

## Materials Development of Reading and Writing by Using Digital Media for Students of Tenth Grade

Raden Rara Evi Oktaviani Sandhi<sup>1</sup>, Nurhaedah Gailea<sup>1</sup>, Akhmad Baihaqi<sup>1</sup>

<sup>1</sup>Universitas Sultan Ageng Tirtayasa, Indonesia

\*Correspondence: [evianysandhi@gmail.com](mailto:evianysandhi@gmail.com)

### ABSTRACT

*Mastering a language takes time and process. To help students learn English, preparing teaching materials is one of the important parts in the process of learning. This research focuses on developing reading and writing materials because many students have difficulty to broaden their vocabulary and how to deliver the ideas into writing. Furthermore, this research aims to find out target needs, to analyze learning needs, and to discuss the effectiveness of the teaching materials to improve students' reading and writing skills. SMKN 5 Kota Serang was selected as the location of the research with 34 students in the 10th grade. Then, the method used was research and development by applying the ADDIE model. The questionnaires distributed were to observe needs analysis and the expert judgement. The data of needs analysis helped in developing the teaching materials, while the data of the expert judgement were used to evaluate the appropriateness of the developed materials. From the results, the developed narrative texts materials were categorized as "good" with an average score of 3.24, and the developed procedure texts materials were categorized as "very good" with an average score of 3.46. In conclusion, the developed materials are appropriate and can be used for the 10th-grade students at the school.*

### ARTICLE HISTORY

Published March 6<sup>th</sup> 2025



### KEYWORDS

Materials Development;  
Reading and Writing; Student.

### ARTICLE LICENCE

© 2024 Universitas Hasanuddin  
Under the license CC BY-SA  
4.0



### 1. Introduction

In the process of learning the language, EFL (English as a Foreign Language) students will face some challenges. For example, in reading, students will meet new and unfamiliar words from the texts they read. Verbal protocol studies of second language learners' reading difficulties provide numerous examples illustrating how language processing, particularly vocabulary, hinders comprehension (Masuhara, 2013; Said et al., 2021; Dalyan et al., 2022). However, it is understandable because the language in the texts they read are not their mother tongue language. So, students mainly have difficulty in understanding information from the texts such as main ideas, the writer's purpose, the messages, inferences, etc. Therefore, observing difficulties EFL (English as a Foreign Language) students find in reading is an important thing to do to prepare and design suitable teaching materials based on their needs when learning reading. Masuhara (2013) explained that materials for teaching L2 reading often select texts that align with teaching objectives, such as vocabulary, syntax, discourse structures, skills, and strategies. She also added that some texts are chosen because they are accessible or relevant to the unit's theme.

Reading is one of the receptive skills. From reading, students can obtain a lot of knowledge from the texts they read. The more they read, the better they broaden their vocabulary of new words in the English language. The goals readers want to discover in reading are to read for new information and to understand the content of the texts. They are encouraged to have good reading comprehension to sharpen their critical thinking and avoid false information. So, good reading comprehension depends on a good understanding of the language in general, which requires an ability to understand individual words and sentences formed from them (Oakhill et al., 2015; Sukmawaty et al., 2022; Yaumi et al., 2024; Karubaba et al., 2024). In addition, reading activities can help students gain inspiration and express more ideas in written form as well.

Writing is the process by which ideas are conveyed in a written form that is regarded as a creative way of communicating, where ideas can be written and organized in such a way that the ideas form an excellent paragraph (Agdia & Syafei, 2020; Rahman, 2018; Ko et al., 2025). However, the skill of writing is intricate and encompasses various

processes and abilities, which can lead to difficulties for certain students (Westwood, 2008). So, when preparing to develop teaching materials, discovering and giving students some surveys in the form of questionnaires are necessary to know students' interests, the topics students like to write, and what a variety of texts students want to learn first. Furthermore, materials should help students in grasping a target genre's purpose, context, structure, and key features, or offer opportunities to practice writing processes that include pre-writing, drafting, revising, and editing (Hyland, 2013). Hutchinson and Waters (1987) also added that a model of materials design should include input, content focus, language focus, and task.

Technology plays a crucial role in language-learning materials development, supporting their creation and delivering content (Reinders & White, 2010; Wicaksono et al., 2021; Youngsun et al., 2024). The integration of technology in the learning process can grab students' interest to study and access the materials easily from their smartphones or laptops. Floriasti and Khoirunisa (2023) developed materials by using augmented reality novel games to make learning more interactive and engage students to study the language lesson in a different way from the conventional way. In addition, this research also developed the materials in digital form but used Canva as a learning platform. Canva has a user-friendly interface, all-in-one platform, collaboration features, compatible with any devices, etc.

When developing the materials, the researcher arranged learning goals for the students by following Bloom's taxonomy. Before delivering the developed materials to the students, the researcher observed target needs and learning needs, especially in reading and writing. The observations were conducted by distributing some questionnaires to the students. When constructing the teaching materials, the researcher also followed the ADDIE model.

## 2. Methodology

In conducting this research, the researcher followed the process of research by Ary et al. (2010). The first thing to do was to select the research problems in line with the target needs, learning needs, and the effectiveness of the developed materials for the students of the 10th grade in the academic year 2024/2025 at SMKN 5 Kota Serang. After selecting the research problems, the researcher reviewed the literature related to the research problems and materials development. The third stage was to design the study as a framework. The fourth stage was to collect the data of target needs, learning needs, the effectiveness of the developed materials, and the expert judgement. The fifth stage was to analyze the data obtained qualitatively and quantitatively. The next stage of the process of this research was to interpret the data or findings and draw conclusions for the research problems. The last stage was to report the findings. The instruments of this research were observation, questionnaires, tests (pre-tests and post-tests), and the expert judgement to evaluate the developed materials.

Furthermore, there were some flows of activity in analyzing qualitative data. According to Miles et al. (2014), the flows of activity included data condensation, data display, drawing and verifying conclusions. In data condensation, the researcher strengthened the research by condensing the data from collecting written field notes obtained from the classroom activity, the observation of the students' behavior and ability, learning needs, and sorting the questionnaires. In data display, the research data were illustrated in descriptions and pie charts to help show the findings. After that, the researcher drew the findings of the students' needs analysis and verified the results and standards of the appropriateness of the developed materials.

In addition, this research also used quantitative data. The researcher distributed the questionnaires to help construct the research. The calculations used for the data obtained were as follows.

The Formula of Data Percentage

$$P = f/N \times 100\%$$

P : Percentage of the data

f : frequency

N : Number of respondents

100 : Fixed number

Then, the questionnaire data in Likert-scale ranged into a four-scale for strongly agree, a three-point scale for agree, a two-point scale for disagree, and a one-point scale for strongly disagree. Furthermore, the data were analyzed and calculated using Likert-scale rules proposed by Suharto, G. (2006).

**Table 1. Categories and Score of Likert-scale**

Categories	Score
Strongly agree	4
Agree	3
Disagree	2
Strongly disagree	1

The Formula of Mean Score

$$\text{Mean} = \sum fx/N$$

The Formula of Range

$$R = ((X_h - X_1))/4$$

R : Range

X<sub>h</sub> : Highest Scale

X<sub>1</sub> : Lowest Scale

4 : Range of Likert-scale

**Table 2. Data Conversion Table**

Scale	Descriptive Categories	Interval of Mean
4	Very good	$3.25 \leq x \leq 4.00$
3	Good	$2.50 \leq x \leq 3.24$
2	Fair	$1.75 \leq x \leq 2.49$
1	Poor	$1.00 \leq x \leq 1.74$

After that, the data of pretests and posttests' scores were calculated by using the formula of NGain adapted from Sukarelawan et al. (2024). Those data were used to illustrate the effectiveness of the developed materials.

The Formula of NGain Score

$$\text{NGain} = (\text{Posttest Score} - \text{Pretest Score}) / (\text{Ideal Score} - \text{Pretest Score})$$

**Table 3. The Criteria of Normalized NGain**

NGain Score	Interpretation
$0.70 \leq g \leq 100$	High
$0.30 \leq g < 0.70$	Medium
$0.00 < g < 0.30$	Low
$g = 0.00$	There is no increase
$-1.00 \leq g < 0.00$	There is decrease

**Table 4. The Criteria of the Effectiveness Level**

Percentage (%)	Interpretation
< 40	Ineffective
40 - 55	Less effective
56 - 75	Effective enough

### 3. Result and Discussion

When creating the teaching materials, this research used the ADDIE model. The ADDIE model consisted of five phases: Analyze, Design, Develop, Implement, and Evaluate (Branch, 2009). In this part, the findings were presented qualitatively and quantitatively.

#### 3.1. Analyze phase

According to Hutchinson and Waters (1987), needs analysis was divided into target needs and learning needs. There were several things to observe in target needs that covered students' necessities, lacks, and wants when studying reading and writing in English. In addition, there were some factors to discover in learning needs that included why students took the course, what learning resources were available for students to learn, who students were, where the ESP (English for Specific Purposes) course would be held, and when the course would take place. Before developing the materials, the researcher collected the data of needs analysis from 34 students as the participants of the research.

##### 3.1.1. Needs Analysis

###### a. Target Needs

###### Necessities

In necessities, the researcher analyzed the students' needs when learning English, especially reading and writing. There were some questions given to the students. The results were described as follows.

The first chart below was the students' reading purposes in English. From the data, 18 students (52.9%) needed to understand reading texts in everyday life, and 10 students (29.4%) needed to understand reading texts in academic life. The other six students (17.6%) responded that they needed to pass one of the university entrance tests.

What is your purpose for reading in English?

34 responses

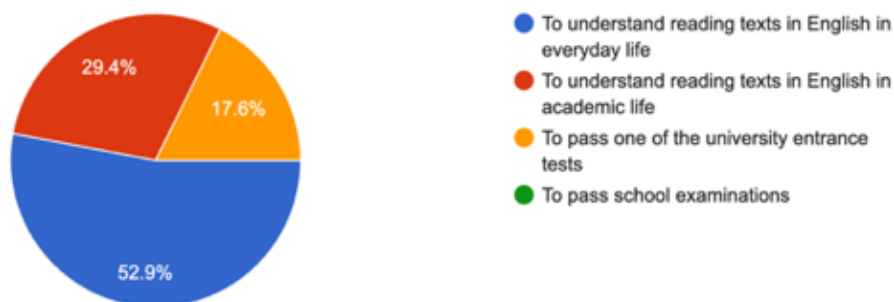


Figure 1. Students' Reading Purpose

The second chart below was the students' writing purposes in English. From the data, 13 students (38.2%) needed to learn writing in English for school tasks, 12 students (35.3%) needed to be able to write in English for more academic purposes, and nine students (26.5%) needed to be able to write in English for everyday purposes.

What is your purpose for writing in English?  
34 responses

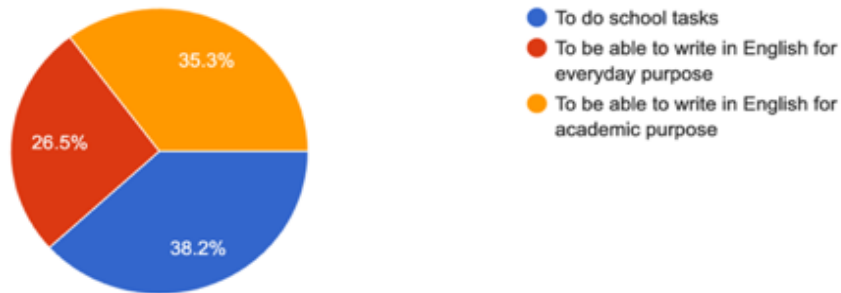


Figure 2. Students' Writing Purpose

The third chart below was some knowledge the students needed to understand when reading texts in the English language. From data, 22 students (64.7%) needed more improvement and additional new vocabulary to understand reading texts, six students (17.6%) needed better understanding of grammar, three students (8.8% marked in orange) needed to understand parts of texts and structures of text types, and the other three students (8.8% marked in green) needed to understand communicative purpose and target readers.

What knowledge will you need to understand reading texts in English?  
34 responses

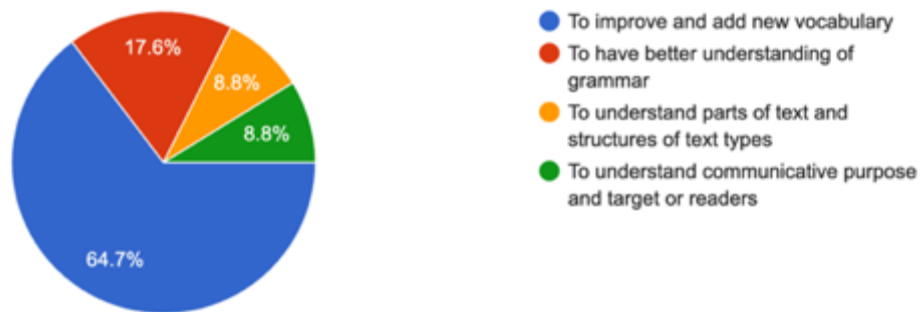


Figure 3. The Knowledge students needed to study in Reading Texts

The fourth chart below was some knowledge the students needed to understand when writing in English. From the data, 15 students (44.1%) needed to understand how to build and use the appropriate vocabulary when writing a text, 10 students (29.4%) needed to understand language use when writing a text, eight students (23.5%) needed to understand how to organize a text in the correct way, and one student (2.9% marked in purple) needed to understand mechanics when writing a text.

What knowledge will you need when writing in English?  
34 responses

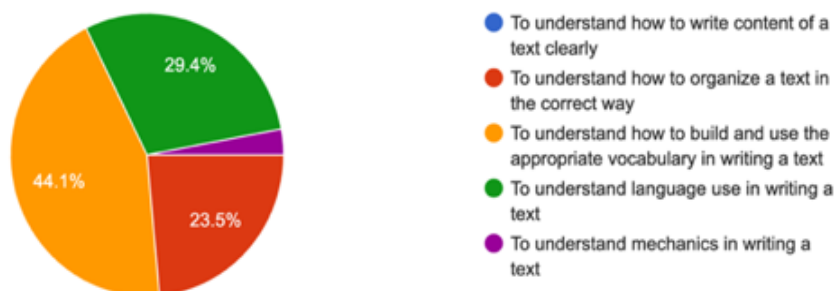


Figure 4. The Knowledge Students Needed to Study Writing Lacks

In lacks, the researcher analyzed the students' difficulties when studying the English language, especially reading and writing. The results were described as follows.

The fifth chart below was some difficulties the students had when reading texts in the English language. From the data, 12 students (35.3%) had difficulty to find out certain and detailed information, 11 students (32.4%) had difficulty to find out writer's purpose or message the writer of the texts wanted to say, five students (14.7%) had difficulty to find out general statements, two students (5.9% marked in light blue) had difficulty to find out the structures of a text, two students (5.9% marked in purple) had difficulty to find out referring words, and the other two students (5.9% marked in red) had difficulty to find out main ideas from the texts.

Which one of these reading activities do you think is difficult?

34 responses



Figure 5. Students' Reading Difficulties

The sixth chart below was some difficulties the students had when writing texts in English. From the data, 13 students (38.2%) had difficulty to write with the correct language use, nine students (26.5%) had difficulty to build appropriate vocabulary, six students (17.6%) had difficulty to organize a text (structures of writing in a text), four students (11.8%) had difficulty to develop content of a text, and the other two students (5.9% marked in purple) had difficulty to understand mechanics of writing.

Which one of these writing activities do you think is difficult?

34 responses

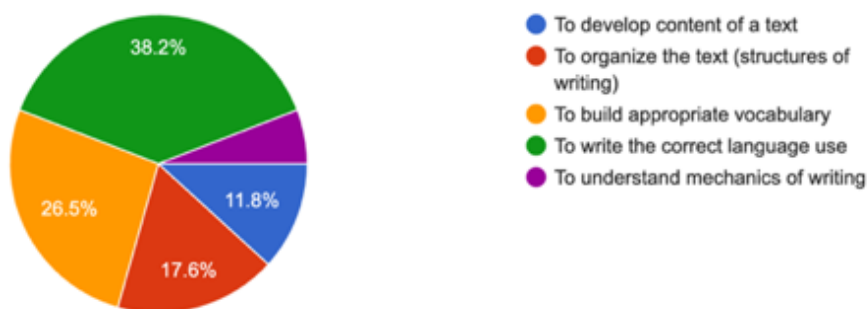


Figure 6. Students' Writing Difficulties

### Wants

In wants, the researcher analyzed what the students wanted when studying the English language, especially reading and writing. The results were described as follows.

The seventh chart below was what the students wanted to master when reading texts in English. From the data, 15 students (44.1%) wanted to understand the meaning of vocabulary used in a text, nine students (26.5%) wanted to understand writer's purpose and message of a text, five students (14.7%) wanted to understand topic of a text, three students (8.8%) wanted to understand making conclusion of a text, and the other two students (5.9% marked in purple) wanted to find out specific information of a text.

What do you want to master when learning English, especially reading?

34 responses

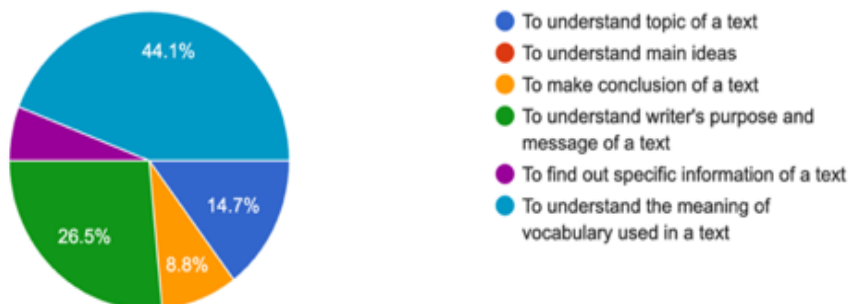


Figure 7. What Students Wanted When Reading in English

The eighth chart below was what the students wanted to master when studying writing in English. From the data, ten students (29.4% marked in green) wanted to be able to construct writing with the appropriate language use, and the other ten students (29.4% marked in orange) wanted to be able to write with broader knowledge of the English vocabulary. Furthermore, nine students (26.5%) wanted to be able to write well-organized writing of a text, three students (8.8%) wanted to be able to write with the correct mechanics of writing, and two students (5.9% marked in darker blue) wanted to be able to write good content of a text.

What do you want to master when learning English, especially writing?

34 responses



Figure 8. What Students Wanted When Writing in English

b. Learning Needs

In learning needs, the researcher considered and analyzed some factors before developing the teaching materials. Furthermore, some information was discovered to know why the students took the course, what resources were available for the students to learn English, who the students were, and when the course would take place.

The ninth chart below was the reasons why the students took the English language course. From the data, 29 students (85.3%) responded that they learned English to improve their English skills, four students (11.8%) thought learning English was optional. In contrast, one student (2.9% marked in blue) thought learning English was compulsory subject of their school.

What is the reason for studying the English language?  
 34 responses

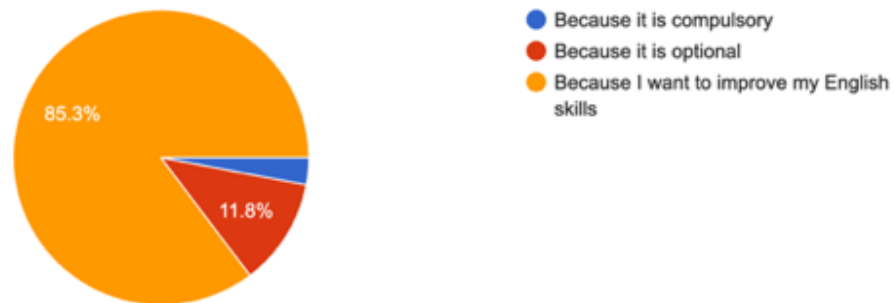


Figure 9. Students' Reason for Studying English

The tenth chart below was the available resources for the students to learn the English language. From the data, 15 students (44.1%) used the collection of English language books from their school library, ten students (29.4%) agreed that they had easy access for eBooks of the English language subject, and nine students (26.5%) had several English language teachers at school so they could ask directly to their teachers if they had questions about the English subject.

When learning English, what kinds of resources can you use?  
 34 responses

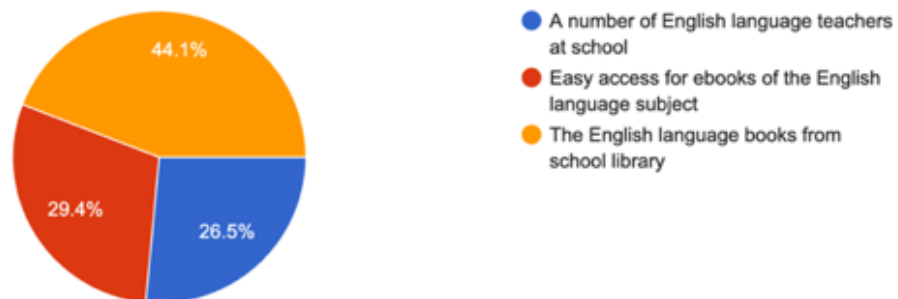


Figure 10. Resources for Learning English

The charts below were the students' background information. The information obtained could also help the researcher develop the teaching materials. The eleventh chart showed that the age of the students was between 14 to 16 years old. So, the materials were developed based on their level.

How old are you?  
 34 responses

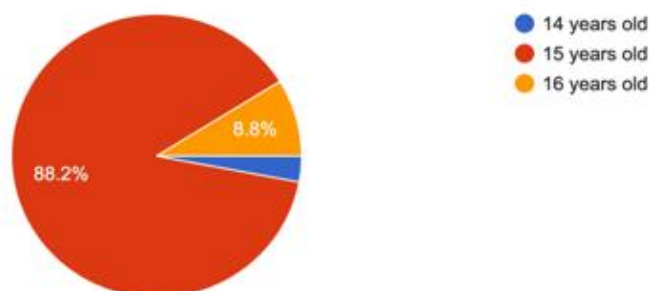


Figure 11. Background Information of Students' Average Score



The twelfth chart displayed that all students were Indonesian. From this information, the teaching materials should be developed for EFL (English as a Foreign Language) students because the English language was considered as a foreign language for the participants of this research.

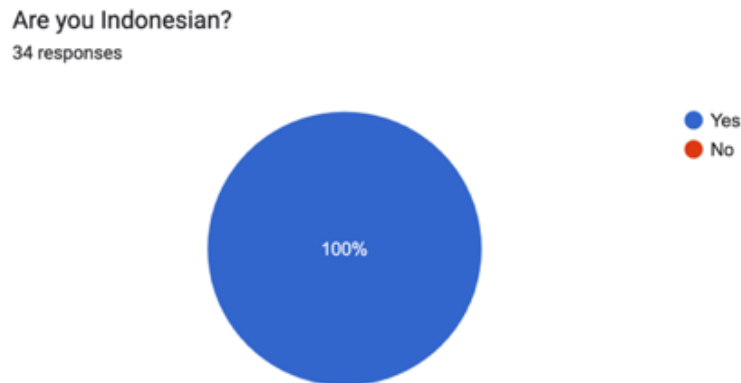


Figure 12. Background Information of Students' Nationality

In the thirteenth chart below, 34 students agreed that the English language class happened twice a week. So, they could obtain more time to learn English.



Figure 13. Schedule of the English Language Class

In addition, the fourteenth chart below was what the students liked when learning English. From the data, 26 students (76.5%) liked using technology when learning English and only eight students (23.5%) liked traditional ways when learning English. From this information, the researcher decided to develop the teaching materials digitally by using Canva. On the other hand, the researcher gave the other students who liked learning in traditional ways, that the teaching materials were accessible and downloadable to print.

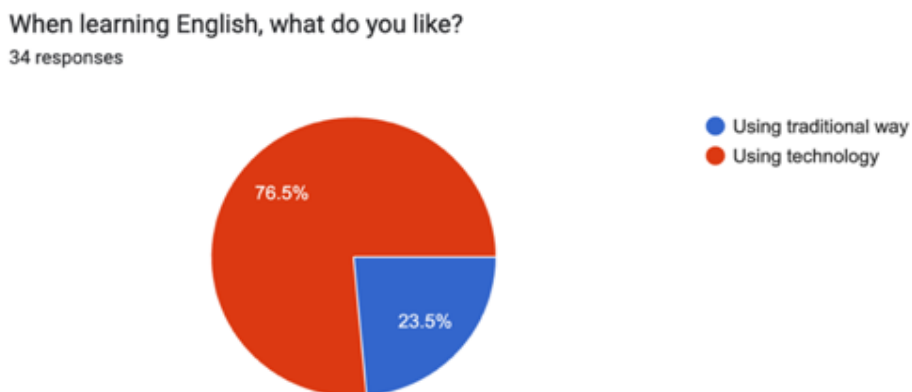


Figure 14. Students' Preferences When Learning English

### **3.2. Design phase**

After analyzing target needs, the researcher began to design the teaching materials. The skills strengthened for designing the teaching materials were reading and writing. The text types used for the students to learn English were narrative and procedure texts. These text types were based on learning achievements in the curriculum that the school (SMKN 5 Kota Serang) implemented in the academic year 2024/2025. Furthermore, when designing the teaching materials, the researcher used Canva as a learning platform. The use of technology could grab the students' attention and interest to learn the subject and engage them in the process of learning.

### **3.3. Develop phase**

In this phase, the researcher developed the teaching materials. What to prepare included teaching modules, learning activities, digital materials, pictures, videos, etc. The contents of teaching materials provided students' learning styles for visual, auditory, and kinesthetics students. For visual students, they tended to be more interested by seeing information from the texts that contained something colorful. For auditory students, they learned best from what they hear. The other students' learning style was kinesthetic students who used multisensory strategies when studying. In addition, when arranging learning goals, the researcher followed Bloom's taxonomy, and the teaching materials developed were based on the students' level of 10th grade.

### **3.4. Implement phase**

In this phase, the first thing to do was to manage schedules for the students. The researcher gave access for the students to the teaching materials. Then, the developed materials were delivered and implemented to the students. During the process of learning in this implement phase, the researcher monitored the students to engage in the learning.

Furthermore, to see the effectiveness of the developed materials, the researcher gave pretests before implementing the developed materials and posttests after implementing the developed materials. To calculate the scores, the researcher used calculations of NGain score adapted from Sukarelawan et al. (2022).

#### **(1) Pretest and Posttest of Reading Narrative Texts**

From 34 students, the average score of pretest in reading narrative texts was 70.29 and the average score of posttest in reading narrative texts was 87.35. So, the NGain score of reading narrative texts was interpreted 0.57 or 57.30%.

#### **(2) Pretest and Posttest of Writing Narrative Texts**

From 34 students, the average score of pretest in writing narrative texts was 67.56 and the average score of posttest in writing narrative text was 86.00. So, the NGain score for writing narrative texts was interpreted 0.56 or 56.16%.

#### **(3) Pretest and Posttest of Reading Procedure Texts**

From 34 students, the average score of pretest in reading procedure texts was 73.24 and the average score of posttest in reading procedure text was 87.94. So, the NGain score for reading procedure texts was interpreted 0.58 or 58.09%.

#### **(4) Pretest and Posttest of Writing Procedure Texts**

From 34 students, the average score of pretest in writing procedure texts was 67.00 and the average score of posttest was 85.76. So, the NGain score for writing procedure texts was interpreted 0.56 or 56.38%.

In short, from the results of the NGain scores of pretests and posttests of reading and writing with the text types of narrative and procedure texts, it could be indicated that the findings were interpreted into medium category or effective enough to use for the students.

### **3.5. Evaluate phase**

In the evaluate phase, a questionnaire for the develop materials was distributed to the expert with specific fields in the English education and pedagogy for the evaluation. The evaluation measured whether the teaching materials developed were appropriate or necessary to improve. In addition, the questionnaires used a four-point Likert scale, where "strongly agree" was rated as 4, "agree" was rated as 3, "disagree" was rated as 2, and "strongly disagree" was rated as 1. Then, the data were analyzed according to the Likert-scale developed by Suharto (2006).

Furthermore, to evaluate the developed materials, the standards of the appropriateness in the questionnaires were adapted from Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Number 22 Year 2022. The standards of the appropriateness consisted of material, presentation, design, and graphics.

**Table 5. Material Standard in the Developed Narrative Texts Materials**

No.	Items of Questionnaire	Score
1.	This teaching material is empirical, effective, and efficient in helping to build the students' reading and writing abilities for the 10th grade in the first semester.	3
2.	This teaching material covers students' competence in the 10th grade based on the national education standard consisting of students' phase, the subject, and learning achievement in the <i>Merdeka Curriculum</i> .	3
3.	This teaching material is adapted to the current developments in science and technology.	3
4.	This teaching material is relevant to the students' daily lives, local wisdom, and the context of life in general.	3
5.	Each part of this teaching material is interconnected, making the flow of discussion easy for the students to understand.	3
6.	This teaching material is not against <i>Pancasila</i> values.	4
7.	This teaching material is not discriminatory based on ethnicity, religion, race, or group and does not contain elements of pornography, violence, or hate speech.	4
<b>Mean</b>		<b>3.29</b>

**Table 6. Presentation Standard in the Developed Narrative Texts Materials**

No.	Items of Questionnaire	Score
8.	The presentation is appropriate for the 10th-grade students' development level and English ability.	3
9.	The presentation uses appropriate and communicative English language for 10th-grade students	3
<b>Mean</b>		<b>3.00</b>

**Table 7. Design Standard in the Developed Narrative Texts Materials**

No.	Items of Questionnaire	Score
10.	The cover design follows the standard of book cover anatomy and looks clear, readable, and appealing to see.	3
11.	The page design follows the standard of book anatomy, looks clear, readable, and appealing to see, and has a table of contents.	3
12.	The use of media is accessible and has a user-friendly format.	3
13.	The feature icon is easy to read and has a user-friendly format.	3
<b>Mean</b>		<b>3.00</b>

**Table 8. Graphics Standard in the Developed Narrative Texts Materials**

No.	Items of Questionnaire	Score
14.	This teaching material is digitally accessible via any platform (laptops/computers, or gadgets).	4
15.	This teaching material uses the digital media Canva and is downloadable with any file type and sizes needed.	3
16.	This teaching material has a digital format that can be distributable.	4
<b>Mean</b>		<b>3.67</b>

**Table 9. Material Standard in the Developed Procedure Texts Materials**

No.	Items of Questionnaire	Score
1.	This teaching material is empirical, effective, and efficient in helping to build the students' reading and writing abilities for the 10th grade in the first semester.	3
2.	This teaching material covers students' competence in the 10th grade based on the national education standard consisting of students' phase, the subject, and learning achievement in the <i>Merdeka Curriculum</i> .	3
3.	This teaching material is adapted to the current developments in science and technology.	3
4.	This teaching material is relevant to the students' daily lives, local wisdom, and the context of life in general.	3
5.	Each part of this teaching material is interconnected, making the flow of discussion easy for the students to understand.	4
6.	This teaching material is not against <i>Pancasila</i> values.	4
7.	This teaching material is not discriminatory based on ethnicity, religion, race, or group and does not contain elements of pornography, violence, or hate speech.	4
<b>Mean</b>		<b>3.43</b>

**Table 10. Presentation Standard in the Developed Procedure Texts Materials**

No.	Items of Questionnaire	Score
8.	The presentation is appropriate for the 10th-grade students' development level and English ability.	4
9.	The presentation uses appropriate and communicative English language for 10th-grade students	3
<b>Mean</b>		<b>3.50</b>

**Table 11. Design Standard in the Developed Procedure Texts Materials**

No.	Items of Questionnaire	Score
10.	The cover design follows the standard of book cover anatomy and looks clear, readable, and appealing to see.	3
11.	The page design follows the standard of book anatomy, looks clear, readable, and appealing to see, and has a table of contents.	3

12.	The use of media is accessible and has a user-friendly format.	4
13.	The feature icon is easy to read and has a user-friendly format.	3
<b>Mean</b>		<b>3.25</b>

**Table 12. Graphics Standard in the Developed Procedure Texts Materials**

No.	Items of Questionnaire	Score
14.	This teaching material is digitally accessible via any platform (laptops/computers, or gadgets).	4
15.	This teaching material uses the digital media Canva and is downloadable with any file type and sizes needed.	3
16.	This teaching material has a digital format that can be distributable.	4
<b>Mean</b>		<b>3.67</b>

The following table 13 below was the overall results of the expert judgement for the developed narrative texts materials. The mean score was 3.24. According to Suharto's data intervals, the mean score was between  $2.50 \leq x \leq 3.24$  and it was categorized "good" by considering the standards of material, presentation, design, and graphics from the materials developed.

**Table 13. The Results of the Expert Judgement for the Developed Narrative Texts Materials**

The Standard of Appropriateness	Score
Material Appropriateness	3.29
Presentation Appropriateness	3.00
Design Appropriateness	3.00
Graphics Appropriateness	3.67
<b>Mean</b>	<b>3.24</b>

In addition, the following table 14 below was the overall results of the expert judgement for the developed procedure texts materials. the mean score was 3.46. This mean score was between  $3.25 \leq x \leq 4$  and it was categorized "very good" by considering the standards of material, presentation, design, and graphics from the materials developed.

**Table 14. The Results of the Expert Judgement for the Developed Procedure Texts Materials**

The Standard of Appropriateness	Score
Material Appropriateness	3.43
Presentation Appropriateness	3.50
Design Appropriateness	3.25
Graphics Appropriateness	3.67
<b>Mean</b>	<b>3.46</b>

When discussing how to construct the materials, the researcher had to find out the target needs. To explore students' needs, some questionnaires were distributed. The questionnaires of the students' needs should include what the students acquired from studying English, what difficulties they had, and what they wanted when studying English. The data obtained from target needs could help the researcher design and develop the teaching materials. Besides that, the researcher also searched for more information related to learning needs. The questionnaires contained the reasons why the students took the course of the English language, what available learning resources they could access for their learning, students' background information of age and nationality, and the schedules needed for learning English. The information obtained could also help the researcher decide that the materials were intended for the EFL (English as a Foreign Language) students.

Furthermore, the researcher also examined the developed materials. Before the materials were delivered to the students, they received pretests and answered the questions given from the pretests. After the developed materials were delivered to the students, they also received posttests and answered the questions given from the posttests. The activities were held to compare the scores before and after the materials were delivered to them.

To validate the appropriateness of the developed materials, the researcher asked the expert to evaluate. The expert was a senior lecturer of the English education department. From the expert judgement, the developed narrative and procedure texts materials were appropriate to use for the students of the 10th to learn English at the school.

#### 4. Conclusion

From the results and discussion, it can be concluded that the students emphasized that they needed to improve their vocabulary of the English language. From this finding, the researcher added some lists of vocabulary builder and pronunciation practice from the texts which the students could find in the materials as well. Those lists of vocabulary builder and pronunciation practice were necessary to be included in the materials to help the students overcome their difficulties to find certain and detailed information when reading and it could also guide the students to know the correct language use when writing.

Furthermore, half of the students used the collection of English language books from their school library for resources to learn English. Besides that, most students agree with the integration of technology in their learning activities. So, the researcher decided to develop teaching materials digitally by using Canva. In addition, the researcher asked the students when the right time was to implement the developed materials and in what ways they wanted to accept the materials. In brief, from this research, it is suggested that teachers can also use more digital platforms to make interesting teaching materials. To deepen the teaching materials, the English language teachers can explore their students' needs when studying the English language and determine some aspects of students' learning needs.

#### References

- Agdia, P., & Syaifei, A. F. R. (2020, June). Kinds of Writing Difficulties in Academic Writing Faced by English Teachers of SMKN 8 Padang. *Journal of English Language Teaching*, 9(2), 416-427. Doi: <https://doi.org/10.24036/jelt.v9i2.108844>
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education*. USA: Wadsworth, Cengage Learning.
- Branch, R. M. (2009). *Instructional Design: The ADDIE Approach*. Springer Science + Business Media.
- Dalyan, M., Darwis, M., Rahman, F., & Latjuba, A. Y. (2022). Cultural discourse in Indonesian humor: A case study of some short dialogues. *Theory and Practice in Language Studies*, 12(5), 1009-1018.
- Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A Learning-Centred Approach*. Cambridge University Press.
- Hyland, K. (2013). Materials for Developing Writing Skills. In B. Tomlinson, *Developing Materials for Language Teaching*. Bloomsbury Publishing Plc.
- Karubaba, S., Machmoed, H., Rahman, F., & Kamzinah, K. (2024, May). Comparison of Pronominal Systems in Yapen Languages. In *4th International Conference on Linguistics and Culture (ICLC-4 2023)* (pp. 360-374). Atlantis Press.
- Khoirunisa, H., & Floriasti, T. W. (2023, December 4). Developing Augmented Reality Novel Games as English Learning Media for Reading Narrative Texts. *Jurnal Inovasi Teknologi Pendidikan*, 10(4), 408-424. Doi: <https://doi.org/10.21831/jitp.v10i4.65246>
- Ko, Y., Kyeongjae, P., Jung, S., Sosrohadi, S., & Andini, C. (2025). Revisiting EPS TOPIK: Addressing Linguistic and Cultural Challenges for Migrant Workers in South Korea. *International Journal of Current Science Research and Review*, 8(2), 904-910.
- Masuhara, H. (2013). Materials for Developing Reading Skills. In B. Tomlinson, *Developing Materials for Language Teaching*. Bloomsbury Academic Plc.

- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. USA: Sage Publications, Inc.
- Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and Teaching Reading Comprehension: A Handbook*. Routledge.
- Rahman, F. (2018). The constraints of foreign learners in reading English literary works: A case study at Hasanuddin University. *Journal of Arts and Humanities*, 7(2), 01-12.
- Reinders, H., & White, C. (2010). The Theory and Practice of Technology in Materials Development and Task Design. In N. Harwood, *English Language Teaching Materials: Theory and Practice*. Cambridge University Press.
- Said, M. M., Rita, F., Weda, S., & Rahman, F. (2021). English Language Performance Development Through Extracurricular Activities At Faculty Of Teacher Training And Education Tadulako University Palu. *PalArch's Journal of Archaeology of Egypt/Egyptology*.
- Suharto, G. (2006). *Penilaian Pembelajaran Bahasa Inggris*. Yogyakarta: P2B UNY.
- Sukarelawan, M. I., Indratno, T. K., & Ayu, S. M. (2024). N-Gain vs Stacking: Analisis Perubahan Abilitas Peserta Didik dalam Desain One Group Pretest-Posttest. Yogyakarta: Suryacahya UAD.
- Sukmawaty, Rahman, F. F., & Andini, C. (2022). Covid-19 Pandemic and Axiology of Communication: A Study of Linguistic Phenomena. *IJIRT*, 7(4).
- Wicaksono, H., Rahman, F., & Sahib, H. (2021). Light Sign Communication Between Pilot and ATC: Language Function and Semiotics Analysis. *American Journal of Humanities and Social Sciences Research*, 5(11), 176-185.
- Westwood, P. (2008). *What Teachers Need to Know About Reading and Writing Difficulties*. Australia: Acer Press.
- Yaumi, M. T. A. H., Rahman, F., & Sahib, H. (2024). Bridging Language and Technology through Semiotic Technology. *International Journal of Social Science Research and Review*, 7(1), 52-61.
- Youngsun, K., Sosrohadi, S., Andini, C., Adinda, R., Jae, P. K., Yookyung, K., & Jung, S. (2024). Beyond the Korean Wave: Understanding the Motivation of Among Indonesian Gen Z to Learn Korean in the K-Pop Trend. *International Journal of Current Science Research and Review*, 7(06).