

DEVELOPING ZONOSSES-THEMED READING MATERIALS FOR EFL STUDENTS WITHIN THE EMANCIPATED CURRICULUM FRAMEWORK

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Article Info	Abstract
Article History Received: December 2024 Revised: April 2025 Published: July 2025	<i>Although the notion of establishing global education has existed since the early 21st Century, the majority of current EFL textbooks neglect global issues as teaching content. However, existing studies on the implementation of the current Emancipated Curriculum have yet to incorporate authentic materials related to these topics, which remain significantly underexplored. In such a manner, this study introduced a supplementary reading material integrated with zoonoses topic as a part of global health issues nowadays. Utilizing a mixed-method approach to accomplish an ADDIE model, the study presents clear DBR stages. Various instruments, such as questionnaires, interviews, tests, and digital artifacts, were used. Half of the student population was obtained as samples (N=63), and an English teacher participated in this study. The major findings underscore the significant difference in the experiment group students' reading skills based on t-value $(7.011) > \alpha (0.05)$. To a certain extent, user responses (88%) and module evaluation (95%) toward the product were considered very worthy or eligible to be employed for teaching reading in English classrooms. Apart from the empirical evidence, the study offers practical insights for English teachers in similar areas, highlighting the potential of proposing global issue topics to bridge the students' knowledge, skills, and awareness of real-world situations. Shortly, this will contribute valuable direction for the future development of English teaching materials.</i>
Keywords EFL students; Emancipated curriculum; Global education; Supplementary material; Reading Skills; Zoonoses;	
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INTRODUCTION

Indonesia's teachers are currently focusing their efforts on preparing to implement the Emancipated Curriculum (Kurikulum Merdeka), which aims to make learning and teaching more accessible to students. This curriculum's existence brings new strength to Indonesia's education fields in the era of learning 4.0 in the 21st Century (Permatasari et al., 2024). However, transforming from an outdated curriculum to a new curriculum is not a simple undertaking for teachers; they require adequate support from both the schools and the government to succeed efficiently. As declared by Rohmah et al. (2024) uncovered that the Ministry of Education and Culture only provides and supports training programs for intended schools (Mover Schools or Sekolah Penggerak), whereas other schools that implement this curriculum independently are demanded to facilitate themselves, without financial support from the government. Even more, some studies confirmed that a lack of sufficient facilities and infrastructure has prevented the majority of Indonesian schools from implementing this curriculum (Irawati et al., 2022; Sutaris, 2022). Notwithstanding, schools must provide instructional materials, guidance for lesson plans, buildings or rooms with proper equipment

for student learning, internet networks, and IT-supporting devices (Rahayu et al., 2022). The significance lies in the necessity for the learning materials to align with the competencies students want to achieve, hence facilitating enhanced comprehension (Permatasari et al., 2024). Bear in mind that phases, developmental stages, and learning outcomes required of students are adapted to their characteristics, potentials, and needs (Rahayu et al., 2022; Syarochil & Abadi, 2023).

According to Tomlinson (2011), the notion of "material" is used alternatively with "tools" or "resources" in the context of language teaching and learning. Through the formal education path, the Indonesian government has already developed an English textbook called English for Nusantara as a primary source that is available for teachers and junior high school students. Still, a crucial lack has been found in the textbook, which is the reading questions did not address all levels of cognitive process dimensions outlined in Bloom's Taxonomy, merely revealing remembering (C1), understanding (C2), and analyzing (C4) (Arlansyah et al., 2023). Through this evidence, they suggested that English teachers should modify the questions following the purposes of the Emancipated Curriculum, which is high-order thinking skills (HOTS) so that the students can enhance their creativity and critical thinking. Following this matter, English teachers must attempt to bridge the gaps between students' needs and targeted outcomes toward their learning sources through supplementary reading materials, which leads to a well-organized learning and teaching process.

Supplementary materials typically involve knowledge that the textbook does not elaborate on or discuss in detail (Mufauwazah, 2020). Likewise, learning materials should offer students opportunities to engage with authentic English usage in both spoken and written texts (Tomlinson, 1998). There are some reasons why teachers should develop supplementary materials based on McGrath (2013), as follows: modifying unsuitable material in the textbook, addressing the gaps in the coursebook, providing a suitable topic for the particular students' needs and interests, providing the students with supplementary language or skills practice, and providing additional diverse teaching activities.

When choosing learning materials, consider factors such as the suitable learning style, breadth of content, teaching sequence, and pedagogical approach in relevant classes (Budi, 2019, as cited from Permatasari et al., 2024). In the Emancipated Curriculum, the approach to English Language Teaching (ELT) instructed by the Indonesian government is text-based or genre-based (Luhur et al., 2023), which is focused on text in type of modes, whether oral, written, visual, audio, or multimodal (Kemendikbudristek RI, 2022). Additionally, Masuhara in Tomlinson (2013) clarifies that this approach exposes students' vocabulary, the skills-based approach greatly improves reading skills, and the schema-based approach encourages students to discuss their personal experiences relating to the text's topic.

The main teaching sequence of the Genre-Based Approach (GBA) used has four stages, as suggested by Hammond (2001) and Emilia (2016). The first stage is Building Knowledge of the Field (BKoF), which encourages students to activate their prior understanding of the curricular topic and establish a common framework in preparation for connecting with the genre. The second is the Modelling of the Text (MoT) or deconstruction stage, which provides text's models/examples as a reference for students in creating work, focusing on the transformations from the topic to the genre. The next is Joint Construction of the Text (JCoT), which stimulates students and produces text together through guided instruction. Lastly, Independent Construction of the Text (IoT) requires students to produce oral or written texts independently. As far as reading is concerned, there is a model of the GBA cycle introduced by Derewianka & Jones (2016) that has a five-stage framework: (1) Building Knowledge of the Field, (2) Supported Reading, (3) Modelling or Deconstruction, (4) Joint Construction, and (5) Independent Construction. This model is considered appropriate for teaching reading because

the second stage allows students to enhance their understanding of the topic by actively engaging in reading activities connected to the curriculum content and the general text type.

At the same time, if teachers want to give their students more knowledge, they have to provide supplementary materials that are relevant to the subject being learned, which is expected to be creative in selecting a topic or theme that students want (Mufauwazah, 2020). According to Pratama & Yuliati (2016), the responsibilities of foreign language teachers extend beyond teaching language skills but also address global issues and prepare students with the knowledge and skills necessary to actively engage in problem-solving or at least to express attention, sympathy, and understanding toward various situations and challenges, which are crucial to mitigating the spread of problems. They also suggest that English teachers can teach four language skills by performing global issues such as international human rights, peace, health issues, or any related issues about anti-racism movements.

As criticism spread on ELT materials, the majority of coursebooks tend to focus on safe topics like food, shopping, or travel rather than addressing global issues (Erfani, 2012). As a result, the necessity of addressing global issues in language instruction to enhance students' awareness of worldwide problems, alongside the swift development of English textbooks (Davari et al., 2012). This integration aims to make teaching and learning materials more global, which potentially increases students' and teachers' knowledge of global issues as a part of its benefits adaptation. This concern is usually known as “Global Education”, which aims to facilitate students effectively and actively learning languages along with gaining the knowledge, understanding, and commitment to proactively address global concerns as part of the world citizens (Pratama & Yuliati, 2016). Mirroring this, English teachers and students have a chance to be more aware of their surroundings and any new challenges in the future.

While the last five years, studies on the development of supplementary reading materials for teaching English in junior high schools (Amrulloh & Supiani, 2022; Katili, 2023; Putri et al., 2024; Sianturi et al., 2021; Sitorus et al., 2022), senior high schools (Seli et al., 2022; Susilowati & Robiasih, 2021; Zubaidah, 2020), vocational high schools (Annafi et al., 2023; Djamil et al., 2021), higher education (Astutik & Milarisa, 2021) has now been well-documented. However, the existing studies focusing on the implementation of the current curriculum or Emancipated Curriculum have not touched on this. Further, they have yet to adopt authentic materials related to global issues topics, which have been far less extensively explored to date. Among the many possible topics that can be explored under the umbrella of global issues, this study will focus on zoonoses, as zoonotic diseases have become a major public health issue in Indonesia (Negara et al., 2022). To increase our knowledge in the uncharted area, this study set out to investigate the answers to the following research questions:

1. What are the English reading material needs of junior high school students in relation to global issues?
2. How can supplementary reading materials integrated with zoonoses-themed be developed based on their needs?
3. How valid is the product prototype according to expert judgment?
4. To what extent is the final product design feasible for use in junior high school settings?

RESEARCH METHOD

Research Design

This research belongs to Research and Development (R&D), particularly Design-Based Research (DBR), which employs a mixed-method approach to ensure comprehensive data collection and analysis. DBR is particularly suited for educational research conducted in authentic classroom settings, as it allows for iterative testing and refinement of educational interventions based on real-world feedback (Al-Aghbari et al., 2021). This makes it an ideal framework for designing and evaluating supplementary reading materials that address students'

actual needs. Underlying the definition above, the researchers develop supplementary reading material using the ADDIE model proposed by Branch (2010). It covers five steps: analysis, design, development, implementation, and evaluation, which are straightforward to grasp and execute in the research product development process (Hidayatulloh et al., 2019; Rubini et al., 2018). Together, the DBR approach and ADDIE model enhance the study's methodological rigor and relevance to the educational context.

Research Participants or Population and Sample

Since the concern's textbook issue lies on English for Nusantara as an English textbook for junior high school students, this research was conducted in a junior high school in the Yogyakarta Special Region. The sample came from nine graders, with 63 students from 120 of the population and one English teacher who was responsible for teaching them. They were chosen through convenience sampling based on Fraenkel & Norman (2006), a group of individuals who conveniently are accessible for research. This is the predominant sampling method used for educational research, which is favorable in terms of time, cost, and effort needed. In this case, the researchers employed a convenience sampling method to select the group samples that were readily available due to the limitation of school access. Nevertheless, it is important to acknowledge that this method may limit the generalizability of the findings, as the sample may not fully represent the broader student population.

Instruments

The research uses distinct instruments to gather the requisite data to reveal the specified research inquiries: questionnaires, semi-structured interviews, tests, and documentation. A questionnaire developed by Kholis & Azmi (2023) was adopted to determine students' needs in developing an interactive, multimodal English E-book oriented toward 21st-century skills. In addition, the expert judgment questionnaire proposed by Mardanti & Abadi (2021) was adopted in this study, which assesses lesson content, instructional design, and learning media toward the product. Here, it was validated by a lecturer from the English Language Education Department at Yogyakarta State University. On top of that, the user response questionnaire proposed by Ramdani et al. (2021) and the module evaluation questionnaire suggested by Mohamed (2013) were utilized to finalize the final product, which was addressed to both an English teacher and students. Likewise, an English teacher and several students were interviewed using a semi-structured interview guide. The interview sought to verify the quantitative results based on learning goals, necessities, lacks, and wants. Next, reading tests were administered to students to measure the improvement of the student's reading skills. To ensure the consistency and objectivity of the test scoring, inter-rater reliability was applied in evaluating the reading test results. Lastly, digital artifacts such as the curriculum, learning module, and learning materials that the English teacher used were included in the documentation.

Data Analysis

Data were analyzed quantitatively and qualitatively in order to enhance the validity of the results by confirming findings across different types of data. Firstly, a descriptive statistic was utilized to identify students' needs based on the questionnaire results. The 4-level Likert scale questionnaire (4:Strongly Agree-1:Strongly Disagree) was administered to students based on the highest percentage of each item in the questionnaire. Items with the highest frequency were considered to represent students' conditions. Otherwise, the 5-point Likert scale (5:Very Good-1:Very Poor) was applied to the expert judgment and module evaluation questionnaires. Following the interview results, a qualitative descriptive was employed to crosscheck the initial results. After that, the researchers began with document analysis to address the learning objectives, design the blueprint, and develop the product prototype. Secondly, the validity of the product will be determined by administering the expert judgment

questionnaire to the evaluator. In order to interpret the validity level of the product design, the total score obtained was calculated using the criteria of product feasibility proposed by Jannah & Julianto (2018). Further, the current study serves as the product's implementation through quasi-experimental research. To clarify, a non-equivalent group design was applied to compare the effects of a treatment on groups of students who were not randomly assigned to the treatment. Hence, an inferential statistic, such as an independent T-test, was used to examine the effect of the product used in the group sample. Also, to conclude the product's feasibility, the evaluation phase aimed to obtain an assessment and judgment based on the user response checklist and module evaluation results from students and a teacher, which were to be taken as finalization and then interpreted based on Jannah & Julianto (2018) criteria.

Table 1
Percentage of Product Validity Criteria (Jannah & Julianto, 2018)

Percentage	Criteria
81%-100%	Very Good
66%-80%	Good
51%-65%	Enough
35%-50%	Not enough

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The initial phase of the need assessment process involves collecting data from students, an English teacher, and the teaching kits used in the particular setting of the Junior High School. Having discussed this, 63 students participated in our needs analysis, which revealed the total number of participants (N=63) regarding students' age and gender. First, they come from ages between 13 to 15 years old. Second, males represented only 34.9% of the participants (N=22), with most female students (N=41;65.1%).

To further ensure the participants' background in learning English, the researchers primarily asked them as a part of the students' profile. The findings show that most participants have been exposed to English since elementary school and have enrolled in an English program/course/private. Besides, they perceived an intermediate level of English skills based on self-rating.

Students' Needs Analysis

Superior findings are seen for students' necessities, wants, and lacks. The following chart presents the students' necessities in terms of language skills to be learned.

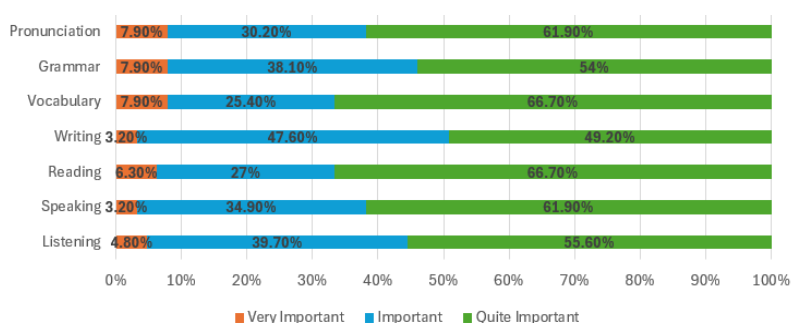


Figure 1. Students' Necessities for Language Skills

From Figure 1, it can be seen that by far the greatest demand is for reading (93.7% of students agreed) and vocabulary (92.1% of students agreed) rather than other skills. The next findings confirm the students' preference for the product concepts. The participants emphasized the attractiveness of content and visuals (96,8% of students agreed), the completeness of the

practice examples (95.2% of students agreed), and the pictures and colors (80.9% of students agreed).

Moving to the students' wants, the participants preferred to learn English through games, simulations, role-plays, etc. (92.1% of students agreed), group discussion (85.7% of students agreed), and individual assignment (82% of students agreed). Additionally, the participants also informed that they preferred to learn English by providing interesting learning material in terms of appearance and content (63.5% of students agreed), learning materials that motivate students to develop learning strategies (52.4% of students agreed), learning material containing visual images and audio (57.1% of students agreed), and learning materials that discussed a global issue (70% of students agreed). Strong evidence of language skills was found when addressing the students' problems or lack. They confirmed that they were often challenged to identify unfamiliar words or vocabulary (68.2% of students agreed), determine the main ideas of the text (52.3% of students agreed), and struggle to answer critical reading questions (57.1% of students agreed).

Based on the interview results from students and an English teacher, several important points can be highlighted. First, English teachers are expected to incorporate global issue themes in their teaching, aligning with the directives of the Emancipated Curriculum. Additionally, English learning content is encouraged to utilize authentic materials that reflect real-world use. The integration of multimodal content that connects with real-world topics is also considered essential to enhance student engagement. To maintain interest and motivation, learning methods and activities should be enjoyable and consistently appealing to students. Despite these efforts, students reported challenges in reading skills, particularly in vocabulary recognition. They expressed a preference for reading content that supports vocabulary enrichment. Furthermore, students favored collaborative activities, such as group work and diverse digital exercises, as preferred learning strategies.

These views surfaced mainly in terms of respecting students' conditions and expectations in learning English. Reflecting on the need analysis results, the researchers propose to develop supplementary reading material for teaching report text based on the zoonoses theme as a part of current global issues. A consideration as to why it has become the main topic is that Indonesian public health has been alarmingly affected by zoonotic diseases, which have become major national health issues over time (Negara et al., 2022). Following this, the report text is apparently the best option for the selected genre of text on this topic. Through zoonoses-themed, report text enriches reading lessons by combining language skills with scientific knowledge, encouraging critical thinking, and addressing real-world issues.

Once identified and determined students' target needs, it moves on to the learning material design and development. The design phase primarily constructed the blueprints such as *Alur Tujuan Pembelajaran (ATP)* and course grid. Those instructional kits helped the researchers to organize the learning objectives, materials, activities, and assessments. Having produced the blueprints, it goes on to develop the first product version, which comprises two objectives to achieve (Sari et al., 2023; Cahyadi, 2019). Initially, create or modify educational resources that serve as instructional materials to attain specific learning objectives. Then, select the most effective learning materials to facilitate the accomplishment of its objectives. This product adopted the GBA cycle introduced by Derewianka & Jones (2016) due to having more exposure to reading activities in the teaching and learning process. For example, Figure 3 demonstrates a Modelling of the Text (MoT) stage where students observe the provided report text and recognize its language features (passive voice) and generic structure.

In this phase, the learning materials that have been designed are developed through the Canva platform. They belong to authentic materials such as YouTube videos about zoonotic diseases, online newspapers, and authentic short functional texts. Moreover, two external online platforms such as Google Drive and Quizziz were used to support students' learning experience

and engagement. Besides, the learning activities were developed under the blueprints as the realization of students' requests (e.g., game-based learning activities in the form of a crossword puzzle).

Product's Validity of Expert Judgment

Then, after entering all the content's products, the first draft was proposed to an English Language Teaching (ELT) expert to validate the product design. Below are the results obtained from expert judgment questionnaires.

Table 2
The Validation Results from ELT Expert

Aspect	%	Interpretation
Instructional Design	92%	Very Good
Lesson Content	93%	Very Good
Learning Media	97%	Very Good

As shown in Table 2, there was a significant positive response from an ELT expert regarding the product design, which was considered very good in all aspects. Yet, there were some minor comments as suggestions for revising the product following the inputs. First, revise and proofread the grammatical mistakes of each sentence within the design using Grammarly. Second, change the exclamation marks in instruction sentences to dots. Last, change the conversation text to a written report text. Once the researchers revised the product, the expert declared to recommend further attest to this. In other words, these findings suggest that our product is eligible if used as English reading materials in small-scale classroom implementation.

Final Product Feasibility

The feasibility of the supplementary reading material for teaching report text based on the zoonoses' theme was conducted in the implementation phase through quasi-experimental research and evaluation phase by distributing questionnaires. The experiment began with a pre-test, followed by four meetings for the intervention. Then, participants were demanded to take part in the post-test.

Table 3
Descriptive Statistics of Reading Test Results

Group	Test	N	Mean	Std.Dev
Experiment	Pre-Test	32	57.98	8.87
	Post-Test	32	75.7	9.73
Control	Pre-Test	31	58.49	9.15
	Post-Test	31	65.63	10.28

This table obviously reveals the improvement of students' reading scores in pre- and post-test in both groups. The range of mean scores between experiment ($M=75.7$; $STD=9.73$) and control ($M=65.63$; $STD=10.28$) groups were 10.1 from post-test scores, which portrays there is also a difference in students reading scores in the pre-test and post-test. This confirms that there is a better improvement in students' reading skills taught using the product compared with the counter group, which was not given distinguished treatment or only used conventional reading material. Turning now to the experimental evidence on T-test results. Before that, the data was confirmed to be normal and homogenous. Inferential analysis results are set out in Tables 4 and 5.

Table 4
Paired Sample T-test (post-pre) Results

Group	Mean	t	df	Sig.(2-tailed)
Experiment	17.722	7.011	30	.000
Control	7.131	2.823	31	.008

This paired sample T-test was executed to compare the means between pre- and post-test scores for each group or to inspect the progress in the experimental and control groups. As declared in Table 4, which exposes that the Sig. value (2-tailed) of both groups is lower than α 0.05, and the t-value is more than α 0.05. These indicate that there is a significant difference between the means of students' reading skills scores in the experiment and control groups. Still, the findings also contemplate the difference in mean scores as the experiment ($M=17.722$) is higher than the control ($M=7.131$) group. Based on this evidence, it can be claimed that students who are taught using the product have better outcomes than the other side.

Table 5
Independent Sample T-test Results

	t	df	Sig.(2-tailed)
Students'	3.99	61	.000
Reading Scores	3.99	60.96	.000

Further test carried out with independent sample T-test concurred with our initial findings, which can be seen that the value of Sig. (2-tailed) obtained is 0.000 and the t-value is 3.99. These values evidently defined a significant difference in reading skills scores between students who were taught using the product and those who received only conventional lectures. According to this finding, the treatment implemented in the experimental group is more effective in enhancing students' reading skills.

The applicability of these new findings is then evaluated by distributing user response questionnaires to the students and evaluating a module to an English teacher.

Table 6
User Response Questionnaire Results

Indicator	Score	Mean	%
Interest	1342	3.55	88.7%
Material	1098	3.48	87.1%
Language	665	3.51	87.9%
Total Score		3.105	
Mean		3.52	
Percentage		88%	
Category		Very Good	

Ramdani et al. (2021) highlight three indicators: interest, material, and language used. First, the interest indicator covers the students' preferences toward the product's content presented ($S=1342$; $M=3.55$; 88.7%). Second, the material indicator focused on the delivery of materials within the platforms used ($S=1098$; $M=3.48$; 87.1%). Finally, the language indicator includes the word choice, its suitability, and its communicative purpose ($S=665$; $M=3.51$; 87.9%). Overall, the user response questionnaire exclaimed that the final product was very worthy to be implemented with a percentage of 88%.

Table 7
Module Evaluation Checklist Results

Criteria	Score	Mean	%
Physical and Utilitarian Attributes	29	4.83	96.6%
Efficient Outlay and Materials	23	4.6	92%
Learning-teaching Content	24	4.8	96%
Language Skills	19	4.75	95%
Total score		95	
Mean		4.75	
Percentage		95%	
Category		Very Good	

Mohamed (2013) underlines four criteria of the module evaluation checklist. Begin with the physical and utilitarian attributes emphasize the appearance and design looks like (S=29; M=4.83;96.6%). Then, the efficient outlay and materials assess book objectives, teaching aids, and teaching method (S=23; M=4.6;92%). Further, the learning-teaching content refers to subject and content, exercise, and social and cultural content (S=24; M=4.8;96%). At the same time, language skills enclose the constructed writing tasks and writing activities (S=19; M=4.75;95%). Together, the module evaluation checklist declared that the final product design was very worthy of being employed with a percentage of 95%.

Discussion

The current study has answered four research questions by developing supplementary reading material using the ADDIE model, which exclusively addressed the most unexplored empirical evidence. First, as informed in the primary findings of the students' needs analysis, the English teacher and students' expectations confirmed that English teachers must integrate global issues, authentic materials, and multimodal content reflecting real-world topics under the mandate of the Emancipated Curriculum. In this case, language classrooms play a crucial role in providing global issues as teaching content to address and influence the lives of people from diverse regions worldwide (Porto & Yulita, 2019). Previous studies have shown that teachers preferred the integration of global issues in English instruction due to its practicality (Yakovchuk, 2004, as cited from Akbana & Yavuz, 2020) and its beneficial effects on students' motivation and willingness (Pratama & Yuliati, 2016; Royal, 2007) across various educational levels that highlight its significant contribution to education (Ead, 2019). Realizing various global issues areas, the researchers offered the topic of zoonoses as part of international health issues. The presence and development in Indonesia became a priority for handling today, based on Adnyana et al. (2023). By incorporating knowledge across disciplines, previous evidence has demonstrated that the advantage of integrating environmental issues in EFL teaching contributed to developing students' awareness and communication skills (Paradewari et al., 2018). This notion points out that selecting such a topic in ELT is expected to comprehend and address global consciousness among students through supplementary materials.

Second, the supplementary reading material was designed in the form of an E-book as a learning platform. The E-book enables the presentation of interactive multimodal information such as illustrations, spoken reading, written texts, music, and animations into a single unit, which users can access on the screen to appeal to sound and animation (López-Escribano et al., 2021). Since reading was emphasized in this study, Öztürk (2021) claims that E-books potentially promote reading skills through digital forms, as they incorporate designs that attract various student characteristics. Besides, the concept of multimodal E-book foster literacy development by combining visual elements, text repetition, animations, and sounds to enhance vocabulary, while allowing teachers to guide students using interactive tools within the reading text (Kholis & Azmi, 2023). According to Bradley et al. (2017), digital multimodality offers several advantages for language learners: it provides teachers the autonomy to explore what may initially appear to be a peripheral connection relationship to the content of materials. It may be perceived that multimodal supplementary materials through E-book form have the potential to enhance students' abilities to conceptualize in the target language and to draw maps.

Third, prior to implementing supplementary reading material, the first product version should be evaluated by the ELT expert, who has considered it very well-qualified in terms of instructional design (focused presentation), lesson content, and lesson media. Taufikurohman (2018) notes that content and presentation help students to be engaged and immersed in the learning activities. Nevertheless, the expert noted two major comments: the researchers should recheck for grammatical errors in the reading texts and pay attention to the instructions within the coursebook. Since instructions are dominantly presented as guidance on the tasks, it is obligated to consider the sentence structure and language style, too. According to Masuhara &

Tomlinson (2008), instruction to students should not be conveyed through lengthy and complex words; instead, material developers can select the concepts of students' language to make it easier to deliver the message. Meanwhile, sentence structure refers to the syntax of a sentence, including the arrangement of words, phrases, and clauses within its contents (Meyer, 2009). Likewise, language style describes the manner in which linguistic structures work within particular communicative contexts (Hymes, 1971). By the end of these definitions, students can learn to solve problems more quickly if they are provided with models and examples of how to figure out problems through the use of good instructions (Rosenshine, 2012). At this point, the researchers revised the instructions for some activities within the coursebook to make them clear and concise.

Fourth, in the implementation of the supplementary reading material zoonoses-based theme, our statistical calculation results confirmed that the treatment group that perceived the final product showed a significant difference from the conventional group. In similar vein, several studies focus on developing supplementary reading materials for EFL junior high school students have been examined to increase reading skills (Putri et al., 2024), develop reading skills along with cultural awareness (Katili, 2023), promote interest in reading (Sitorus et al., 2022), help in comprehending the text (Amrulloh & Supiani, 2022), and convince cultural-based reading materials motivated them to use English in improving their vocabulary and reading comprehension (Sianturi et al., 2021). Through the achievements that have been made, it can be seen that supplementary reading materials certainly have a good capacity for learning English, particularly materials that adapt themed-based might acquire unfamiliar vocabulary as well as reading skills.

To ensure the supplementary reading material's feasibility, the evaluation phase closed the current study's process that covers the teacher and students' responses toward the product. Our product obtained positive feedback from user responses and module evaluation results as expected. With respect to user responses, Ramdani et al. (2021) found that developing digital textbooks has advantages for students in acquiring knowledge and skills of the basic material. Meanwhile, the results of an English teacher's module evaluation checklist strengthen the previous expert judgment validation, where Mohamed (2013) suggests that the process of selecting EFL textbooks' content could be improved by following his recommendations. For instance, textbooks should be periodically reviewed to ensure they are clear from spelling, grammatical, and lexical errors. Taking into account this argument, the first validation comment lies in the grammatical mistake, which is why this becomes the primary concern of our product design.

Overall, the study offers practical implications for EFL instruction in Indonesia by demonstrating how locally relevant yet globally connected themes, such as zoonoses, can enrich language learning. Integrating authentic, multimodal materials within the framework of the Emancipated Curriculum not only aligns with 21st-century learning goals but also equips students with critical awareness of global issues. This approach supports a more meaningful and contextualized English learning experience, fostering both language proficiency and global competence among junior high school students.

CONCLUSION

Claiming our initial findings, the demand for an emancipated curriculum that allows English teachers to integrate global issues, authentic materials, and multimodal content regarding learning resources must be encouraged in the teaching and learning process. Driven by this expectation, the current study intended to develop zoonoses-themed supplementary reading material for teaching English in junior high school. In light of the implementation and evaluation findings, two major empirical assessments of the product can be drawn. First, our experiment confirmed that the students who used the product were more effective in enhancing their reading skills. Second, the product evaluation from expert judgment and an English

teacher considered it suitable for junior high school students and worthy of implementation. Reinforced by user responses from students, they believed that this product could potentially be applied on small or big scales.

The current study's implications extend beyond the supplementary materials, in which also provide state-of-the-art English learning materials combined with a global education approach to theoretically and practically disclose students' knowledge, skills, and awareness of the environment. Notably, the integration of global health themes—such as zoonotic diseases—into language instruction underscores the relevance of connecting real-world issues with language learning to foster critical thinking and global citizenship. However, the study also highlights a gap in the availability of English materials addressing a broader range of global issues. Therefore, future research is encouraged to explore the development and classroom implementation of English materials that incorporate diverse global themes. Furthermore, addressing curriculum challenges requires strong institutional support. Government-backed teacher training programs focused on global education are essential to empower teachers with the tools and confidence to integrate these themes meaningfully into their instruction.

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