

# INVESTIGATING TEACHING MATERIALS IN AN EFL READING CLASSROOM

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## Abstract

This research is aimed at investigating teaching materials development in an EFL reading classroom, specifically, it is focused on the factors need to be considered in preparing/developing reading materials, and students' perception towards reading materials used by the teacher. This research used qualitative case study. The data were collected through interview from teacher and students, and documentation analysis using lesson plan. The site of this research is in one of Tangerang public school. And main participants are 1 English teacher and 3 students. The findings of this research showed that in preparing reading material the teacher involved several factors, including relevance to student live and interest, vocabulary level and complexity of the text, the use of technology and students' feedback. The results of analysis on students' perception on reading materials used by the teacher revealed that the students preferred reading material that has simplicity and imaginative content, enjoy reading material that have visual, value effective feedback mechanism, and acknowledge the role of reading material in English skill improvement. However, the students faced difficulties on reading material due the scientific language and text length.

**Keywords:** Reading; Reading Comprehension; Reading Materials

## INTRODUCTION

For language learners, reading in a foreign language can be a difficult task. One of the language skills that students should focus on learning is reading. Reading involves "making sense from text and from visual information," according to (Moreillon, 2007). But it's not simple. It takes a lot of time and skill. The ability to identify meaning from written content and apply appropriate interpretation is known as reading (Grabe & Stoller, 2002). One of the requirements for learning a variety of subjects is the ability to comprehend what they are being read, which has been acknowledged as a difficult goal in the teaching process. According to (Biancarosa & Snow, 2006) reading comprehension is an essential life skill since it enables students to succeed in society, the workplace, and in social situations. As stated by (Ayu, Diem, & Vianty, 2017) reading comprehension is the process of readers and texts interacting to extract meaning from the text through a complicated process involving word knowledge and contextual knowledge. Reading offers numerous benefits to students, including expanding their vocabulary, familiarizing them with grammatical patterns found in texts, and enhancing various English language learning skills. The choice of reading materials in reading class holds an important role in the teaching and learning process. An effective material should include valuable knowledge and information, contributing significantly to the enhancement of students' reading skills.

The term "teaching materials" describes the materials and resources that teachers use to support instruction and learning in the classroom. These resources, which come in a variety of forms, are meant to help teachers achieve their goals, involve students, and improve the educational process. Some factors must be taken seriously in order to meet the learning objective, especially

in reading classes. One of them is providing good resources. One of the most important parts of lesson preparation is choosing the right reading materials. Making an analysis is important for enhancing materials for learning as it helps determine what the students need. According to (Ürün & Yazar, 2015), needs analysis is an important method of performing research before developing and evaluating lessons, resources, and syllabuses. It also helps in creating a profile of the students and the course in order to determine and order the needs that the students have (Richards & Rodgers, 1982). Based on Leu & Kinzer (1987) stated that reading material becomes important because it affects learners' interest and quality. Reading materials are like building blocks in education, offering a variety of information and stories that help learners grow intellectually and understand the world better

The choice of reading materials is often influenced by educational goals, curriculum standards, and the desire to expose students to a diverse range of literary genres, themes, and reading styles. However, senior high school reading textbooks is still good enough to meeting the needs of an effective and efficient learning environment. As a result, educational materials still need improvement. One common problem in high school reading materials is the potential lack of diversity and relevance to students' varied backgrounds, interests, and experiences. This issue can impact students' engagement, motivation, and overall learning outcome. For example, teaching materials might not always accurately represent the students' varied cultural backgrounds. The lack of cultural representation can make it challenging for students to connect with the material, reducing their interest and engagement.

The studies about teaching material and explain its potential to engage students in learning to comprehend text has been the subject of several studies. First is, Menggo, et.al (2022) the findings shows that while creating teaching materials the target needs of the students included wants, needs, and weak. And for the teaching-learning process, learning needs included input, procedure, setting, learner's role, and lecturer's role. Then, according to the study's findings, Biri & Boshradi (2015) the target textbooks published by the Iranian Ministry of Education did not satisfy the actual needs of students. Beside that, Waterman (2019) the study's findings indicate that implementing the intervention, which allows students to choose the topic, select original material, and suggest the type of tasks to be produced for the materials shows positive effect to the students. A study by Nazila, et.al (2020) found that the results of the need analysis show that student and teacher agree that in teaching writing, the learning material should base on their experience to improve student knowledge of how to write short stories. In addition, conducted research by Asyura & Fitriawati (2021), the study shows the topic of teaching material should be up-to-date, relate to their own experience, and can enhance critical thinking. Last, Waterman (2019) the findings of this research show that students respond well to the intervention when it is implemented, allowing them to choose the topic, choose original material, and recommend the kinds of assignments that should be created for the materials.

While existing studies have clearly established about the teaching materials, there remains a lack of specifically on how the teacher are developing learning materials in order to meet the students need, characteristics, and interest. Also, how the students perceive the materials that are used by the teacher regarding to improve students' reading comprehension in reading class. The explanation above becomes a strong reason for the researcher to conduct a study that focuses on factor in developing teaching material in order to meet students' need. This research put specific attention to the analysis of factor on how the teacher develop reading materials in teaching reading comprehension in reading classroom and how student perceive towards the used of reading material.

This research aims to identify the factors that should be considered in preparing and developing reading materials and to understand how students perceive the reading materials used by their teacher. Researcher seek to thoroughly explore the various factors that influence teachers' decisions in this regard, such as aligning the materials with educational objectives and

curriculum standards. In addition to assessing the alignment of teaching materials with student needs, the researcher also wants to explore students' perceptions and perspectives on the reading materials used in the classroom. By seeking feedback from students, aim to gain valuable insights into their experiences with the materials, including factors such as engagement, motivation, and overall learning outcomes. This qualitative aspect of the research allows researcher to capture of student experiences and preferences, thereby enriching understanding of the effectiveness of the materials.

## METHOD

This study used a qualitative approach to investigate teachers' development on teaching materials that are employed in EFL reading classroom and see students' opinion. This research employs case study methodology. Case studies are a type of qualitative research design where the researcher delves deeply into a program, event, activity, process, or the experiences of one or more individuals to gain comprehensive insights (Cresswell, 2014). In this research, case study is used to investigate deeply of teachers' experience in making teaching materials by focusing on the factors, and see students' opinion towards the reading material used by the teacher. The data gathering is mainly from interview and documentation. The location of the research is in one of Tangerang public school. The selection of this place is made since the school is one of favourite school in Tangerang, and it provides a relevant context for studying these phenomena. The main participant of this research is English teacher and student. The collected data will be analysed thematically. Thematic analysis is an approach used to analyse qualitative data, involving a thorough examination of a dataset to discover, interpret, and document recurring patterns, as outlined by (Braun & Clarke, 2006).

## RESULTS AND DISCUSSION

### Results

Based on interview and documentation, researcher identifies two key themes and nine sub themes, that is: (a) factors need to be considered in preparing reading material, (b) students' perception of the reading material used by the teacher. This findings will be further discussed in the following section:

### 1. Factors to be Considered in Developing Reading Material

To understand the factors teacher considered when preparing reading materials, data were collected from teacher interviews and lesson plan documentation. The analysis revealed four main themes regarding these factors. The themes were (a) relevance to students live and interest (b) complexity and vocabulary level (c) use of technology (d) gathering Feedback

#### a. Relevance to Students' Lives and Interest

Based on the answer from the teacher answer, the teacher responded towards the question "What do you think is the most important thing to consider when choosing reading materials for your class?"

"The materials that related their surrounding I think, it also must be based on modul ajar (lesson plan). But mostly when choosing reading material, it should be relating to their lives, so they can understand."

From the answer above, it can be concluded that when making reading material one of the main factors to be considered is relative to their live and interest. This was proved in lesson plan, in learning objective about curriculum goals, that is the materials align with the principle of kurikulum merdeka, which focused on flexible, student-centred, and practical skills relevant to students' live.

The teacher is also mentioned about material that should be included or not in developing reading material

“If it’s not quite useful I don’t pick, but if it’s important I will pick. useful in here like the function of the words in their live, for example for narrative text like legend, the choose of the story and vocabulary **must be surrounded to their live**, so that the student can imagine, and familiar with the story. And if I pick the story from different culture from the student, they can’t relate.”

It is really important to pick the reading material relevance to students’ culture. Students are more likely to engage with the content and be motivated to read when they see the reading material based on their own experiences, cultures, or it is things surround them. This statement is supported by lesson plan, particularly in the learning materials under the indicator of cultural and contextual appropriateness. The choice of the text in narrative text is from Indonesia, like bawang merah bawang putih, timun mas, and lutung kasarung. The story from Indonesia make student culturally engaged with the text.

#### **b. Vocabulary Level and Complexity**

The teacher was aware of the vocabulary level on the served text. The teacher considered the difficulty level and ensures vocabulary is appropriate for students' proficiency.

“Of course, as a teacher I should know the difficulties of the reading material for my student. It is also including their vocabulary level, the function of the text, the structure of the text...”

Based on the answer above, teacher agreed that as teacher, he should know the difficulties of the reading material before he served to the classroom. In reading material, vocabulary plays important roles to achieve the purpose of reading comprehension. According to Snow (2002) reading's main goal is to construct meaning from all forms of text. In the lesson plan, the teacher intentionally uses simple and easy to understand vocabulary on the student worksheet (LKPD). By simplifying the language, the teacher aims to remove potential language barriers, allowing students to focus on demonstrating their understanding of the content rather than struggling with complex vocabulary.

To assess the relevance and suitability of reading materials for students' language proficiency levels, the teacher stated that the student should present the material in a group using English.

“Nowadays, I ask the student to present the material and they should speak English, so even though they don’t understand I ask them to mix the language, some English some Indonesian, and if they don’t can’t do at all I try to guide them. I do that to motivate them to make them braver.”

By asking students to present material in English, the teacher assesses their understanding and language proficiency in a practical, real-world context. This method helps the teacher understand what level of difficulty and vocabulary the students can manage, ensuring that the reading materials are appropriate, not too difficult, or too easy.

### **c. Use of Technology**

In designing reading material, teacher used interactive methods like presentations and videos to motivate and engage students.

“Back then I only use PPT, but nowadays I use canva because it’s popular to make student more interest to my teaching class. Sometimes I use video, last time when I teach narrative text, I play the video about sangkuriang.”

Technology plays important role in reading material development, using technology significantly enriches the educational process, making it more effective and enjoyable for students. However, the teacher must provide the right content during the teaching and learning process while developing reading materials employing technology.

In preparing teaching material, researcher asked what type of reading materials that the teacher usually use, the teacher is answered

“Of course, teacher books (and) I mix with the internet, which one is the most important for the student. But mostly I use from the internet”

Based on the statement, using internet as implementing technology in preparing reading material would highlight the benefits and enhancement provided by technology in the developing reading materials. Technology provides tools that enhance the quality of reading materials. The teachers also stated that implementing technology like using canva and video makes student understand better and can make the students more interest in the class.

“When I introduce canva (as the teaching material) they are very interest to join my class. So, I need to use more technology to improve their English especially reading.”

According to statement, implementing technology into reading material is beneficial both for teacher and student, it is enhancing engagement for the student because technology can capture their attention more effectively than traditional method. The evident of teacher implementing technology in classroom, is written on the learning activity and instructions on student worksheet. also, the statement above is supported by lesson plan found in the learning media, particularly under the indicators of diverse media (it is written in lesson plan, the teacher use video from YouTube), support for learning objectives (videos as learning media show real-life examples and demonstrations that are easier to understand than text alone), and enhancement of learning activities (the video enhancing students experience in learning narrative text).

### **d. Gathering Students’ Feedback**

To develop good reading material, the teacher collects feedback to tailor materials to students' interests and needs. Collecting and utilizing student feedback is a fundamental aspect of

developing effective reading materials in the EFL classroom. The teacher directly asked the student about the feedback on material.

“I gather the feedback, before I close my teaching class, I often ask them like “do you understand?” but sometime, I ask them to write but it will be consuming a lot of time. But once I ask them their feedback on the canva that I use, but it’s only because I want to post it on the teacher platform. So, I often ask the student in the end of the class, I know it will be not representing all the student but it is more effective.”

From the explanation above, for developing good reading material the teacher received feedback from students. According to Morris., et al, (2021) feedback is an essential part of learning. In gathering feedback, the teacher used 2 options, by orally and written feedback. The statement above is validated by lesson plan located in the Assessment, particularly under the indicator provide feedback from students, that is the teacher collect opinions and suggestions from students about the reading materials and activities to make adjustments and improvements to the learning material and

To ensure that the reading material are not only relevant but also tailored to meet the specific learning needs, characteristics, and interests of your students, the teacher stated

“I only see the from the score, and their daily activity when I teach them. But before the class begin, I prefer ask them, rather than using google form. The question related to their material, like warming up question”

The teacher's statement reflects a preference for interactive and real-time feedback over digital forms. By asking warm-up questions related to the material, the teacher tailors the session to the students' current knowledge levels and interests. This method ensures that the reading materials are relevant and aligned with the students' immediate learning needs, making the content more engaging and effective. By combining various feedback methods, the teacher gains understanding of student needs, allowing for more adaptive and effective teaching strategies. The statement is supported by lesson plan used by the teacher found in the Assessment, specifically in evaluate overall learning outcomes (in the end of learning process, teacher will do final test to see overall learning outcome) and monitor learning progress (the teacher collects opinions and suggestions from students).

## **2. Students' Perception of The Reading Material Used by The Teacher**

To understand the students' perception of the reading material used by the teacher, the analysis revealed five themes: difficulty level, feedback mechanism, satisfaction level, importance of visual aids, and improvement in English skill

### **a. Difficulty Level**

Based on the interview with students the difficulty level can be further detailed as follows:

#### **1) Preference for text**

The students were asked with describing a reading material they particularly enjoyed in class. And all the student expressed a preference text such as narrative text over other types of reading

material. They find text like narrative text are more enjoyable because easier to understand with other text.

P1: “I prefer narrative text in english, because personally i like reading novel, other than that i also like to write story, the typical of narrative text makes me can imagine through fantasy, and there’s conflict (in the story) that make it interesting. What make it enjoyable is the vocabulary is easy to understand.....”

Others student is also mentioned that,

P2: “I like narrative text because the approach is easier, it’s easier because there’s no scientific words like others text...”

Additionally, others student is also agreed,

P3: “I also like narrative text, because I like reading stories. Besides narrative text stories are fun, can be imaginative...”

And she also added her response to whether the reading materials provided by the teacher match her interests and preferences

P3: “Sometime it does, actually I only like reading material like in narrative texts, I don't really like the others.”

The student preference for text is narrative text, they find this genre more appealing compared to other genre in reading material. P1 enjoys narrative texts in English due to his love for novels. P2 mentions that narrative texts are easier to approach compared to other genres. She appreciates the simplicity and clarity of narrative styles, which often do not include complex scientific terminology or abstract concepts found in other types of texts. P3 agreed that narrative texts are enjoyable because they consist of stories. This student finds narrative text is entertaining and imaginative.

In summary, the preference for narrative texts among the students is driven by their enjoyment of reading, the ease with which they can understand narrative structures, and the fun and imaginative content that narratives typically provide. These factors together make narrative texts seem more enjoyable and easier to read than other types of materials.

## 2) Challenge with language/Students’ Language Proficiency

At one point, the students were asked if they had ever found the reading materials difficult to understand, all the student were agreed they face same difficulties in reading, 2 students specifically mention difficulties with text that contain scientific language.

P2: “yes, i have. For example, yesterday when the reading material was about report text, I didn’t understand the vocabulary.”

P1: “Same as before, (for example) report text. The text is too difficult to understand, because it is too scientific, complex and also not familiar with the words, the level of

the words is quite difficult. But the other reading texts can still be understood.”

P3: “Still the same as before, the text is too long, there are scientific words that are difficult to understand.

The students' challenges with language, particularly when encountering scientific terms in reading materials. P1 finds report texts challenging because of their scientific and complex, which includes unfamiliar vocabulary. P2 shared a situation where she struggled with vocabulary in a report text, highlighting the difficulty of scientific terminology. P3 notes that texts containing scientific words are not only difficult due to vocabulary but also because of their length. Longer texts with complex scientific terms pose a dual challenge, requiring more time and effort to comprehend the text fully. In conclusion, the students' experiences show that scientific language and complex vocabulary in their reading materials create difficulties. These challenges make understanding harder and require extra effort, affecting how well they comprehend and stay engaged with their class texts.

### 3) Length of text

All students were asked about their feelings regarding the reading materials provided by their English teacher for the class.

P3: “In my opinion, the reading text that my teacher gave is too long, it makes me confused when reading it, the language is difficult to understand.

in other hand, P1 were enjoyed that the reading material given by the teacher.

P1: “I really enjoyed it, actually it's true that the text is long, but it's not a problem because the teacher is very patient and the approach, he uses makes it easy for us to understand.”

Regarding their feelings about the reading materials provided by their English teacher, two students had different opinions based on the length of the texts. P1 enjoyed the reading materials overall, even though he acknowledged that the texts can be quite long. In contrast, P3 felt that the reading texts given by the teacher were too long. She described feeling confused while reading and highlighted difficulties in understanding the language used in the texts.

Additional support comes from student feedback indicating that the reading materials provided by their teacher are relevant to their class learning. They noted that while the materials are manageable in class, they often become more challenging during tests.

P1:” Yes it's relevant, because my teacher taught us to read not only so that we understand or know the meaning, but also we understand how to analyze the reading. If we understand that, other texts won't be a problem. Usually, for the test, the level of reading is a little more difficult.”

P2: “Yes, when it comes to tests, it's different from what we usually learn in class, it's harder, it's at a different level from what we learn in class.”

P3: It's not so different from the ones in class, but it's usually a little more difficult.

The feedback from students reveals that the reading materials provided by their teacher are considered relevant to their class learning. Students feel that materials not only help them understand but also teach them how to analyze texts. However, they observed that the reading materials become more challenging during tests compared to regular class assignments.

### **b. Feedback Mechanism**

Regular feedback is critical in the context of good teaching approaches to assess students' comprehension. One key aspect of this understanding involved questioning students about how well the reading materials provided by their teacher align with their individual interests and preferences. This feedback keeps the learning process relevant to the needs of the students. But also, teachers may adapt their teaching strategies.

P1: Yes, sometimes it fits sometimes it doesn't fit. But even though it doesn't fit, I still enjoy learning it even though I'm more interested if it's in an audio-visual.

In the provided responses, both P1 and P2 share useful insights about their experiences with the reading materials and the feedback methods used by their teacher. P1 acknowledged that while the reading materials sometimes align with their interests, they express a preference for more audio-visual learning experiences.

P2: "Yes, it is for reading material I like things that have a lot of visuals because they are easier to understand and we can imagine that we are in the story. Sometimes my teacher asks for feedback. At that time, we were asked to fill in a post-it about our responses to the learning material, well there were many who mentioned that the text was too long, some of the language was difficult to understand, after there was feedback, my teacher was very kind and immediately responded one by one, so from that feedback the learning material could be adjusted to our interests."

P2 elaborates on the feedback process started off by their teacher, highlighting the effectiveness of gathering student input through post-it notes. They specifically mention that students found the texts too long and some language too challenging. P2 appreciates the teacher's responsiveness in addressing these concerns individually, which resulted in adjustments to better cater to the students' interests.

Then, P1, P2, and P3 provided various suggestions to improve the reading materials based on their experiences and preferences. P1 highlighted the need for the teacher to present texts in a manner that caters to the diverse interests and talents of the students. It is also mentioned in research by Miftakh (2018) "Learners should be able to get the material in accordance with what they want because it is usually very useful and will be used in certain circumstances in their environment." They suggested that the teacher should directly ask students about their reading material preferences.

P1:” In this class, there must be different interests and talents, but what is important is that the teacher knows how to present the text so that at least half of the class population can understand it. Whether from its structure, type, or content. But if I may suggest, it would be better for the teacher to just ask the students what kind of reading material they prefer.”

P2 focused on the physical aspects of the materials, recommending that the writing should be large enough and the pictures should not be in black and white.

P2: “The important thing is that the writing is not too small, and the pictures are not black and white.”

P3 added that the images used in the reading materials should not be too dark.

P3: “The image should not be dark.”

These insights show how important for teachers to be flexible and responsive in their teaching methods. By regularly asking students for feedback and using their suggestions, teachers can make the learning environment more inclusive and effective. This approach helps meet the different needs and preferences of students, leading to a more positive and engaging educational experience.

### c. Satisfaction Level

The students' satisfaction with the reading materials provided by their English teacher varies, reflecting their overall experiences and the effectiveness of the teacher's approach in facilitating their understanding and engagement. The following comments highlight their individual levels of satisfaction and the factors contributing to their perceptions:

P1: “Very satisfied.”

P1 expresses being "Very satisfied." This indicates a high level of enjoyment with the reading materials provided by their English teacher.

P2: “Very satisfied, besides the reading material is easy to read. The teacher is very good at teaching, the teacher is the key to everything when studying. Incidentally, the teacher is very good, very caring, everything is embraced, so I like to like this subject. Well, he is the only teacher who understands how to make reading texts via Canva, he also facilitates us with laptops for presentations.”

The readability of the reading material is emphasized, indicating that they find it accessible and comprehensible. P2 praises the teacher's teaching abilities, describing them as key to their learning experience. They appreciate the teacher's caring approach and effective use of technology such as Canva for text presentations and providing laptops for presentations.

P2 also shared some varied experiences

P2: “It depends, sometime it’s fun sometimes is so-so, usually in class we were asked to translate the text which is good because the teacher is also help. Then my teacher, he is serious about teaching. Usually he also used PPT, then there are pictures, the ppt also has clear points, and the explanation can go straight into the brain. It's different from other teachers who usually just tell us to print and stick it in a book without any help.”

However, P2 mentioned that sometimes the classes are enjoyable. The comment about using PowerPoint (PPT) with clear points and visuals suggests that structured and visually supported explanations enhance their understanding and satisfaction.

P3 simply stated they are "Very satisfied." This indicates a straightforward positive perception of the reading materials provided by the teacher.

P3: “Very satisfied.”

The students' satisfaction with the reading materials provided by their English teacher reflects a range of positive experiences and highlights the effectiveness of the teacher's methods in enhancing their engagement and understanding.

#### **d. Importance of Visual Aids**

The students highlighted the significance of visual aids in their reading materials, emphasizing how visuals enhance their understanding and engagement. The following comments reflect their perspectives on the value of incorporating images and visual elements into the texts

P1: “...What make it enjoyable is the vocabulary is easy to understand because i used to read novel in English language or Wattpad, I also like (the reading material) when there’s a visualization, most of the texts used are fantasy genre, if there are pictures the perspective will be broader.”

He appreciate when the material includes visual elements, especially in fantasy genres, as pictures help broaden their perspective.

P2: “What makes me enjoy reading is that there are lots of visuals, for example like comics. If there are pictures, we can understand what it means, whereas just reading it can be boring and make us sleepy.”

P2 emphasized the importance of visuals in making reading more enjoyable and engaging. They noted that visuals help in better understanding the material and keep them from getting bored or sleepy.

P2: “...I, I like things that have a lot of visuals because they are easier to understand and we can imagine that we are in the story.

P3 agreed with the other students, emphasizing that visuals greatly improve their understanding of the reading material

P3: “I also agree with the others if there are pictures/visuals it makes us understand better.”

The students highlighted the significance of visual aids in their reading materials, emphasizing how visuals enhance their understanding and engagement. They noted that visuals make the material more enjoyable, easier to understand, and help in better comprehension. Visuals also contribute to a broader perspective and make the story more immersive, preventing boredom and sleepiness. Overall, the students agreed that incorporating images and visual elements into the texts greatly improves their understanding of the reading material.

#### **e. Improvement in English Skill**

The students were questioned about how the reading materials provided by their teacher contribute to enhancing their English skills.

P1: “Vocabulary, grammar, besides that, by reading I can also learn how to write, so I can improve my writing skill too.”

P1 emphasizes that through reading, they enhance their vocabulary, grammar, and writing skills. He finds that exposure to various texts helps them understand different writing styles, thereby contributing to overall writing proficiency.

P2: “Improve vocabulary, usually we don't understand the words in the text and we can ask the teacher directly, and the teacher will explain later. By reading, we can also improve our speaking skills.”

P2 highlights the role of reading materials in vocabulary improvement. She mentions encountering unfamiliar words in texts and being able to seek clarification from the teacher, which enhances both comprehension and speaking abilities.

P3: “I also agree, vocabulary enrichment.”

P3 agree with the others, emphasizing the benefit of reading materials in enriching vocabulary. She acknowledges that exposure to diverse texts helps in expanding their vocabulary range, which is crucial for language development. Overall, the students acknowledge that reading plays a crucial role in enriching their vocabulary, as well as in improving their grammar, writing, and speaking skills. Their feedback highlights the significance of diverse and engaging reading materials in facilitating comprehensive language learning.

### **Discussion**

#### **1. Factor to be Considered In Preparing/Developing Teaching Materials**

This research explored on how the teacher are developing reading material. From the results of the interview and document analysis, teachers recognize that the most impactful reading materials are those that resonate with students’ lives (personal experiences & cultural backgrounds) and interest. Feger (2006) outline that reading engagement among students is highly dependent on the content of texts that are culturally relevant. This approach focuses on making learning meaningful and engaging by aligning reading materials with students’ lives

and curriculum goals. Teachers select materials based on three criteria: usefulness, cultural relevance, and engagement potential. Those criteria will be influencing students' learning outcomes. This aligns with Nuraini's (2016) findings, which it shows that cultural context plays important role in deciding the materials appropriate of the teaching. In another research by Eryanti et., al (2021) the findings shows that the reading interest and reading material significantly influence on reading comprehension skill. In preparing reading material complexity and vocabulary level teachers carefully consider the complexity and vocabulary level of reading materials to ensure they match students' language proficiency. This were proven with research Li & Gan (2022) found the importance of vocabulary knowledge to reading comprehension. And previous research by Anggia & Habók (2023) this study highlights the importance of considering both text complexity and task difficulty when preparing reading materials for EFL learners. In practice, teachers design lesson plans that often utilize simple language.

Teachers integrate technology to make reading materials more appealing and effective. This integration involves using tools and resources that enhance engagement and comprehension. Using technology, such as Canva for presentations and educational videos, transforms lessons into engaging and interactive experiences. It has been proven by Schaaf and Mohan (2016) that technology utilized in the classroom can provide valuable information or data for student progress. And research from Arya & Chiu (2021) highlights the importance of integrating technology into teacher preparation programs to enhance literacy instruction. The findings suggest that teachers who use technology more frequently are better prepared to teach literacy, which can lead to improved student outcomes. Also, it is mentioned in previous study on using learning media make the student motivate. Puspitarini & Hanif (2019) shows that students who are more engaged in the process of learning when using media instead of books. Last, gathering feedback. Collecting student feedback is essential for developing effective reading materials. Feedback allows teachers to understand students' needs, preferences, and comprehension levels, enabling them to tailor their materials more effectively. It ensures that reading materials are relevant, engaging, and accessible, leading to better learning outcomes. In the lesson plan, it often includes feedback mechanisms under the assessment indicators, ensuring that feedback is systematically collected and used to improve teaching practices, including: student feedback provision, evaluate overall learning outcomes, and monitor learning progress.

## **2. Students' Perception of The Reading Material Used by The Teacher**

The analysis of students' perceptions of the reading materials used by their teacher reveals significant insights into how these materials impact their learning experiences. Students exhibit a strong preference for narrative texts over other genres, finding them more enjoyable and easier to understand. One student appreciates narrative texts because they align with his love for novels and imaginative storytelling, making them engaging and easier to comprehend. These findings relate to previous research from Sembiring (2019) that shows the reading comprehension in narrative text was average to good. Another student finds narrative texts simpler due to the absence of complex scientific terminology. A third student enjoys narrative stories for their fun and imaginative nature, though she prefers them exclusively over other text types. In summary, the preference for narrative texts is driven by the students' enjoyment of storytelling, the simplicity of language, and the immersive and imaginative experiences these texts provide.

Students face significant challenges when reading materials contain scientific or complex language. Some struggle with report texts due to their scientific nature and unfamiliar

vocabulary, which hampers comprehension. This current study aligns with previous study by Lestari., et al (2017) it was found that the major difficulty that student faced in reading comprehension is vocabulary. Lengthy texts with scientific terms are particularly challenging, it is mentioned in research by Aydin & Kaya (2021) stated that the length of texts reduced the desire for reading. Opinions on text length differ among students. This indicates that text length can impact engagement and comprehension, suggesting a need for balanced and manageable reading materials.

Students consistently emphasize the importance of visual aids in improving their understanding and engagement. Visuals broaden perspectives, make reading more engaging and less monotonous, and improve comprehension. According to Jenkins & Pany (1981) “since pictures in text activate readers’ background knowledge, they have a positive effect on text comprehension”. This feedback highlights the critical role of incorporating images and graphics to make reading materials more accessible and interesting. This echoes with research from Samat & Aziz (2020) where picture was the second most effective element in enhancing reading comprehension. Hence, this research also stated that multimedia learning is effective in enhancing reading comprehension, it helps student visualize the information. And in another research by Birria & Boshraadi (2015) mentioned in their research that multimodal materials are highly significant because they allow learners to select the learning method that best fits their preferences. The relevance of reading materials to skill development is evident from the data reading materials significantly enhance vocabulary. Overall, students see reading as crucial for developing their English language skills, particularly in expanding their vocabulary.

## CONCLUSION

This study concerns about factors need to be considered in preparing/developing reading material. It aims to answer two research question. Regarding the first research question, factor need to be considered in developing reading material involves several key factors. The teacher must consider the reading material should be relevance to students live and interest, it is including the cultural relevance and usefulness of the materials. The teacher also should carefully select the reading materials based on complexity and vocabulary level to match students' language proficiency. Additionally, integrating technology into the materials can enhance engagement and comprehension of reading material. Finally, gathering student feedback is important to understand their needs and preferences, allowing for more effective and tailored materials. These factors collectively contribute to creating meaningful and engaging learning experiences that promote better reading comprehension and overall learning outcomes.

The analysis of students’ perception of the reading material used by the teacher reveals that, students prefer narrative text because the simplicity and imaginative content, the difficulties that the student faced were caused by scientific language and text length. The student appreciates visual aids in reading material because it makes them keep interest in reading and also help the student visualizing the story of the text, value effective mechanism that allows the student to provide input on the reading material, and acknowledge the role of reading material in English skill improvement such as enrich their vocabulary and improvement in grammar. The insight gathered can guide teacher in selecting and presenting reading material that match with student preferences and enhance learning experience.

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