UTILIZING ADDIE MODEL TO DEVELOP SEMESTER INSTURCTIONAL PLAN OF READING COURSE AT ENGLISH EDUCATION DEPARTMENT

Tri Ilma Septiana

Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sultan Maulana Hasanuddin Banten
tri.ilma@uinbanten.ac.id

Abstrak

Studi ini bertujuan untuk membantu Jurusan Pendidikan Bahasa Inggris di UIN Sultan Maulana Hasanuddin Banten dalam menyusun rencana pembelajaran semester dan bahan ajar membaca. Model ADDIE digunakan dalam proses penelitian dan pengembangan penelitian ini untuk membuat rencana pembelajaran semester yang efektif dan menentukan materi perkuliahan. Sementara itu, sejumlah instrumen digunakan dalam penelitian ini untuk mengumpulkan data, termasuk kuesioner yang diberikan kepada siswa, wawancara, analisis dokumen kurikulum untuk EED, dan konsultasi dengan pakar kurikulum dan praktisi literasi. Temuan penelitian ini mengungkapkan bahwa dosen harus memilih tujuan pembelajaran yang sesuai dengan Standar Nasional Perguruan Tinggi ketika membuat rencana pembelajaran semester untuk mata kuliah membaca. Selain itu, untuk membantu siswa membangun beberapa kemampuan membaca dan membantu mereka menjadi pembaca yang mahir, bahan ajar dan strategi membaca pada setiap mata kuliah membaca diatur secara berkesinambungan dengan mempertimbangkan kemampuan berpikir siswa dan perkembangan bahasa.

Kata kunci: Rencana Pembelajaran Semester, Model ADDIE, Capaian Pembelajaran, Mata Kuliah Membaca.

Abstract

This study aims to help the English Education Department at UIN Sultan Maulana Hasanuddin Banten develop its semester instructional plans and reading course materials. The ADDIE Model was used in this research and development process to create an effective semester instructional plan and to create reading materials. Meantime, a number of tools were utilized in this research to gather data, including questionnaires issued to students, interviews, curriculum document analysis for EED, and consult to curriculum experts and literacy practitioners. The finding of this study reveals that lecturers must choose learning objectives that are in accordance with the National Standard for Higher Education when creating semester instructional plans for reading courses. Moreover, in order to help students build some reading abilities and help them become proficient readers, instructional materials and reading strategies at each reading course should be organized systematically while taking into account students' language development and thinking ability.

Keywords: Semester Instructional Plan, ADDIE Model, Learning Outcomes, Reading Courses.

INTRODUCTION

In principle based on (UU RI No 12, 2012), there are four essential requirements that must be fulfilled in the higher education system in order to produce graduates who are qualified. Specifically, the input, the process, the output, and the outcome. A learning process is planned carefully, thoroughly, and systematically with regard to the related factors such as

learning outcomes, learning methods, instructional materials, learning sources, assignments and assessment process. This must be incorporated into each learning process and methodically recorded in the form of a semester instructional plan.

In addition, according to Permendikbud No 20 Tahun 2020, the National Standards for Higher Education are comprised of National Standards for Education, Research, and Community Service. The National Education Standards state that each university is free to create semester instructional plans. However, they are required to incorporate graduation competency criteria namely knowledge, attitudes, general skills, and specific skills.

The National Standards of Higher Education have explicitly and precisely established elements of attitude and general skills.In the meantime, a similar study program forum must develop the components of the specialized knowledge and abilities that constitute the mark of study program alumni.

In order to determine whether the graduates they produce have the skills necessary to complete the learning outcomes described in the Indonesian National Qualifications Framework, universities must assess their students' abilities .(Solikhah, 2015). Additionally, higher schools must be able to generate graduates who possess the literacy, competence, and character necessary for the 21st century.

In UU No. 14 of 2005 (Republik Indonesia, 2005) regarding teachers and lecturers, a lecturer is expected to create a lesson plan in order to fulfill their duties. In addition, Permenristekdikti No.44 of 2015 which mandates that lecturers construct a semester instructional plan as professional

educators, further emphasizes the necessity for this task. A semester instructional plan, often known as a syllabus, is an outline of the learning activities that will take place during that semester in order to satisfy the graduates' assigned learning objectives. The Semester Instructional Plan is developed either individually or in collaboration with other lecturers in a study program by a lecturer with expertise in the disciplines of science and/or technology.

The English Language Education Department (hereinafter glossed by EED) at Sultan Maulana Hasanuddin Banten State Islamic University actually encounters a number of challenges when creating the semester instructional plan, which includes learning outcomes and course content. One of them is visible in series courses like reading. These courses lack well specified requirements, particularly for course names, descriptions, learning objectives, course materials, learning strategies, assignment schedules, assessment standards, and learning evaluation. Furthermore, the fact that there were two lecturers for the course added to this problem. The Semester Learning Plans alter as a result.

Overlapping instructional materials are another result of variations in lecturers. Because future English Language Education graduates will have various capabilities and not be able to meet the graduate competency levels listed in the EED graduate profile for the graduate learning outcomes, this will be problematic if it is not appropriately predicted.

In fact, EED must be able to bring all lecturers together to create a semester instructional plan carefully and methodically by receiving input from senior lecturers or qualified curriculum practitioners.in order to generate quality

graduates. In reading courses, there is no exception. Due to the many benefits reading courses provide, they play a crucial part in preparing students to become competent graduates. Students' comprehension, vocabulary, and knowledge can all be improved by reading.

Many educators, including (Bruce Arne, 1984; Hudson, 2008; Perkins et al., 1997; Tankersley, 2003; Williams, 1986) have emphasized the value of reading course. They believe that reading is a crucial ability for students in the modern era because it helps build overall proficiency and gives students access to information they need for school. Meanwhile, some scholars and educators (Arens & Davies, 1998; Bamford & Day, 1998; Burgess et al., 2005; Eskey, 2002) are agree that the ability to read is essential for both formal education and social success.

Many professionals with expertise in teaching English as a second language have studied syllabus design. First, (Tarihoran, 2020) investigated the development of a general English course syllabus model based on a multicultural perspective at Syarif Hidayatullah the State Islamic University, Jakarta's Department of History and Islamic Civilization. The results demonstrate that one of the primary goals of teaching English for Islamic studies is to assist students in comprehending both the cultural components of English as well as the language itself. Additionally, the lecturer must incorporate certain elements into the planning of the EIS teaching and learning process, such as learning skills, language skills, knowledge of Islamic studies, and knowledge of language.

Furthermore, llyas, (2016) works to create the curriculum and reading instructional for the TELKOM academy Jakarta's telecommunications engineering program. Ilyas completed the following tasks in order to create an effective English syllabus and teaching materials: analysis, review of the material design and foreign language reading principles, design of the English framework and syllabus, design of the reading materials, and implementation of the sample lesson. According to the study's findings, the majority of students reported that the readings in the course book connected to their area of study, were understandable and interesting, and that they were generally satisfied with the readings.

Another study, which conducted by Sudarwati (2013) reveals that the English Department at Brawijaya University's critical reading classes are still deficient.This is a result of improper syllabus and course materials development. She followed the Yalden approach when doing this investigation using research and development (R&D). Five lesson plans that have undergone empirical testing as part of the piloting process are also included in the syllabus for critical reading courses. In essence, the Yalden model's stages were used to develop the critical reading syllabus, and it was then approved by professionals.

Unfortunately, studies on the designing of semester learning plans for reading courses by utilizing ADDIE model at EED have not yet been discovered by any contemporary researchers. Thus, the researcher is so adamant that this work merits a thorough examination and will have an immediate impact on EED.

METHODS

ADDIE was used in this study. Assess, Design, Develop, Implement,

and Evaluate is an abbreviation for these steps. Here, The ADDIE model was employed in the development of the semester instructional plan. The basic premise behind ADDIE is that reading education should be inspirational, real, student-centered, creative, and innovative. (Branch, 2010). The following example shows how to create a semester instructional plan using the ADDIE model:
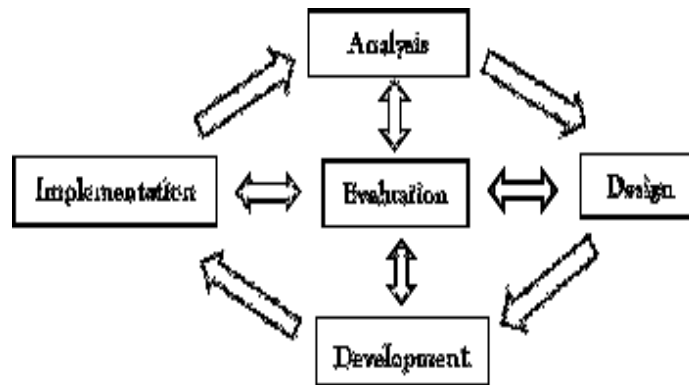

Figure 1. ADDIE Model

Analyses were performed first. According to (Kaplan & Yalden, 1989; Richards, 2001) "Needs analysis in language education may be used for a variety of goals, such as to gather information about a specific information and about specific learners are experiencing, and to discover a gap between what students are able to achieve and what they need to be able to do". In this phase, I analyzed the data from needs analysis.

Design came in second. I focused on topic matter analysis, lesson planning, and the choice of instructional media throughout this phase. In order to plan lessons, I had to choose between the following options in order to design lessons: (1) learning objectives or learning outcomes; (2) necessary knowledge, abilities, and attitudes; (3) resources and instructional strategies; (4) how to structure and organize the content; and (5) an evaluation procedure that was appropriate for the learning objectives. These steps are in accordance with the syllabus development principles proposed by (Breen, 1987; Gagné et al., 2004;

Kaplan & Yalden, 1989; Tomlinson, 2017).

The development phase was the third. The process of creating and assessing learning experiences while attempting to uncover the answers to certain issues, for example whether the students' personality qualities and learning demands have been properly examined, can be characterized as progress in this phase. Were the students' learning requirements adequately satisfied by the learning objectives, techniques, resources, assignments, and evaluation?

Implementation was the fourth step. Implementation during this phase is the delivery of learning experiences to students while making use of the proper medium. Students that actively participate in the learning process are given demonstrations of their knowledge, abilities, or understanding. It entails providing education in the classroom and demonstrating to pupils how to use the resources.

Evaluation comes as the final stage. Two levels of evaluation exist. The most crucial one is to assess how

265

well students learn and retain reading comprehension and skills. The second is to evaluate how well the program for designing a semester instructional plan helped students learn reading material effectively.

In addition, I also employed a variety of data collection techniques for this study, including forum group discussions, the distribution of questionnaires, the conduct of interviews and informal consultations with senior lecturers and curriculum practitioners, the examination of pre-existing materials (previous semester instructional plan and lecture units), as well as involvement in an IERA-hosted extensive reading program.

RESULT AND DISCUSSION

A. Result

Refering to Permenristekdikti No. 44 of 2015) when designing semester instructional plan. The following information is included in this document: (1) the name of the study program, the course's name and code, the semester, the credit, and the lecturer's name; (2) the course's graduate learning outcomes; (3) the ultimate capacity that was anticipated at each learning level to satisfy the graduate learning outcomes; (4) topics that dealt with the capacity for achievement; (5) teaching strategies; (6) the amount of time given to help students develop their skills at each learning stage; (7) the ways in which students' learning experiences are reflected in the descriptions of the assignments they must complete over the course of a semester; (8) learning resources; (9) criteria, indicators, and grading system; and (10) bibliographies.

Each lecturer is required to review certain materials prior to creating a semester learning plan, including (1) documents from the study program curriculum that cover pertinent topics, especially those pertaining to course learning outcomes and graduate learning outcomes; (2) rules regarding course preparation, such as those in the National Higher Education Standards and the Indonesian National Qualifications Framework; (3) reference books and scientific journals; (4) assignment and assessment format; and (5) Semester Instructional Plan Format determined by the university.

The figure 2 illustrates the structure for designing a semester instructional plan of reading course:
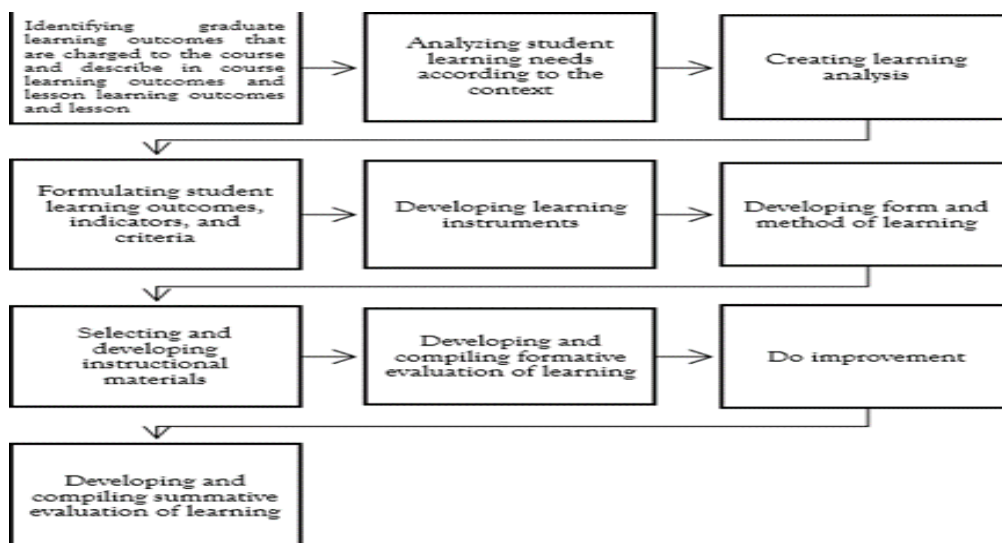

Figure 2. Framework of Designing Semester Instructional Plan

In order for the learning process to produce graduate learning outcomes, the semester instructional plan must be designed in a systematic, logical, and planned manner(Dick et al., 2015; Tomlinson, 2012; Tyler, 2013). A semester instructional plan's phases of learning design at least included the following stages:

1) Identifying the course's graduate learning objectives;
2) Creating specific course learning objectives in light of the graduate learning outcomes connected to the course;
3) Creating lesson learning objectives that are the ultimate skill that are prepared at each learning level and created in;
4) Analyzing learning to give students a general picture of the learning stages they will experience;
5) Examining learning requirements to determine the range and level of learning content requirements as well as the tools necessary for learning;
6) Determining the indicators of lesson learning outcomes achievement as the final capability anticipated at each learning stage to meet graduate learning outcomes;
7) Creating evaluation criteria and tools for learning based on course learning objectives' success indicators;
8) Choosing and creating instructional formats, instructional strategies, and student tasks as educational opportunities;
9) Creating instructional materials with relevant subject matter and learning resources; and
10) Planning and carrying out learning evaluation.

B. Discussion

In order to cover gradations, levels of difficulty, depth, and breadth of sustainable resources, two reading courses on this subject need to be rebuilt. These include intensive and extensive reading as well as critical reading.

Before creating and implementing the semester lesson plan for reading courses, the board of EED lecturers also arranged the curriculum's framework and defined the graduate profile of EED as well as its descripton. The table 1 is an explanation of the EED graduate profile:

Table 1. Graduate Profile of EED

No	Profile	Descripton
1	Teacher of English	Graduates have good personalities, are knowledgeable in their fields, are able to carry out tasks, as well as responsible for teaching, Islamic ethics, scientific knowledge, and expertise. They are also able to carry out learning by using a variety of methods and techniques effectively and efficiently.
2	Research Assistant	Graduates are capable of performing duties and carrying out good responsibilities based on Islamic principles, science, and expertise. They also have good personalities, comprehensive knowledge in their fields, and managerial abilities. They are also responsible as research assistants in the field of English.
3	Entrepreneur	Graduates are competent in using their knowledge and abilities in a variety of entrepreneurial contexts.

The EED learning outcomes are further broken down into four parts. that is: (1) knowledge; (2) general skills; (3) specific skills; (4) attitude. The graduate learning outcomes for EED will be shown in table 2 below:

Table 2. Graduate Learning Outcomes

Description of GLO	Dimension
Graduates can show a personality that has character and integrity. through a learning process that respects Indonesia's variety and values in the domains of education and entrepreneurship.	Attitude
graduates are able to display competence in applying concepts, theories, and methodologies rationally, critically, methodically, and creatively through a learning approach that prioritizes scientific academic ethics	General Skill
Graduating students learn linguistics, literature, and pedagogy in a critical and analytical manner, which helps them comprehend English concepts and theories.	Knowledge
Graduates are able to display skills in employing innovative concepts, theories, and methodologies by using the English language learning process based on TPACK (Technological Pedagogical Content Knowledge) relevant to students' comprehension and educational learning.	Spesific Skill

Based on the EED graduate profile and graduate learning outcomes, forum group discussions, need analyses, comparisons to other universities, and the EED curriculum document, the following can be described about the reading course content:

Table 3. Intensive and Extensive Reading

Intensive and Extensive Reading

Learning Outcomes of Course:
Having accomplished this course, every student is expected to be able to: (1) Read English text accurately and understand the meaning of a text; (2) Be familiar with English texts and build literacy culture; (3) Master reading cognitive strategies; (4) develop confidence and motivation in reading; and (5) Enrich English vocabularies; (6) set the purpose of reading; (7) select the target and goals of reading (academic or non-academic reading)' (8) respond to reading numerous methods such as: a) sharing knowledge from books with others; a) share personal reactions to and ideas about books in informal situations; b) share favorite quotation from books.

Description
This course presents a variety of English texts, both academic and non-academic, with the main objective of facilitating students to seek information and develop reading pleasure. To achieve this goal, this course equips them with adequate reading strategies that can be applied before, during, and after reading. During the lecture, students will be asked to apply various reading strategies and pour their reading comprehension into the graphic organizer.

Course Content
1. Skimming
2. Scanning
3. Activating Background Knowledge
4. Making Connection
5. Determining Importance
6. Making Prediction
7. Asking Questions
8. Drawing Inference
9. Visualizing
10. Setting Purpose of Reading
11. Synthetizing
12. Evaluating
13. Monitoring
14. Summarizing

References
Anderson, Mark and Kathy Anderson. 2003. Text Types in English. Melbourne: MacMillan Education Pty, Ltd.
Day, R. R and Bamford, J. 1998. Extensive Reading in the Second Language Classroom. Cambridge:

Cambridge University Press.

Duke, N. K, and Pearson, P.D. 2002. Effective practice for developing reading comprehension (3rd ed) Newark, DE: International Reading Association.

Fairbaim, G. J., & Fairbaim, S. A. 2001. Reading at University: A Guide for Students. Buckingham: Open University Press.

Fidges, Louis. 2008. Reading Comprehension, New York: MacMillan Foundation.

Gray, Amelia. 2010. Daily Reading Comprehension, Monterey: Evan Moor Educational Publishers.

Hill, D. R. 1998. Graded Readers. ELT Journal, 55 (33), 300-324.

McKnight, K.S, 2010. The teacher's big book of graphic organizers. San Francisco: John Wiley & Sons, Inc.

Mikulecky, Beatrice S and Linda Jeffries. Advanced reading power. New York: Pearson Education, Inc. 2007

Nuttall, C. 1996. Teaching Reading Skills in a Foreign Language (2nd ed.) Oxford: Heinemann.

Samuel, S.J. 1991. Ten Best Ideas for Reading Teachers. California: Addison-Wesley.

Roe, Betty D. & Ross Ellinor P. (1996). Developing Power in Reading. Dubuque: Hunt Publishing Company.

Tompkins, Gail E. 2011. Literary in the Early Grades (3rd ed.). Boston: Pearson Education, Inc.

EED Students must take this course since it will help them strengthen their language skills. "Extensive reading will lead the enhancement of language competency," according to certain experts (Day et al., 1998; Day, Richard and Bamford, 2002; Robb, 2002). This course offers students at least three advantages. The initial, in-depth reading broadens vocabulary Numerous terminologies and lexical (word) patterns that are not covered in textbooks crop up when pupils read a lot. The second, in-depth reader aids pupils in comprehending grammar. By giving students the chance to observe grammar in action, they can develop a deeper understanding of how it is actually used. In addition, they are able to enhance their reading fluency and speed with the third, in-depth reading. In particular, improving reading speed is crucial since it aids language learners in comprehending the language more quickly and effectively.

As matter of fact, this course follows ten teaching concepts of extensive reading, namely: 1) The reading material must be simple; 2) There must be a choice of reading materials on a wide range of themes; 3) Students must be given the freedom to choose what they wish to read; 4) Students read as much as they can; 5) Reading is typically done for enjoyment, information, and general comprehension; 6) reading is a reward in and of itself; 7) Reading pace is typically faster than slower; 8) reading is solitary and silent; 9) the teacher or lecturer directs and instructs pupils; and 10) the teacher serves as an example of an enthusiastic reader.

Furthermore, the scope of critical reading course will be presented in the table 4:

Table 4. Critical Reading

Critical Reading
Learning Outcomes of Course:
In principle, the learning outcomes of this course are sixfold, namely students are expected to be able to (1) have critical thinking skills in responding to various English texts; (2) master various reading skills; and (3) be able to write their understanding into graphic organizers; (4) read fictional text and non-fictional English texts fluently, comprehensively and critically; (5) master high context vocabularies or technical terminology related in an English text; and (6) write academic responses toward an issue from various English texts.(4) read novel and non-fictional English texts with fluency, thoroughness, and critical thinking; (5) master high context vocabularies or technical terminology relevant to an English text; (6) Write academic responses to a topic from diverse English

texts.

Description

This course is specifically designed to facilitate EED students to be able to master various reading skills and practice critical thinking skills in responding to various English texts. In practice, lecture activities are adapted to the basic concepts of literacy, namely discussing various theories of reading skills, understanding and responding to various English texts, as well as restating their understanding in writing to graphic organizers.

Course Content

1. Main Idea and Details
2. Sequence
3. Cause and Effect
4. Fact and Opinion
5. Compare and Contrast
6. Make Inferences
7. Character and Setting
8. Theme
9. Author's Purpose
10. Prediction
11. Nonfiction Text Features
12. Visual Information
13. Guessing words
14. Speed reading

References

Anonymous. (2010). *Daily Reading Comprehension Grade 5.* Monterey: Evan-Moor Educational Publishers.

Anonymous. (2002). *Reading Comprehension: Skills & Strategies Level 7.* Irvine, CA: Saddleback Education Publishing.

Bouchard, Margaret. (2005). *Comprehension Strategies for English Language Learners.* New York: Scholastic Inc.

Bromley, Karen., Linda Irwin-DeVitis & Marcia Modlo. (1999). *50 Graphic Organizers for Reading, Writing, and More.* New York: Scholastic Inc.

Grellet, Francoise. (1986). *Developing Reading Skills: a Practical Guide to Reading Comprehension Exercise.* Cambridge: Cambridge University.

McKnight, Katherine S. (2013). *The Elementary Teacher's Big Book of Graphic Organizers.* San Francisco: Jossey-Bass

McKnight, Katherine S. (2010). *The Teacher's Big Book of Graphic Organizers.* San Francisco: Jossey-Bass.

Mikulecky, Beatrice S and Linda Jeffries. (2007). *Advanced reading powe*r. New York: Pearson Education, Inc.

Moreillion, Judi. (2007). *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact.* Chicago: American library Association.

Priestley, Michael. (2005). *Hi-Lo Passages to Build Comprehension* (Grade 5-6). New York: Scholastic Inc.,

Septiana, Tri Ilma. (2017). *Academic Reading: A Series of Reading Exercises to Boost Your Comprehension.* Serang: Pusat Peneltian dan Penerbitan (Puslitpen) Lembaga Penelitian dan Pengabdian Kepada Masyarakat (LP2M) IAIN Sultan Maulana Hasanuddin Banten.

Suparman, Ujang. (2012). *Developing Reading Comprehension: Skills and Strategies.* Bandung: CV Arfinaya

Tompkins, G E. (2011). *Literacy in the Early Grades.* Boston: Pearson Education, Inc.

This course is extremely important because it gives students the tools they need to understand texts critically and solve problems. Some educators believe that students' capacity for critical reading and thought would improve their comprehension of the book they are reading (Ilyas, 2018; Nation & Yamamoto, 2014; Sudarwati, 2013). This occurs because readers continue to be producers during the process of critical reading because they

produce, evaluate, and make judgments. In addition, (Ilyas, 2015) also emphasizes that critical reading refers to a higher degree of reading because it assesses the content of the text in addition to agreeing with it on a literal and interpretive level.

The purpose of the critical reading course in the context of EED is to prepare students to read critically and proficiently. The main goal of this course is to enable students to comprehend a variety of academic/scientific texts at an advanced level, including fictional materials (literary texts) and texts that provide explanation, exposition, discussion, and review.

Furthermore, it can be inferred from the student survey results that 57% of the students occasionally found it difficult to read in English, 23% of the students frequently found it difficult to read, and the remaining 15% of the students only occasionally found it difficult to understand English text.

When a question about the importance of English for pupils' academic progress was asked. Reading, listening, speaking, and writing were all deemed to be extremely important by the majority of students (75 percent for reading, 35 percent for listening, 68 percent for speaking, and 87 percent for writing). As a result, because 87% of students said that writing was extremely essential. In the semester instructional plan for my reading courses, I included writing exercises. Reading and writing are generally coupled in traditional educational activities, so this is in accordance with that.

Moreover, when asked how frequently you find it difficult to understand English fiction, nonfiction, textbooks, and newspaper articles. 73% of the students stated it was very difficult to understand the English

journal. Also, up to 65% of the students acknowledged that they found it extremely challenging to read and comprehend textbooks. Then, 25% of the students said they had difficulty comprehending news stories followed by another 27% who had trouble understanding online articles, and only 10% who said that reading fiction was tough.

I also asked students to list the kind of reading materials they were interested in learning about in class on the questionnaire. 80 percent of students said they were interested in learning the passage on any of the following subjects: cuisine (30%), technology (17%), sports (13%), lifestyle (15%), movies and music (155), religion (2%), as well as health (8%).

How frequently students used reading strategies was the last question on the survey. The responses covered a wide range. Yet the majority of students (64%) indicated they used reading methods sparingly, followed by 18% who said they used them occasionally, 16% who said they frequently used them, and only 2% who said they always used them while understanding English text.

Reading activities are divided into three categories by (Nuttal, 2000), they are: pre-reading activities, while reading activities, and post reading activities. First, prewriting exercises and discussion questions that help students relate the text to what they already know, activating and enlarging their formal and content schemata, developing their vocabulary, and pre-reading activities help in identifying cultural influences that may affect reading comprehension or interpretation. Free writing, semantic mapping, and brainstorming are all possible methods.

Second, prediction exercises that highlight the text's structure and help readers recognize possible themes and instructions the author might take.

Third, skimming tasks that provide students a comprehensive comprehension of the themes, as well as the organization and development of ideas, throughout the text.

Fourth, questions and other exercises that concentrate on visual indications like the title, chapter headings, indents, as well as any graphics and other text displays that stress the hierarchy and relative.

Fifth, scanning activities that highlight important language, such as technical terms, as well as names, dates, and other important data.

Activities that can be done while reading include: First, filling out graphic organizers while reading: making a Venn diagram (for comparing and contrasting), a flow chart (for processes), a table (for classification or definitions), or other organizers that reflect the logical relations between ideas in the text and highlight for the student what is important enough to be noted and remembered.

Second, guided writing activities or discussion starters that encourage students to react to and reflect on what they are reading at key points in the procedure and to express any misunderstanding or questions they desire to have resolved before the reading is concluded.

Third, tasks involving note-taking, underlining, and highlighting that help students develop better study habits.

Fourth, vocabulary-building exercises that assist students in interpreting the meaning of the text.

Fifth, regular summarizing and paraphrasing exercises that help students form conclusions, successfully connect new concepts to earlier subjects, and observe how a text is put together as well as how an idea develops.

Sixth, timed activities that promote quick reading, occasionally combined with questions that call for skimming for general solutions or scanning for critical information.

The last is post-reading activities. These include: First, vocabulary activities that assist kids increase their vocabulary by applying affixes and roots taken from the important reading vocabulary and utilizing charts and tables to show how words relate to one another. Second, inquiries that promote a thorough examination and assessment of the reading. Third, exercises that assist students in summarizing the text, starting with draft summaries. Fourth, employ sentence strip and cloze activities to hone your discourse, vocabulary, and grammatical abilities. The fifth activity is journal writing, either in a monologue or a dialog, to get pupils to reflect on, appraise, or summarize what they have read. Sixth, activities or projects that assist students apply what they have learnt from reading.

CONCLUSION

There are certain essential conclusions that can be made. The following describes the methodology for developing semester instructional plans for reading courses that are based on the Indonesia National Qualification Framework: (1) Identifying the course's graduate learning objectives; (2) Creating specific course learning objectives in light of the graduate learning outcomes connected to the course; (3) Creating lesson learning objectives that are the ultimate skill that

are prepared at each learning level and created in; (4) Analyzing learning to give students a general picture of the learning stages they will experience; (5) Examining learning requirements to determine the range and level of learning content requirements as well as the tools necessary for learning; (6) Determining the indicators of lesson learning outcomes achievement as the final capability anticipated at each learning stage to meet graduate learning outcomes; (7) Creating evaluation criteria and tools for learning based on course learning objectives' success indicators; (8) Choosing and creating instructional formats, instructional strategies, and student tasks as educational opportunities; (9) Creating instructional materials with relevant subject matter and learning resources; and (10) Planning and carrying out learning evaluation. In addition, a lecturer should adhere to four guidelines when constructing a semester's worth of lesson plans. These are: applicability, coherence, fleeciness, and efficiency.

REFERENCES

Arens, K., & Davies, F. (1998). Introducing Reading. The Modern Language Journal, 82(1). https://doi.org/10.2307/328693

Bamford, J., & Day, R. R. (1998). Teaching Reading. Annual Review of Applied Linguistics, 18. https://doi.org/10.1017/s0267190500003512

Branch, R. M. (2010). Instructional design: The ADDIE approach. In Instructional Design: The ADDIE Approach. https://doi.org/10.1007/978-0-387-09506-6

Breen, M. P. (1987). Contemporary Paradigms in Syllabus Design Part II. Language Teaching, 20(2).

Bruce Arne, S. (1984). Teaching reading skills in a foreign language. System, 12(2). https://doi.org/10.1016/0346-251x(84)90031-9

Burgess, S., Harlow, K. H., & Longman, E. P. (2005). How to Teach for Exams . Tesol Quarterly.

Day, R. R., Bamford, J., Renandya, W. A., Jacobs, G. M., & yu, V. W. S. (1998). Extensive reading in the second language classroom. RELC Journal, 29(2). https://doi.org/10.1177/003368829802900211

Day, Richard and Bamford, J. (2002). Top Ten Principles for Teaching Extensive Reading1. Reading in a Foreign Language, 14(2).

Dick, W., Carey, L., & Carey, J. O. (2015). The Systematic Design of Instruction - The Eight Edition. Educational Technology Research and Development.

Eskey, D. E. (2002). Reading and the Teaching of L2 Reading. TESOL Journal, 11(1).

Gagné, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2004). Principles of instructional design. In Performance Improvement.

Hudson, T. (2008). Teaching Second Language Reading. ELT Journal, 63(1). https://doi.org/10.1093/elt/ccn061

Ilyas, H. P. (2015). Critical Thinking: Its Representation In Indonesian ELT Textbooks And Education. York University, York University.

Ilyas, H. P. (2018). Indonesian EFL Teachers' Conceptions of Critical Thinking. Journal of ELT Research, 3(1). https://doi.org/10.22236/jer_vol3issue1pp29-37

Kaplan, R. B., & Yalden, J. (1989). Principles of Course Design for Language Teaching. Language, 65(1). https://doi.org/10.2307/414880

Nation, P., & Yamamoto, A. (2014). Applying the four strands to language learning. In Moving TESOL beyond the Comfort Zone: Exploring Criticality in TESOL.

Nuttal, C. (2000). Teaching reading skills in a foreign language. In System.

Salinan Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi, (2020).

Perkins, K., Hood, S., Solomon, N., & Burns, A. (1997). Focus on Reading. The Modern Language Journal, 81(3). https://doi.org/10.2307/329340

Permenristekdikti. (2015). Permenristekdikti Nomor 44 Tahun 2015 Tentang SNPT. In Permenristekdikti Nomor 44 Tahun 2015 Tentang SNPT.

Puadi Ilyas, H. (2016). Retaining Literature in the Indonesian ELT Curriculum. Studies in English Language and Education, 3(1). https://doi.org/10.24815/siele.v3i1.3384

Republik Indonesia. (2005). Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen. Sekretariat Negara.

Richards, J. C. (2001). Curriculum Development in Language Teaching. In Curriculum Development in Language Teaching. https://doi.org/10.1017/cbo9780511667220

Robb. (2002). Extensive Reading in an Asian Context -- An Alternative View. Reading in a Foreign Language, 14(2).

Solikhah, I. (2015). KKNI Dalam Kurikulum Berbasis Learning Outcomes. LINGUA: Journal of Language, Literature and Teaching, 12(1). https://doi.org/10.30957/lingua.v12i1.68

Sudarwati, E. (2013). A Proposed Syllabus of Critical Reading For The English Department Students of Brawijaya University. Erudio Journal of Educational Innovation, 1(2). https://doi.org/10.18551/erudio.1-2.7

Tankersley, K. (2003). Threads of reading : strategies for literacy development.

Tarihoran, N. (2020). Using Facebook Group as a Blended Learning Medium in Teaching Cross-Cultural Understanding in Islamic Higher Education. International Journal on Research in STEM Education, 2(1). https://doi.org/10.31098/ijrse.v2i1.187

Tomlinson, B. (2012). Materials development for language learning and teaching. In Language Teaching (Vol. 45, Issue 2). https://doi.org/10.1017/S0261444811000528

Tomlinson, B. (2017). Materials Evaluation and Design for Language Teaching (second edition). ELT Journal, 71(4). https://doi.org/10.1093/elt/ccx039

Tyler, R. W. (2013). Basic Principles of Curriculum and Instruction. In Basic Principles of Curriculum and Instruction. https://doi.org/10.7208/chicago/9780226820323.001.0001

UU RI. (2012). Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 Perguruan Tinggi. Ristekdikti.Go.Id, 66.

Williams, R. (1986). "Top ten" principles teaching reading. ELT Journal, 40 (January).