

Learning Material Development of Interactive Reading Subject through Dick and Carey

Dewi Sri Kuning¹, Rulik Setiani²

^{1,2}Universitas Muhammadiyah Kotabumi, Indonesia
dewisrikuning@gmail.com, rulik.setiani@yahoo.com

Abstract

The aims of this research was to develop the teaching material and to know the effectiveness of learning material developments' result through Interactive Reading subject by using Dick and Carey for third semester students majoring in English education Muhammadiyah University of Kotabumi in academic year 2020/2021. The sites were class 3A which consists of 17 students. This teaching material was developed using DICK and CAREY development procedures which included: 1) Identity Instructional Goal, 2) Conduct Instructional Analysis, 3) Analyze Learners and Contexts, 4) Write Performance Objectives, 5) Develop Assesment Instruments, 6) Develop Instructional Strategy, 7) Develop and Select Instructional Materials, 8) Design and Conduct Formative Evaluation of Instruction, 9) Revise Instruction, and 10) Designing and Implementing Summative Evaluation. Based on the test results, it can be concluded that teaching material that has been developed is very effective for learning Interactive Reading subject. It can be seen by the average score of 3A students got 75.6 higher than the score of 3B was 67.7, while based on the results of questionnaire, the three aspects of teaching material is in very good category.

Keywords

learning material; dick and carey; interactive reading



I. Introduction

Learning is the process of interaction between the students and the teacher in the teaching field. The quality of learning depends on the students' motivation and the teachers' creativity. In learning activities, the teachers must prepare everything through planning. Learning activities is something that must be done for the success of learning to be carried out (Irviana:2020). Learning activities are related to how teachers teach and how students learn. In this case, learning is an activity that is realized and planned, which involves three things, namely, planning, implementation, and evaluation (Ilham, 2020; Qasim, 2016). Ki Hajar Dewantara stated that learning was nothing but a part of education. Learning is nothing but the goal of education by providing knowledge or knowledge and skills (Shawmi, 2015).

Planning is imperative in the preliminary development phase. Planning is the initial activity in every action that is carried out later, whether it is carried out in writing, or only in someone's thoughts (Ananda, 2019). Planning includes the entire mission, identification of critical results, and setting specific goals as well as developing policies, programs, and procedures to achieve these goals. Planning is the process of preparing and determining the goals and methods that must be taken to achieve the stated goals (Rosyadi & Pardjono, 2015). In planning the teaching of learning, the Indonesia teacher must pay attention to the learning system that will cover all actions from the teaching and learning process (Suryapermana, 2017). Based on the explanation above, it can be understood that planning has four elements that surround it. The four elements are: (1) the existence of goals that

must be achieved, (2) the existence of a strategy to achieve the objectives, (3) resources that can support, and (4) the implementation of each decision.

In learning English, there are four skills which correlated well each other. They are Speaking, Reading, Listening, and Writing. In this study the researchers choose Reading as skill that can make the students better to study about English (Saori, 2020). Reading can be regarded as one of the most important skills of the learners (Cetinkaya:2019). Reading is the way to measure how far we are successful in learning process according to Cholissiyah (2017). It means that reading is one way to know learners successful in learning process, not only successful in reading skills but also other skills such as speaking, writing, and listening skills. Reading is a process explaining the meaning of a text and the ability of the author to deliver the meaning or opinion in a paper about that in the form of sentences or paragraphs. Reading is a literacy skill; and hence, it is of great importance to every educational setting (Al-Mekhalafi:2018). It means that, in reading not only the reader can pronounce the words but also can get the message of that.

According to Brown (2003, as cited in Fatmawati, 2017) there are four types of reading that are more useful in some contexts, those are perceptive, selective, extensive and intensive. Perspective reading involves attending the components of larger stretches of discourse such as letter, words, punctuation and so on. In selective reading, typical tasks are used in selective reading such as picture-cued task, matching, true/false. The combination of top-down and bottom-up can be used. Watkins (2018:3) said that in L1 and L2 context, extensive reading gives better benefits and many researches show that extensive reading contribute in developing vocabulary that related to be better in all language skills performance.

Interactive reading is as one of the compulsory subject in learning reading that must be mastered by 3rd semester students of English education at Muhammadiyah University of Kotabumi beside Intensive Reading, and Extensive Reading. Interactive reading (IR), can be defined as a device that aims at encouraging print exposure and language development on the basis of storybook text while rendering the reading strategies explicit in order to enhance the understanding of a story (Rémy and Leroy 2016). IR is popular because (1) it doesn't require many resources, (2) books are easily accessible, and (3) it is also adaptable to children's language needs, communication style, and adult-child relationships (Fitton et al. 2018). Interactive Reading is given for them because this subject is the first step in learning reading before they continue further for the next readings' class (Thomas, et al:2020). By reading they can read every written symbol well and try to understand what the meanings from the content of the text are. Pressley (2000) and Birsch (2011) in Gilakjani:2016 defined reading comprehension as the ability to get meaning from what is read. Reading comprehension needs different reading skills such as word recognition, fluency, lexical knowledge, and pre-existing knowledge to be undertaken quickly so that the reader gets knowledge from text. According to Dennis (2008) in Gilakjani:2016, reading comprehension is a complex process between identifying printed symbols and interpreting the meaning behind the symbols. Reading comprehension is an ability of understanding the content of the text. It means that, in reading not only the reader can pronounce the words but also can get the message of that. In reading comprehension consist of five aspects if the reader wants to master reading, it includes main idea, supporting details, references, inference and vocabulary. The first is main idea. Main idea is the main point of an author in a paragraph. Main idea also can be called as what the text is about. Supporting details ca be called also as adding information which develop the topic sentence. The topic sentences gives the definitions, facts, analogy, quotation, cause effect, comparison, example, and an incidents. Supporting details can be called as body of

paragraph. References are words or phrase used either before or after the reference in the reading material. Repetition is used because it can avoid unnecessary repetition of words or phrases. So the reader can find the meaning in elsewhere of the text. Inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draw between his observes or unknown and what he does not know. Vocabulary is the words which is understood by a person. Trehearne and Doctorow in Gilakjani:2016 expressed that there are other factors that affect learners' reading comprehension skill. These factors are learners' reading attitudes, useful teaching on comprehension methods, versatility, text form, and being aware of various reading comprehension strategies.

Many models can be used in instructional design. One of them is Dick and Carey model. Dick and Carey is developed by Walter Dick, Lou Carey, and James O. Carey in The Systematic Design of Instructional in 7th edition 2009. Then, this model is called by Dick and Carey model. This model is a develop model by System Approach and consists of some criteria (Dick & Carey:2005), they are: 1) interested, 2) the content are suitable with the aim, 3) chronological order, 4) direction of using the lesson plan, 5) there are exercises, 6) answer key, 7) tests, 8) there is the direction about increasing of the learners, and 9) there is the direction about the next activity for the learners. This study used Dick and Carey's development approach as a basis for thinking and flow so that the development process took place systematically (Khoiron, et al: 2019)

There are ten steps in Dick and Carey model (Dick & Carey:2005), they are:

1. Identity Instructional Goal
2. Conduct Instructional Analysis
3. Analyze Learners and Contexts
4. Write Performance Objectives
5. Develop Assesment Instruments
6. Develop Instructional Strategy
7. Develop and Select Instructional Materials
8. Design and Conduct Formative Evaluation of Instruction
9. Revise Instruction
10. Designing and Implementing Summative Evaluation

Dick and Carey's design has two advantages. First, it is more suitable for use in the educational context, especially in the classroom teaching practices (Bello et al:2012). The statement is based on the stages of development that allow the development of teaching materials, both in the form of verbal information, intellectual skills, or in the field of motor skills and psychic behavior (Nai et al:2016). Second, the design of the development of Dick and Carey belongs to the system approach model (Sharif et al:2015), (Obizoba:2015). This means that the approach used during development is not only sufficiently based on theory and results of studies, but also takes into account practical experience (Ibrahim:2015).

Learning as a psychological activity that happens through active interactions with the environment which lead to the transformation of knowledge, skills, and attitudes. It required integrated several factors including assessment and teaching materials (Rivai, et al:2019). Learning material can be called as teaching material. Learning material has many parts, like information, knowledge (facts, concepts, principles, procedures), skill, and attitude that will be learn by students to reach the competency standard. Learning materials ideally not only provide materials instantly, but also able to lead students in mastering the concepts learned (Surya et al:2017). Teacher also less prepare in providing interesting learning instrument which cause less effective and monotonous learning. According to

Prastowo (2011:40), teaching materials based on the form can be divided into four types, namely printed teaching materials, audio teaching materials, audio visual teaching materials, and interactive teaching materials.

Based on the above background, the present research has two statements of the problem, namely: to develop lesson plan in Interactive Reading subject and to increase the students' result in Interactive Reading subject by using Dick and Carey for the third semester of Muhammadiyah Kotabumi University.

II. Research Method

In this research, the researcher would like to develop a lesson plan in the form of handbook about interactive reading subject by using Dick and Carey because it was hoped can help the students in learning about reading in online learning along pandemic covid-19. In making this handbook the researcher used many steps to make perfect and the handbook ready to be used for students. The research method used in this study was the research and development method. According to Semiawan:2007, Research and Development (R&D) is the border of qualitative and quantitative approaches, especially to bridge the gap between research and practice of education.

Research and development was carried out to develop teaching materials for Interactive Reading through Dick and Carey for third semester students majoring in English education Muhammadiyah University of Kotabumi in academic year 2020/2021 which would then be used in the learning process. The study was conducted from Oktober 2020 to November 2020. The sites were 3A class which consists of 17 students the third semester of English Departemen in Muhammadiyah University of Kotabumi. The address of the location was in Hasan Kepala Ratu Street number 1052 Sindangsari Kotabumi, North Lampung, Lampung Province, Indonesia and the sample taken randomly. This teaching material was developed using Dick And Carey development procedures.

III. Results and Discussion

3.1 Identity Instructional Goal

In making this learning material development based on the students' need in joining online learning in Interactive Reading subject especially in the condition of pandemic covid-19. The students need a handook to help them in learning at home as a reference and facilitate them in uderstanding the course. The learning aims was the outlined in the teaching basic time line in Program Strata-1 English Study Program Muhammadiyah University of Kotabumi Lampung Indonesia.

3.2 Conduct Instructional Analysis

Instructional analysis was performed to obtain the skills that must be mastered by the students to achieve basic capabilities on the basic competence. Basic competence of students in understanding reading comprehension in interactive reading stages by knowing the differences kinds of the text, like descriptive text, report text, narrative text, recout text, analytical exposition text, hortatory exposition text, procedure text, spoof text, anecdote text, review text, discussion text, and explanation text with all purposes, generic structure, and language feature for each.

3.3 Analyze Learners and Contexts

The students who used by the researcher to see whether the using of modul was valid or invalid, they were the students of class 3 A in English educational study program at Muhammadiyah University of Kotabumi in academic year 2020/2021. Before conduct the research, the researchers did identification of the problem and collection of the data were done by observation and by interview.

According to Nasution in Sugiyono (2012:226), "observation was the basis of all knowledge" as the opinion of Marshall in Sugiyono (2012:226) stated that through observation, researcher learn about the attitude/behavior and meanings of them. Based on observation made by researcher who was also lecturer of Interactive Reading subject herself, during learning of Interactive Reading course which was done by virtual meeting, like Zoom application, YouTube application, or WhatsApp application they were still less active and less enthusiastic in participating in Interactive Reading subject in the classroom seen when they did the tasks or exercise were still not understand and confused so the results of the tasks and exercises they did were not good enough and got less satisfactory grade. Beside that the students need uch time to understand the texts because they not master in vocabuaries and the guidance book that they used were not enough to them to support their learning especially Interactive Reading subject in online learning, because they only depend on internet which sometimes gave the general information needed, so they were difficult in finding the material specifically.

According to Esterberg in Sugiyono (2012:230), the interview was a meeting of two people/informants to got information and ideas through question and answer, so that the meaning could be constructed in a particular topic. This was done by researcher to find or to get problems that must be conducted. In this research, interview was conducted by several third semester students English education program of Muhammadiyah University of Kotabumi to find out what the problem they faced in attending Interactive Reading subject. Based on observation made by researchers found that reading was the important subject to be mastered by students beside others skills in English (listening, writing, and speaking). But, the students have some problems in it like less of vocabularies, could not understand the meaning of the text, lazy, and less of motivation in learning reading. Beside that, the students were not allowed to visit the library in the campus to look for more source of learning because of lockdown situation.

So, based on the result both of them, the researchers assumed new ideas or ways to be developed so that they were more motivated in following the learning process, especially in Interactive Reading courses by developing its materials to help and to make it easier for them to have learning references.

3.4 Write Performance Objectives

At this stage, the researcher began to compile handbook which was one of the main activities in this research that was to produce a product. To compile the handbook was based on the learning outcomes based on curriculum of KKNi and Semester Learning Plan or RPS in the Interactive Reading subject for the third semester students in English education program of Muhammadiyah University of Kotabumi by using Dick and Carey.

The specific learning goal was the students could use the material of this handbook about Interactive Reading and the students were expected to be able:

- a. Explaining kinds of English text,
- b. Differentiate between one text to another text which almost same,
- c. Explaining generic structure every text well,
- d. Explaining lexico grammaticel every text well,

e. Understanding every content/the message from the text.

3.5 Develop Assessment Instrument

The product of this research was a book. In process of making this product, the researcher did the validation first to the expert. Design validation was an activity process to assess whether the product design was more effective in product oxidation could be done by presenting several experts that were relevant to the product designed to find out the weaknesses and strengths of the product (Sugiyono, 2012:302). After the instructional materials were prepared, the teaching materials needed to be validated before being used as one of the handbooks in Interactive Reading subject, the teaching materials were validated by 2 experts (validators) related with the science. To assess the instructional materials, the researcher used a teaching material assessment sheet using a questionnaire consisting of 22 items with 4 answer choices, namely very poor, poor, good, very good. After that, there were input, comments or deficiencies in the preparation of the teaching material. The aims of several validation was to know about worthiness or the lack of lesson plan which was compiled by the researcher about content or the cover. There were some criterias to ases the materials related with the science, they were:

- Aspect of content appropriateness, such as: the suitability of the material with learning achievement.
- Aspect of material presentation, such as: presentation technique, completeness technique, learning completeness, and systematic thinking.
- Aspect of grading, such as: characteristic of assessment and evaluation system.

Beside that, validation was carried out by 1 design expert and media through a questionnaire consisting of 35 statements to give responses relates with teaching material by selecting one of the answer choices according to each answer which were very poor, poor, good, very good. There were some criterias to ases the design and the media, they were:

- Aspect of feasibility integrity, such as: the size of handbook, the cover design, and the materials design.
- Aspect of language feasibility, such as: simplicity, communicative, dialogist, suitability with the students' need, suitability with rule of language, and technical term.

Table 1. Resut Validation Of Science

1	2	3	4	5
1.	Content appropriateness	63	72	Very good
2.	Material presentation	74	80	Very good
3.	Grading	20	24	Very good

Note: 1= number 4=the highest score
 2= criterias 5= category
 3= total score

Based on the result validation from 2 experts of the material based on three aspects, namely the feasibility aspect of the content, the score wass 63 or 87.5%, while the aspect of material presentation with a score of 74 or 92.5%, and the aspect of grading with the total score was 20 or 83.3%. It can be concluded that the three aspects of the design of the teaching material were very good. The score of design and media expert can be seen in the table below:

Table 2. Resut Validation Of Media

1	2	3	4	5
1	Feasibility integrity	83	92	Very Good
2	Language feasibility	45	48	Very Good

Note: 1= number 4=the highest score
2= criterias 5= category
3= total score

Based on the table above, it can be concluded that the result of the assessment from the design of learning material by design and material expert based on the graphical feasibility aspect with a total score of 83 or 90% of the highest number of scores 92, so that it is classified as a very good category, and aspects of language feasibility obtained a value of 45 or 93.7% of the highest score 48 so that it is included in the very good category.

3.6 Develop Instructional Strategy

After the teaching material has been validated by the experts about design and media through discussion and by using questionnaire to know the weaknesses of the instructional material, the next step was the researcher needs to analyze the questionnaire and revise based on responses or comment related to the instructional material that has been compiled, so that teaching material would be well organize.

The learning material designed in the form of a handbook for Interactive Reading subject that consist of title, preface, table of contents, it consists of 13 Units of teaching material, they are: Unit 1: Introduction consists of Reading Comprehension, Types of Reading, Kinds of Text, and Exercises, Unit 2: Descriptive Text, Unit 3: Report Text, Unit 4: Narrative Text, Unit 5: Recount Text, Unit 6: Analytical Exposition Text, Unit 7: Hortatory Exposition Text, Unit 8: Procedure Text, Unit 9: Spoof Text, Unit 10: Anecdote Text, Unit 11: Discussion Text, Unit 12: Review Text, and Unit 13: Explanation Text. The preparation of this teaching material is based on the learning objective that must be achieved by students in the learning outcomes courses in the syllabus and Semester Learning Plan (RPS). Beside that, the component of the handbook are the cover, the content, and the closing.

3.7 Develop and Select Instructional Materials

To analyze the learning material validation, the researcher used descriptive quantitative and descriptive qualitative, the quantitative data in the form of suggestion or comment relates with the learning material, and to analyze the quantitative data in the form of numbering/score of likert scale with 4 scale, such as 4 for very good, 3 for good, 2 for poor, and 1 for very poor, but before that the researcher would like to decided about the mean, median, and modus in this data.

3.8 Design and Conduct Formative Evaluation of Instruction

In instructional materials, the test and the questionnaire would be analyzed by the researchers. The test was given to class 3A which used learning material development and class 3B which was not given learning material development. The purpose was to compare the ability of the students which used that material development with not used material development. Before showing the result of average, median, and mode, the researcher would show the table of distribution frequency to class 3A and class 3B as follows:

Table 3. Distribution Frequency of Reading Test Class 3a

No	Score Interval	Frequency	Percentage
1.	70-71	5	29%
2.	72-73	3	18%
3.	74-75	-	-
4.	76-77	4	23%
5.	78-79	-	-
6.	80-81	2	12%
7.	82-83	3	18%
	Total	17	100%

From the table we can see that the students who got the score < 80 from 17 students were 12 students or 71%, and the students who got >80 only 5 students or 29%. The table of distribution frequency to class 3B as follows:

Table 4. Distribution Frequency of Reading Test Class 3b

No	Score Interval	Frequency	Percentage
1.	56-57	1	5%
2.	58-59	-	-
3.	60-61	-	-
4.	62-63	3	18%
5.	64-65	-	-
6.	66-67	3	18%
7.	68-69	-	-
8.	70-71	10	59%
	Total	17	100%

From the table we can see that the students who got the score < 70 from 17 students were 7 students or 41%, and the students who got ≥ 70 only 10 students or 59%. It showed that class 3A which used learning material development get the score bigger than class 3B which not used learning material development. After given the test, the mean score both of the class were:

Table 5. The Score of Reading Test

No	Analysis	Class	Total Students	Result
1	Mean	3A	17	75.5
		3B	17	67.7
2	Median	3A	17	76
		3B	17	70
3	Modus	3A	17	70
		3B	17	70

From the table above it showed that class 3A had bigger score in average and median than class 3B and for modus both of the class had the same score that was 70.

Based on the questionnaire result shows that based on the three aspects: presentation/display, material presentation, and benefit. It can be seen below:

Table 6. The Score of Questionnaire

No	Aspects	Total of highest score	Total score	Category
1.	Display	480	378	Very good
2.	Material presentation	720	593	Very good
3.	Benefit	800	641	Very good

From the table above, the respon of the students in display was 378 or 78.75% in 4 scale, so it can be concluded that the display from the learning material of Interactive Reading was very good. The respon about material presentation was 593 or 82.36%, so it also could be concluded that material presentation from the learning material of Interactive Reading was very good. The last was about the benefit of this learning material of Interactive Reading was 641 or 80.125% and it was very good categorized.

3.9 Revise Instruction

There were some revise instruction that was gotten after evaluted by some expert, such there were some of istruction in the exercises that must be more clearly to be understood by the students and added some vocabularies correlated with the topic.

3.10 Discussion

This research is about learning materials development through Dick and Carey of Interactive Reading in Muhammadiyah University of Kotabumi by using Reaserch and Development method are in very good category. The instructional material is compiled of 13 Units, they are 1: Introduction consists of Reading Comprehension, Types of Reading, Kinds of Text, and Exercises, Unit 2: Descriptive Text, Unit 3: Report Text, Unit 4: Narrative Text, Unit 5: Recount Text, Unit 6: Analytical Exposition Text, Unit 7: Hortatory Exposition Text, Unit 8: Procedure Text, Unit 9: Spoof Text, Unit 10: Anecdote Text, Unit 11: Discussion Text, Unit 12: Review Text, and Unit 13: Explanation Text. Teaching material is prepared referring to the academic guidebook and Semester Learning Plan (RPS) in one semester, namely for the third semester students of the English Education Program University Muhammadiyah of Kotabumi.

Teaching material has also been validated by two material experts and one design and media expert, based on the results of the teaching material validation by these three that the teaching materials are in the very good category and are worthy to be tested in the next stage. Test was conducted to determine the effectiveness of teaching material. Field testing product through reading test and questionnaire. In making the learning material development are better, the researcher made some revised, like giving the direction more clearly to be understood by the reader especially for students and giving additional vocabularies which correlate with the topic discuss t make the reader more focus in understanding the text. Based on the test results, it can be concluded that teaching material that has been developed is very effective for learning Interactive Reading subject, it can be seen by the average score of 3A students got 75.5 higher than the score of 3B is 67.7, while based on the results of questionnaire, the three aspects of teaching material is in very good category. Beside that, the result about media and presetation also as a good categorized because 80.125% students gave the choosen that this learning material development gives many benefit for them especially to help them in learning at home or online learning along pandemic covid-19 that happend right now.

In answering the two statemens of the problem they are about how to develop lesson plan in Interactive Reading subject and how to increase the students' result in Interactive

Reading subject have been conducting by this research. In developig lesson plan in Interactive Subject here by using Dick and Carey and it used 10 steps which mentions above. In increasing the result of this subject the students had given the test and questionnaire which was suitable with the steps of Dick and Carey.

Some of review literature about using Dick and Carey in designing learning. The first from Sari and Edy:2017 with the title “Development the Module of Mathematics Statistic 1 using the Model of Dick and CareyDesign”. In their research, they found that 80.6 % the module of mathematics statistic 1 was valid and feasible for used. It was not too far with the findings in this research that 80.125% of this material development gives many benefit for students. The second research was from Putri,et al:2019 with the title “Development of Learning Devices Based on Realistic Mathematics Education to Improve Students’ Spatial Ability and Motivation”. In this research also used Dick and Carey in developing the learning devices and the result was that learning materials developed have been effective based on indicators of the effectiveness of the learning materials that have been achieved. The third was from Nai, et al:2016 with the title about “ Teaching Material Development of Learning and Teaching Course Through Lesson Study Application for University Students” that used Dick and Carey also in learning material development. From this research was found that 43.38% of the students increased in learning outcomes after using the product developed.

Considering by comparing the related literature above, the researchers imply that the development of learning material brought many benefits for the students especially in helping them in learning Interactive Reading through Dick and Carey along pandemic covid-19 because it can help to add the reference in learning this subject. Beside that, by using Dick and Carey can make easier in developing lerning materil because it can be applied well, sistematicaly, and usefull.

IV. Conclusion

In pandemic covid-19 the students was learning by online system which they learnt by themselves. Sometimes, they had not have appropriate refereces to learn about certain subject because they just depend on internet and the condition library at campus also close because of lockdown to look for more source, so they need appropriate references to make learning process still run well although in online learning. Here, the researchers made the learning material development of Interactive Reading subject through Dick and Carey for the third semester students of Muhammadiyah University of Kotabumi. After the product was processed by analizing, field test producting, and revising, it can be concluded that this learning material development was in very good to be used by the students in helping them in online learning.

References

- Akhmetshin, Elvir Munirovich, Rinat R.I., Almaz R.G., Vladimir L.V., Sergey Y.B. (2018). Audiovisual aids application in the secondary-level vocational education establishments Efficiency analysis and assessment. *International Journal of Educational Management*. Vol. 33 No. 2, 2019 pp. 374-392.
- Al-Mekhlafi, A. M. (2018). EFL Learners Metacognitive Awareness of Reading Strategies.*International Journal of Instruction*, 11(2), 297-308. <https://doi.org/10.12973/iji.2018.11220a>

- Amri, S. Dan Ahmadi, I.K. 2010. Kontruksi Pengembangan Pembelajaran. Jakarta: Prestasi Pustaka.
- Ananda, R. (2019). Perencanaan Pembelajaran. Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI).
- Andi. 2011. Bahan Ajar dan Pengembanganya. Jakarta: Rineka Cipta.
- Baharuddin, A. Z. (n.d.). Digital Revolution and the Renewed Mechanism of Religious Discourse.
- Bello, M.A. Rudall, P.J. & Hawkins, J.A. (2012). Combined Phylogenetic Analyses Reveal Interfamilial Relationships and Patterns of Floral Evolution In The Eudicot Order Fabales. *Cladistics* 28(4): 393-421.
- Birsch, J. R. (2011). *Multisensory Teaching of Basic Language Skills, Third Edition*. Baltimore, MD: Paul H. Brookes Publishing Company.
- Cetinkaya, Fatih Cetin, Seyit Ates, & Kasum Yildirim. (2019). Effect of Interactive Reading Activities on Improvement of Elementary School Students' Reading Skills. *International Journal of Progressive Education*. Volume 15, Number 3.
- Cholissiyah, A. (2017). The relationship between vocabulary and reading comprehension in third grade students of junior high school.(Unpublished Skripsi).University of Islam Malang, Malang, Jawa Timur, Indonesia.
- Dennis, D. V. (2008). Are Assessment Data Really Driving Middle School Reading Instruction? What we can learn from one student's experience. *Journal of Adolescent and Adult Literacy*, 51, 578-587. <http://dx.doi.org/10.1598/JAAL.51.7.5>.
- Dick, W., Carey, L., & Carey, J. O. (2005). *The Systematic Design Instruction*. Jakarta: PT Rineka Putra.
- Fathurrohman, M. (2017). *Belajar dan Pembelajaran Modern: Konsep Dasar, Inovasi dan Teori Pembelajaran (I)*. Garudhawaca.
- Fatmawati, H. 2017. A correlation study between vocabulary mastery and learning motivation toward reading comprehension of the tenth grade students of SMA Muhammadiyah 1 Sragen in academic year of 2016/2017.(Unpublished skripsi).IAIN Surakarta, Surakarta, Indonesia. Retrieved from <https://www.eprints.iain-surakarta.as.id>
- Ferguson, Melanie A., Annie W. & Kevin M. (2016). Original Article The impact of self-efficacy, expectations, and readiness on hearing aid outcomes. *International Journal of Audiology*. 2016; 55: S34–S41.
- Fitton, J. M., Hansom, J. D. and Rennie, A. F. (2018) A method for modelling coastal erosion risk: the example of Scotland. *Natural Hazards*, 91(3), pp. 931-961.
- Gilakjani, Lahijan B.& Narjes B.S. (2016). A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for Improvement. *International Journal of English Linguistics*; Vol. 6, No. 5, ISSN 1923-869X E-ISSN 1923-8703.
- Hidayat, Rahmat, Ing R.S., Fera P.F., Enjang A.J., & Rusman. (2020). The Developing of Electronic Teaching Media and Programming Using Printed Circuit Board Solventing. *International Journal Of Science, Technology & Management*. ISSN: 2722-4015.
- Ibrahim. (2015). *Metode Penelitian Kualitatif*. Bandung: Alfabeta.
- Ilham, D. (2020). *Persoalan-Persoalan Pendidikan dalam Kajian Filsafat Pendidikan Islam*. Didaktika: Jurnal Kependidikan, 9(2), 179–188
- Irvana, Ira. (2020). Understanding the Learning Models Design for Indonesian Teacher. *International Journal Of Asian Education*, Vol. 01, No. 2, September 2020.
- Kassabolat, Aigur, Shynar K., Makhabbat K., Kamaryash K., Meirangul Z., Yerimova, A. (2020). Future Teachers' Opinions on Preparation and Use of Interactive Materials in

- Teaching. *International Journal of Emerging Technologies in Learning (iJET)*. – Vol. 15, No. 23.
- Khoiron, Muhammad, Neni W., & Miftakhuudin. (2019). Revitalization of Social Studies Education: A Developmental Study Based on Dick and Carey Instructional Design. *Advances in Social Science, Education and Humanities Research*, volume 404.
- Nainggolan, B., Hutabarat, W., Situmorang, M., & Sitorus, M. (2020). Developing Innovative Chemistry Laboratory Workbook Integrated with Project-based Learning and Characterbased Chemistry. *International Journal of Instruction*, 13(3), 895-908.
- Obizoba, Cordelia. (2015). Instructional Design Models—Framework for Innovative Teaching and Learning Methodologies. *International Journal of Higher Education Management (IJHEM)*. Vol. 2 Number 1.
- Pane, A., & Dasopang, M. D. (2017). Belajar dan Pembelajaran. *FITRAH:Jurnal Kajian Ilmu-Ilmu Keislaman*, 3(2), 333–352. <https://doi.org/10.24952/fitrah.v3i2.945>.
- Prastowo, A. 2011. *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Yogyakarta: Diva Press.
- Pressley, M. (2000). Comprehension Instruction: What Makes Sense Now, What Might Make Sense Soon? In M. L. Kamil, P. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of Reading Research: Volume III*. New York: Longman. Retrieved from <http://www.readingonline.org/articles/handbook/pressley/index.html>.
- Putri, S.K., Hasratuddin, Edi S. (2019). Development of Learning Devices Based on Realistic Mathematics Education to Improve Students' Spatial Ability and Motivation. *International Electronic Journal Of Mathematics Education E-Issn: 1306-3030*. 2019, Vol. 14, No. 2, 393-400.
- Qasim, M. (2016). Perencanaan Pengajaran dalam Kegiatan Pembelajaran. http://journal.uin-alauddin.ac.id/index.php/diskursus_islam/article/view/7365.
- Nai, Firmina Angela, I Nyoman S.D., Punaji, S., & Utami, W. (2016). Teaching Material Development Of Learning and Teaching Course Through Lesson Study Application for University Students. *Educ. 21th Century Responding to Curr. Issues*, pp. 273–283.
- Rémy, P., & Leroy, P.-M. (2016). *Comment explorer l'album jeunesse?*. Floreffe, Belgique: Editions Atzeo.
- Rosyadi, Y. I., & Pardjono, P. (2015). Peran Kepala Sekolah sebagai Manajer dalam Meningkatkan Mutu Pendidikan di SMP 1 Cilawu Garut. <https://journal.uny.ac.id/index.php/jamp/article/view/6276/6343>.
- Rivai, Extris, Achmad R., Yetti S., & Yuli R. (2019). Influence of Test Construction Knowledge, Teaching Material and Attitude on Sociological Subject to Quality of Objective Test in Public and Private Vocational Schools. *International Journal of Instruction*. Vol.12. No.3.
- Sabria, Shafizan, & Mahayuddin Abdul Rahimb. (2020). Integration of Dick and Carey Design in String Ensemble Class Instructional Material Design. *International Journal of Innovation, Creativity and Change*. www.ijicc.net Volume 14, Issue 11.
- Saori, Sopian. (2020). The Use of Mind Mapping to Teach Reading Comprehension. *JOLLT Journal of Languages and Language Teaching*. Vol.8. No.2.
- Sari, Dewi Purnama, & Edy S. (2017) Development the Module of Mathematics Statistics 1 by using the Model of Dick and Carey Design. *International Journal of Sciences: Basic and Applied Research (IJSBAR)* Volume 34, No 1, pp 237-246.
- Semiawan. (2010). *Metode Penelitian Kualitatif*. Jakarta: Gramedia.

- Sharif, T., Purohit, H., & Pillai, R. (2015). Analysis of Factors Affecting Share Prices: The Case of Bahrain Stock Exchange. *International Journal of Economics and Finance*, 7, 207-216. <https://doi.org/10.5539/ijef.v7n3p207>.
- Shawmi, A. N. (2015). Pendidikan Kecakapan Hidup (Life Skill) dalam Pembelajaran Sains di SD/MI. *Terampil: Jurnal Pendidikan dan Pembelajaran Dasar*, 2(2), 240–252. <https://doi.org/10.24042/terampil.v2i2.1295>.
- Sugiyono. 2012. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Surya, E., dan Perwitasari, D., (2017), The Development of Learning Material Using Problem Based Learning to Improve Mathematical Communication Ability Of Secondary School Students. *International Journal Of Sciences : Basic and Applied Research (IJSBAR)*, 33 (03), pp 200-207.
- Suryapermana, N. (2017). Manajemen Perencanaan Pembelajaran. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 3(02), 183–193. <https://doi.org/10.32678/tarbawi.v3i02.1788>.
- Thomas, Nathalie, Cecile Colin, & Jacqueline Leybaert. (2020). Interactive Reading to Improve Language and Emergent Literacy Skills of Preschool Children from Low Socioeconomic and Language-Minority Background. *Early Childhood Education Journal*. DOI 10.1007/s10643-020-01022-y.
- Utama, Anak Agung Gde Satia. (2016). The Usage of E-Learning Model to Optimize Learning System in Higher Education by Using Dick and Carey Design Approach. *Journal of Information System Engineering and Business Intelligence*. Vol.2, No.1. April.
- Watkins, P. (2018). *Extensive reading for primary in ELT Part of the Cambridge Papers in ELT series*. Cambridge: Cambridge University Press