

**ASSESSING A SCHEMATA-DESIGNED READING MATERIAL IN  
AN EFL CLASS: STUDENTS' NEEDS AND TEACHER  
EDUCATORS' VOICE**

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**Abstract**

*This paper aims at assessing students' needs of designed reading material for senior high school in Indonesia in improving their reading skills using schemata-based efl reading material. Designed in design-based research, this study involved EFL students and teacher educators as participants who recruited to participate voluntarily in this study. In designing the schemata-designed reading materials, the reading learning materials were revised based on the experts' suggestions. The learning materials consist of three lessons. The first topic is about mammals. The second topic is about technology and the last is about landmarks. All of the lessons are about factual report text. The result reveals that students found their reading materials need to upgraded and teacher educators as experts' judgment shows the designed-based reading material is categorized good.*

**Keywords:** *developing; efl material; reading; schemata*

## INTRODUCTION

Reading is one of the most important in learning English to help students comprehend the environment. In this case, suitable and attractive reading materials are needed to help students learn effectively. However, many problems are found in teaching learning. One of them is inappropriate learning materials. Senior high school which adapted curriculum 2013 is using the learning materials from *kemendikbud*—Indonesian ministry of education and culture. The books are still uncompleted; some of the core competence from the syllabus is unavailable. Pictures and reading instruction are not in line. Moreover, the worksheet mostly has no authentic texts.

A preliminary observation shows the students have some difficulties, such as lack of vocabulary to waste time to open the dictionary. This subjective activity is repeatedly in every meeting causing students have low motivation. It is in line with Bos & Anders cited in McNamara & Daniele (2007), he define another factor contributing to difficulties and a lack of vocabulary knowledge and general background knowledge. On the contrary, students need to acquire information both from reading and from their general interaction with the world during their early years.

A number of research has been conducted to overcome the situation. First, study was conducted by Septiani and Gurning (2014), entitled “Developing a learning material for vocational school”. Throughout their learning materials consisting of some topics about culinary arts, students not only study English but they also enrich and activate their prior knowledge about culinary art. Second, studies conducted by Ali & Razali (2019). The findings show schemata is less used in the reading activities. As schemata provide tools for making prediction and comprehension easier, they reveal reading materials is still rare of this. The recently published works, e.g. Bensalah, & Guerroudj (2020), Kukus (2021) reported vocabulary schemata have significant roles in promoting students’ reading comprehension and reading learning engagement.

Overall, schemata-based provides step-by-step activities in comprehending the texts. However, from the rare reading materials as discussed above, developing learning materials is worth it. Therefore, this research aims at developing reading material which based on schemata-based that can be used in the English teaching learning. In addressing this issue, questions guide this research are (1) to the extent of students’ needs, how do students perceive their reading material suitable for activating reading engagement? (2) According to students, is the schemata-based reading learning materials applicable for teaching reading effectively?

## RESEARCH METHODOLOGY

Designed in Designed-based research (MCKenney, & Reeves, 2018), the study developed efl material based on the needs analysis. After prototype was ready, testing was made and experts’ evaluation was called for improvement. During the study, consents were sent to recruit the participants. During the negotiation, one English class was involved. A group of EFL students—36 students comprising of sixteen male and 20 female students voluntarily participated and so, did the teacher educators as experts. Questionnaires and checklist of reading materials were addressed. At the final step, the collected data were

analyzed descriptively.

## RESULTS AND DISCUSSION

### Need analysis

In the need analysis, the results of the questionnaire as shown in table 1.

**Table 1. Students' perception about the needs of EFL reading material**

Aspect	Categories of response	Percentage
Students motivation in learning English	Passing national exam	0%
	Able to communicate in English	89%
	Get the job	8%
	Talk with English native	3%
Obstacle in learning English	Vocabulary	17%
	Grammar	67%
	Pronunciation	11%
	Speaking	6%
The importance of learning English	Very important	56%
	Important	39%
	Not so important	6%
	Unimportant	0%
How often they read English text	Everyday	25%
	Often	19%
	Rarely	56%
	Never	0%
Reading activities	Finding the main idea	17%
	Definition of difficult words	25%
	W-H question about the text	22%
	True/false questions	36%
Reading evaluation	Multiple choice	53%
	Essay	11%
	Fill in the blank	22%
	True/false question	14%
How students want to do the activities	Peer correction	53%
	Individually	28%
	Group	19%
Expectation of learning materials	Provide whole material in a Chapter	3%
	Provide little material in a chapter	25%
	Provide more example	33%
	Provide translation	39%
The importance of picture in the learning material	Very important	53%
	Important	17%
	Fairly important	28%
	Not important	3%
Kind of font	Times new roman	33%
	Kristen itc	11%
	Calibri	25%
	Alegrian	3%

Student perceived English lesson is very important; they also want to be able to communicate in English. They have problem in grammar skill. They are rarely read in reading English text which is not only in a book text but also from the articles on the internet or their social media. Almost all of the categories fairly get the point the students as the main activities.

Overall, most of the students think will be better working in pairs to do their activities. the designed

pictures and images were perceived very important in helping the students in comprehending the texts. And the question about font that used in the learning material, almost all of students thought that it will be better that used the clear font for their learning material such as times new roman which get 33% and Calibri which get 25%. This finding is likely to suggest that student-centeredness should be centralized in learning activities instead of teachers' oriented instruction (Misdi, Hartini, Farijanti & Wirabhakti (2013). In line with the Nan (2018), the reading instruction will be easier to comprehend when the integration of the four language skill exposure is served and arranged in order ways.

### Teacher educators' voice

As language education experts, the teacher educators read and evaluated the completed schemata-designed reading material using the checklist. The following was the data obtained from the material expert as in table 2.

**Table 2. Experts' voice for the designed schemata EFL reading material**

No.	Goal aspect	Results	
		V1	V2
1	Reading objective accomplishment .	4	4
2	Improving students' comprehension.	4	4
3	Providing knowledge.	4	4
4	Vocabularies improvement .	4	4
5	Improving grammar mastery.	5	4
6	Improving text understanding.	5	4
7	Competence copes of compatible standard.	4	4
8	Knowledge and language suit to the needs.	4	4
	Proficiency		
9	Materials conform the targeted Proficiency.	4	4
	Material Development: input		
10	Interesting content and image.	4	4
11	Texts in reading activities.	5	5
12	Language use model.	4	4
13	Topic use.	4	4
	Organization		
14	Developed guided task	4	4
15	Easy to difficult task	5	4
16	Task comprehension.	4	4
17	Accuracy to fluency in task completion	5	4
	Activity		
18	provide learning opportunities	4	4
19	Applicable activities.	5	4
	Teachers		
20	As facilitators.	5	4
	Vocabulary		
21	Simple but understandable .	4	4
22	Promoting vocabularies.	4	4
	Instruction		
23	clarity in the instruction .	5	4
	Layout		
24	Interesting.	4	4
25	Color .	5	4
26	Font	5	4
	total perceived scores	114	105

The finding revealed the ranged perceived score is 4.21. As the guided scoring system of the material category shows in range of 4.20 – 5.00, the result was justified as very good. There were some revision from materials expert related to the activity aspect. Some instructions have been revised and some spelling and grammar have been change to the correct one. Grammar which is important in language learning, is mainly seen and presented in vocabularies (Dong, Tang, Chow, Wang, & Dong, 2020). In their research, Kukus (2021) stresses the essential roles of the schemata-based reading materials. Therefore, the vocabulary background knowledge is helpful in comprehending the text as reveal in Smith, Snow, Serry, & Hammond ( 2021).

As to support Lestari & Misdi, 2018), the results of the current study suggest the importance of visual-driven scaffolding in reading activities to activate the students' focus and ideas. The findings suggest schemata-based reading has clearly presented both in form of text attractiveness and students' cultural learning experiences. The successful design is in line with Bensalah, & Guerroudj (2020). Attractiveness in forms of contextual and colorful vocabularies will help students in comprehending the reading texts and as the targeted results, the students will gradually improve their reading skills.

## CONCLUSIONS AND FURTHER RESEARCH

Needs analysis suggests reading materials still require upgraded according to students' advanced needs. Varieties of reading activities and eye-catching pictures and images are adhered. Thus, schemata-based reading materials are perceived more interesting and activate reading engagements. This research was conducted in a local high school context, and therefore, it needs more further research including more participants and varieties of learning contexts to assess the design of the reading materials.

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