

Developing a Problem-Based Learning-Based Narrative Text Worksheet for Teaching Reading to Grade IX Junior High School Students

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Abstract

Reading comprehension remains a major challenge for junior high school students in English as a Foreign Language (EFL), particularly when understanding Narrative Texts. Although previous studies have demonstrated that Problem-Based Learning (PBL) improves students' reading comprehension, limited research has focused on developing PBL-based worksheets specifically designed for Narrative Text instruction at the junior high school level. This study aimed to develop a PBL-based Narrative Text worksheet for Grade IX junior high school students, evaluate its feasibility, and examine students' responses to the developed product. The study employed a Research and Development (R&D) method adapted from Borg and Gall (1983). The participants consisted of 35 Grade IX students from a public junior high school in West Bandung Regency, Indonesia. Sixteen students participated in the limited field testing, whereas all 35 students participated in the wider field testing. Data were collected through observation sheets, validation sheets, and students' response questionnaires. The development process involved seven stages and resulted in a worksheet that integrates folktales, structured PBL stages, and digital learning elements into a single instructional material. Expert validation showed an average feasibility score of 97.92%, categorizing the worksheet as highly feasible. Students' responses improved from 74.38% (Practical) during the limited field testing to 83.93% (Highly Practical) in the wider field testing after product revisions. These findings suggest that the developed worksheet provides a practical instructional resource that supports reading comprehension, promotes active learning, and offers an integrated approach to teaching Narrative Text through Problem-Based Learning in junior high school English classrooms.

Keywords: Narrative Text; Problem-Based Learning; Reading Comprehension; Worksheet Development

INTRODUCTION

The reading literacy has become one of the essential competencies required in twenty-first-century education because it enables learners to access information, construct meaning from written texts, and participate effectively in academic and social contexts. Beyond decoding written symbols, reading literacy involves understanding, interpreting, evaluating, and using information to solve problems and make informed decisions. As emphasized by Niculescu (2023), reading is a fundamental literacy skill that supports lifelong learning, academic achievement, and the development of critical thinking. Despite its importance, reading literacy remains a significant educational challenge in many countries, including Indonesia. According to the Programme for International Student Assessment (PISA) 2022, Indonesian students obtained an average reading score of 359, substantially below the OECD average of 476, indicating persistent difficulties in comprehending, interpreting, and evaluating written texts (OECD, 2023). These findings suggest that improving students' reading literacy should become

a priority in English language teaching, particularly at the junior high school level, where students begin to engage with increasingly complex texts.

Reading comprehension constitutes a central component of reading literacy because it enables learners to construct meaning by integrating textual information with their existing knowledge and reading strategies. In English as a Foreign Language (EFL) contexts, reading comprehension is a complex cognitive process requiring readers to coordinate linguistic knowledge, background knowledge, inferential thinking, and strategic processing in order to understand written texts effectively (Grabe, 2020; Perfetti & Stafura, 2014). This view is supported by Schema Theory, which explains that comprehension occurs when readers connect new information with previously acquired knowledge structures, known as schemas (Rumelhart, 1980). Likewise, Anderson and Pearson (1984) argue that readers actively construct meaning by relating textual information to their prior experiences and conceptual knowledge. Consequently, students with limited background knowledge often experience greater difficulty in interpreting texts, making inferences, and understanding implicit meanings. Successful reading comprehension also depends on several interrelated sub-skills, including identifying main ideas, interpreting explicit and implicit information, drawing inferences, and evaluating textual content (Aynalem & Tesmand, 2023). Furthermore, students' engagement in reading contributes significantly to comprehension development, as learners with higher reading interest generally demonstrate better reading comprehension achievement (Alfatihah & Tyas, 2022). These theoretical perspectives indicate that effective reading instruction should not only develop students' linguistic competence but also activate their prior knowledge and encourage meaningful engagement with texts.

Despite the importance of reading comprehension, many Indonesian EFL students continue to experience difficulties in understanding English texts. Previous studies have shown that these difficulties are commonly associated with limited vocabulary knowledge, insufficient reading strategies, inadequate background knowledge, and low engagement in reading activities (Ramadhianti & Somba, 2023). Such challenges may hinder the development of fluent reading skills and deeper comprehension, ultimately affecting students' overall academic achievement (Gedik & Akyol, 2022). These findings indicate that English teachers need instructional approaches and learning materials that actively support students in constructing meaning from texts rather than merely answering comprehension questions.

Among the various text genres taught in Indonesian junior high schools, Narrative Text occupies an important position because it supports not only students' language development but also their literacy and character education. The communicative purpose of Narrative Text is to entertain readers while conveying moral values and life lessons through meaningful stories. A Narrative Text generally consists of three main generic structures, namely orientation, complication, and resolution, and is commonly characterized by the use of past tense verbs, action verbs, temporal conjunctions, and direct or indirect speech. Mastering these textual features enables students to understand how ideas are organized and how meaning is constructed throughout a story. Rohmana and Amalia (2022) further argue that Narrative Text can enhance students' vocabulary development, increase learning motivation, and facilitate reading comprehension through meaningful engagement with stories. Among various forms of Narrative Text, folktales are particularly suitable for junior high school students because they present familiar cultural contexts, meaningful moral values, and engaging storylines that encourage students to relate textual information to their own experiences. In addition, the use of folktales supports contextual learning by activating students' background knowledge, which

is considered an essential factor in successful reading comprehension according to Schema Theory.

Nevertheless, many students continue to experience difficulties in comprehending Narrative Texts. Sari et al. (2020) reported that students frequently encounter problems related to limited reading strategies, inadequate background knowledge, low motivation, and insufficient language proficiency when reading Narrative Texts. Similarly, Salsabila et al. (2025) found that junior high school students often struggle to identify main ideas, interpret implicit information, draw inferences, and understand the sequence of events presented in narrative folktales. These findings suggest that students require instructional support that not only improves their understanding of textual information but also actively engages them in constructing meaning, connecting prior knowledge with new information, and solving contextual problems during the reading process.

To address these challenges, reading instruction requires learning approaches that actively engage students in constructing knowledge rather than passively receiving information. One instructional model that has received considerable attention is Problem-Based Learning (PBL). According to Arends (2012), PBL is a student-centered learning model that encourages learners to investigate authentic problems, collaborate with peers, and construct knowledge through inquiry and problem-solving activities. Similarly, Hmelo-Silver et al. (2024) explain that PBL promotes meaningful learning by engaging students in collaborative inquiry, critical discussion, and reflection throughout the learning process. From the perspective of Schema Theory, these learning activities provide opportunities for students to activate their prior knowledge, connect new information with existing cognitive structures, and construct a deeper understanding of texts. Consequently, PBL is considered highly relevant for reading instruction because it encourages students to analyze information critically, evaluate evidence, and solve contextual problems while constructing meaning from written texts (Mafarja & Zulnaidi, 2022). Furthermore, Bendraou and Sakale (2023) argue that integrating reading activities with problem-solving tasks can enhance students' critical thinking, learning engagement, and reading comprehension simultaneously.

Numerous studies have demonstrated the positive impact of PBL on students' reading comprehension. Silalahi et al. (2023) reported that implementing PBL significantly improved students' reading achievement by promoting active participation and collaborative learning. Likewise, Dewi (2023) found that PBL enhanced students' reading comprehension through meaningful problem-solving activities. Rianti et al. (2024) further demonstrated that PBL effectively improved students' comprehension of Narrative Texts, while a systematic review conducted by Akuba and Pido (2024) concluded that PBL consistently contributes to reading comprehension improvement across various educational contexts. Collectively, these studies provide strong empirical evidence that PBL is an effective instructional approach for supporting students' reading comprehension.

Despite these encouraging findings, several important gaps remain in the existing literature. First, most previous studies have primarily examined the effectiveness of PBL as an instructional model rather than developing instructional materials that systematically embed PBL principles into reading activities. Second, studies on PBL-based worksheets have generally focused on subjects other than English reading instruction or have not specifically addressed Narrative Text learning at the junior high school level. Third, although Narrative Texts and folktales are widely used in English classrooms, few instructional materials have integrated

folktales, structured PBL stages, and digital learning elements into a single worksheet designed to support both reading comprehension and critical thinking development. Consequently, there remains a need for an instructional product that combines these components within a coherent learning design tailored to the characteristics and learning needs of Grade IX students.

Therefore, this study aims to develop a Problem-Based Learning (PBL)-based Narrative Text worksheet for Grade IX junior high school students using the Research and Development (R&D) method adapted from Borg and Gall (1983). The novelty of this study lies in the development of an instructional worksheet that integrates folktales as Narrative Text learning materials, systematically incorporates the stages of Problem-Based Learning, and enriches reading activities with digital learning components to create a more interactive learning experience. Through a sequence of structured activities, students are encouraged to identify problems, analyze textual information, discuss possible solutions collaboratively, and reflect on their learning outcomes. In addition to developing the instructional product, this study evaluates its feasibility and investigates students' responses to its implementation. Accordingly, this study addresses the following research questions: (1) What is the process of developing a PBL-based Narrative Text worksheet for Grade IX students? (2) How feasible is the developed worksheet? and (3) How do students respond to the PBL-based Narrative Text worksheet?

METHOD

This study employed a Research and Development (R&D) method adapted from Borg and Gall (1983). The original Borg and Gall model consists of ten systematic stages for developing and evaluating educational products. Considering the scope and time constraints of the study, the development procedure was limited to the first seven stages, namely needs analysis, planning, product development, expert validation, product revision, limited field testing, and wider field testing. These seven stages were considered sufficient to achieve the objectives of developing and evaluating the feasibility and practicality of the proposed worksheet. Research and Development (R&D) is widely used to produce educational products and evaluate their feasibility for instructional use (Borg & Gall, 1983; Sugiyono, 2018). Furthermore, instructional material development aims to create learning resources that are relevant to students' needs and support the achievement of learning objectives (Darmadi, 2021; Prastowo, 2015).

The study was conducted at a public junior high school in West Bandung Regency during the 2025/2026 academic year. The research involved four school visits. The first visit on 19 January 2026 was conducted to obtain institutional permission and conduct the preliminary needs analysis through classroom observation and consultation with the English teacher. The second visit on 24 February 2026 focused on research coordination and implementation planning. The third visit on 4 March 2026 was conducted for limited field testing, and the fourth visit on 10 March 2026 was dedicated to the wider field testing after the product had been revised.

The participants consisted of 35 Grade IX students from the selected public junior high school. They were selected using purposive sampling, which enables researchers to select participants based on specific characteristics relevant to the objectives of the study (Abdussamad, 2021). Grade IX students were selected because they had previously studied Narrative Text during the first semester, allowing them to review and apply their prior knowledge through the developed worksheet. The limited field testing involved 16 students who were purposively selected, based on the recommendation of the English teacher, to provide initial feedback on the developed worksheet before product revision. The selected students had demonstrated relatively strong

academic performance, enabling them to provide more comprehensive feedback on the worksheet's content, instructions, and activities. The wider field testing involved all 35 students from the same class to evaluate the practicality of the revised worksheet under actual classroom conditions.

Data were collected using observation sheets, validation sheets, and students' response questionnaires. The observation sheets were completed by the English teacher, assisted by an additional observer, to document the implementation of the worksheet, students' participation, classroom interaction, and time allocation during the learning activities. Prior to the classroom implementation, the developed worksheet was validated by two lecturers from the English Education Study Program at IKIP Siliwangi who have expertise in English Language Teaching and instructional material development. The validation sheet was developed based on the instructional material evaluation criteria proposed by Prastowo (2015), covering four aspects: content, language, presentation, and graphical design. The validation aimed to determine the feasibility of the developed worksheet before its implementation. Meanwhile, students' responses were collected using a 10-item questionnaire measured on a four-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The questionnaire was developed by the researcher to evaluate students' perceptions of the developed worksheet in terms of its attractiveness, ease of use, usefulness for learning, and overall response. The items were designed to evaluate the practicality of the developed worksheet from the students' perspective.

The quantitative data obtained from the validation sheets and students' response questionnaires were analyzed descriptively using the feasibility percentage formula adapted from Riduwan (2013, as cited in Yanti et al., 2022):

$$\text{Feasibility Value (\%)} = (\text{Total score obtained} / \text{Maximum score}) \times 100\%$$

The obtained percentages were interpreted using the following criteria:

Table 1. Feasibility Criteria Adapted from Riduwan (2013, as cited in Yanti et al., 2022)

Percentage	Category
81%-100%	Highly Feasible
61%-80%	Feasible
41%-60%	Fairly Feasible
21%-40%	Less Feasible
0%-20%	Not Feasible

In addition, qualitative data obtained from the observation sheets were analyzed descriptively through the processes of data reduction, data display, and conclusion drawing, following the interactive analysis procedures proposed by Miles and Huberman (1994). The quantitative and qualitative analyses were then used to evaluate the development process, determine the feasibility of the worksheet, and examine students' responses toward the developed product.

RESULTS AND DISCUSSION

Results

1. The Development Process of the PBL-Based Narrative Text Worksheet

The development process began with a needs analysis, which was conducted on 19 January 2026 through classroom observation and consultation with the English teacher. The discussion focused on the English curriculum, Narrative Text instruction, students' characteristics, and the difficulties commonly encountered by Grade IX students during reading lessons. The English teacher explained that,

"Most students still have difficulty understanding Narrative Text because they tend to focus on unfamiliar vocabulary rather than the overall meaning of the story. They also need more interactive activities to keep them engaged during reading lessons."

Since the students had previously learned Narrative Text, the teacher suggested using the topic as a review activity to reinforce their understanding before the final examination rather than introducing it as entirely new material.

Based on these findings, the planning stage was carried out by determining the learning objectives, selecting an appropriate Narrative Text, designing the worksheet structure, and integrating the stages of Problem-Based Learning into each learning activity. The folktale "The Lion and the Mouse" was selected because it represents a familiar form of Narrative Text commonly introduced at the junior high school level and contains moral values suitable for classroom discussion. The worksheet was designed to encourage students to construct meaning collaboratively through structured problem-solving activities while improving their reading comprehension through structured problem-solving activities.

During the product development stage, the initial version of the worksheet was developed by integrating Narrative Text learning activities with the PBL framework. The worksheet consisted of a cover page, learning objectives, brainstorming activities, Narrative Text reading materials, exercises, individual and group tasks, and reflection activities. These components were organized systematically to facilitate collaborative problem-solving and reading comprehension.



Figure 1. Overview of the Developed PBL-Based Narrative Text Worksheet

Before classroom implementation, the worksheet underwent expert validation. The worksheet was evaluated by two lecturers from the English Education Study Program at IKIP Siliwangi who provided suggestions regarding language use, instructional sequence, presentation, and graphical design. In addition, consultation with the English teacher resulted in a recommendation to include a mini glossary containing Indonesian translations of unfamiliar vocabulary to facilitate students' comprehension. These suggestions were incorporated before the worksheet was implemented in the classroom, resulting in the second version of the developed worksheet.

The revised worksheet was subsequently implemented in limited field testing on 4 March 2026, involving 16 purposively selected Grade IX students. The implementation aimed to obtain preliminary feedback regarding the practicality and usability of the developed worksheet. Students' response questionnaires revealed several challenges during the implementation. The allocated instructional time was insufficient to complete all worksheet activities, and several students experienced difficulty understanding some instructions and unfamiliar vocabulary. The questionnaire results also showed that ten out of sixteen students disagreed that the worksheet was easy to understand, indicating that further improvement was necessary before wider implementation.

Based on the findings from the limited field testing, the worksheet entered the product revision stage. Revisions were carried out by considering students' responses, recommendations from the expert validators, and feedback from the English teacher. Several improvements were implemented, including simplifying the language level and worksheet instructions, redesigning the layout, replacing the mini glossary with a more accessible *Key Vocabulary* section, simplifying several PBL activities, and adjusting the worksheet to fit the available instructional time. To strengthen the digital learning component, an animated YouTube video illustrating the folktale was added to help students visualize the storyline before reading, while several conventional exercises were transformed into interactive Wordwall activities. These revisions resulted in the final version of the worksheet, which was considered ready for wider classroom implementation. The revisions implemented throughout the development process are summarized in Table 2.

Table 2. Revisions of the Developed Worksheet

Source of Feedback	Suggestions	Revisions Made
English teacher	Add vocabulary support	Added a Key Vocabulary section containing simplified Indonesian meanings of unfamiliar words.
Expert validators	Improve the clarity, presentation, and digital learning components of the worksheet	Simplified instructions, improved the graphical design, added an animated YouTube video, and converted several exercises into interactive Wordwall activities.
Limited field testing	The worksheet was difficult to understand	Simplified the language and activity instructions, revised several PBL activities, and adjusted the worksheet to fit the available instructional time.

Finally, the revised worksheet was implemented during the wider field testing on 10 March 2026, involving all 35 Grade IX students. Unlike the limited trial, the implementation proceeded

more smoothly after the revisions had been completed. Students participated actively throughout the learning activities, demonstrated higher levels of participation during the interactive Wordwall exercises, and collaborated effectively during group discussions. The addition of visual support, simplified instructions, and interactive digital activities enabled students to participate more actively with the Narrative Text and complete the learning tasks within the available instructional time. Overall, the seven-stage development process successfully produced a PBL-based Narrative Text worksheet that integrated folktale-based materials, structured Problem-Based Learning activities, and digital learning components. The successive revisions carried out following expert validation and limited field testing contributed to the development of a more practical and feasible instructional product for Grade IX students.

2. Feasibility of the Developed Worksheet

The developed worksheet was evaluated by two material experts before classroom implementation to determine its feasibility. The validation instrument consisted of twelve indicators covering four assessment aspects, namely content feasibility, language, presentation, and appropriateness for reading skills. Each indicator was rated using a four-point Likert scale ranging from 1 (Not Feasible) to 4 (Highly Feasible).

Table 3. Material Expert Validation Results

Assessment Aspect	Maximum Score	Expert I	Expert II
Content Feasibility	16	16	16
Language	12	12	11
Presentation	12	12	11
Appropriateness for Reading Skills	8	8	8
Total Score	48	48	46
Percentage	100%	100.00%	95.83%
Category	-	Highly Feasible	Highly Feasible

The average feasibility score obtained from both validators was 97.92%, indicating that the developed worksheet was categorized as Highly Feasible.

The expert validation results indicate that the developed worksheet achieved a high level of feasibility across all assessment aspects. Material Expert I awarded the maximum score of 48 out of 48 (100.00%), whereas Material Expert II assigned a score of 46 out of 48 (95.83%). The average feasibility percentage obtained from both validators was 97.92%, placing the worksheet in the Highly Feasible category. These findings indicate that the developed worksheet is suitable for classroom implementation.

Among the assessed aspects, content feasibility and appropriateness for reading skills received the highest scores from both validators, indicating that the worksheet content, learning objectives, and reading activities were well aligned with the instructional objectives for Grade IX students. Meanwhile, minor revisions were recommended in the language and presentation aspects, particularly regarding the clarity of several instructions, worksheet layout, and visual presentation to improve students' readability and learning experience.

Although the worksheet was categorized as Highly Feasible, these minor revisions were considered necessary to further optimize its usability before classroom implementation. The validators' suggestions were incorporated into the revised version of the worksheet prior to the

limited field testing stage, ensuring that the product was not only theoretically feasible but also more practical and user-friendly for students.

3. Students' Responses toward the PBL-Based Narrative Text Worksheet

Students' responses toward the developed worksheet were collected using a ten-item questionnaire administered after both the limited and wider field testing stages. The questionnaire evaluated students' perceptions of the worksheet in terms of its attractiveness, ease of use, usefulness for learning, and overall response.

Table 4. Students' Responses in Limited Field Testing

No.	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
		f (%)	f (%)	f (%)	f (%)
1	The worksheet is interesting and enjoyable to use.	2 (12.50)	10 (62.50)	3 (18.75)	1 (6.25)
2	The worksheet design motivates me to learn reading.	2 (12.50)	14 (87.50)	-	-
3	The worksheet is easy to understand.	-	6 (37.50)	10 (62.50)	-
4	The instructions are clear and helpful.	3 (18.75)	8 (50.00)	5 (31.25)	-
5	The worksheet helps me understand Narrative Text better.	1 (6.25)	15 (93.75)	-	-
6	The exercises help me identify important information in Narrative Text.	9 (56.25)	6 (37.50)	1 (6.25)	-
7	The worksheet increases my confidence in understanding Narrative Text.	-	11 (68.75)	5 (31.25)	-
8	The worksheet meets my learning needs.	2 (12.50)	12 (75.00)	2 (12.50)	-
9	I would like this worksheet to be used again in class.	3 (18.75)	8 (50.00)	1 (6.25)	4 (25.00)
10	I give a positive response to the developed worksheet.	2 (12.50)	13 (81.25)	1 (6.25)	-

Table 5. Students' Responses in Wider Field Testing

No.	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
		f (%)	f (%)	f (%)	f (%)
1	The worksheet is interesting and enjoyable to use.	19 (54.29)	15 (42.86)	1 (2.86)	-
2	The worksheet design motivates me to learn reading.	15 (42.86)	20 (57.14)	-	-
3	The worksheet is easy to understand.	10 (28.57)	22 (62.86)	3 (8.57)	-
4	The instructions are clear and helpful.	12 (34.29)	21 (60.00)	2 (5.71)	-
5	The worksheet helps me understand Narrative Text better.	18 (51.43)	17 (48.57)	-	-

6	The exercises help me identify important information in Narrative Text.	12 (34.29)	23 (65.71)	-	-
7	The worksheet increases my confidence in understanding Narrative Text.	12 (34.29)	21 (60.00)	2 (5.71)	-
8	The worksheet meets my learning needs.	13 (37.14)	21 (60.00)	1 (2.86)	-
9	I would like this worksheet to be used again in class.	12 (34.29)	21 (60.00)	1 (2.86)	1 (2.86)
10	I give a positive response to the developed worksheet.	15 (42.86)	19 (54.29)	1 (2.86)	-

Table 6. Summary of Students' Responses

Testing Phase	Number of Students	Obtained Score	Maximum Score	Percentage	Category
Limited Field Testing	16	476	640	74.38%	Practical
Wider Field Testing	35	1175	1400	83.93%	Highly Practical

The results presented in Tables 4–6 demonstrate that students responded positively to the developed worksheet. Following the revision process, the practicality score increased from 74.38% (Practical) in the limited field testing to 83.93% (Highly Practical) in the wider field testing. This improvement of 9.55 percentage points indicates that the revisions enhanced the worksheet's clarity, usability, and learning attractiveness. Overall, students perceived the worksheet as an engaging and useful learning resource that supported their understanding of Narrative Text, suggesting that the final product is practical and appropriate for classroom use.

Discussion

The findings of this study demonstrate that the development of a Problem-Based Learning (PBL)-based Narrative Text worksheet provided meaningful support for Grade IX students' reading comprehension. The needs analysis revealed that students experienced difficulties in understanding Narrative Texts, particularly in identifying main ideas, interpreting implicit information, and comprehending unfamiliar vocabulary. According to the English teacher,

"Most students still have difficulty understanding Narrative Text because they tend to focus on unfamiliar vocabulary rather than the overall meaning of the story. They also need more interactive activities to keep them engaged during reading lessons."

These findings indicate that conventional reading instruction was insufficient to actively engage students in constructing meaning from texts. This condition supports the view of Grabe (2020) and Perfetti and Stafura (2014), who argue that successful reading comprehension requires the integration of linguistic knowledge, background knowledge, and strategic reading processes. Likewise, Ramadhianti and Somba (2023) and Sari et al. (2020) reported that Indonesian EFL students frequently experience reading difficulties due to limited vocabulary knowledge, inadequate reading strategies, and low engagement. Therefore, the development of instructional materials that encourage active participation and provide appropriate learning support is essential for improving students' reading comprehension.

The developed worksheet was designed by systematically integrating the stages of Problem-Based Learning into Narrative Text reading activities. Rather than merely answering

comprehension questions, students were encouraged to identify problems, investigate information, discuss ideas collaboratively, propose solutions, and reflect on their learning experiences. This finding suggests that the PBL framework promoted active reading by engaging students in meaningful knowledge construction throughout the learning process. These findings are consistent with Arends (2012), who explains that PBL encourages student-centered learning through authentic problem-solving activities, and with Hmelo-Silver et al. (2024), who argue that inquiry, collaboration, and reflection enable learners to construct deeper conceptual understanding. Accordingly, integrating PBL into reading instruction provides opportunities for students to develop not only reading comprehension but also critical thinking, collaboration, and problem-solving skills.

The expert validation results further indicate that the developed worksheet achieved a highly feasible level, with an average feasibility score of 97.92%. Although both validators categorized the worksheet as highly feasible, minor revisions were still recommended to improve language clarity, presentation, and the integration of digital learning components. These findings suggest that instructional materials should continuously be refined even after obtaining high validation scores to ensure greater effectiveness in classroom implementation. This interpretation supports Tomlinson (2023), who emphasizes that effective instructional materials should present meaningful content, clear instructions, and appropriate learning experiences for students. Similarly, Prastowo (2015) argues that student worksheets should be systematically organized to facilitate active learning while maintaining a clear presentation and attractive visual design. Therefore, expert validation serves not only to determine product feasibility but also to improve the overall quality of instructional materials before they are implemented in real classroom settings.

Another important finding was the significant improvement in students' responses after the worksheet had been revised. The practicality score increased from 74.38% during the limited field testing to 83.93% during the wider field testing, indicating that the revisions enhanced the quality and usability of the developed worksheet. One important revision involved replacing the mini glossary with a simplified Key Vocabulary section containing Indonesian meanings of unfamiliar words. This revision helped students activate their prior knowledge before reading and reduced difficulties caused by unfamiliar vocabulary. Such findings can be explained through Schema Theory, which proposes that comprehension occurs more effectively when readers are able to connect new information with their existing knowledge structures (Anderson, 1977; Rumelhart, 1980). By understanding essential vocabulary before reading, students could devote greater attention to interpreting the overall meaning of the Narrative Text rather than decoding individual words.

The addition of an animated YouTube video illustrating *The Lion and the Mouse* also appeared to improve students' comprehension of the story. The visual representation enabled students to construct a clearer understanding of the characters, sequence of events, and overall storyline before reading the text independently. This finding is consistent with Mayer's (2009) Cognitive Theory of Multimedia Learning, which suggests that meaningful learning is enhanced when verbal information is combined with relevant visual representations. Through the integration of visual and verbal information, students are better able to organize and retain new knowledge, thereby facilitating reading comprehension. Consequently, the inclusion of multimedia resources provided contextual support that made the Narrative Text easier to understand.

Another revision involved transforming several conventional reading exercises into interactive Wordwall activities. The improvement in students' responses suggests that interactive digital activities increased students' motivation and engagement during reading instruction. Compared with traditional paper-based exercises, Wordwall provided immediate interaction and created a more enjoyable learning experience, encouraging students to participate actively throughout the lesson. This finding supports previous studies indicating that interactive digital learning media can increase students' motivation and classroom engagement while creating more meaningful learning experiences. Therefore, combining printed worksheets with interactive digital platforms can enrich reading instruction and encourage students to become more actively involved in learning.

Overall, students responded positively to the final version of the developed worksheet, indicating that the integration of Problem-Based Learning, folktale-based reading materials, vocabulary support, and interactive digital learning components successfully created a more engaging learning environment. These findings are consistent with previous studies demonstrating that Problem-Based Learning contributes positively to students' reading comprehension by encouraging active participation and collaborative learning (Silalahi et al., 2023; Dewi, 2023; Rianti et al., 2024). Furthermore, the findings extend previous research by demonstrating that PBL principles can be effectively integrated into a Narrative Text worksheet that combines structured problem-solving activities, folktales, and digital learning resources within a single instructional material. Therefore, the developed worksheet may serve as a practical instructional resource for English teachers seeking to promote more active, student-centered, and meaningful reading instruction in junior high school classrooms.



Figure 2. Students Completed the Initial Version of the Developed PBL-Based Narrative Text Worksheet Individually and Participated in Collaborative Group Discussions during the Limited Field Testing



Figure 3. Students Used the Revised PBL-Based Narrative Text Worksheet during the Wider Field Testing through Individual and Collaborative PBL Activities.

CONCLUSION

This study developed a Problem-Based Learning (PBL)-based Narrative Text worksheet for Grade IX junior high school students using the first seven stages of the Borg and Gall Research and Development model. The findings indicate that the developed worksheet is both highly

feasible and practical for classroom implementation. Through a systematic development process involving needs analysis, expert validation, product revision, and field testing, the worksheet was progressively improved to better accommodate students' learning needs. The integration of folktales, structured PBL activities, vocabulary support, and interactive digital learning components contributed to creating a more engaging and meaningful reading learning experience.

This study contributes to the field of English Language Teaching by providing a PBL-based Narrative Text worksheet that integrates folktales and digital learning resources into a single instructional product for junior high school students. Unlike conventional reading worksheets, the developed product combines problem-solving activities, contextual reading materials, vocabulary scaffolding, multimedia support, and interactive digital exercises to facilitate active reading and student engagement. Therefore, the worksheet may serve as an alternative instructional resource for English teachers who wish to implement more student-centered and interactive reading instruction, particularly in teaching Narrative Text at the junior high school level.

Despite these contributions, this study has several limitations. The worksheet was developed and implemented in only one junior high school with a relatively limited number of participants, and the study focused primarily on product development, feasibility, and students' responses rather than on measuring its effectiveness in improving reading achievement. Therefore, future research is recommended to investigate the effectiveness of the developed worksheet through experimental or quasi-experimental designs involving larger and more diverse participant groups. Future studies may also adapt the worksheet for other English text genres, integrate additional digital learning platforms, or examine its long-term effects on students' reading comprehension, critical thinking, and collaborative learning skills.

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