Research Article

Developing Academic Reading Teaching Materials for the Third Semester of Qomaruddin University's English Department

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Abstract

In learning activities, teaching materials play a critical role. Teaching materials have appealing designs that encourage students to learn and use them as study resources. The goal of this study was to figure out and develop what kinds of teaching materials are used in academic reading classes. This study employs the research and development technique as well as the Borg and Gall models. There are ten stages of the Borg and Gall models, but the author generates teaching materials in the fourth stage of the Borg and Gall model only because the author wants to do this research fast; they are the initial drafts of materials for teaching. The type of teaching materials derived from this research is handouts for academic reading. Academic reading was taught in the third semester of the English department of education faculty at Qomaruddin University. The subject of this research was twenty-seven students who are in semester three of the English Department of Qomaruddin University, consisting of twenty-two females and five males. Based on the findings of the development of teaching materials that have already been done, specific instructional objectives, instructional analysis, behavior analysis of learners, specific instructional objectives, and syllabus are needed to create the handouts of teaching materials.

Keywords

Introduction

In Indonesia, English is one of the foreign languages taught in schools. It is a foreign language that is spoken and written by many people all over the world to communicate. According to (Sholah, 2020), nowadays, many people do not understand English well. They should learn English to be able to have good communication skills to interact with other people. English is also a key to opening doors to get knowledge such as economic, political, cultural, social, and tourism.

In teaching and learning English, four English skills must be known. They are: listening, speaking, reading, and writing. Reading is one of the four language skills. Reading is an activity that seeks to

find various pieces of information contained in reading in the form of understanding. Reading skills play an important role in the lives of good students now while being students and in the future. At this time, students need to have reading skills to be able to improve other language skills. Reading skills are needed because reading is the process of understanding and interpreting symbols or information written by the writer. Reading and writing activities are unique activities and complicated. There are two kinds of complicated, which can be interpreted as external and internal factors interconnected to support reading comprehension. Internal factors such as intelligence, interest, etc. External factors such as facilities and infrastructure, social, economics, teaching materials, etc.

The aim of learning English in formal school refers to core competence and basic competence. Therefore, English teachers in formal schools are required to be creative in developing teaching materials that relate to the local culture. The fact is that some of the English teachers in the school of Gresik are less creative in developing learning materials. It also states that, according to Sidik & Kartika, 2020, the preceding description, teaching materials are required. According to Ariendika & Kartikawati (2018), teaching materials are an integral component of the learning process and must exist. This is a serious issue. Because teaching materials consist of learning resources that must be studied, observed, and mastered by pupils, The materials presented in the classroom can also be used as a study guide. Learning will be difficult if there are no teaching resources available.

Teaching materials have a very important role in learning activities. Teaching materials are designed with attractive designs which can stimulate students to learn and use them as a resource of study. Academic reading is a course that must be taken by students in the third semester at the English department of Education Faculty at Qomaruddin University. In this course, students are able to master vocabulary and understand the text so it is expected to be able to support other skills as a result that this subject can improve students' output. Furthermore, teaching staff in a university have the main tasks are teaching, research, and community service. Research and teaching are closely related. That teaching will develop if it is improved continuously. This research is the development of academic material teaching English. By this research, it is hoped that is useful for the students because they can prepare materials before going to lecturers. For Study Programs, it is also useful because it needs to develop a syllabus planned according to need. For lecturers to improve themselves conceptually in applying teaching material.

There are several definitions of teaching materials according to some experts. All types of resources used to aid teachers or instructors in handling teaching and activities in learning in the class are referred to as teaching materials. Written and unwritten materials are both acceptable forms of the content in question. Teachers/instructors require teaching resources such as knowledge, tools, and texts to plan and implement learning. The information has been chosen based on this viewpoint. Teaching is a collection of materials that are organized systematically, whether in writing or not, to create an environment/atmosphere in which students can learn. Furthermore, said that one of the learning resources for students is teaching materials. As a result, teaching materials are content that must be supplied during the time of the process of teaching and learning.

The roles of teaching materials for learners are that all students can learn without having to be present with lecturers or other students; students are able to learn English whenever and wherever they are; students can learn at their own pace and in any order they like, helping to develop the potential of students to become independent learners.

According to Albashtawi & Al Bataineh (2020), the preparation of teaching materials can be done in various ways. In general, three ways can be taken in compiling teaching materials, namely: (1) writing yourself *(Starting From Scratch); teaching* materials can be written by the lecturer himself, collaborating with other lecturers, or carried out with experts who have expertise in certain fields of

science according to student needs; (2) information repackaging *(Information repackaging). (3) Information arrangement (Compilation or Wrap Around Text) In addition to writing your own teaching materials, you can also compile all of the materials taken from textbooks, journals, magazines, articles, newspapers, and so on.* This process is called the development of teaching materials through the arrangement of information (compilation).

There are many different types of teaching materials. According to Fauzan & Arifin (2019), printed resources such as modules, books, worksheets, brochures, handouts, leaflets, and wallcharts are examples of teaching or learning materials. Visual: photos, drawings, models/mockups; Multimedia: interactive CDs, computer-based programs, and the internet.

According to Nofrianni & Syahniar (2019), the process of producing teaching materials consists of various steps: (a) The first step in the learning process is to formulate general instructional objectives. Lectures, on the other hand, must first assess instructional needs before drafting TIU.

(Heggart & Yoo, 2018)Needs-based instruction is a method of determining a student's performance gap due to a lack of knowledge and training, as well as determining the most appropriate style of instructional activity. The answer received from activities to identify instructional needs is that the implementation of learning is the solution to the problem of the gap between the existing state and the expected state. The purpose is to attain competencies that have not been studied or performed well by students. The expected competence is general or high-level. A learning outcome is one that is expected to be mastered by learners after completing instructional activities. These outcomes are known as instructional goals; (b) Conducting Instructional AnalysisInstructional analysis is the process of breaking down general competencies into sub-competencies, basic competencies, or special competencies that are arranged logically and systematically. (c) Identifying the Student's First Behavior. Determine the initial behavior carried out to identify the basic competencies that have been mastered by learners. Determining initial behavior can be done in several ways, such as: through questionnaires, interviews, observations, and tests; (d) by formulating goals and special instructions. In formulating ICT, the sentences used are clear, definite, and measurable. What is meant by formulation? ICT is ICT that is expressed in writing and informed to learners so that learners and instructors have an understanding of what is stated in ICT. The formulation of ICT implies that the ICT contains one meaning or that it cannot be interpreted in another sense. For this reason, ICT is formulated in the form of a verb, which means: visible *(observable).* The formulation of scalable ICT means that the level of student achievement in the behavior that exists in the ICT can be measured by tests or other measuring devices. The next step is to develop a semester learning activity plan (RPKPS). This *item* is compiled based on ICT that has been formulated and the material selection process learning; compile/write teaching materials under TIU, ICT has been formulated; revision/field testing; the last step is the materials are ready to be used.

Method

In defining the needs analysis of the materials used, the field was performed in several aspects, including needs analysis, curriculum analysis (K13), and student analysis. Field conditions indicate that most teachers lack the proper learning plans, such as creating materials that are appropriate for their students' situations. According to Borg and Gall (1983: 775), as cited in Farahnezhad and Branch (2022), the following ten models must be understood in this research: research and information gathering; planning; developing a preliminary form of product; a test of the preliminary field; revision of the main product; main field testing; operational product revision; operational field testing; final product revision; dissemination; and implementation. This research develops the product only in the form of an initial product design. Based on the steps above, this research can only be conducted in four stages of ten. They are *research and information gathering, planning, developing a preliminary form of products, and testing of preliminary fields. The* selection of this model of every research must look at the function and the advantage of this research and the model itself. The subjects in this research

were the students in semester three of the 2021–2022 academic year. The tool to collect data is using an observation table. While the data analysis carried out is to describe the results of these observations.

Results

From the results of direct observations in class during the basic learning process. The reading done by the author (January 2022) is as follows, the author makes a table by classifying observation items, observation, and information:

Table 1. Data observation

Observation Items	Observation	Yes No	Information
Mastery of reading ability	Read words	Yes	Only about 3 -5 students can pronounce words correctly. This is because their pronunciation is influenced by their mother tongue
	Synonym of	Yes	Easy, because they know the lexical meaning of electronic dictionaries/books
	Determine the main idea	No	Difficult to determine the main idea in a paragraph. This is because they have no strategy and no can distinguish between the main idea and the main sentence
	Find explicit information	No	If you know all the words in Indonesian, it will be easy to find the information in the text
	Finding hidden information	Yes	Cannot determine explicit information, because the information is not clearly stated in the text

From the table above, it was necessary to develop a materiallearning that could help to solve these problems. The development of learning materials begins with identifying or formulating general instructional objectives (ICT). This ICT describes competencies that must be mastered in general or globally after following learning basic reading courses. Then based on the needs analysis students, after taking the basic reading course, are expected to be able to read and enrich vocabulary, find main ideas, find topics, and pronouns, inferences in short reading especially in short stories and short scientific articles by applying reading strategies such as scanning, skimming, etc. So that not only can read with good pronunciation but also the students are able to get information explicitly.

Then the next way was forming the special instructional purpose and also developing the syllabus, The form of special instructional purpose was the explanation of general competence, General competence means not only the reading aspect but also all competencies. Here is the table for developing a syllabus.

Table 2. The syllabus

Ability Expected	Subject	Sub-topics	Estimated time	Source library
Students are able to read short story texts with correct pronunciation	short story	Newspaper Chase	2 x 50	Internet source
Students are able to read short story texts with correct pronunciation	short story	First day of school Friends save lives	2 x 50	Internet source
Students are able to explain various strategies in reading	strategy in memory	Scanning Skimming Locating the main idea	2 x 50	NSW Department of Education and Training (2010) *Teaching Comprehension Strategy*
Students are able to explain various strategies in reading	strategy in memory	Understanding reference	2 x 50	NSW

Learning Outcome	Text Type	Topic	Time	Reference
		Making inference		Department of Education and Training (2010) *Teaching Comprehension Strategies* NSW
Students are able to understand reading texts by applying reading strategies	strategy in memory	Thinking logically	2 x 50	Department of Education and Training (2010) *Teaching Comprehension Strategies*
		Guessing meaning from context		
Students are able to understand reading texts by applying reading strategies	short scientific articles	Green packaging	2 x 50	Various internet sources
		Mid-semester Exam		
Students are able to understand reading texts by applying reading strategies	short scientific articles	Too much traffic	2 x 50	Betty Kirkpatrick, Rebecca Mok. 2005 *Read and Understand 1*, Learner Publishing
Students are able to understand reading texts by applying reading strategies	short scientific articles	Bullying	2 x 50	Betty Kirkpatrick, Rebecca Mok. 2005 *Read and Understand 1*. Learner Publishing Pte Ltd.
Students are able to understand reading texts by applying reading strategies	short scientific articles	Growing old	2 x 50	Betty Kirkpatrick, Rebecca Mok. 2005 *Read and Understand 1*. Learner Publishing Pte Ltd.
Students are able to understand reading texts by applying reading strategies	short scientific articles	Parental Aspiration	2 x 50	Betty Kirkpatrick, Rebecca Mok. 2005 *Read and Understand 1*, Learner Publishing Pte Ltd.
Students are able to understand reading texts by applying reading strategies	short scientific articles	Discrimination against disability	2 x 50	Betty Kirkpatrick, Rebecca Mok. 2005 *Read and Understand 1*. Learner Publishing Pte Ltd.
Students are able to understand reading texts by applying reading strategies	short scientific articles	Football Hooligans	2 x 50	Betty Kirkpatrick, Rebecca Mok. 2005 *Read and Understand 1*. Learner Publishing Pte Ltd.
Students are able to understand reading texts by applying reading strategies	Short scientific articles	Travel Troubles	2 x 50	Betty Kirkpatrick, Rebecca Mok. 2005 *Read and Understand 1*. Learner Publishing Pte Ltd.
Students are able to understand reading texts by applying reading strategies	Short scientific articles	New research on computer games	2 x 50	Betty Kirkpatrick, Rebecca Mok. 2005 *Read and Understand 1*.Learner Publishing Pte Ltd.
		Final Exam		

Then, the next step is to develop an instructional analysis. In composing an instructional analysis, choose an age-appropriate theme or topic students are between 18-19 years old.

Discussion

From the findings already shown, the topic or theme is partially social issues that are commonly heard by students. The next step is to formulate specific instructional objectives. The formula for a particular teaching goal is a sub-competency, which is a description of a general competency (TIU). The sub-competencies in question are the competencies that a student must acquire or own at the end of learning. Next, the specific teaching goals are as follows: reading aloud with the correct pronunciation., identifying the meaning of the vocabulary based on the context, explaining and applying reading strategies, such as scanning, skimming, and searching for key ideas, and explaining reading strategies, such as understand the references and conclude. High-performing students explain the following reading strategies: guessing the meaning from the reasoning and context, deciding the main ideas, making a conclusion, and trying to define references. Students can also find the meaning of a word. Then, it is the preparation of the semester learning activity plan (Syllabus). There are several aspects, such as the expected final ability, subject matter, sub-subject, estimation or allocation of time, and sources of literature at each meeting. The last step in this research is product development by the initial or initial draft of planned teaching materials based on ICT, TIU, and instructional analysis. The environment and social issues of the material are also adjusted to the age of the semester students, who ranged from 19 to 22 years old.

It seems that the theory of Albashtawi & Al Bataineh (2020), the preparation of teaching materials can be done in various ways. In general, three ways can be taken in compiling teaching materials, namely: (1) writing yourself *(Starting From Scratch); teaching* materials can be written by the lecturer himself, collaborating with other lecturers, or carried out with experts who have expertise in certain fields of science according to student needs; (2) information repackaging *(Information repackaging).*

Conclusion

From the results of research and the development of basic reading teaching materials in the third semester, some conclusions can be drawn. Students in English education in the course still have to improve their vocabulary, know how to pronounce words correctly, and determine the meaning of words according to context. When it comes to academic reading classes, students still need to develop their skills on how to determine key ideas and find information explicitly and also the main idea. To overcome these difficulties, the writer needs to create academic reading materials that educators can use for learning. The designed teaching materials are handouts. Content education is initially designed with the content of the text or distribution and the components that make up the supplementary parts in mind. The teaching material results in the first design of the basic teaching material for reading.

Due to time constraints, test reading comprehension was already done but they were not analyzed yet in this research. therefore, the following researchers are advised to perform tests and analyze to measure how well the subject's knowledge level has been studied.

Author Contribution and Competing Interest

The first author and second author already cooperate to do this research and finish this manuscript. The first author analyzes, prepares the data, and writes the manuscript, while the second author finishes the manuscript.

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