



The Learning English Paragraph Reading Skills through Constructivism Approach Using Student Worksheets Media

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ABSTRACT

This study used a quasi-experimental method using a treatment group and a control group. This study aims to describe: 1) the results of learning English paragraph reading skills through the constructivism approach using question and answer-based student worksheets in the treatment group; 2) the results of learning English paragraph reading skills through constructivism approach using student worksheets without question and answer based in the control group; 3) the results of learning English paragraph reading skills are the same between the treatment group and the control group. This research was conducted at State Senior High School 5 Jambi City. The research takes place in the even semester of the 2022/2023 academic year. The population of this study were 70 students of XII-IPA class at State Senior High School 5 Jambi City. This number is divided into 35 students in class XII-IPA.3 and 35 students in class XII-IPA.4. The sample is set as many as 60 students; divided from 30 students of class XII-IPA.3 and 30 students of class XII-IPA.4 who were selected randomly using the no-return technique. This research uses student worksheets which are arranged using constructivism approach in the context of explaining the material knowledge and skills of reading English paragraphs. To collect data on English paragraph reading skills through constructivism approach using question and answer based student worksheets, multiple choice test instruments were used. The test data were processed using parametric inferential statistical procedures, namely a one sample t test to achieve the first and second objectives and independent sample t tests to achieve the third objective. The results showed: 1) the results of learning English paragraph reading skills through the constructivism approach using question and answer-based student worksheets in the treatment group obtained a mean of 15.341 or 85.23 percent; 2) the results of learning English paragraph reading skills through the constructivism approach using student worksheets without being based on questions and answers in the control group obtained a mean of 15.133 or 84.07 percent; 3) there is no difference in the learning outcomes of English paragraph reading skills between the treatment group and the control group.

Keywords: reading skills, paragraphs, constructivism approach, student worksheets media

INTRODUCTION

Focusing on the 2013 Revised 2018 Curriculum, learning English in class XII senior high school as a core program contains 9 KD pairs. The KD pair is based on attitude theory, namely the knowledge aspect and the skill aspect. Therefore, learning English is based on narrative text. One of the factual-narrative texts for class XII is a discussion text. This text is taught based on two sets of KD, namely:

- 1) KD-3.6 distinguishes social functions, text structures, and linguistic elements of several oral and written scientific discussion texts by giving and requesting information related to discussing controversial and actual issues from several (at least two) points of view, according to the context of their use;
- 2) KD-4.6 scientific discussion text (discussion)

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KD-4.6.1 captures meaning contextually related to social functions, text structure, and linguistic elements of oral and written scientific discussion texts, related to controversial and actual issues and KD-4.6.2 compiles oral and written scientific discussions, regarding controversial and actual issues, taking into account social functions, text structures, and linguistic elements, correctly and in context.

State Senior High School 5 Jambi City is one of the many high schools in Jambi City, in accordance with the 2013 Revised 2018 Curriculum, organizing learning for English subjects. These subjects include compulsory group A subjects along with 6 other subjects such as PAI and Behavior, Civics, Indonesian, and Mathematics.

Learning to capture the meaning of KD above requires linguistic units in the form of paragraphs. In other words, paragraphs are the main component of any narrative text. Narrative text by knowing the skills of reading English paragraphs for students it is meaningful to contribute to reading narrative texts.

The constructivism approach is one of many techniques in teaching reading skills in a language, including English. The technique in constructivism philosophy which was first introduced by Jean Peaget (Sweden, 1896-1980) and Lev Semynovich Vygotsky (Belarus, 1896-1934) now has many variations.

This quasi-experimental research method was conducted to obtain answers to 3 research problems. This research problem is formulated as:

- 1) What is the mean reading skill of English paragraphs in learning that applies the constructivism approach through the media of student worksheets based on questions and answers in the treatment class?
- 2) What is the mean of English paragraph reading skills in learning that applies constructivism approach through student worksheets based media without ques-

tion and answer in the control class?

- 3) Is the mean of English paragraph reading skills in learning between applying constructivism approach through question-and-answer-based student worksheet media in the treatment class and without question-and-answer-based through student worksheets media in the control class?

This research has 3 objectives. A description of the research objectives is presented below:

- 1) describe the mean skills of reading English paragraphs in learning that applies the constructivism approach through the media of student worksheets based on questions and answers in the treatment class;
- 2) describe the mean skills of reading English paragraphs in learning that applies constructivism approach through student worksheets based media without question and answer in the control class;
- 3) to describe whether or not the mean reading skills of English paragraphs in learning between those applying the constructivism approach through question-and-answer-based student worksheets in the treatment class and without question-and-answer-based media through student worksheets in the control class.

There are many benefits of this research. First, for colleagues, namely English teachers who teach paragraph reading skills, this article can be used as material for discussion in the MGMP. Second, for high school supervisors, this article is also useful because it can be used as material for consideration in supervising English teachers regarding paragraph reading skills. Third, for researchers, this article also has the opportunity to be one of the many relevant articles that must be included in the introductory structure of the article.



Reading activities are very important in the context of acquiring knowledge. This activity is a sunnah so that this literacy does not fade or change (Razak, 2020:15). Reading activities in context to gain understanding include reading between the lines with indicators of main ideas, supporting ideas, conclusions, and messages. Indicators of each idea are contained explicitly in the sentence, namely the main sentence and supporting sentences in paragraph units (Razak, 2018:16; Chaplen, 1974:19; Harjasujana & Mulyati, 1996:11; Tampubolon, 1987:19; Niklas at al., 2016: 7; McQuillan & Krashen, 2008: 106; McNeil at al., 1980:61; McGowan & Reichle, 2018: 184; Poletti, 2016:239).

From the author's perspective, abstract expressions in paragraph units can be expressed in 2 ways. First, placing the main idea at the beginning of the paragraph so that it is in the form of a main sentence which is clarified by supporting sentences. Second, placing the main idea at the end of the paragraph so that it takes the form of a main sentence which is at the end of the paragraph which is preceded by supporting sentences (Razak, 2021:43; Mahsun, 2014:18; Kosasih, 2014:27; Dalman, 2014:121; Farr, 1984:21; Poletti, 2016:240; Parrott & Cherry, 2017:360; Piscioneri & Hlavac, 2018:439; Gorsuch & Etsuo, 2010:48; Koch & Sporer, 2017:10; Johari at al., 2013 :20; Hatteberg & Steffy, 2013:349).

The understanding of English paragraphs for students is believed to be closely related to students' understanding when following English learning based on narrative texts such as explanatory text, exposition text, and procedure text.

Research relevant to chart reading skills can be found in various online scientific articles. Below are presented the 3 articles namely:

- 1) Walqui (2006) wrote an article entitled Scaffolding Instruction for English Language Learners: A Conceptual Framework. *The Internet Journal of Bilingual Education and Bilingualism*. Vol. 9, No. 2. 159-181;

- 2) Yang at al. (2012) wrote an article entitled Intensive Reading and Necessity to Integrate Learning Strategies. *English Language and Literature*, 2(1), pp. 55-63. <http://dx.doi.org/10.5539/ells.v2n1p112>;
- 3) Musahrain et al. (2018) wrote an article entitled Analysis of Students' Reading Ability in Reading Comprehension Learning. *Teknodika Journal of Educational Technology Research*, 16(2) September 2018, 30-36.

METHODS

This research is using experimental method. One class is designated as the treatment group, namely the class that has relatively low mean scores. One other class was assigned as a control group through a quasi-experiment (Razak, 2017:129).

This research was conducted at State Senior High School 5 Jambi City, Jambi Province. This school is located at Jl. Arif Rahman Hakim 50, Simpang IV Sipin, Telanai Pura District, Jambi City, Jambi Province. In 2022/2023 this school will have 36 classes; 12 class X classes, 10 class X1 classes, and 14 class XII classes. The total number of students is 507. The school, which was founded in 1975 and NPSN 10504581, has accreditation A as contained in the certificate 458/BAN-SM/SK/2020.

The research was carried out in the middle of the even semester of 2022/2023. Activities at the beginning of the research period included the preparation of student worksheets for learning the skills of reading English paragraphs using the constructivism approach. In addition, at the beginning of the study, a paragraph reading skill test was also arranged in English.

The population of this study were students of class XII-IPA State Senior High School 5 Jambi City who submitted answers on the Google form. There are 70 of them divided into 2 parallel classes.

Sample (n) was determined as many as 60 students. Determination of this amount is based on the sample calculation formula, namely: $n = [N/(1+N(e)^2)]$; value 1 is a constant and e is the error rate set at 0.05 (Razak, 2018:13; Setiawan, 2007: 3) Each member of the sample group is drawn at simple random from the population group using the no-return technique. Details of the number of population and sample are contained in the table below.

Table 1
 Total Population and Sample of Class XII-IPA
 State Senior High School 5 Jambi City

No.	Groups	Population	Sample
1	XII-IPA.3	35	30
2	XII-IPA.4	35	30
	Total	70	60

The research instrument was a paragraph reading skill test. Paragraph reading test using google form media. The test is in the form of multiple choice 4 options. To fulfill a valid paragraph reading skills test, the steps below are taken.

First, hold factual paragraphs between 40-75 words long.

Second, determine the number of paragraphs that will be used as the basis for the test. The number of paragraphs is set at 3 paragraphs.

Third, determine the topic of each paragraph. The first paragraph is about science. The second paragraph deals with nationality. The third paragraph is prophetic.

Fourth, determine the type of paragraph based on the way of thinking about paragraph development. Deductive science topic paragraphs. Paragraphs on the topic of nationality are deductive in type. Inductive type of prophetic topic paragraph.

Fifth, determine the indicators of paragraph reading skills test. The indicators used are main ideas, supporting ideas, main sentences, support-

ing sentences. There are 18 questions which are divided into 6 questions per paragraph.

Sixth, determine the options that are the answer key. To prevent students from guessing the key, the keys are not spread evenly; there are even options that are not key in 18 questions.

Seventh, arrange a paragraph reading skills test grid. The test grid is a requirement for the test to meet the content validity requirements (Fulcher & Davidson, 2007:78; Horowitz-Kraus & Finucane, 2016:21; Grabe & Stoler, 2013:101; Harris, 1969:17). The grid is in the form of a table consisting of a number column, an indicator column, an item per paragraph column, and a number column.

Table 2
 Paragraph Reading Skills Test Grid

No.	Indicators	Item per Paragraph			Total
		P-1	P-2	P-3	
1	Main Sentence	1	7	13	3
2	Sporting Sentence-1	2	8	14	3
3	Sporting Sentence-2	3	9	15	3
4	Main Idea	4	10	16	3
5	Sporting Idea-1	5	11	17	3
6	Sporting Idea-2	6	12	18	3
	Total	6	6	6	18

Each question has the same weight, namely 1. Meaning, if the question can be answered correctly, then it is given a score of 1, if it is wrong, a score of 0. Therefore, the maximum expected score is 18 and the minimum score is 0. To achieve a KKM of 65.00, each student must obtain a minimum score 12.

Data for each member of the sample were analyzed using parametric inferential statistics (calculated using the SPSS application). The procedure used is (Razak, 2018:205-249; Fraenkel et al., 2012:369-378; Suharjo, 2013:91; Guilford & Fruchter, 1986:139):

- 1) one sample t test to analyze the formulation of the problem-1 and the formula-



tion of the problem-2; the test criteria that Ho is accepted if the value of t count on sig. certain > 0.05. The interpretation is that the mean paragraph reading skill is the same as the predicted mean; and vice versa;

- 2) independent sample t test to analyze the formulation of problem-3; Ho testing criteria are accepted if the value of t is calculated at sig. certain > 0.05.

Paragraph reading skills are divided into 2 categories according to standard scores. This sorting refers to KKM 65.00:

- 1) < 65,000 : nont complete yet
- 2) 65.00 and above : complete

FINDINGS

1. Paragraph Reading Skills for the Treatment Group

Below is shown a table containing a single frequency distribution of paragraph reading skill data for students of class XII-IPA-3 State Senior High School 5 Jambi City as the treatment group. This paragraph reading skill score has 5 variances namely 13, 14, 15, 16, 17. Apart from using tables, paragraph reading skill data is also presented in chart form (Figure-1).

Table 3
 Single Frequency Distribution of Paragraph Reading Skills Data for the Treatment Group

X1	f	fX	cl	ch
13	2	26	2	30
14	4	56	6	28
15	11	165	17	24
16	6	96	23	13
17	7	119	30	7
sigma	30	462		
mean		15,367		
stdev		1,189		
%		85,37		

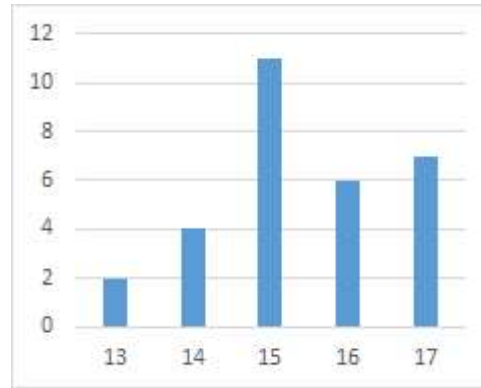


Figure-1
 Paragraph Reading Skills Bar Chat of Treatment Group

The minimum score is 13, the maximum score is 17, the range is 4, and the mode is 15. The mean is 15.367 at a standard deviation of 1.189 and the percent standard score is 85.37. Students who achieve a maximum score of mode are as many as 17 students while students who achieve a minimum score are worth mode as many as 24 students.

The t test for one sample of paragraph reading skills uses a comparative mean of 15.15. This mean is equivalent to a standard value of 84.17 (passing KKM 65.00). The calculation results obtained $t = 0.998$ at sig. 0.326. Thus, sig. = 0.326 > 0.05. This condition meets the requirements for acceptance of Ho. Therefore, the mean observation of 15.367 is the same as the mean comparative value of 15.15 for the mean paragraph writing skills using the constructivism approach through student worksheets using the question and answer method (Fig-2).

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
treatment	30	15,367	1,889	0,217

One-Sample Test				
Test Value = 15,15				
	t	df	Sig. (2-tailed)	Mean Difference
treatment	0,998	29	0,326	0,217

Picture-2

Screenshot of t-test results One Sample of Paragraph Reading Skills Data for the Treatment Group

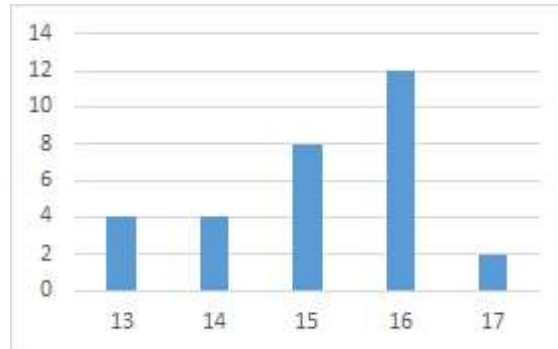


Figure-3

Paragraph Reading Skills Bar Chat of Control Group

2. Paragraph Reading Skills for the Control Group

Below is shown a table containing a single frequency distribution of data on paragraph reading skills for students of class XII-IPA-4 State Senior High School 5 Jambi City as the control group. The paragraph reading skill score has 5 variances, namely 13, 14, 15, 16, 17 as for the treatment group. Apart from using tables, data on paragraph reading skills is also presented in chart form (Figure-4). This data is presented as the basic data for calculating parametric inferential statistics.

Table 3
 Single Frequency Distribution of Paragraph Reading Skills Data for the Control Group

X2	f	fX	cl	ch
13	4	52	4	30
14	4	56	8	26
15	8	120	16	22
16	12	192	28	14
17	2	34	30	2
sigma	30	454		
mean		15,133		
stdev		1,167		
%		84,07		

The minimum score is 13, the maximum score is 17, the range is 4, and the mode is 16. The mean is 15.133 at a standard deviation of 1.167 and the percent standard score is 84.07. Students who achieve a maximum score of mode are 28 students, while students who achieve a minimum score of mode are 14 students.

The t-test of one sample of paragraph reading skills for the control class uses a comparative mean of 15.15. This mean is equivalent to a standard value of 84.17 (passing KKM 65.00). The calculation results obtained $t = -0.078$ at sig. 0.938. Thus, $\text{sig.} = 0.938 > 0.05$. This condition meets the requirements for acceptance of H_0 . Therefore, the observation mean of 15.133 is the same as the comparative mean value of 15.15 for the mean paragraph writing skills using the constructivism approach through student worksheets without the question and answer

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
control	30	15,133	1,167	0,213



One-Sample Test				
Test Value = 15,15				
	t	df	Sig. (2-tailed)	Mean Difference
control	-0,078	29	0,938	-0,167

Figure-4
 Screenshot of t-test results One Sample of Control Group's Paragraph Reading Skills Data

3. Comparison of Paragraph Reading Skills between the Treatment Group and the Control Group

The purpose of the analysis in this item is to find out the effect of the presence or absence of the question and answer technique in learning paragraph reading skills using constructivism approach through student worksheet media. The test uses an independent sample t test. Ho is the t value in sig. certain > 0.05. That is, the mean value of the 2 data groups is not different. The interpretation is that there is no effect of question and answer activities through student worksheets media in learning paragraph reading skills using constructivism approach.

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
treatment	30	15,367	1,889	0,217
control	30	15,133	1,167	0,213

Figure-4
 Screenshots of Descriptive Statistics Data on Paragraph Reading Skills of the Treatment Group and the Control Group

The independent sample t value of paragraph reading skills uses a mean comparison of 0.767. This value has a sig value. of 0.446. Thus, sig. 0.446 > 0.05. This criterion is the acceptance of

Ho. This means that the treatment class mean is not different from the control class mean.

Independent Samples Test					
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
reading skill	0,767	58	0,446	0,233	0,304

Figure-4
 Screenshot of Independent Sample t-test Calculation of Paragraph Reading Skills Data for the Treatment Group and the Control Group

DISCUSSION

The mean paragraph reading skills of State Senior High School 5 Jambi City students are relatively high. The mean is 15.341 which is equivalent to a standard value of 84.17 percent. The achievement of these learning outcomes in this treatment class is thought to have something to do with the use of the constructivism approach and student worksheets media. In other words, this combination of learning strategies is believed to contribute to the achievement of the mean paragraph reading skill.

The use of a constructivism approach through student media worksheets in teaching reading paragraphs produces a relatively high mean. This value far exceeds the KKM score of 65.00. The constructivism approach includes, among other things, scaffolding activities which are a facilitation process provided by the teacher to students who are in the process of participating in learning (Bliss at al., 1996:51; Hammond & Gibbons, 2005:13; Azi, 2020:111; Zakaria at al., 2016 :148; Walqui, 2006:170; Othman & Salleh, 2013:65; Okyay & Kandir, 2017:400; Lee, 2019:58; Liadi at al., 2018:21). As a technique originating from constructivism philosophy, assistance programs for students are carried out indirectly. Initially the students were given the freedom to express their own ideas. In this context, the teacher did not justify the idea at all. In the

idea reconstruction stage, students are confronted with facts to serve as a filter to determine whether the idea is right or wrong, correct or not fixed, perfect or imperfect. The assistance program in this article is reinforced by student worksheets. That is, the assistance program is not only delivered orally to students, but also reinforced by written data in student worksheets.

There is a difference in the mean of learning paragraph reading skills using constructivism approach through student worksheets media between using question and answer techniques and without question and answer techniques. The mean using the question and answer technique in learning constructivism approach is the same as without using the question and answer technique. Thus, additional strategies in the form of question and answer in learning are not needed. This condition can occur with some professional estimates as described below.

First, it is estimated that the students in the experimental group are those of the extrovert type. Students of this type are relatively open in their oral communication activities so it is very easy to express opinions orally that are open (Sardiman, 2007:8; Sinamo, 2003:21; Sutardi & Sugiharsono, 2016:192). Through oral activities they feel they gain more understanding than by focusing on written literacy contained in teaching materials. Second, it is estimated that the students in the control group are those of the introvert type. Students of this type are relatively closed in their oral communication activities (Sardiman, 2007:8; Sinamo, 2003:21; Sutardi & Sugiharsono, 2016:192). They rely more on written communication, namely reading and reading student media worksheets carefully. This learning condition focuses more on reading skills than they have to respond orally to the teacher's verbal activity.

The above conditions also reinforce the understanding that reading skills, namely reading student worksheets media, is an important activity.

In other words, in the learning process including learning paragraph reading skills, the reading activity itself is very strategic (Haghani Bahmannejad, 2018:9; Banat & Pierewan, 2019:490; Muhammad, 2016:90; Sugihartono, 2016:194; Sardiman, 2007:33; Sinamo, 2002:71; Andriani & Rasto, 2019 ;83; Rospiati, 2022:550; Nurdin & Iskandar, 2022:215; Astuti & Probowisi, 2022:1171; Emda, 2018:175; Razak, 2021:19).

CONCLUSION

First, the mean paragraph reading skill of State Senior High School 5 Jambi City students for the treatment group was 15.341, which was not different from the mean value for the comparison, 15.15. This mean value is equivalent to the standard percent score of 85.23 which is far above the KKM of 65.00.

Second, the mean paragraph reading skill of State Senior High School 5 Jambi City students for the control group was 15.133, which was also not different from the comparative mean value of 15.15. This mean value is equivalent to the standard percent score of 85.23 which is far above the KKM of 65.00.

Third, there is no mean difference in paragraph reading skills for students of State Senior High School 5 Jambi City between the treatment group and the control group.

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