



Learning Outcomes of Reading Skills for Procedural Texts Using a Constructivist Approach through Student Worksheets

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ABSTRACT

This study aims to explore: 1) the learning outcomes of procedural text reading skills using a constructivist approach through student worksheets; 2) the similarity of learning outcomes of procedural text reading skills using a constructivist approach through student worksheets per sample group. The study was conducted at SMP Negeri 1 Lawa, which took place in the odd semester of the 2024/2025 academic year. The population of this study consisted of 7th-grade students at SMP Negeri 1 Lawa, who participated in learning procedural text reading skills using a constructivist approach through student worksheets. They numbered 54 students divided into two parallel classes. The sample was determined at 48 students through a statistical formula, divided into 24 students per parallel class, selected by simple random sampling with a technique without replacement. Data on learning outcomes of procedural text reading skills using a constructivist approach through student worksheets were collected using a multiple-choice test instrument arranged based on test specifications. Data on learning outcomes of procedural text reading skills using a constructivist approach through student worksheets were analyzed using parametric inferential statistical procedures, namely the one-sample t-test and the independent sample t-test. Research results: 1) the learning outcomes of procedural text reading skills using the constructivist approach through student worksheets are in the high category; 2) the learning outcomes of procedural text reading skills using the constructivist approach through student worksheets per sample group do not differ.

Keywords: learning outcomes, reading skills, procedural text, constructivist approach, student worksheets

INTRODUCTION

Reading, in the sense of skillfully grasping the meaning of written texts, is a crucial activity for students at all levels of education. Therefore, students need to master narrative text reading skills.

For elementary school students, narrative text reading skills are essential. This is because reading skills facilitate students' participation in learning activities in each subject, both autonomously and through integrated learning.

For secondary school students, narrative text reading skills are also crucial because they can strengthen learning in all subjects that use textbooks as teaching materials, including Indonesian language teaching itself.

At the senior high school level, narrative text reading activities become even more urgent. Internally, narrative text reading skills are essential because they are the goal of Indonesian language learning, particularly in the reading aspect. Externally, narrative text reading skills empower students to generate diverse ideas for every subject that uses written teaching materials. This means that if students have high narrative text reading skills, then their chances of understanding other subjects that use teaching materials containing narrative texts, such as Islamic Education and Character Education, Pancasila and Citizenship Education, Natural Sciences, Social Sciences, and Mathematics, are very large or vice versa.

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Narrative text reading skills are considered essential. The narrative text chosen as the basis for learning is procedural. This was selected for two reasons. First, the structure of procedural texts is closely related to narrative texts for various science and social science subjects in junior high school. Second, procedural texts are a group of factual narrative texts closely related to everyday life. Third, procedural texts are considered the basis for Indonesian language learning in seventh-grade junior high school (Kosasih, 2014; Mahsun, 2014).

Learning is more engaging for students if an inductive approach is used. An inductive approach is a learning approach that does not begin with specifics but rather with generalities. The approach in question is constructivist.

The constructivist approach uses Needham's five-phase model. As the name suggests, these phases are orientation, idea generation, idea reconstruction, idea application, and reflection (Mahamad, 2014).

First the orientation phase. Through this phase, the teacher facilitates students' ability to express ideas orally and in writing. The idea is entirely unrelated to the learning objectives. For example, through images, students are motivated to express their ideas (Jasin & Shaari, 2012).

Second is the idea generation phase. Through this phase, students are facilitated to answer questions and/or express ideas about the learning material. In this context, the teacher has not yet delivered the learning material to the students. Furthermore, the teacher is not permitted to direct students to answer questions (Waseso, 2018).

Third, the idea reconstruction phase. Through this phase, the teacher facilitates students to match the ideas in the second phase with the ideas or learning material presented by the teacher, either verbally or in writing, in special teaching materials (Putrayasa, 2010; Wiradana, 2012). Typically, the ideas generated in the second phase regarding the learning objectives do not align with the available learning material. In this situation, students are asked to generate new ideas related to the learning

material. In other words, during this phase, the teacher presents the learning material to the students.

Fourth, the idea application phase. During this phase, teachers facilitate students' work on questions that align with the indicators (Sukadi et al., 2009; Barlia, 2015). In other materials, students practice answering questions to apply the learning material provided in the third phase.

Fifth is the reflection phase. This phase involves reviewing the ideas generated in the second phase with ideas derived from the teaching demonstration in the idea reconstruction phase.

To strengthen the use of the constructivist approach, a manual teaching module was used. The structure of the manual teaching module is fivefold, in line with Needham's five-phase model. First, the orientation phase contains several images as a basis for students to express their opinions freely. Second, the idea generation phase contains two units of practice questions. Each unit contains 18 questions corresponding to indicators of procedural text reading skills. Third, the idea reconstruction phase contains instructional demonstrations on procedural text reading skills. These demonstrations are divided into the core structure of procedural texts, namely objectives, materials, tools, and processes. The language group contains instructional demonstrations on the main sentence and two supporting sentences in each core structure of the procedural text.

Furthermore, there is instruction on the main idea and two supporting ideas in each core structure of the procedural text. Fourth, the idea application phase consists of two units of reading skills questions for procedural texts, each containing test indicators. Fifth, the reflection phase provides a look back at the learning procedure, from the idea generation phase to the idea application phase, focusing on the differences and similarities between initial and final knowledge.

Based on the above, research is needed. This study is entitled "Learning Outcomes of Procedural



Text Reading Skills Using a Constructivist Approach through Student Worksheets”.

This article contains several problem formulations. The problem formulations are presented below:

- 1) What are the learning outcomes of procedural text reading skills using a constructivist approach through student worksheets in seventh-grade students at SMP Negeri 1 Lawa?
- 2) Are the learning outcomes of procedural text reading skills using a constructivist approach through student worksheets similar in each sample group?

The research objectives are then presented. “The objectives of the study are to describe:

- 1) the learning outcomes of procedural text reading skills using a constructivist approach through student worksheets in seventh-grade students at SMP Negeri 1 Lawa
- 2) the similarity of learning outcomes of procedural text reading skills using a constructivist approach through student worksheets in seventh-grade students at SMP Negeri 1 Lawa per sample group.

The study has several benefits. First, from a supervisor's perspective, this article is helpful because it can be used as material for the principal supervision of Indonesian language teachers in particular and teachers of other subjects in general. Second, from an electronic media perspective, this article is helpful because it motivates other teachers to use Google Forms. Third, from a reading perspective, this article is helpful because it trains junior high school students to recognize and interact with online journal scientific articles.

Relevant articles can be found in online journals. Some relevant articles are:

- 1) Razak, A. (2025). Reproduksi Teks Prosedur Topik Matematika dan Sain Berbasis Kelayakan Isi dan Kelayakan Bahasa. *Jurnal Pembelajaran Bahasa dan*

Sastra, 4(1), 1–20. <https://doi.org/10.55909/jpbs.v4i1.669>

- 2) Apriliya, S., & Keliobas, S. (2025). The Learning Outcomes of Writing Paragraphs Procedural Skills on Mathematical Topics Using Numerical Substitution Techniques through Special Teaching Materials. *DISCUSSANT: Journal of Language and Literature Learning*, 3(1), 45–52. <https://doi.org/10.55909/dj3l.v3i1.42>
- 3) Devi, P. C., Hudiyono, Y., & Mulawarman, W. G. (2018). Pengembangan Bahan Ajar Menulis Teks Prosedur Kompleks dengan Model Pembelajaran Discovery Learning Menggunakan Media Audio Visual (Video) di Kelas XI SMA Negeri 1 Samarinda. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 1(2), 101-114. <https://doi.org/10.30872/diglosia.v1i2.13>

METHOD

This research on procedural text reading skills uses a constructivist approach through a manual teaching module using descriptive-quantitative methods. This method is also commonly used by researchers in the fields of education and learning (Abubakar, 2021; Balaka, 2012; Razak, 2017). Through this method, the research results are described from various perspectives.

The research took place at SMP Negeri 1 Lawa. This junior high school located in Wamelai, Lawa District, West Muna Regency, Southeast Sulawesi Province.

This research was conducted in the odd semester of the 2024/2025 academic year. The types of research activities during this timeframe included 1) planning activities, 2) implementation activities, and 3) writing research reports in the form of online journal scientific articles.

The study population was 7th-grade students at SMPN 1 Lawa who participated in procedural text reading skills learning using a constructivist approach through student worksheets. There were 54 students divided into two parallel classes. “The sample size was 48 students. This number was

based on a formula developed by Slavin (Amin et al., 2017; Razak, 2015; Santoso, 2023). Each sample member was randomly drawn from the population using a technique without replacement.

Table 1
Sum of Population and Sample

A test instrument was used to collect research data. This test was developed using objective and systematic procedures to meet content validity requirements. Azwar (2016), Akbar (2016), Creswell (2014), and Razak (2020) stated that determining content validity does not involve statistical calculations but rather involves objective procedures to develop test specifications.

First, determine the test format. This article uses a four-option multiple-choice test.

Second, determine the test medium. This article uses a manual medium.

Third, determine the topic of the procedural text. This article uses procedural texts on the topic of mathematics.

Fourth, determine the number of procedural texts used as the basis for the reading test. This article uses only one procedural text.

Fifth, determine the structure and size of the procedural text. This article uses procedural texts structured as objectives, materials, tools, and processes. The length of each procedural text is 95-100 words.

Sixth, determine the source of the procedural text used as the basis for the test. The procedural text in this article is sourced from an online scientific journal article at <https://pembahas.dialeks.id/index.php/jp/article/view/669> (Razak, 2025).

Procedural Text on Mathematics

There is a rectangle. Its length is 12 cm and its width is 9 cm. Therefore, the area of this rectangle is 108 cm². "To determine the process and results

of calculating the area of the rectangle above manually, writing tools are required. These tools are a pen or pencil and a blank piece of paper.

Here is the process for calculating the area of a rectangle based on the data above. First, use the formula for the area of a rectangle: length x width. Second, substitute the formula by replacing the formula with numbers to get 9 x 12 = 108. Third, determine the units of the calculation result, namely cm, to get 108 cm² (Razak, 2025).

Seventh, determine the implicit indicators for the procedural text reading skills test. This test contains six implicit indicators, namely (Razak, 2018):

- 1) main sentence;
- 2) supporting sentence-1;
- 3) supporting sentence-2;
- 4) main idea;
- 5) supporting idea-1;
- 6) supporting idea 2.

Eighth, develop test specifications for procedural text reading skills using a constructivist approach through a manual teaching module. The test specifications are included in the following table.

Table 2
Procedural Text Reading Skills Test Specifications

No.	Indicators	Items per Procedure Text Structure			Total
		Purpose	Material and Tool	Process	
1	Main sentence	1	7	13	3
2	Supporting-1 sentence	2	8	14	3
3	Supporting-2 sentence	3	9	15	3
4	Main idea	4	10	16	3
5	Supporting-1 idea	5	11	17	3
6	Supporting-2 idea	6	12	18	3
	Total	6	6	6	18



Nineth, develop test items for procedural text reading skills. The test consists of 18 items according to the test specifications.

The maximum possible score for each sample member is 18. This score occurs if the sample member can answer all questions according to the key, as each answer according to the key carries a score of one. The minimum score occurs if the sample member does not answer all questions according to the key.

The data on procedural text reading skills using a constructivist approach through a manual teaching module were analyzed using parametric inferential statistical procedures. To answer problem formulation 1, a one-sample t-test was used, with a comparative mean of 14.40, equivalent to a standard score of 80.00. To answer problem formulation 2, an independent sample t-test was used. All calculations were performed using the computer application SPSS.

RESULTS

1. Expository Text Reading Skills

The mean score for procedural text reading skills using a constructivist approach through a manual teaching module for seventh-grade students of SMP Negeri 1 Lawa was 12.52. This score applies to $n = 48$ and a standard deviation of 0.962 based on a test containing 18 items using implicit indicators (Figure 1).

The one-sample t-test value using a comparison mean of 14.20 is 0.00. This t-value is at a significant level of 0.15 (Figure 2). Thus, a substantial level of $0.15 > 0.05$. Therefore, H_0 is accepted. This means that the observed mean of 0.000 is equal to the developer's mean of 0.00. The conclusion is that procedural text reading skills are in the high category.

Figure 1
Screenshot of Descriptive Statistics of Procedural Text Reading Skills Data for a One-Sample t-test via SPSS

Figure 2
Screenshot of One-Sample t-Test of Procedural Text Reading Skills Data via SPSS

2. Expository Text Reading Skills per Sample Group

The mean learning outcome for procedural text reading using a constructivist approach through a manual teaching module for grade VIIA students at SMP Negeri 1 Lawa was 0.00. This value has a standard deviation of 0.00 at n , equal to 24 (Figure 3, first row). The mean learning outcome for procedural text reading using a constructivist approach through a manual teaching module for grade VIIB students at SMP Negeri 1 Lawa was 0.00. This value has a standard deviation of 0.00 at n , equal to 24 (Figure 3, second row). These are the mean, standard deviation, and n values for the data from the two sample groups of grade VII students at SMP Negeri 1 Lawa.

The independent samples t-test value was 0.00 at a significance level of 0.00 (Figure 4). Thus, H_0 was accepted as having a significance level > 0.05 . This means that the learning outcomes for procedural text reading using a constructivist approach through a manual teaching module in grade VII students at SMP Negeri 1 Lawa did not differ significantly between the sample groups.

Figure 3
Descriptive Statistics Screenshot of Text Reading Skills Data Procedure for Independent Samples t-Test via SPSS

Figure 4

Screenshot of Independent Samples t-Test Data on Procedural Text Reading Skills via SPSS

DISCUSSION

The learning outcomes achieved by seventh-grade students at SMP Negeri 1 Lawa are considered high. This is believed to be due to several factors. These influencing factors are discussed below.

First, the manual teaching module. The manual teaching module uses a structure based on Needham's five phases. This phase is highly systematic but has nuances of inductive learning, namely learning that begins with general principles and moves towards specific ones, namely learning objectives. Several scientific articles use the constructivist approach of Needham's five-phase model. These articles include (Niswanti et al., 2023; Darningsih, 2023).

Second, the manual teaching materials. Good learning strategies will not function optimally without the inclusion of learning media that align with learning objectives. Learning media serve to mediate the teacher's written expression with students'. Articles explaining the function of learning media in learning have been written by several researchers, including (Hariyati et al., 2024; Razak, 2025; Achmad et al., 2022; Damayanti & Hamidah, 2023; Dewi & Nurhasanah, 2022; Maryani & Yusparizan, 2023).

CONCLUSION

The conclusion of this article is presented. The conclusions are as follows:

- 1) Learning outcomes for reading procedural texts using a constructivist approach through manual teaching modules in

seventh-grade students at SMP Negeri 1 Lawa are relatively high.

- 3) There is no difference in learning outcomes for reading procedural texts using a constructivist approach through manual teaching modules in seventh-grade students at SMP Negeri 1 Lawa per sample group.

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