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## **Instructional Design for Reading Comprehension Teaching Materials**

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### **Abstract**

The study aimed to design instructional material for teaching reading comprehension to year ten students at Madrasah Aliyah Khulafaur Rasyidin. This research took the form of development research. The method used in this research was design and development research. As a procedure, the researcher used the ADDIE. However, due to time limitations, the researcher only implemented three phases in this study: analyzing, designing, and developing (ADD). In the analyzing phase, the researcher interviewed the English teacher to determine the actual conditions of the students, the teacher, and the school. In the designing phase, the researcher observed the textbook and the curriculum applied in the school to design the teaching material that meets the teacher's and student's needs. In the development phase, all drafts in the previous phase were made into a teacher's book and organized using Canva. Then, the researcher used internal evaluation to validate the product. After the researcher finished the product, it was given to the English teacher in the target school. In conclusion, the instructional design is useful for teaching reading comprehension to year-10 students of Madrasah Aliyah Khulafaur Rasyidin.

**Keywords:** Instructional Design, Teaching Material, Reading Comprehension, Narrative Text

### **INTRODUCTION**

In teaching reading, materials are at the centre of instruction and influence classroom activities. Teachers must carefully select materials that align with the student's needs. Based on personal communication with the class X teachers of MA Khulafaur Rasyidin, the students did not seem interested in reading. The main issue for tenth-grade students lies in their reading ability since the activities conducted in the reading class were monotonous. As a result, they could not express their thoughts or ask questions. Concerning those problems, the teacher must make exciting materials and techniques to teach tenth-grade students at MA Khulafaur Rasyidin. Story mapping is one of the techniques in teaching reading that can be applied to overcome problems. Story maps enhance reading comprehension by "helping students store and read the materials, identify the relationship among concept and event, organise specific details and understand the hidden message in the text" (Millah et al., 2018). The researcher applied one of the functional texts, narrative text. According to

Lukens, Smith, & Coffel (2013), a narrative text is a text that tells a series of logically and chronologically connected events that are caused or experienced by factors. The purpose of narrative text is to entertain, attract, and hold readers' interest. Referring to the above ground, the researcher researched designing instructional reading comprehension teaching materials.

The instructional design is defined as “a term used in the educational system to describe what experts have done in preparing, designing, developing and implementing each instructional step from pre-teaching activity, before the real teaching in the classroom, during the real teaching in the classroom, and after the classroom teaching, which is known as assessment and evaluation” (Manurung, 2017). In designing an instructional, a credible evaluation tool is required to accurately, objectively and systematically assess its validity. Pappas (2013) proposed several aspects that need evaluation: objective, content, design, and assessment.

Materials are an essential instruction element that the teacher must attend to. Instructional materials can be made from various forms according to the needs and characteristics of the instructional material that will be presented. Manurung (2017) categorizes instructional material into printed, listening, audiovisual, and interactive instructional material. Furthermore, the determination of the subject must be based on the objectives to be achieved.

Reading is one of the linguistic skills that students learn in school. Grabe (2008) states reading is “the process of receiving and comprehending information encoded in language from the medium print.” That means reading skills are the ability to understand written texts. It is a crucial skill for most learners to master to ensure success in learning English and any content class where English is required. Learners will make excellent progress and advancement in all aspects of learning by strengthening their reading skills.

Moreover, reading is an active process that requires recognition and comprehension skills. Reading comprehension is a primary challenge in teaching and learning reading skills. Carrell & Eisterhold, cited in Solikah (2016), describe text comprehension as an interactive process between the readers' existing knowledge and the content. It means comprehension is understanding the meaning or the point of a topic to get the meaning of something, so this is an active cognitive process that acquires the construction of meaning from incoming information and prior knowledge.

The classroom activities consist of pre-reading, while-reading and post-reading (Toprak & Almacioğlu, 2009). Pre-reading activities are conducted to evaluate students' prior knowledge regarding the upcoming topic, clarify any cultural information essential for understanding the passage, familiarise them with the type and purposes of the text they are reading, and provide opportunities for discussion activities. During the while-reading activities, students can assess their comprehension as they progress, enabling them to gauge their understanding of the text. Finally, the post-reading phase concludes the reading class, involving activities to review and reflect on the acquired knowledge. This three-step approach is designed to enhance comprehension and actively engage students throughout the reading process. Encouraging student involvement from the beginning to the end of the reading session fosters a more interesting and effective learning experience, ultimately promoting a better understanding of the reading material.

Story Mapping is an effective instructional tool designed to deepen students' comprehension of narrative structures. In simpler terms, it's a way to help students better understand how stories are put together. (Li, 2007) provides a definition, describing a story map as a visual aid that assists in recognizing the critical components of a story and arranging them in a logical sequence. It's like drawing a map for a story, guiding readers through its different parts. Taking this a step further, Ibnian (2010) proposes that the story mapping technique can enhance students' interpretative skills. This approach goes beyond the surface by encouraging students to create mental images of characters, events, and settings within a story, fostering a deeper connection with the narrative. In simpler terms, it helps students see how the characters and events in a story are connected, making

the story more meaningful and engaging.

Additionally, the benefits of mapping extend beyond the immediate understanding of stories. Farris, Fuhler, & Walther (2004) assert that mapping is effective for teaching stories and serves as a valuable strategy for note-taking and nurturing creative thinking skills. It's like a versatile tool that students can use in English class and other subjects where understanding and organizing information are essential. With this technique, students can seamlessly illustrate the structure of a story. They can arrange the main events in a logical order, using keywords or essential information in their sentences. This method accommodates various learning settings, making it adaptable for whole-class activities, small-group discussions, or individual study sessions. This graphic shows how the story is outlined. It involves identifying and categorizing a story's main events in chronological order.

## METHOD

In this research, the researcher used the Research and Development method to design the reading material as an alternative way to teach the narrative text. After analyzing several research and development procedures, the researcher opted for the ADDIE model by Branch (2009), comprising the Analyze, Design, Develop, Implement, and Evaluate phases.

*Table 1. ADDIE Approach by Branch (2009)*

	Analyze	Design	Develop	Implement	Evaluate
Concept	Identify the probable causes for a performance gap	Verify the desired performances and suitable evaluation techniques.	Create and verify the teaching materials.	Prepare the learning setting and actively involve the students.	Evaluate the effectiveness of the instructional products and processes before and after implementation.

Analyzing is the process of determining what might be causing a performance gap. Designing is the process of determining the intended performance and testing procedure. Development is the process of developing and validating the learning resources. Implementation is the process of preparing the learning environment and involving the student. Furthermore, the evaluation assesses the intended items and processes before and after implementation. However, due to the time limitation, the researcher only completed three phases in this research: analyzing, designing, and development (ADD).

The research product was given to MA Khulafaur Rasyidin in Jalan Soekarno Hatta KM 93, Sungai Raya, Kubu Raya. This research aimed to design reading comprehension teaching material. The students and teacher could use this teaching material in the teaching and learning process. The participants of this research were year-10 students and the English teacher of MA Khulafaur Rasyidin.

The researcher collected data through interviews. The teacher was interviewed to get some essential information, such as class conditions, the student's problems, and the teaching-learning process in the classroom. The interview result was also used to help the researcher design the product. The researcher also asked for suggestions and input from the teacher to help the researcher design the product.

The research applied two instruments to collect the target data. They are the Interview Sheet and Internal Evaluation. The first tool for gathering the data used by the researcher is the interview. This interview sheet was done to discover teachers' problems or difficulties in teaching reading

comprehension. The researcher used audio recording and note-taking to do the interview. The second instrument was internal evaluation, which is a quality assessment procedure carried out within an institution for its own purpose without external parties' involvement. The unit conducts internal evaluation or self-evaluation as a form of quality management or in preparation for external assessment (Campbell & Rozsnyai, 2002). The internal evaluation was conducted to ensure that the product was usable.

The interview result was written in the form of a transcript and used as a guide in designing and making the criteria for the product. The researcher used analysis to analyze the data of this research. Braun and Clarke (2006) state that thematic analysis is “a method used for identifying, analyzing, and reporting patterns within the data.” It was a comprehensive method of qualitative research. There are six phases in the method proposed by Braun and Clarke (2006). The first phase is to become familiar with the data. In this phase, the researcher transcribed and translated the interview and made essential notes on the interview data. In the second stage, initial codes were generated. During this phase, the researcher formulated a preliminary list of concepts related to the data and identified aspects of interest within them. The third phase is searching for themes. In this phase, the researcher selected interview data by focusing on the themes' border levels and sorting different codes. The fourth phase is reviewing themes. In this phase, the researcher checks whether the themes are relevant to the research. Then, in the fifth phase, the researcher outlines and assigns names to the identified themes. In the last phase, the researcher produces the report. After completing all of the phases, the researcher got a list of the essential points that were useful in designing the product.

The researcher used criteria created in the second phase to examine whether the Story Mapping technique is suitable or not to support the teacher as supplementary material in teaching reading narrative text for the students.

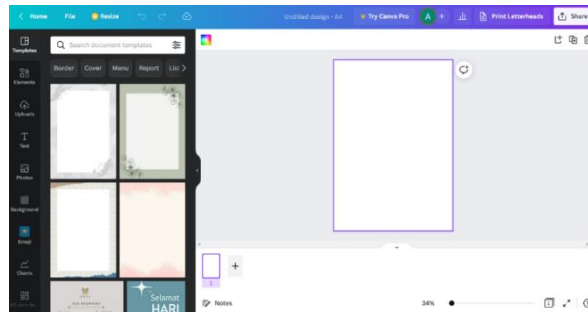
## **RESULTS AND DISCUSSION**

### **Results**

The first phase of this research is the analysis phase. During this phase, the researcher carried out an unstructured interview, wherein a meticulously designed sequence of questions was posed to the interviewee by the researcher to gather pertinent information. The information gathered was about current teaching problems, the available teaching materials or sources in teaching reading narrative text, and the media used in teaching reading narrative text to design materials that could meet the needs of the students. From the interview results, the researcher found that students need a technique to support the teacher in teaching reading comprehension narrative texts.

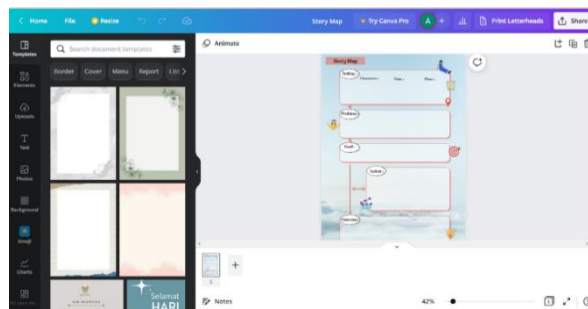
Based on the results of the analyzing phase, the researcher created the materials' concept in the designing phase. The researcher designed this product to assist teachers in teaching narrative text. This product's final result was a narrative reading task that met all the requirements criteria in the analyzing phase. However, during the teaching and learning process, the material of this product should be strategically introduced (Branch, 2009).

The researcher starts working on developing the materials during the development stage. The researcher developed the product based on data from the analyzing and designing phase obtained from the MA Khulafaur Rasyidin's English teacher. The researcher presents some captured figures to understand the product development process, as shown in the following section.

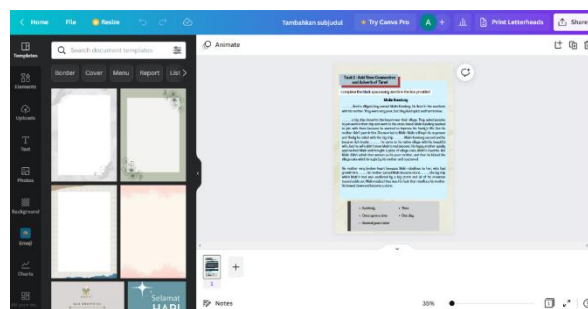


*Fig. 1 Designing the background*

The first step of developing the product was creating the background by applying the template provided by Canva and modifying it a bit. To make it more attractive, the researcher also added shapes, pictures, and colours to it.



*Fig. 2 Story Mapping*



*Fig. 3 Reading Task*

After finishing the background, the researcher created the story maps and the reading tasks. There are five tasks in this workbook, each with different instructions.

The researcher used an internal evaluation evaluated by English teachers to assess the products' usability. The researcher provided several criteria in this part to evaluate the product objectively. Criteria are “the quality or standard of performance considered acceptable” (Branch, 2009). The researcher uses the following criteria to evaluate and observe the product objectively.

Table 2. The Result of the First Internal Evaluation

No	Criteria	Yes	No
1	The materials are based on the textbook.	√	
2	The materials are focused on the reading comprehension narrative text.	√	
3	The materials are structured.		√
4	The contents are grammatical.	√	√
5	The texts are explicit.		√
6	The visuals are clear (background, colours, and graphics).		
7	There is a useful teacher's guide to aid the teacher.		
8	The reading passages aligned with the curriculum.		
9	Compatible with the background knowledge and level of students.	√	
		√	√
10	The content complies with copyright laws, and all quoted material is cited correctly.	√	
11	The assessments are clear and relevant.	√	

Based on the first evaluation result, the product still needs some revisions to fulfil aspects of the criteria.

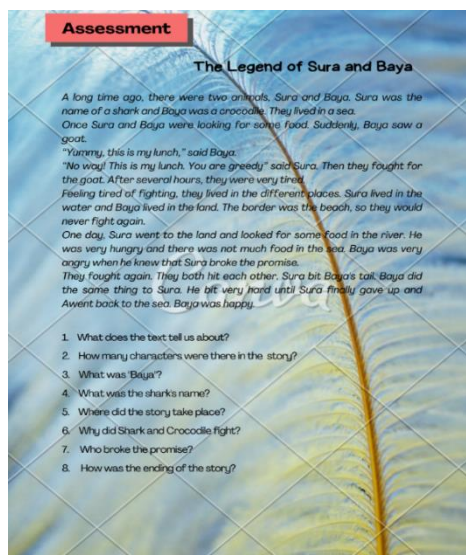


Fig. 4 Before the revision



**TASK 5**

**The Legend of Sura and Baya**

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

"Yummy, this is my lunch," said Baya.

"No way! This is my lunch. You are greedy!" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

source: <https://www.sekolahbahasinggris.co.id/>

**Answer the following questions!**

1. What does the text tell us about? **HOTS**
2. How was Baya's character?
3. What was the shark's name?
4. Where did the story take place?
5. Why did Shark and Crocodile fight?

*Fig. 5 After the Revision*

In the first revision, the researcher fixed the grammatical errors, replaced the background colours with the appropriate ones, changed the font size, and cited the material sources. After the revision, the researcher can conclude that all criteria have been fulfilled. It means that the teaching material product is useful for teaching reading comprehension narrative text to year-10 students of MA Khulafaur Rasyidin.

## **Discussion**

The result of preliminary research revealed some problems that the teachers faced in teaching English. It was the difficulties of students comprehending texts, especially narrative texts. The teaching materials used by the teacher were less able to attract learners and did not provide any reading techniques to foster the student's interest in reading. Alyousef (2006) stated that teachers are responsible for providing appropriate teaching materials to help students learn better, especially in reading comprehension.

However, based on the interview conducted during the analyzing phase, there were some issues during the teaching process in the classroom. English teachers claimed that the students had difficulty comprehending the narrative text. They did not understand the text's content, so they lost motivation to continue reading. Therefore, the student's learning abilities remained below average, particularly regarding reading comprehension. The English teacher also mentioned that the students were not engaged with simple instructional materials such as whiteboards and textbooks during the teaching and learning process. The teaching sources used by the teacher were insufficient to support the teaching and encourage students to learn. Moreover, the teacher did not use techniques in teaching reading comprehension that could make students enjoy and entirely understand the contents and elements of the text. Techniques are used to realize particular objectives by carrying out a specific activity in a certain way or by doing something directly during learning in an appropriate and relevant way (Abdallah, 2021).

The researcher was therefore motivated to design an instructional material product that is a teaching technique to support the process of teaching and learning reading comprehension. After several revisions, the product has finally become usable material to help the teacher in teaching reading comprehension narrative text to year-10 students of MA Khulafaur Rasyidin.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

Derived from the findings and discussion that has been presented in the previous chapter, it can be inferred that the main obstacle regarding the instructional material was that the students seemed less interested because the material used was only textbooks, and they did not understand the characteristics of narrative text, so they lost motivation to continue reading. Based on those problems, the researcher decided to design the instructional material for teaching reading comprehension, with Story Mapping as the teacher's technique to support the teaching and learning reading comprehension process. After finishing some revisions, the product is usable for the teacher to teach the ten-year students of Madrasah Aliyah Khulafaur Rasyidin.

### Suggestions

The researcher anticipates that this instructional design will positively impact and make a valuable contribution to the field of education, particularly for the students of MA Khulafaur Rasyidin, English teachers, and fellow researchers. For other researchers, the following suggestions are offered:

1. Future researchers could enhance this research by implementing all ADDIE approach phases, including analysis, Design, Development, Implement, and Evaluate.
2. Researchers may focus on various texts, such as recount text, explanation text, etc.
3. It is suggested that other researchers explore the story map concept using different research methods.

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