the needs of each activity. For example, the teaching kits used in the while-reading stage in unit one were descriptive text, some pictures, pens and worksheets. The components are written in the course grid to achieve the lessons' learning objectives. The media and the other teaching aids supported the teaching and learning process more interestingly. Therefore, the teaching and learning process should gain the students' attention and motivate them to learn the English lesson.

Then, the researcher presents the final product of this research. The product of this research was made based on the result of the student need analysis and the result of an

interview with the teacher of class VII. When the product was done, the product was validated by an expert of validation. There are two items to be validated: the validation of material and the validation of design. The researcher revises the product from that validation based on the experts' suggestions and comments. When the product is revised, the product is tried-out to the students and revised based on the result of the try-out. When the product is considered appropriate English learning materials for the students and suitable for students' needs, the final product is published. The product is a set of educational products that are ready to support classroom instruction.

VI. CONCLUSION

Based on the result of the product testing, the developed scramble supplementary reading materials were considered appropriate. The product testing results were based on the students' and teachers' opinions. The percentage ranges of the scores were 85%, and it was categorized as an excellent book. The appropriate scramble supplementary reading book can be applied to seventh-grade students of Junior High School. The English supplementary reading materials based on the scrambling method for Junior High School students' books consisted of three units. Each of the units was developed based on the indicator in the basic competence and standard competence. Each unit of the English

supplementary reading materials based on the scrambling method for Junior High School students' books consisted of 15 tasks. The scramble materials were helpful for the students in comprehending the text because they were already familiar with Indonesian culture. The students learned more about Indonesian culture, making them more aware of their local culture and helping them learn reading.

VII. REFERENCES

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