

Developing Supplementary Reading Materials for Recount Texts Based on North Bolaang Mongondow Local Wisdom using the ADDIE Model

Nikmawati Nur Kuka¹, Moon H. Otoluwa², Sartin Miolo³

^{1,2,3}English Language Education Study Program, Faculty of Letters and Culture, Universitas Negeri Gorontalo, Gorontalo, Indonesia

Corresponding Author: Nikmawati Nur Kuka

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ABSTRACT

This research aims to develop supplementary teaching materials for reading comprehension of recount texts based on local wisdom for grade VIII students at SMPN 10 Bolaang Mongondow Utara. The Merdeka Curriculum emphasizes contextual learning, yet existing materials remain misaligned with students' characteristics and needs. To identify students' needs, this study adopts Hutchinson and Waters' (1987) theory. The research employs the Research and Development (R&D) method using the ADDIE model, encompassing analysis, design, development, implementation, and evaluation. However, this study only progresses up to the implementation stage. Data collection methods include observation, questionnaires, document analysis, and expert validation. The product was designed based on questionnaire results, which identified student's target and learning needs. To ensure feasibility, the material was validated by two experts: an English teacher in North Bolaang Mongondow and a lecturer experienced in book and teaching material development. The validation results yielded a feasibility score of 91%, categorizing the materials as "Very Feasible." Following validation, the product was implemented with small groups (10 students) and large groups (21 students). The results indicated

that 100% of students found the materials comprehensible and engaging. This study contributes to the development of more relevant and contextualized teaching materials for students in North Bolaang Mongondow, enhancing their ability to learn and comprehend recount texts.

Keywords: teaching materials, reading comprehension, local wisdom, Merdeka Curriculum, teaching material development.

INTRODUCTION

In 2022, the Ministry of Education and Culture officially introduced the Merdeka Curriculum, a curriculum designed to offer more diverse intra-curricular learning experiences while optimizing content to allow students ample time to explore concepts and strengthen their competencies. This curriculum grant teachers greater flexibility in selecting instructional tools, ensuring that learning aligns with students' needs and competencies. In alignment with this approach, the curriculum emphasizes relevant learning, which involves designing instruction that is contextualized within students' environments and cultures while also engaging parents and the broader community as educational partners. With the implementation of the Merdeka curriculum, students are expected to become more active and enthusiastic in the learning process while

also improving their cognitive skills through contextual learning based on local wisdom. However, field observations indicate that student achievement in reading comprehension remains low. Many English teachers continue to rely exclusively on government-issued textbooks, and students often exhibit a lack of engagement, even expressing relief when their teacher is absent. Despite the availability of Nusantara books prepared by the government, students' cognitive development in English learning remains stagnant.

One of the critical aspects of the Merdeka Curriculum is the provision of English learning materials, which serve as essential tools for facilitating students' language acquisition. These materials function as informative resources that introduce students to the target language while guiding them through linguistic practices to enhance their English proficiency. Nevertheless, the effectiveness of existing teaching materials remains uncertain, as they may not always align with students' needs and characteristics. In particular, although some schools in North Bolaang Mongondow (BOLMUT) have implemented the Merdeka Curriculum as part of the Sekolah Penggerak program, many English teachers still use textbooks from the previous K13 curriculum. According to Jamal Ma'mur, local wisdom, or local excellence, encompasses various aspects, including economy, culture, information technology, communication, and ecology, all of which reflect the unique identity of a region. However, the current English teaching materials provided by Kemendikbud have not been adapted to incorporate the local wisdom of BOLMUT. Furthermore, these materials are often perceived as too advanced for eighth-grade students, as they begin learning English only in the seventh grade, lacking a foundational understanding of the language. Given these challenges, developing English supplementary materials tailored to students' needs and local wisdom is essential.

Several adjustments to the existing Nusantara book are necessary to ensure its

relevance for students in BOLMUT. For example, the reading material in Chapter IV, Unit 3, which narrates the story of two teenagers cleaning up plastic waste in Bali, could be revised to reflect similar environmental issues within the local context. Additionally, the book includes several narrative texts that could be adapted to feature folktales and legends from BOLMUT, making the content more relatable and engaging for students. As an English teacher in a school implementing the Merdeka Curriculum, it is crucial to take proactive steps in developing and adapting instructional materials. This necessity is supported by Dick et al. (2001), who argue that instructional materials should facilitate student learning, whether through written, mediated, or instructor-guided formats. These materials must align with learning objectives and be structured to enhance students' memory retention and knowledge transfer. By integrating local wisdom into English reading materials, teachers can provide more relevant and meaningful learning experiences, thereby improving students' comprehension and engagement. Reading is a fundamental skill in English language learning and plays a crucial role in developing other linguistic abilities. According to Nunan (1999), reading involves a combination of the text, the reader, strategies, and fluency, all of which contribute to comprehension. When individuals read, they naturally process information, connect it to their background knowledge, and derive meaning from the text. Castles et al. (2018) further emphasize that the ultimate goal of reading is comprehension, and effective reading instruction should focus on enabling students to construct meaning from written texts. Given these insights, developing reading comprehension materials based on local wisdom is vital for enhancing students' understanding, as they are more likely to engage with familiar content.

Several previous studies have explored the development of supplementary reading materials. For instance, research by Abdullah

et al. (2023) focused on designing CEFR-based reading worksheets for seventh-grade students at SMP Muhammadiyah Tilango Junior High School. Another study by Noho et al. (2018) developed supplementary English reading materials tailored for vocational high school students specializing in computer networks, addressing the challenges they faced in understanding technical texts. Additionally, Aquino and De Vera (2018) conducted research on developing learning materials for struggling seventh-grade readers, designing personalized and contextualized instructional tasks to enhance their reading skills. These studies highlight the importance of developing targeted reading materials to address students' specific learning needs. Based on these considerations, this research aims to develop supplementary reading comprehension materials for Phase D of the Merdeka Curriculum at the junior high school level, incorporating local wisdom from BOLMUT. This approach is expected to provide a more targeted, adaptable, and culturally relevant learning experience, offering a potential solution to the challenges faced by English teachers in implementing the Merdeka Curriculum. This research has two primary objectives: (1) to identify students' needs in learning reading comprehension and (2) to develop reading comprehension materials for Phase D based on the local wisdom of BOLMUT. Its significance lies in contributing to the development of new instructional materials that align with the Merdeka Curriculum while integrating local cultural elements. Future researchers may use this study as a reference to develop materials for other English language skills within the same curriculum framework.

METHODOLOGY

Research Design

This study employs a Research and Development (R&D) approach, focusing on the development of reading materials for eighth-grade students at SMPN 10 Bolaang Mongondow Utara (BOLMUT) Junior High

School. It follows the ADDIE model (Analyze, Design, Develop, Implement, Evaluate) as proposed by Branch (2010). However, only four stages, Analyze, Design, Develop, and Implement are applied in this study. The evaluation stage is integrated into the implementation phase through student feedback and learning outcomes, with the expectation that future research will explore a more detailed evaluation.

Analysis Phase

The analysis phase involves three key aspects. First, the researcher examines the existing eighth-grade English textbook, including reading topics, tasks, vocabulary, and comprehension materials, while also analyzing the syllabus (ATP), learning outcomes (CP), and instructional goals (TP). Second, the researcher conducts interviews with the English teacher to gain insights into the current teaching and learning process. Lastly, a needs analysis is performed to identify students' specific requirements for reading comprehension materials, ensuring that the developed materials align with their learning needs.

Design Phase

Based on the findings from the analysis phase, the researcher designs reading materials incorporating elements of local wisdom relevant to the students. A curriculum grid is developed, ensuring alignment with the eighth-grade English syllabus and the students' reading requirements. The materials are structured to be contextually meaningful, supporting the objectives of the Merdeka Curriculum while maintaining a strong connection to students' local culture and environment.

Development Phase

In this phase, the designed reading materials are further developed by incorporating relevant images from the students' local environment to enhance contextual understanding. The materials undergo a validation process by expert reviewers, assessing aspects such as content relevance,

language clarity, graphical presentation, instructional effectiveness, and ethical considerations. Feedback from the validation process is used to refine and improve the materials before implementation.

Implementation Phase

The implementation phase is conducted in two stages. First, the materials are tested in a small group consisting of 10 students. This initial trial allows the researcher to gather student feedback and make necessary revisions. After refining the materials, the revised version is implemented in a larger group comprising all 21 students in the class. This stage evaluates the materials' effectiveness in enhancing students' reading comprehension.

Research Setting and Population

This study was conducted at SMPN 10 BOLMUT Junior High School, a junior high school in Bolmut Regency. The school was selected due to its accessibility, availability of relevant data, and need for improved English learning materials. As a teacher at the school, the researcher has direct access to students and resources, facilitating effective data collection and material development.

Sample Selection

The study focuses on class 8B, consisting of 21 students. This grade level was selected based on cognitive development considerations, as students at this stage (typically 11 years and older) are in Piaget's formal operational stage, allowing them to engage in abstract and critical thinking, which is essential for reading comprehension. An initial assessment identified gaps in students' reading skills, highlighting the need for improved reading comprehension materials. The study involves two sample groups: a small group of 10 students for the initial trial and a full-class implementation for broader evaluation.

Through this structured research approach, the study aims to develop effective reading materials tailored to students' needs while incorporating local wisdom, ultimately

enhancing their reading comprehension skills.

Technique of Collecting the Data

According to Sugiyono (2018), data collection techniques in research and development (R&D) can be carried out in various ways, including questionnaires, tests, and documentation.

Questionnaire

A questionnaire is a data collection technique in which respondents answer a set of written questions. It can be administered directly or indirectly, either through face-to-face distribution or digital platforms such as email.

This research employed a questionnaire as the primary instrument for data collection. It was divided into three distinct parts:

1. Student Needs Analysis

This section aimed to gather information about students' needs for reading materials. The questionnaire included indicators adapted from Hutchinson and Waters (1987), focused on two key components:

- Target Needs: Addressed students' goals, necessities, lacks, and desires related to reading comprehension.
- Learning Needs: Examined students' preferences regarding input, procedures, setting, teacher roles, and student roles in the learning process.

2. Expert Validation

This section collected feedback from experts on the effectiveness, relevance, and suitability of the developed reading materials. The validation process ensured the material met pedagogical standards.

3. Student Feedback on Material Application

Students' opinions were gathered post-implementation to evaluate the material's effectiveness in enhancing reading comprehension and overall learning experiences.

Test

A test is a data collection technique that involves giving respondents tasks or

questions to complete. Tests can be administered in written, oral, or performance-based formats. This study utilized written tests to assess students' reading comprehension improvements after engaging with the developed materials.

Documentation

Documentation involves collecting data from relevant documents such as notes, books, regulations, and official records. This technique provided additional qualitative insights into students' reading proficiency and instructional effectiveness.

Technique of Analyzing the Data

Creswell (2018) outlines six steps for data analysis. First, researchers organized observations, interviews, and questionnaire responses, categorizing data based on student needs to guide the development of reading materials. Next, collected data was reviewed to identify key themes, particularly student responses to reading materials and their impact on comprehension, with particular attention given to local wisdom elements incorporated in the materials. Then, findings were summarized and condensed, focusing on the most relevant evidence supporting or challenging the research question, and key themes were identified. If applicable, a matrix was created to analyze patterns across different participant groups. The data was then presented through narrative summaries, tables, charts, or visualizations to ensure

clarity and accessibility for analysis. Following this, the developed reading materials were validated by experts and shared with English teachers in Bolmut for feedback through Focus Group Discussions (FGDs). Finally, findings were synthesized in a clear and concise format, detailing methodology, analysis steps, key themes, and conclusions, with recommendations for practice, policy changes, and future research proposed based on the analyzed data.

Analyzing the Questionnaire

Understanding students' needs was critical for developing effective reading materials. The questionnaire analysis influenced the survey response rate calculations. To analyze student needs, this study applied Carl Pearson's formula (as cited in Sugiyono, 2014, p.93).

$$\bar{x} = \frac{\sum x}{n} \times 100\%$$

Note:

\bar{x} = The average value of the survey response

$\sum x$ = The number of students who choose each item

N = The total of the students as the participants

Additionally, data from expert validation and readability assessments were analyzed using descriptive analysis, as suggested by Sugiyono (2018, pp. 417-421) as shown in Table 1.

Table 1. Data Conversion table

Result of test validation			Follow-up
Categorize	Percentage	Qualification	
4	86%-100%	Very feasible	Implement
3	76%-85%	Feasible	Implement
2	56%-75%	Moderately Feasible	Revision
1	<55%	Not feasible	Revision

RESULT AND DISCUSSION

Result of The Need Analyzes

The needs analysis is divided into two parts: target needs and learning needs. The purpose of administering the questionnaire to the students was to gather information on students' reading needs. The questionnaires

were distributed to 21 students of class VIII B as the participants. The questionnaire consisted of 17 questions of target needs and 35 questions of learning needs. Thus, the result of the questionnaire can be seen in the appendix. The result of the percentage (the average value of the survey response) was

found by dividing the number of students choosing each item by the total number of participants, then multiplying by 100%. The

descriptions of target needs and the learning needs are presented in the table below:

Target Needs

Table 2. Target Needs 1

Question	Items	Statements				Total	Percentage
		SA	A	D	SD		
My goal in learning English is	To get good grades on exams (daily tests, semester exams, school exams)	16	4	1	0	21	76,2 % SA 19 % A 4,77% D
	To be able to communicate with Western people	2	10	9	0	21	9,5% SA 47,6% S 43 % D
	To be able to understand English Reading	9	12	0	0	21	43% SA 57% S
	To have a basic knowledge of English before entering high school	13	8	0	0	21	62% SA 38% S

Note:

SA = Strongly Agree

A = Agree

SD = Strongly Disagree

D = Disagree

Based on the table, the researcher found that a significant majority (76.2%) of students prioritize achieving good grades on exams as their primary goal. This suggests a strong emphasis on academic performance in English language learning. Although communication with Western people is a notable goal, only 9.5% of students strongly agree with its importance. However, a combined 57% (Agree and Strongly Agree) indicates that a significant portion of students value this skill. Furthermore, a moderate number of students (43%) strongly agree that understanding English reading is a primary goal, while an additional 57% agree. This highlights a general consensus on the importance of reading comprehension. Lastly, a substantial majority (62%) strongly agree that their goal is to have a basic knowledge of English for high school. This suggests that students perceive English as a foundational skill for future academic pursuits.

From this data, the researcher concluded that students need to learn English to acquire a basic knowledge of the language before entering high school. This is evident from the responses, with 62% of students strongly agreeing and 38% agreeing. The second most

significant reason is the desire to achieve high scores on exams, as indicated by 76,2% of students who strongly agree.

Moreover, a significant majority of students are at the beginner level, with 81% requiring foundational support. This highlights the need for comprehensive learning materials that focus on basic concepts and skills to help them build a strong academic foundation. Meanwhile, 29% of students are at the intermediate level, suggesting that while they have some prior knowledge, they still need structured guidance and reinforcement to advance their proficiency. Notably, no students were categorized as advanced, implying that instructional efforts should primarily focus on beginner and intermediate levels. However, it remains essential to provide advanced resources for those who may progress rapidly.

Students also face various challenges in reading comprehension, with the most significant difficulty being their ability to retell the content of a text. This indicates struggles in synthesizing and reorganizing information, which are crucial for deeper understanding. Additionally, a substantial number of students face challenges in vocabulary comprehension, recognizing text

structure and understanding both explicit and implied meanings in a passage. Many also find it challenging to grasp the main topic of a reading text, which affects their overall comprehension. Addressing these issues requires targeted teaching strategies that

emphasize vocabulary building, text structure analysis, and guided summarization practice. Strengthening these skills will enhance students' ability to engage with and interpret complex texts more effectively.

Table 3. What students expect after learning

No	Item	Statements				Total	Percentage
		SA	A	D	SD		
1	Understand all parts of a recount text related to local wisdom in BOLMUT	13	8	0	0	21	61.9%(SA) 38.1% (A)
2	Understand both implicit and explicit meaning in a recount text related to local wisdom in BOLMUT	11	10	0	0	21	52.4% (SA) 47.6% (A)
3	Draw conclusions from a recount text related to local wisdom in BOLMUT	12	9	0	0	21	57.1% (SA) 42.9% (A)
4	Understand the main topic of a recount text related to local wisdom in BOLMUT	15	6	0	0	21	71.4% (SA), 28.6% (A)
5	Understand English vocabulary in a recount text related to local wisdom in BOLMUT	13	8	0	0	21	61.9% (SA), 38.1% (A)

The data indicates that students demonstrate a strong ability to comprehend texts related to local wisdom in BOLMUT across all items. For Item 1, 61.9% strongly agree, and 38.1% agree that they understand all parts of the text, reflecting a solid overall comprehension. Similarly, in Item 2, 52.4% strongly agree, and 47.6% agree that they can grasp both implicit and explicit meanings, though this area shows a slightly lower level of confidence compared to others. For Item 3, 57.1% strongly agree, and 42.9% agree that they can draw conclusions from the text, indicating well-developed analytical skills. Item 4 shows the strongest performance, with 71.4% strongly agreeing and 28,6% agreeing that the students can draw conclusions from recount text related to local wisdom in BOLMUT. It means that they can identify the main topic, suggesting a high level of proficiency in pinpointing central ideas. Finally, Item 5 reveals that 61.9% strongly agree and 38.1% agree that they understand English vocabulary in the text, highlighting good word comprehension while indicating room for continued practice. Overall, the results demonstrate strong reading skills, with some focus needed on enhancing inference and critical thinking.

In conclusion, the data reveals that students are generally confident in their ability to

comprehend texts related to local wisdom in BOLMUT. The highest level is understanding the main topic, with 71.43% strongly agreeing. Additionally, students also demonstrate high confidence in understanding text components, vocabulary, and drawing conclusions, with over 50% strongly agreeing in each category. However, understanding implicit and explicit meanings receives the lowest percentage of strong agreement, suggesting a potential area for improvement. To address this, lessons should focus on enhancing inference and critical thinking skills while maintaining their strengths in vocabulary and topic identification.

Based on the data presented, the researcher concludes that students demonstrate varying levels of proficiency in their English language learning goals and reading comprehension, particularly in texts related to local wisdom in BOLMUT. A significant majority of students prioritize achieving good grades and building foundational English knowledge for their academic pursuits. In terms of reading comprehension, students demonstrate the highest confidence in understanding the main topic of the text, with 71.43% strongly agreeing. Similarly, students show confidence in understanding text components, vocabulary, and drawing

conclusions, with over 50% of strong agreement for each skill.

Learning Needs

The analysis of Table 4 indicates that students strongly prefer reading activities that incorporate original, colored pictures, particularly those connected to their personal experiences and local wisdom in BOLMUT. This preference underscores the

effectiveness of visual aids combined with culturally relevant content in enhancing student engagement and comprehension. Notably, none of the students expressed interest in alternative formats, such as uncolored images, text-only materials, or pictures without text, emphasizing the importance of vibrant and meaningful visuals in the learning process.

Table 4. Learning Needs: Input and Procedure

Item	Statements	SA	A	D	SD	Total	Percentage
Input	Reading with pictures (Original and Colored Photos based on direct experience by the students and has a connection with local wisdom in BOLMUT)	18	3	0	0	21	85,7%(SA) 14.3%(A)
	Text along with images that are not colored	0	0	0	0	0	0%
	Text only	0	0	0	0	0	0%
	Pictures only	0	0	0	0	0	0%
Procedure	Read texts related to Bolmut local wisdom and answer questions	18	3	0	0	21	85.7% (SA) 14.3(A)
	Fill in the gaps in the text	3	15	3	0	21	71.4% A, 14.3% SA
	Answering true or false sentences	10	11	0	0	21	47.6% (SA) 52.4% (A)
	Composing random paragraphs based on the text structure related to local wisdom in BOLMUT	15	6	0	0	21	71.4% (SA) 28.6% (A)
	Solving the problem	13	8	0	0	21	61.9% (SA) 38.1% (A)
	Finding Information	15	3	1	1	21	76.2% (SA) 14.3% (A)
	Reading material from other sources	10	11	0	0	21	47.6% (SA) 52.4% (A)
	Engage in activities that have a connection to students' lives	15	6	0	0	21	71.4% (SA) 28.6% (A)
	Discuss a topic related to student activities at school that are relevant to local wisdom in BOLMUT and discuss in class	16	4	1	0	21	76.2% (SA) 19.0% (A)
	Create a story based on teacher's imagination	0	0	10	11	21	48 % (D) 52% (SD)

In terms of activities, reading texts related to BOLMUT and answering questions received the highest positive responses, with 18 students strongly agreeing and 3 agreeing, reflecting a strong preference for this method. Similarly, composing random paragraphs based on the text structure of BOLMUT was well-received, with 15 students strongly agreeing and 6 agreeing, suggesting that tasks combining reading comprehension and creative writing are particularly engaging. While activities such

as filling in the gaps (15 agreements) and answering true or false sentences (10 strong agreements) were slightly less favored, they still received overall acceptance. These findings highlight that students are more engaged in activities that integrate local cultural themes and require active participation, such as paragraph composition, than in simpler question-answer formats. This suggests that contextual and structured tasks are more

effective in maintaining student interest and enhancing learning outcomes.

Table 5. Learning Needs: Procedure and Teacher Role

Item	Statements	SA	A	D	SD	Total	Percentage
Setting	Working on individual tasks related to Local Wisdom in Bolmut	9	9	3	0	21	42.9% (SA) 42.9% (A) 14.3% (D)
	Working on small group assignments related to Local Wisdom in Bolmut	9	12	0	0	21	42.9% (SA) 57.1% (A)
	Working on tasks with a partner that is related to the Local Wisdom in Bolmut (In Pairs)	9	10	1	1	21	42.9% (SA) 47.6% (A)
	Utilizing electronic media by teachers in the learning process related to Local Wisdom in Bolmut.	13	8	0	0	21	61.9% (SA) 38.1% (A)
Teacher Role	Customizing teaching materials based on student' interests related to local wisdom in BOLMUT	13	8	0	0	21	61.90% (SA) 38.10% (A)
	Being friendly and always giving support to students	12	9	0	0	21	57.1% (SA) 42.9% (A)
	Incorporating play-based learning strategies	11	8	1	1	21	52.4% (SA) 38.1% (A)
	Providing contextual examples and explanations of materials	7	14	0	0	21	33.3% (SA) 66.7% (A)
	Implementing a student's-centered approach	18	3	0	0	21	85.7% (SA) 14.3% (A)
	Positioning the teacher as a facilitator	15	6	0	0	21	71.4% (SA) 28.6% (A)
	Encouraging teacher-student collaboration in learning	14	7	0	0	21	66.7% (SA) 33.3% (A)
	Adopting a communicative approach (teacher opens active communication to students)	5	16	0	0	21	23.8% (SA) 76.2% (A)
	Translating difficult words to aid student comprehension	21	0	0	0	21	100% (SA)
	Allowing students opportunities to correct their mistakes	18	3	0	0	21	85.7% (SA) 14.3% (A)
	Guiding students in understanding texts related to local wisdom in BOLMUT	16	3	1	1	21	76.2% (SA) 14.3% (A)
	Providing opportunities for students to find information in the text related to local wisdom in BOLMUT.	5	16	0	0	21	76.2% (SA) 23.81% (A)

The analysis of Table 5 reveals varying levels of student agreement and engagement across different learning activities. Problem-solving (Item 1) received strong support, with 61.9% strongly agreeing and 38.1% agreeing, indicating a preference for critical-thinking tasks. Finding information (Item 2) was the most valued activity, with 76.2% strongly agreeing and 14.3% agreeing, showing students' motivation for exploration-based learning. Similarly, activities connected to students' lives (Item 4) and discussions related to local wisdom in BOLMUT (Item 5) received high approval, with 71.4% and 76.2% strongly agreeing,

respectively. However, reading materials from other sources (Item 3) garnered a more balanced response, with 47.6% strongly agreeing and 52.4% agreeing, suggesting moderate enthusiasm. In contrast, creating stories based on the teacher's imagination (Item 6) was overwhelmingly rejected, with 52% strongly disagreeing and 48% disagreeing, indicating a preference for student-driven creativity over teacher-centered activities.

The data also highlights students' preferences for collaborative and interactive learning methods. Small group assignments emerged as the most effective approach, with 42.9%

strongly agreeing and 57.1% agreeing, while partner tasks received 42.9% strong agreement and 47.6% agreement, though a small percentage (4.76%) expressed disagreement. In contrast, individual tasks showed mixed responses, with 42.9% strongly agreeing, 42.9% agreeing, and 14.3% disagreeing, indicating that some students may struggle with independent work. Notably, the most positively received strategy was the use of electronic media in learning, with 61.9% strongly agreeing and 38.1% agreeing, reinforcing its role in enhancing engagement and accessibility. These findings suggest that collaborative learning methods and digital tools are more effective than solitary activities, and additional support may be necessary for independent learning tasks.

Furthermore, the role of the teacher in facilitating learning was widely acknowledged. Customizing teaching materials based on students' interests in local wisdom (Item 1) was unanimously supported, with 61.9% strongly agreeing and 38.1% agreeing. Teacher support and friendliness (Item 2) also received high approval, with 57.1% strongly agreeing and 42.9% agreeing, emphasizing the importance of a positive classroom environment. Interactive learning through play (Item 3) was well-received, with 52.4% of students strongly agreeing and 38.1% agreeing. However, explaining material contextually (Item 4) received slightly lower strong agreement (33.3%), although 66.7% still agreed, suggesting that while students value contextual learning, other strategies may be more effective. Overall, the findings from Table 5 highlight the need for a student-centered approach that integrates collaboration, digital resources, and teacher

support to enhance engagement and comprehension.

Design The Supplementary Recount text

The design phase is the second step in the ADDI Model. In this step, the researcher designed the product by using all the data collected from the questionnaire. This supplementary recount text is designed to the students' needs while incorporating their personal experiences and local wisdom from BOLMUT.

In designing the product, the researcher must consider the learning outcomes (CP) and learning objectives (TP). After analyzing the CP, ATP, and TP, the researcher started to design the course grid for reading skills based on the result of students' need analysis. Furthermore, the course grid covered the language areas and knowledge that the students had to learn. It is the guideline in developing the materials. The course grid consisted of units, topics, basic competencies, indicators, learning materials and learning activities. Thus, the learning material section contains text titles, the function of the text, language features, vocabulary and the generic structure of the recount text.

Develop

The development of reading material based on local wisdom is referred to the material given to the eight-grade students in Junior High School. The materials are designed into two units. The first unit discusses Independence Day at SMPN 10 BOLMUT Junior High School, while the second unit explores a story about students processing fish waste into a traditional food known as *Bakacang*. Moreover, the framework of reading materials design based on the local content can be seen in able 6 below.

Table 6. Unit Design of Materials

Section	Description
Warm-up	This activity is designed to help students become familiar with the topic of the lesson. In other words, this stage serves to introduce the unit's theme to the students. It also aims to build background knowledge and provide context before they engage in the main tasks.
Vocabulary building	This stage aims to improve students' vocabulary, addressing one of the primary challenges. Therefore, this research is aimed at managing their reading difficulties and helping them expand their vocabulary.

Tasks	This section is intended to assess students' understanding of the topic. Additionally, it serves as an evaluation phase where students can demonstrate the skills they have acquired. The tasks are developed with a focus on local content and include two types: reading and answering questions, as well as multiple-choice questions. These tasks are designed based on the analysis of students' needs.
Grammar review	This stage helps students identify and correct their own mistakes when using specific grammatical structures.
Reflection	The purpose of this stage is to provide a self-assessment activity. Furthermore, this section helps students evaluate how much they have learned from each unit.

The activities are designed to help students improve their learning and reading skills. The Warm-Up activity aims to familiarize students with the lesson's topic by introducing the unit's theme, building background knowledge, and providing context before they engage in the main tasks. The Vocabulary Building stage focuses on expanding students' vocabulary and addressing their difficulty in understanding reading texts due to limited vocabulary. This research aims to help overcome this challenge and support vocabulary development. The Tasks section assesses students' comprehension of the topic and serves as an evaluation of their skills, with tasks developed centered local content. The tasks include reading and answering questions, as well as multiple-choice questions, designed based on students' needs. Lastly, the Grammar Review allows students to identify and correct their errors when using targeted grammatical structures.

Validation Data

The expert judgment validation stage involved assessments by two experts to evaluate the feasibility of the recount text teaching material. During this process, the researcher provided the draft product along with a questionnaire sheet for expert review. Each expert assigned a score between 1 and 5 for various evaluation criteria. The data analysis followed a descriptive approach based on Sugiyono (2018, pp. 417-421). The validation results were classified into four feasibility levels: Highly Feasible (86%-100%), Feasible (76%-85%), Moderately Feasible (56%-75%), and Less Feasible (<55%). If the material fell within the Highly Feasible or Feasible categories, it was

considered suitable for implementation, whereas Moderately Feasible and Less Feasible scores indicated the need for further revisions.

The validation results from Validator 1 showed a total score of 106 out of a maximum possible 115, yielding a 92% feasibility score. This score placed the material in the Highly Feasible category, meaning it was ready for implementation with minor revisions. The key areas requiring improvement included bibliography formatting, font consistency, layout and margins, and color uniformity. Addressing these minor revisions would enhance the overall readability and visual appeal of the teaching material.

Similarly, the validation results from Validator 2 recorded a total score of 105 out of 115, resulting in a 91% feasibility score. This also placed the material in the Highly Feasible category, requiring only minor improvements before final implementation. The primary revision suggested was adjusting the numbering in the table of contents to ensure proper organization and ease of navigation for students. Once these minor revisions were addressed, the teaching material would be fully prepared for use.

Mind Field Testing (Implement)

Following the development and expert validation of the product, the final stage was the main field testing, where the researcher applied the validated recount text to a larger group of 21 students. The recount text consisted of two chapters, Chapter I and Chapter IV. To gather comprehensive feedback, the researcher re-administered the questionnaire previously given to the small group, now extended to the larger group, to

assess their opinions on the reading materials based on Bolmut local wisdom. This step was crucial for several reasons. First, it ensured broader validation, as a larger sample allowed for more generalizable results beyond the small-group feedback. Second, it helped assess consistency in student perception by comparing responses from both groups to determine whether their views remained stable across different sample sizes. Third, it evaluated the effectiveness of revisions made after expert validation, confirming whether the modifications successfully improved the material. Additionally, testing with a larger group identified any new areas for improvement that may not have been apparent in the smaller sample. The increased sample size further strengthened the reliability and validity of the findings, ensuring that the material effectively supported students' learning. Lastly, this phase confirmed student engagement and comprehension, ensuring that the recount text remained engaging, understandable, and relevant to students from diverse backgrounds despite being rooted in Bolmut local wisdom.

The results of the questionnaire from the large group of students indicate a highly positive response to the recount text teaching material based on Bolmut local wisdom. In terms of content presentation, all students (100%) agreed that the material aligns with their living environment, contains relevant cultural elements, and fosters their interest in reading texts related to local wisdom. They also found the text easy to understand due to its relevance to daily life, while the assignments were deemed appropriate to their interests and abilities. Additionally, all students confirmed that the sentences, instructions, and visual elements, such as images, symbols, and terms, were clear and comprehensible. Moreover, they unanimously agreed that the teaching material is suitable for use in learning. Regarding the layout, all students (100%) found the book's design, images, colors, and text readability highly appealing. The font size, sentence spacing, and image

presentation were also considered appropriate, ensuring both ease of reading and engagement. In terms of benefits, the majority of students (100%) acknowledged the usefulness of the material in introducing them to local wisdom, emphasizing that culturally relevant texts enhanced their understanding of reading materials. Additionally, 100% of students reported increased interest in learning reading texts through this material. However, one student (10%) expressed some difficulty in learning with the teaching material's design. Despite this minor concern, the overwhelmingly positive feedback indicates that the recount text is well-received, engaging, and beneficial for students.

Analysis of Questionnaire Results

The questionnaire results from 21 students were analyzed in three key aspects: Presentation, Layout, and Benefit of the teaching materials based on Bolmut local wisdom. In the Presentation aspect, all students (100%) agreed that the material aligned with their environment, interests, and cultural background. They found the text engaging, easy to understand, and relevant to their daily lives, with clear sentences and instructions that ensured comprehension. These results indicate that the teaching material effectively supports contextual learning, making reading more relatable for students. No significant revisions are needed in this area. Similarly, the Layout aspect received the unanimous agreement, confirming that students found the book's design, images, colors, and text format visually appealing and appropriate. The font size, spacing, and readability were also considered suitable, meaning that the design effectively enhances student engagement without posing readability issues. Given this positive response, no further improvements are necessary in the layout design.

In terms of Benefits, 100% of students agreed that the teaching material was useful in introducing local wisdom and aiding reading comprehension. However, one student (10%) found the material's design somewhat

challenging to learn, suggesting a minor issue possibly related to individual preferences or learning styles. Despite this, the overwhelmingly positive response among students highlights the material's effectiveness in improving engagement and comprehension. While this single disagreement does not significantly impact the overall effectiveness, the researcher suggests that gathering individual feedback could help refine the material further. Additionally, comparing small group and large group testing results also provided valuable insights. In the small group (N=10), students gave positive feedback, though some initially raised concerns about text clarity and layout inconsistencies. However, these concerns were no longer present in the large group (N=21), where responses became more consistent, showing that the revisions made after small group testing were effective.

The validation process demonstrated that improvements made between small and large group testing were successful, leading to enhanced readability, engagement, and presentation quality. The high agreement rate in both groups confirms that the teaching material is well-suited for classroom use. While a minor disagreement remains in the large group, the percentage is very low (10%), indicating only a small area for refinement. The researcher concludes that the validation process successfully strengthened the material's effectiveness, making it engaging and relevant to students' learning needs. To further enhance usability, the researcher recommends gathering individual feedback from the student who found the material less effective, which may help identify specific areas for improvement while maintaining the material's strengths.

CONCLUSION

The ADDIE model effectively guided the development process, ensuring a structured, systematic, and iterative approach to refine the teaching material. Each stage played a crucial role in making the material culturally relevant, engaging, and pedagogically sound,

with the implementation, which was used as an evaluation stage confirming that revisions were successful, as reflected in high student approval rates across all aspects. The development of teaching materials based on Bolmut's local wisdom has proven to be effective, feasible, and engaging, particularly in improving students' reading comprehension. Through the ADDIE instructional model, the material was carefully analyzed, designed, developed, and implemented to ensure its quality and suitability.

The findings reveal that students highly appreciate the integration of local wisdom, as it enhances engagement, relevance, and comprehension in the learning process. The expert validation process rated the material as "Highly Feasible" (above 90%), confirming that it meets educational standards and requires only minor revisions. Additionally, 100% of students in both small and large group testing agreed that the material aligns with their cultural background, learning interests, and reading comprehension needs.

However, some challenges were identified, including difficulties in retelling texts, vocabulary comprehension, and text structure identification. Moreover, one student (10%) in the large group testing found the material slightly challenging, suggesting the need for differentiated instruction to accommodate diverse learning styles. Overall, this research demonstrates that contextualized learning materials, when carefully designed, can significantly enhance student motivation and understanding.

Ultimately, this research successfully developed recount text material based on Bolmut's local wisdom by using the ADDIE model, demonstrating its feasibility for full-scale implementation with only minor refinements.

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