

# INTERACTIVE COMPENSATORY MODEL: BASIS FOR THE DEVELOPMENT OF AN INTERACTIVE SUPPLEMENTARY READING MATERIAL FOR GRADE 7 LEARNERS

Elmawaddah Ersya<sup>1</sup>, Bambang Widi Pratolo<sup>2</sup>, Estrella T. Arroyo<sup>3</sup>

<sup>1,2</sup> Universitas Ahmad Dahlan, Indonesia

<sup>3</sup> University of Saint Anthony, Philippines

<sup>1</sup> elmawaddahersya@gmail.com, <sup>2</sup> bambang.pratolo@pbi.uad.ac.id, <sup>3</sup> staraarroyo.dean@yahoo.com

## Abstract

In the classroom, students had difficulties understanding the text's meaning and were unable to respond to questions. The reading process in this case was influenced by the teaching method and the lack of media. For a long time, the school's applied learning systems just gave the students access to materials and textbooks. Teachers need a learning model that will enable them to investigate the student's reading proficiency. In this particular case, the researcher tries to propose a solution by using the interactive compensatory model to propose interesting reading material. This model is the basis for creating reading learning instruments, specifically to improve reading comprehension. This model is the basis for creating reading learning instruments, specifically to improve reading comprehension. This research is development research. The type of data used in this study is a qualitative data. The data collection techniques and instruments used in this study are questionnaire and interviews. The result of this study is the eBook supplementary reading material for class 7 was rated as very good by English teacher and based on student responses and assessments.

**Keywords:** Interactive Compensatory Model; Reading Skill; eBook

## INTRODUCTION

Education has a significant role in order to develop a country. A nation's progress is significantly influenced by its educational system. Because of this, the government raises the standard of education in Indonesia. The government has worked very hard to improve educational standards. The curriculum is being revised, teachers' abilities are being enhanced, and resources and media are being made available to help the teaching and learning process.

The teaching and learning process is also very crucial on the success of students in understanding the material presented by the teacher. So that teachers are required to use media that attracts the students' attention, especially in English lessons. Teachers must be able to create innovative instructional materials (which may take the form of printed, audio, audio-visual, or interactive teaching materials) in line with the developments of information technology and student development.

English is a language that can be used for both spoken and written communication. Understanding and communicating information, ideas, and emotions while also developing science, technology, and culture are all aspects of communication. The ability to communicate in English is a necessary skill for taking advantage of global opportunities, but learning the language also needs to take consideration all other aspects of life, particularly education, in order to ensure that children are able to learn new information effectively (Santosa, et al. 2020). Reading activities are an integral part of learning any field of study, including languages. Reading is a daily habit that is crucial for a person's social, intellectual, and personal development. Bernhart, quoting Ediger (1991), supports this claim by seeing reading as an

interactive, sociocognitive process that involves the reader, the text, and the social setting in which the reading activity takes place. The primary subject that needs to be taught in schools is reading. It is possible to determine if a school is successful or unsuccessful based on the reading instruction it offers (Van Proyen and Clouse, 1994). Around 75 percent of all in-class learning activities require reading. It is clear from the previously mentioned statement how reading instruction affects other aspects of learning.

Teachers usually apply a conventional technique to the reading learning process in order to help students improve their reading abilities when learning English. This statement is in line with Winograd and Greenlee's (1986) claimed that "Teachers are spending too much time managing children through materials by assigning them activities and asking questions and too little time engaged in the kind of teaching that will help children into independent readers".

As the result of pre-liminary research that conducted on 29<sup>th</sup> May 2023 at SMP Negeri Satap Rhee, the students frequently found some difficulties when reading. The teacher confirmed, when the students trying to identify the main ideas in each paragraph during the learning process, they find particular difficulties. The roots of those problems are the students' inability to comprehend the text and the lack of students' understanding in English language. The reading process in this particular case was influenced by the educational methodology and the lack of media. The teacher should give an alternative to create different and better learning environments. To help the students feel confident in reading and finishing assignments, teacher need to implement a new methodology. To help students reach their learning objectives, teacher's learning media could be based on the students' cognitive capacities.

Based on the pre-liminary test result, when trying to identify the main points in each paragraph during the learning process, students find some difficulties. As a result, students said they were bored in class. Also, the students showed little interest and motivation in the material presented in class. The result of this was that the students did not participate in the class or simply remained silent during the lesson. In the classroom, students had difficulties understanding the text's meaning and were unable to respond to questions. Students struggled to understand how a text literally or how to locate the solutions that came from the text overall. The reading process in this case was influenced by the teaching method and the lack of media. For a long time, the school's applied learning systems just gave the students access to materials and textbooks.

Teachers need a learning model that will enable them to investigate the student's reading proficiency. Students can develop their cognitive processes by using this learning model. Reading comprehension, according to Torgesen (2000), is a process that incorporates both cognitive and emotive processes. To help students feel comfortable with reading comprehension and task completion, teachers need new methods. In order for students to attain their learning objectives, teachers' learning materials should be based on their abilities. The teacher must employ a teaching model in order to address the problems mentioned above. Students engaged in complex intellectual processes while using the interactive compensatory model; in addition, they recognized word meanings and considered verbal concepts.

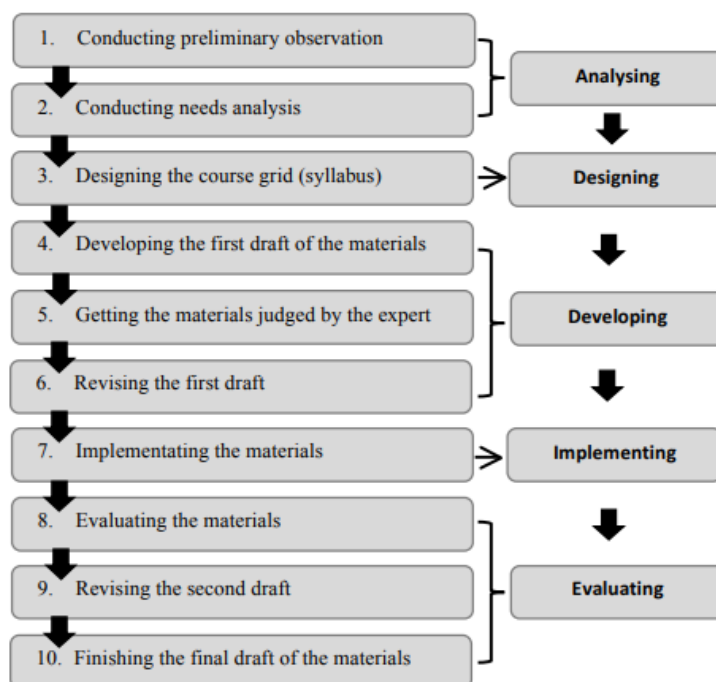
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## METHOD

This research is development research. Sugiyono (2013) states that "research and development methods are research methods used to produce specific products and test these products' effectiveness". Researchers must first do a problem analysis in order to make sure that the solution they make will solve the problem in question, and the researcher must then test its

effectiveness. According to Nieveen (1999), development research is study that is used to facilitate the development of products that fulfill reliable, usable, and efficient standards. The aim of this research is to create new products or improve those that already exist. An eBook will be created as a result of this research in order to motivate students to develop their reading skills.

The development processes used in this study were modified in accordance with the needs of the researcher from the ADDIE development research steps. The following are the processes for developing learning media in line with Branch's (2009) ADDIE model. This table below will explain about the steps of learning media development according to Branch (2009) by using ADDIE model.



(Hadi & Priyana, 2018)

**Figure 1. ADDIE steps**

## RESULTS AND DISCUSSION

### Results

Interactive Compensatory Model (ICM) is a theory that focuses on how the students utilize various language learning strategies to compensate for gaps in their language knowledge. This model employ combinations of strategies, such as context clues, guessing, or asking clarification, to understand and communicate in a second language. Based on this reasons, the researcher finally developed a reading supplementary material that are suitable for the students in grade 7 for reading learning.

The learning materials produced by this research is a supplementary reading eBook. The target audience for this product is junior high school students in grade 7, specifically for the reading learning materials. It is believed that by conducting this research, students will be able to comprehend the text better. The ADDIE research model—which refers to analyze, design, development, implementation, and evaluation—is the model that researchers applied to create eBook products for junior high schools in grade 7. The steps involved in media research and development are explained as follows:

## 1. Analysis

In order to make sure that the products developed are in line with the learning goals and objectives, the first step in this research and development process is needs analysis, which is done by conducting interviews and giving questionnaire to the students in order to learn about the media and instructional materials used in schools. At this point, the researcher conducted analyses of student character, including the problems and difficulties faced by the students in reading comprehension, curriculum analysis, material analysis, and product need analysis.

Based on the results of observations, the following results were obtained:

### a. Product need analysis

Analysis of the needs for the product is done through interviews about the educational resources used in the classroom. According to the interview's findings, PowerPoint and printed English books were the learning tools used. In order to prevent student boredom and increase their enthusiasm for engaging in the learning process, teachers want interesting products like eBooks.

### b. Curriculum analysis

Understanding the curriculum used in schools can be obtained through curriculum analysis. Curriculum 13 is the curriculum used at SMP Negeri Satap Rhee. The goal of the 2013 curriculum is to help students become better in observing, questioning, reasoning, and communicating (presenting) what they have learned or come to understand from the course material.

### c. Material analysis

The purpose of this research is to identify and limit the content that will be used for the creation of eBooks. Reading is the main material used in this development.

### d. Students' character analysis

The purpose of student character analysis is to find out the personality of SMP Negeri Satap Rhee students. According to the findings of English teachers' interviews conducted on May 29, 2023, students showed little interest in reading the assigned material, caused by some problems such as the difficulty of using English, lack of media, and not all students can understand English. This is a result of their boredom with the classroom activity especially in reading. Based on these problems, the researcher developed a supplementary reading material to help the students to improve their reading comprehension skills.

## 2. Design

At this point, the researcher proposed a supplementary material in reading comprehension. This eBook based on the students' need in reading learning in order to improve students' willingness to learn. The planned draft serves as the basis for adjusting the media design. In this case, researchers developed material in the form of compensatory reading material with various activities in order to increase students' understanding of reading learning. The English supplementary reading materials were developed as a response to issues dealing with inadequacy of the existing materials used in English class. The newly developed materials met the students' necessity in having materials including several activities including creativity and critical thinking. The researcher created the first eBook design, which is as follows:

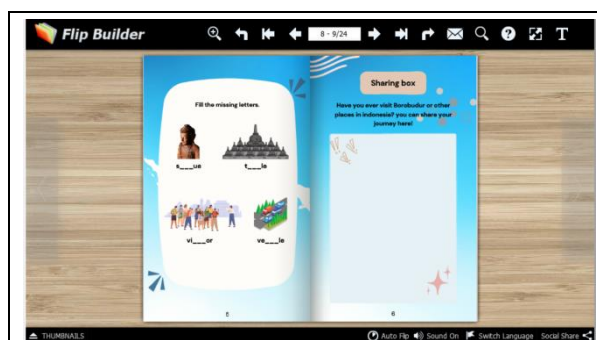
### 3. Development

Book cover	Before-reading activity section	Reading text	After-reading activity section

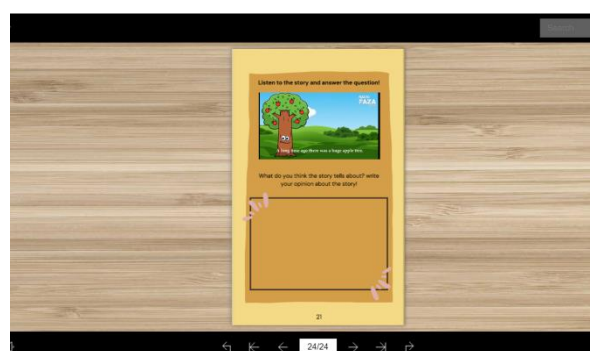
Product development is the next step after designing the digital flipbook. At this point, a digital flipbook evaluation is conducted to assess the viability of the developed product. Several suggestions were offered during the review process so that it might be used as guidance to enhance and polish the produced digital flipbook. At this stage, there are several improvements made in terms of improving the quality of the eBook. The following are some additions to the eBook:

	Adding the output and table of content
	Deleting the before-reading activity section to another activities.

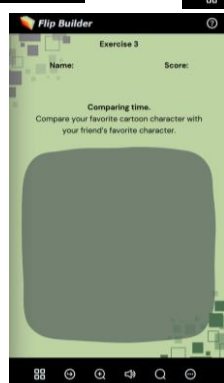




Adding activities in order to train the students' creativity and critical thinking



Adding video to the eBook to give students visualization in reading learning



Adding more critical thinking exercises

#### 4. Implementation

The implementation step was conducted at SMP Negeri Satap Rhee at November 30<sup>th</sup> 2023. After the eBook has been developed, the eBook is validated by the English teacher, and after that the eBook is implemented to the students. Student data was collected at SMP Negeri Satap Rhee. The eBook assessment was carried out using a small class test carried out by grade 7 students. The assessment was carried out using a Google Form questionnaire which consisted of 8 questions.



Table 1. The Result of Assessment

No	Aspect	Percentage	Category
1.	eBook display	83,92%	Very good
2.	eBook quality	87,5%	Very good
3.	Materials	89,28%	Very good
4.	Usage	96,42%	Very good
5.	Language used	82,14%	Very good

#### 5. Evaluation

The purpose of this evaluation phase is to find out whether the developed eBook is feasible. The following are the comments and suggestion from the lecturer and the result of English teacher's validation sheet.

Comments and suggestions

Before	After	Comments
		Name of the author should be at the bottom.

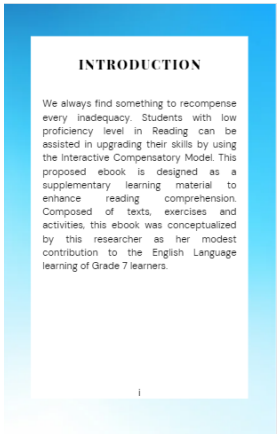
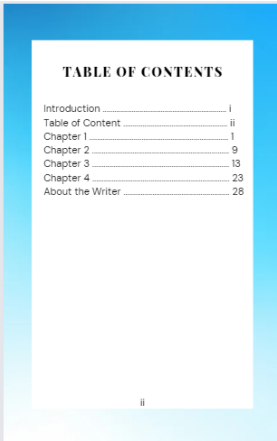




	 	<p>Adding introductions and table of content.</p>
	   	<p>Adding more chapter and other exercises.</p>



Table 2. English Teacher's Validation

No	Aspect	Percentage	Category
1.	Content eligibility	75%	Good
2.	Presentation eligibility	87,5%	Very good
3.	Language eligibility	83,3%	Very good
4.	Product quality	100%	Very good
5.	Graphic feasibility	100%	Very good
6.	Practicality	100%	Very good

Based on the result above, the interactive supplementary reading material eBook is accepted as a reading learning media for the grade 7 students of SMP Negeri Satap Rhee.

## Discussion

In response to concerns over the weaknesses of the current materials used in English classes, the English supplementary reading materials were developed. The recently created materials satisfied student's need for resources that addressed the country's native tongue, Indonesian. Students' interest in studying the language and other aspects of Indonesia can be increased by familiarity with the country itself. This fits the description of quality materials provided by Richards (2001), which states that quality resources should increase students' interest. There are other passages in the materials that discuss Indonesia. The children had to apply their reading methods and abilities in order to understand the material. The techniques improved each student's comprehension of the passage. According to Howard and Major (2005), the resources need to strengthen the students' language skills and strategies. Additionally, as Richards (2001) said, the materials have to motivate students to practice. Students' evaluation on the content of the materials show that they are satisfied enough with the texts with various topics.

The material's passages were modified to make them more relevant to the student's backgrounds. The materials' contextualization conformed with Howard and Major's (2005) list of qualities for high-quality materials. The exercises, which take the shape of assignments, are designed to help students improve both their language and reading comprehension. Every assignment came with detailed instructions on how to complete it.

A theory in second language acquisition called the Interactive Compensatory Model (ICM) focuses on how language learners use different learning strategies to fill up the gaps in their language knowledge. In accordance with this approach, language learners use a variety of techniques to comprehend and interact in a second language, including guesswork, context clues, and asking questions.

## CONCLUSION

Based on the results of the research and discussions that have been carried out, conclusions can be drawn, as follows:

1. The eBook supplementary reading material for class 7 was rated as very good by English teacher and based on student responses and assessments. As a result, it was approved for usage at SMP Negeri Satap Rhee.
2. The students' answers in the class test about the eBook supplementary reading material for class 7 were rated as very good.

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