

INSTRUCTIONAL DESIGN OF READING MATERIALS FOR THE ELEVENTH GRADE STUDENTS AT SENIOR HIGH SCHOOL IN LUBUKLINGGAU

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Abstract

The aim of this research is to develop the English reading materials textbook used for students at a Senior High School in Lubuklinggau, and to describe the efficacy of instructional design of reading materials for Students at a Senior High School in Lubuklinggau. The Eleventh Grade Students of SMA Negeri 5 Lubuklinggau were the sample of this research. In addition, this research applied an Educational Research and Development (R & D) by using a simplified six steps of Borg and Gall's model. The six steps were: (1) collecting the research information, (2) planning and drafting the data of research, (3) developing the data of research based 2013 curriculum combined with the result, (4) giving tryout (field testing) to the 11th grade students of SMA Negeri 5 Lubuklinggau, (5) evaluating the English reading materials by the experts, and (6) producing the final product (English reading materials in textbook). The findings of this research showed that the English reading materials in textbook that were developed in this research fulfilled the criteria of R & D model. The instructional design as the specific English reading materials was very important and useful to support the students' reading activities that put not only building the intensive practice for reading comprehension, but also linking to grammar, enriching the vocabulary, and applying the students' knowledge. Moreover, through the English reading materials in textbook, the students could use it with the suitable and the valuable materials, and they must be motivated to increase their reading proficiency.

Keywords: *instructional design, reading materials, Senior High School*

Introduction

English is an international language used to unite the differences of languages in the world for communication, so people are easier to maintain relationship with others in different language background. English is also chosen as one of the unification language in creating world peace, so it is very important to be learned by people who live in non-English countries such as Indonesia.

English becomes an important language in Indonesia especially in education. English is one of the major subjects in determining graduation in Junior High School and Senior High School. Indonesian government has done a lot of efforts to improve education across Indonesia, such as creating *Standar Nasional Pendidikan* and education programs to teach students in rural areas, emphasizing more on character building in education field, and implementing the 2013 Curriculum (K13). Nowadays, in Indonesia there is a transition of curriculum. The former curriculum which is well known as the 2006 Curriculum was replaced by the 2013 Curriculum, or famously known as the K13.

As an effort to improve the education through K13, some pivotal elements must be thoroughly studied. One of the most crucial elements, aside from teachers, infrastructures, and technologies, are media. Textbook can be utilized as students' tools for self-learning both inside and outside the classroom. Based on the personal interview between the researcher and students at Senior High School in Lubuklinggau, a textbook is one of crucial things for students as guidelines to help them in studying English effectively. In addition, students said that a good textbook should facilitate the students' thinking process, and facilitate the complex activity including reading text with vocabulary building in order that the textbook can enhance the students' skill in mastering English especially in reading comprehension.

Therefore, a good textbook leads to a better teaching and learning process, while inappropriate textbook leads to difficulties in achieving the purpose of the study. Therefore, in order to improve the

quality of the textbook, conducting an evaluation and development of the textbook used in this curriculum became important. Thus, this research focused on the evaluation and the developing of the English textbook used in K13, especially for the eleventh-grade students of the Senior High School in Lubuklinggau.

Literature Review

English Language Teaching

Before the English language-teaching era, it was the time of Latin language teaching around 17th, 18th, and 19th centuries. The first method used to teach was Grammar Translation Method. It is a method which focuses on knowing how the set of rules in writing is applied and how to translate the language to other languages. This method emphasizes more on how to learn the language rather than to use the language. Richard (2001) wrote that speaking the foreign language was not the goal, and oral practice was limited to students reading aloud the sentences they had translated. It shows that the purpose of the study is to master on writing and translating the language.

Evaluation and Material Development for Senior High School

Knowing the criteria of a good book, selecting which book teachers should use or evaluate their course book in order to develop or improve the quality of their course book can be done well by teachers, so it resulted in a good progress of teaching and learning process. According to Nation and Macalister (2010), "A systematic approach to course book evaluation can be based on the parts of the curriculum design process", and some questions based on that process are as follows.

1. Does the course book match the environment in which it will be used for students?
2. Does the course book suitable the needs of the students?
3. Does the course book apply appropriate principles of teaching and learning process?
4. Do the aims of the course book match the aim of the course?

5. Does the content of the course book meet the proficiency level of the students and reflect appropriate selection and sequencing principles.
6. Is the course book interesting and utilizing effective techniques?
7. Does the course book completed by tests and ways to monitor the progress?

Instructional Design

According to Driscoll, Klein and Sherman (1994) *instruction* from similar perspective is the deliberate arrangement of learning conditions to promote the attainment of some intended goal. Instruction as a part of education that is develop to help student for focusing on goals of learning. Moreover, design is a systematic process involved (planning, development, and evaluation instruction) as problem solving. The term *instructional design* refers to the systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities, information resources, and evaluation (Smith and Ragan, 1999). Systematic planning is very important no matter what media of instruction are used in implementation. When the instructional medium is not immediately adaptable (as with printed materials, videotaped materials, and computer-based instruction) to have a design that is based on the criteria or principles of instruction, is very crucial thing to be done. The systematic planning needed prior to implementation and the reflection that should occur afterward are well informed, guided, and organized by instructional design processes.

Developing Supplementary Reading Materials

Supplementary material is an additional material made to improve the quality or complement the textbook. In order to improve the quality of textbooks, the supplementary materials should be based on the students' needs and the basic competence. The suitable supplementary materials can motivate, facilitate, enhancing students to master specific skills needed by students. In addition, Reddy (2013)

believes that there are some advantages of supplementary materials listed as follows.

1. Activates the students' creativity
2. The activities can attract students to learn
3. Topples down monotony of the class
4. Encourages situational English
5. Empowers language and communication skills
6. Guides to group work
7. Provides a challenging task

On the other hand, Nation and Macalister (2010) believe that in designing courses, it should consist of outer cycle that includes principles, environment, and needs. While in inner cycle, it consists of goals, contents and sequences, format and presentation, and monitoring and assessment. They need to be determined by teacher. Any course book without these essential features should not be worth considering further, and some possible essential features provide by both of them are as follows.

1. The course book must provide proper materials for the pupils.
2. The course book must focus on the objectives of the study.
3. The course book must be affordable.
4. The size and number of lessons in the course book should match with the length of the course.
5. The course book must not include topics that would harm the religious or cultural sensitivities of the students and their parents.

Reading Comprehension

Good reading comprehension depends on understanding the words you are reading. The more words you recognize and understand in a text, the better your comprehension will be (Mikulecky and Jeffries, 2007). When textbook does not provide useful materials or comply with the national guidelines, problems will occur. The first observable impact is students will have less attention in using textbook. If they are forced to use the flawed book, it will not be that helpful in achieving the goal of the study. According to Snow (2002)

“Reading is the process of simultaneously extracting and constructing meaning through interaction and involvement in written language”. Those theories prove that reading is an activity of absorbing the information from a written text. Brown (2007) states that there are three types of reading are existing. The first is the academic reading, the second types is the job-related reading, and the third is called personal reading.

Method

Research Method

Based on the research aims stated in the chapter I, this research uses Educational Research and Development (R&D) that is formulated by Borg and Gall (1983). It is described R&D as “a process used to develop and validate educational products”. This methodology is also called research-based development. Borg and Gall (1983) explains that the goal of R&D research is not only to develop a product, but rather to discover new knowledge or to answer a specific question about practical problems. For further information, the gap between the research and practice has been abolished by the researchers and educators for many years, and R&D is contributory in building the bridge between the research and the practical activities. It means that R&D serves as an effort to develop product and to enhance the quality of education.

Specification of the Product

The instructional design of reading material was developed specifically for SMA Negeri 5 Lubuklinggau. However, other schools, that have the similar characteristics to SMA Negeri 5 Lubuklinggau, as well be able to use it. The design of reading material (textbook) is to fulfill the students’ needs, this product also aims to achieve the objectives of the 2013 Curriculum. In addition, the difference between this product and the English textbook used in SMA Negeri 5 Lubuklinggau is this product gives the specific materials for the topics in each chapter that relates to the students’ cultures, customs, and habits. Its’ materials contain of the local contents as the students’

needed which completely make it easier for students to comprehend the reading materials and improve their ability in reading. It also presents the other important components of English such as vocabulary, pronunciation, and grammar, while the English textbook used in SMA Negeri 5 Lubuklinggau does not provide the specific materials, and there was no space of students in improving their ability for mastering the other important components of English especially in reading comprehension.

Research Procedure

This research follows the procedure of R&D cycle. It consists of studying the research findings regarding to the product to be developed, developing the product based on these findings, field setting where it eventually is used and revised to patch weaknesses found in the field-testing stage. Ten major steps in the R&D that is formulated by Borg and Gall (1983). The following are the brief description of ten major steps:

1. Collecting the information. It consists of literature review, observing the classroom activities, and preparation of reporting the result.
2. Creating a plan consisting of defining skill, determining the objectives, the sequence of the course, and the testing feasibility.
3. Creating a preliminary form of product-consists of instructional materials' preparation, textbooks, and the devices of evaluation.
4. Conducting a preliminary testing in the field.
5. Creating a main product revision based on the preliminary field test results.
6. Testing the main product revision in the field.
7. Operational product revision - based on the results of main field test.
8. Conducting an operational field testing in the field.
9. Creating a final product revision based on operational field-test results.
10. Spreading and using the final product

Collecting the Data

To confirm that those three documents are already in line with the students' needs, having interview with the English teacher, observing the teaching and learning process in the classroom, as well as taking the necessary notes in order together more information are also conducted.

Data Analysis

In developing the better textbook for students, document analysis, in which the objects are the 2013 Curriculum (K13), syllabus, and the textbook that are needed to be done.

Discussion

In this section, the researcher presents the elaboration of the findings and discussion which covers how the six steps of the research were undergone, and the strengths, limitation of the material, as well as expert's suggestions. Based on the research objectives, this chapter consists of three sub chapters presenting three research findings and discussion, including: the development of reading materials (content), the strengths of reading materials, and the limitations of reading materials. The explanation of each stage in the research is as follows.

The Development of Reading Material

The development of supplementary reading materials was conducted based on the adapted 10 stages from Borg and Gall (1983) to become 6 stages, while the contents of the materials were based on Nation and Macalister (2010). The 6 stages of developing supplementary reading material were presented as follows.

1. Research and information collecting was conducted by performing document analysis, class observation, interview, product testing, as well as experts' judgments.
2. Planning and drafting were conducted following Nation and Macalister (2010).
3. Draft revision by experts.

4. Field testing was for the eleventh grade students at SMA Negeri 5 Lubuklinggau.
5. Revision.
6. Final product.

The development of supplementary reading materials needs to be conducted in detail and an comprehensive way. Once it is done only by doing a surface research, the development never happens or even if it is, the development of the materials will not achieve maximum level. In addition, the planning and drafting as well as revision session, it needs more than one expert to ensure that it will not do repeated field testing to develop the product. Moreover, the content of supplementary reading materials should be in line with the students' needs in reading. If the research fails in gaining full information regarding the object of the research, the product will never meet its goal. In regards to time constraints, time to learning English in class is not enough, hence this supplementary reading materials should be learned by students independently at home. Students can ask teacher for some questions related to the materials that they do not understand.

The Strengths of Reading Materials

The brief description of the strengths of this product is as follows:

- a. It present the students' needs
- b. It empowers students' skill to improve their reading
- c. It has individual activity, in pair, group discussion, and the whole class activities
- d. It is contextualized within the students' local content
- e. It also presents the important components in reading activity
- f. It is in a systematic design. It makes students easier to understand the materials
- g. It is not too low and not too high for the material content
- h. The colour and the picture were attractive for students to use this product

The Limitation of Reading Materials

The brief limitation of reading material is as follows:

- a. It is costly because it is printed in colour
- b. The students encounter many unfamiliar words that exist in the materials
- c. The material focuses only on reading skill with some important components (not cover four basic skills in learning English)

Need analysis was done by doing research and collecting information of document (textbook), students' condition and teacher's qualifications. According to Nation and Macalister (2010) need analysis focuses on necessities, lacks and wants and they were conducted from students' condition and teacher's qualification.

1. Document (textbook)

In order to design supplementary speaking material, researcher needs to know what books they used in learning and teaching process. The XI grade students of SMA Negeri 5 Lubuklinggau applied K-13. The English material sources had been taken from workbook entitled *Talk Active (Senior High School Year XI)* published by Yudistira. It was indicated that the materials in the workbook applied Genre Based Approach rules, proposed by Hammond *et al* (1992), since in the steps of teaching and learning mention about Building Knowledge of the Field, Modeling of Text, and Independence Construction of Text. It was divided into six units. They are : 1) Good Advice, 2) Opinions, 3) Invitations, 4) Social Issues, 5) Reports, 6) Personal Letters, 7) Cause and Effect, 8) Natural and Social Phenomena, 9) Song Meanings.

2. Necessities

The necessities could be indicated from the teacher's interview. She gave information that she always motivates students in the beginning of academic year. She said that learning English was very important especially for speaking skill. Besides that studying English is very important, the students read English literature when they study in the university. The extract of the interview could be seen as follows :

R = Researcher

T = Teacher

R :*Apakah siswa termotivasi untuk belajar bahasa Inggris?*

T :*Iya*

R :*Bagaimana anda memotivasi siswa untuk belajar Bahasa Inggris?*

T:*Setiap awal proses pembelajaran Bahasa Inggris sebelum memulai mater, saya memberikan motivasi-motivasi kehidupan yang berkaiatn dengan kehidupan sehari-hari. Media video dan lagu berbahasa Inggris juga digunakan untuk mebuat siswa lebih tertarik belajar bahasa Inggris, seperti lagu-lagu kekinian menggunakan bahasa Inggris yang tengah viral.*

Based on the data result, there are 16 students who tend to be interested in learning English. It is almost 80% of XI grade students who are interested to learn English, and only 4 students who are not interested. The questionnaire shows that there are 17 students, and it means 85% students are motivated to learn English. The results of Students' questionnaire are presented below:

Table 1. The results of students' questionnaire

Question	Yes	No
<i>Apakah anda menyukai pelajaran bahasa inggris?</i>	16	4
<i>Apakah anda termotivasi untuk belajar bahasa Inggris?</i>	17	3

Students were motivated to learn English also could be seen from the classroom observation. It could be seen from the transcript of classroom interaction as follows :

T = Teacher

S = Student

T : Okay. Who wants to answer question no.1?

S (some students) : (Raise hands)

T : Yes, Suci please!

S :the answer is A, because I think the main idea of first paragraph is on the first sentence.

T : Dandi, what do you thinkabout Suci's answer? Do you have similar answer or different?

S : yes, I have similar answer with Suci.

T : When is the main idea of first paragraph?

S : in the first line of first paragraph.

From the classroom interaction, it could be seen that students were motivated to answer the questions given by teacher. The interaction between teacher and students run well. It was indicated that when some of students were willing to answer teacher's questions, it was a good interaction in teaching and learning process.

3. Students' Lacks

The researcher spread questionnaires to the students and interviewed the teacher to gain learners lack information. From the questionnaire, there are only some students who like to practice their reading ability. It shows that many students seem to be unwilling to practice reading of English text. It could be seen in the results of students' questionnaire below.

Table 2. The results of students' questionnaire

Question	Yes	No
<i>Apakah anda suka berlatih untuk membaca materi bacaan dalam Bahasa Inggris di kelas maupun di rumah?</i>	5	15

Besides, the teacher usually teaches reading skill by allowing the students to read, translate, and answer the questions followed. The teacher does not teach reading by focusing on grammar and vocabulary mastery. The students found difficulties to understand the reading text, because they were lack of vocabulary and grammar mastery. The students were not be familiar to the English reading text. The teacher said that reading skills are still difficult to be taught. It could be seen from the extract of the interview as follow:

R : Bagaimana anda mengembangkan bahan ajar tata bahasa dan kosakata untuk keterampilan membaca?

T : Tata bahasa : excercise(GTM)

Memberikan penjelasan tentang tenses, dan memberikan contoh-contoh juga.

The teacher states that the students had lack of vocabulary and the *KD* still could not be reached. Instructional design of reading material which is suitable with the 2013 curriculum still faces obstacles, because the teacher did not know exactly the 2013 curriculum. Therefore, the researcher needed to acquire more information to design reading material which was suitable with 2013 curriculum from the needs analysis of students view.

4. Students' Needed

In order to get informations about what the students' need, the researcher conducted a classroom observation, distributed questionnaires to the students and interviewed the teacher. From the classroom observation, the students used to work in pairs discussion. It could be seen from the transcript of classroom interaction as follows:

T :silahkan diskusikan dengan teman sebangkunya.

S : buat satu jawaban saja mam?

T :iya, diskusikan jawabannya dengan temannya. Satu kelompok satu saja membuat jawabannya. The summary is writien in a piece of paper. (teacher also checks the students' answer and help the students in discussion and answer their tasks).

The students' questionnaire results are presented in the table below:

Table 3. The results of students' questionnaire

No	Question	Yes	No
1	Apakah anda lebih mudah belajar (paham) dijelaskan dulu tentang topik materi yang akan diberikan sebelum pelajaran Bahasa Inggris?	20	-
2	Apakah anda lebih mudah belajar (paham) dengan dijelaskan kosakata(vocabulary) yang akan digunakan dalam teks bacaan terlebih dahulu?	20	-
3	Apakah anda lebih mudah belajar (paham) mencatat kosakata yang akan digunakan dalam percakapan?	20	-
4	Apakah anda lebih mudah belajar (paham) belajar tata bahasa(grammar) dengan menyimpulkan grammar apa Yang digunakan pada sebuah teks bacaan?	8	12
5	Apakah anda lebih mudah belajar (paham) belajar	17	3

dalam grup untuk memahami teks bacaan dan menjawab soal?

- 6 *Apakah anda lebih mudah belajar (paham) dibantu guru dengan cara Mengecek pekerjaan anda sebelum didiskusikan didepan kelas?*
-

From the questionnaire, it shows that all of the students would like to be explained first about the topic, vocabulary, and grammar that they will learn. They also would like to be given examples of what grammar or language function used in a reading text. From the questionnaire data, most of students liked to learn or practice a dialog in front of the class and work in group to understand the reading text and to answer the questions. The students wanted their work to be checked first, then they would be confident to present in front of class. It shows that the class is suitable in using Task Based Language Teaching in teaching and learning English process.

The questionnaire was also conducted to acquire what kinds of task that the students mostly needed. The results are presented below:

Table 4. The results of students' questionnaire

No	Question	Yes	No
1	<i>Apakah anda suka belajar membaca dengan mendata bagian-bagian dari sesuatu yang anda baca? Misalnya : Membaca tentang sosial media, anda mendata dulu jenis-jenis sosial media (listing)</i>	18	2
2	<i>Apakah anda Suka belajar membaca Dengan mengelompokkan bagian-bagian dari yang akan dibaca? Misalnya : Membaca makanan dengan Mengelompokkan kandungan bahan makanan mana yang tinggi kalori dan rendah kalori yang baik untuk kesehatan. (ordering and sorting)</i>	7	13
3	<i>Apakah anda Suka belajar membaca sesuatu yang isinya memecahkan suatu Permasalahan dengan memberikansolusi?</i>	18	2

	(problem solving)		
4	Apakah anda Suka belajar membaca sesuatu dengan membandingkan? Misalnya : membicarakan perbedaan dan persamaan antar dua Negara. Mana Negara yang lebih majudan baik tatakotanya. (comparing)	16	4
5	Apakah anda Suka Belajar membaca pengalaman pribadi ? Misalnya : menceritakan hobi atau kegiatan traveling anda. (sharing personal experience)	19	1
6	Apakah anda sukamembuat catatan-catatan sebagai ringkasan untuk melengkapi jawaban anda? (creative task)	14	6

From the questionnaire, it could be indicated that the students like 1) listing, 2) comparing, 3) problem solving, 4) sharing personal experience, and 5) creative task. The students do not like task of ordering and sorting. According to Brown (2007) and Richards and Rodgers (2006), in order to design reading material it is needed to know about what topics, language function, and what grammar would be taught and also the setting in what situation they would learn enthusiastically to set a context. Most of the students like topics that relate to their culture and custom (local content).

Conclusion

This section discusses the conclusion of the instructional design of reading material (textbook), suggestions of the instructional design of reading material (textbook) implementation, and dissemination for further product development.

Based on findings and discussion of the research, the conclusion of the textbook (product) is represented as follows.

1. Learning materials that are developed in this research fulfilled the criteria of R&D model. It is necessary to provide reading materials as the support for students' needs in improving their reading comprehension.

2. Based on the need analysis, the reading materials for the eleventh grade students in Lubuklinggau are about the students' cultures, customs, and habits (local contents) with the additional of some important components, such as grammar, pronunciation and vocabulary mastery.
3. The efficacy of the supplementary reading materials help students to achieve their reading ability, improve vocabularies, provide more information, and broaden their perspective in regards to their familiar activities.
4. Furthermore, the reading materials as the product of this research provide the additional learning resources for students.

Suggestions

Based on the conclusion above, the suggestions to develop more effective and efficient learning reading materials are as follows:

1. The supplementary reading materials is developed based on the students' needs, document analysis, experts' judgments, as well as the perception of the English teachers in SMA Negeri 5 Lubuklinggau. The other schools that have similar characteristics with SMA Negeri 5 Lubuklinggau can use this reading textbook.
2. To develop the supplementary reading textbook, the contents and sequence should be designed from the simplest to the more complex materials.
3. The supplementary reading material in this research can be used as a model in developing textbook or other supplementary materials for students at Senior High School.

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