

# **DEVELOPMENT OF SUPPLEMENTARY ENGLISH READING MATERIALS AT YUNNAN MINZU UNIVERSITY, CHINA**

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## **ABSTRACT**

For teachers or curriculum developers, providing students with adequate reading sources is indispensable in order to achieve impact and to meet the students' needs. Besides, it is important to supply students with passages which are contextualised with the students' study background and passages which can stimulate students' interest. However, there are still inadequate sources that can be accessed by students of the Indonesian language department who attend English class to find more information about Indonesia provided in English. This study aimed to develop supplementary English reading materials mainly containing information about Indonesia. To develop the materials, the researcher used ADDIE model comprising five steps: analysing, designing, developing, implementing, and evaluating. The data were collected through questionnaires, interviews, and observations and then were analysed by using descriptive statistics and interactive approach. The results show that the developed materials: 1) are appropriate to be used in classroom settings, 2) have fulfilled the needs of the students, 3) have exposed students to the diversity of Indonesia, and 4) have reinforced the students' language and comprehension skills through the tasks provided in the materials.

**Keywords:** English, supplementary materials, reading, materials development

## **Introduction**

In English classroom settings, students read a range of text types largely for academic purposes. What they read usually depends on their language skill levels and the requirements of the curriculum. For teachers or curriculum developers, providing students with adequate reading sources is indispensable in order to achieve impact and to meet the students' needs (Tomlinson, 1998). Besides, it is important to supply students with passages which are contextualised with the students' study background and passages which can stimulate students' interest (Howard & Major, 2005; Richards, 2001). In fact, the lack of existing pertinent reading sources in the forms of books, modules, handouts, or supplementary materials remains the issue faced by some educational institutions such as universities and language courses (Azizah, 2017; Chandra, 2017). This can make classroom reading activities less meaningful and far from achieving its goals.

The students of Indonesian language department at Yunnan Minzu University, China learn the Indonesian language as a foreign language. Instead of having Indonesian class, they are regularly obliged to take an English subject at the third semester. The faculty provides an English lecturer from the English department scheduled to teach the students once in a week. For the materials, the lecturer mostly uses a module which is generally used by the students of the English language department. Each unit of the existing module covers a number of activities designed to improve the students' language skills, such as listening and speaking activities, reading activities, vocabulary building, and grammar focus. Moreover, the students can improve their translation skills through accomplishing translation section presented in every unit of the module. However, based on the information gained from the preliminary observation, none of the passages provided information about Indonesia or other information related to the content area. The passages were mostly about the United States. However, it is necessary to give passages with the topics which are relevant to the learners' study background since they give students opportunities to negotiate meaning through both oral and written language. Texts which are not related to learner's backgrounds present challenges to second language learners in areas such as schema activation, text structures, and active use of reading and learning strategies (Peregoy & Boyle, 2008).

With respect to the content of the passages, texts that provide information about Indonesia could give students of the Indonesian language department some positive impacts on the improvement on their insights about Indonesia as well as their communication skills. Sufficient information about the country gives the students clearer description on its people, the cultures, the language, the history, the places as well as the artworks. Therefore, being well-informed about Indonesia could raise the students' comprehension on Indonesia as well as their language skills since they also would have tasks revolving around vocabulary items and grammar.

In order to address the of providing relevant texts to students of the Indonesian language department, it is necessary to develop supplementary reading materials containing information about Indonesia that are accessible by both the students and the lecturer. In addition, it is important to complete the materials with

specific tasks focusing on improving the students' language skills through the exercises on vocabulary and grammar

## **Literature Review**

### ***The Nature of Reading***

Finding fixed definitions of reading is not simple as the act of reading itself. There are numerous or even complex definitions of reading suggested by the experts. According to Hedgecock (2009), reading is an activity of extracting visual information or messages from any encrypted system and comprehending the meaning. Fischer (2003) defines reading as the activity on making sense of written or printed symbols. Current research indicates that reading is a complex cognitive activity involving the interaction between information decoding skills and background knowledge incorporated with social experiences (Stephenson & Harold, 2009).

Generally, people read to extract the information from the text and understand the message of the text. Meanwhile, the experts have proposed some motives of people doing reading. Grabe and Stoller (2011) classified purposes of reading into four categories: 1) reading to search for simple information and reading to skim, 2) reading to learn from texts, 3) reading to integrate information, write and critique texts, and 4) reading for general comprehension. People read some information from diverse sources such as newspapers, magazines, online news platforms, and other sources. They sometimes merely read the article or the news item only to find simple information. If they have an intention to read for specific purposes such as for an academic purpose, they would read the passage carefully rather than skimming the text. Additionally, people who read to analyse the text from specific point of views would be very critical. By doing so, they could make some reviews or critiques on what they have read. Meanwhile, others just read some texts for fun or pleasure such as reading novels and anecdotes.

There are also various types of reading texts. Brown (2001) argued that the variety or genres of written texts are larger than spoken texts. There are at least 25 genres of written texts, that is, non-fiction (e.g., reports, editorials, articles, and dictionaries), fiction (e.g., novels, short stories), letters, greeting cards, diaries, journals, memos, messages, announcements, newspaper "journalese", academic writings, forms, applications, questionnaires, directions, labels, signs, recipes, bills, maps, manuals, menus, schedules, advertisements, invitations, directories, and comic stripes or cartoons.

While reading a text, readers basically build a connection with the author. The text is created as the written form of one's ideas and expression. In other words, when readers read a text, they create a bridge which connects them with the author through his or her ideas. This proves that reading essentially is an interactive activity, not a passive one.

The term "interactive" also refers to the interplay among various kinds of knowledge that the reader employs in comprehending text. The reader may use his

or her background knowledge to understand the text comprehensively. According to Hedge (2007), reading is a dynamic interaction between texts and the readers. Furthermore, Birch (2002) points out that reading is an interactive activity in three ways: 1) the strategies used by the reader, 2) the interaction in the reader's mind in understanding the author's message, and 3) the interaction between the reader and the author making indirect communication.

### ***Reading Comprehension***

Comprehension is the essential goal of reading activities. In the context of an English class, comprehension should be explicitly taught by teachers. According to Anderson, teachers should keep comprehension as one of the principles of teaching reading as monitoring students' comprehension is essential to a successful reading class (as cited in Nunan, 2003).

There are several definitions about reading comprehension. Snow (2002) defines reading comprehension as "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (p. 11). Readers extract information of the printed texts to construct the meaning of the texts.

Harrison (2004) defines comprehension as "the process of getting meaning of a communication, as a personal letter, speech, sign language; the knowledge or understanding that is the result of such a process" (p. 51). In short, the term "comprehension" in reading context, refers to the process of constructing meaning from any text.

According to Snow (2002), comprehension consists of three major elements: the readers, the texts, and the activities. The readers are the elements that do the comprehending. They use their skills, the micros and the macros, to comprehend the texts. The texts are elements that are to be comprehended. Reading activities deal with all texts. Readers comprehend the text. The activities of reading are the elements in which there is interaction between the reader and the text.

### ***Reading Comprehension Skills***

There are three theories in relation to reading comprehension (Gilakjani, 2016), that is, mental representation, content literacy, and cognitive process. Mental representation refers to the way a reader understands the text. Oostendorp and Goldman (1998) state that mental representation describes how the reader constructs the meaning of the text (as cited in Gilakjani, 2016). According to Kintsch (1998), while someone is reading a text, there are three varieties of mental representations created: surface component, the text-base, and the situational model (as cited in Gilakjani, 2016). Content literacy deals with the students' ability to read, to understand, and to learn from the text (Gilakjani, 2016). There are three types of content literacy, that is, general literacy abilities, content-specific literacy abilities, and previous knowledge of content. Meanwhile, Kintsch (1998) states that

cognitive processes theory concerns with the perception of the reader to the text (as cited in Gilakjani, 2016).

### ***Teaching Reading***

Teaching reading has its own special characteristics. In teaching English as a foreign language, the aim of a reading lesson is to make students read various types of texts in English at an appropriate speed, silently, and with adequate understanding (Nuttal, 1982). Meanwhile, it is important for English teachers not to put something into the students' head, but to get them to make use of the knowledge they already have in order to acquire new messages and information in the texts (Nuttal, 1982).

Sadoski (2004) mentioned that there are three domain-taxonomy of learning that become the goals of teaching in general: cognitive goal, affective goal, and psychomotor goal. The first domain is the cognitive domain which means the domain of intellectual skill including the recall or recognition of information, the comprehension of information, and the development of logical and rational thought skills such as analysis, synthesis, and evaluation (Sadoski, 2004). Secondly, the affective domain is the domain of attitudes, interests, values, appreciation, and life adjustment. Thirdly, the psychomotor domain is the domain of the mind and the body working together to produce physical performances.

In the context of teaching reading, Sadoski (2004) does not put the psychomotor domain in it because it is mainly related to learning a special skill in special situation. Therefore, there are two major goals in teaching reading which are affective and cognitive goals. The affective domain needs to be addressed in reading classes. The goals are distinguished by the conceptual difference between attitudes and interests of the students. The first goal of teaching reading is developing the students' positive attitudes toward reading. The term attitude applies to students' perceptions of their competences and their disposition toward their future performance. Students who are developing their reading abilities need to approach reading positively and gain some confidence in their competency to read. Students' performances relating to reading actions can be categorised into two classifications, namely, positive attitude and negative attitude. Several positive attitudes involve: success, confidence, satisfaction, acceptance, and self-esteem. Meanwhile negative attitudes entail failure, insecurity, frustration, stigmatisation, and shame (Sadoski, 2004).

The second goal of teaching reading in affective domain is developing students' personal interests and tastes in reading. The teachers should lead the students to have awareness that the main objective of reading activities is to gain positive things. They read more than just reading sentences in a text, but they can achieve some goals of their life through reading. Having an interest in reading means "having the motivation to read and to respond affectively, to seek, to enlarge self-understanding and sense of self-worth through reading" (Sadoski, 2004, p. 49).

In addition, there are two main goals of teaching reading in cognitive domains. Those two goals cover the beneficial aspects of reading and the development of students' mental skills. The two main goals are developing the

advantage of reading as a tool to solve problems and developing the fundamental competencies of reading at higher levels of independence (Sadoski, 2004).

### ***Materials Development***

In terms of language teaching and learning, the term “material” is not merely restricted to the printed things or written forms used for in the teaching and learning process. It also refers to “whatever which is employed by teachers or students to facilitate the learning of a language” (Tomlinson, 1998, p. 2). The materials can be in the forms of books, e-books, articles, newspapers, cassettes, CDs, VCDs, dictionaries, flash cards, pictures and other facilities which are able to improve students’ language skills.

For English teachers, developing materials is a process in providing sources of language input in order to increase the performance of language learning. Tomlinson (1998) points out that materials development is the “supplying of information about and/or experience of the language in ways designed to promote language learning. Materials developers can provide reading texts, audio recordings, movies, short stories, pictures, or other sources in order to support the success of language learning” (p. 2). From Tomlinson’s (1998) statement, learning materials can be classified into paper-based materials, audio materials, visual materials, audio-visual materials, and computer-based materials.

Learning materials used in a language class should fulfill the criteria of good materials. There are some criteria of good materials suggested by the experts. Rowntree (as cited in Richards, 2001) indicates good materials should: 1) stimulate the students’ interest, 2) remind the students of previous learning, 3) encourage the students to practice, 4) explain new content to them, 5) help students get feedback on their learning, and 7) enable students to check their progress.

Tomlinson (1998) suggests that good language teaching materials should: 1) achieve impact, 2) help learners feel at ease, 3) help learners develop confidence, 4) expose the learners to language in use, 5) provide learners with opportunities to use the target language to achieve communicative purposes, 6) take into account the students’ learning styles, and 7) provide opportunities for outcome feedback.

The other suggestions about the criteria of good materials are proposed by Howard and Major (2005). They suggest that the materials should: 1) be contextualised, 2) stimulate interaction, 3) reinforce learners’ language skills and strategies, 4) focus on form as well as function, 5) provide opportunities for integrated language use, 6) be authentic, 7) link each other to develop a progression of skills, understanding, and language use, 8) be attractive, 9) have appropriate instructions, and 10) be flexible.

### **Research Questions**

This study addressed the following research questions:

- 1) What are the needs of the development of the supplementary English reading materials on Indonesia for the students of the Indonesian language department at Yunnan Minzu University, China?
- 2) What are the students' views on the appropriateness of the developed materials?

### **Theoretical Framework**

This Research and Development (R&D) project addresses the needs of the students majoring in the Indonesian language department who were going to use supplementary reading materials in their English class. The materials were expected to present various information about Indonesia. Therefore, the topics of the materials were chosen based on the geographical and cultural issues in Indonesia. In addition, the tasks on reading comprehension, vocabulary building, and grammar had to be included in order to support the development of the students' language skills.

### **Methodology**

This study was a Research and Development (R&D) project, which mainly aimed at developing supplementary reading materials for academic purposes. The researcher referred to ADDIE model suggested by Branch (2009) in conducting the development process as it could be adapted to and practically applied in the educational context. There were systematic procedures followed in conducting this project, namely, analysing, designing, developing, implementing, and evaluating. Each step consisted of certain activities leading the researcher from the preliminary observation to the last process of the development. The flow of ADDIE model is shown in Figure 1.

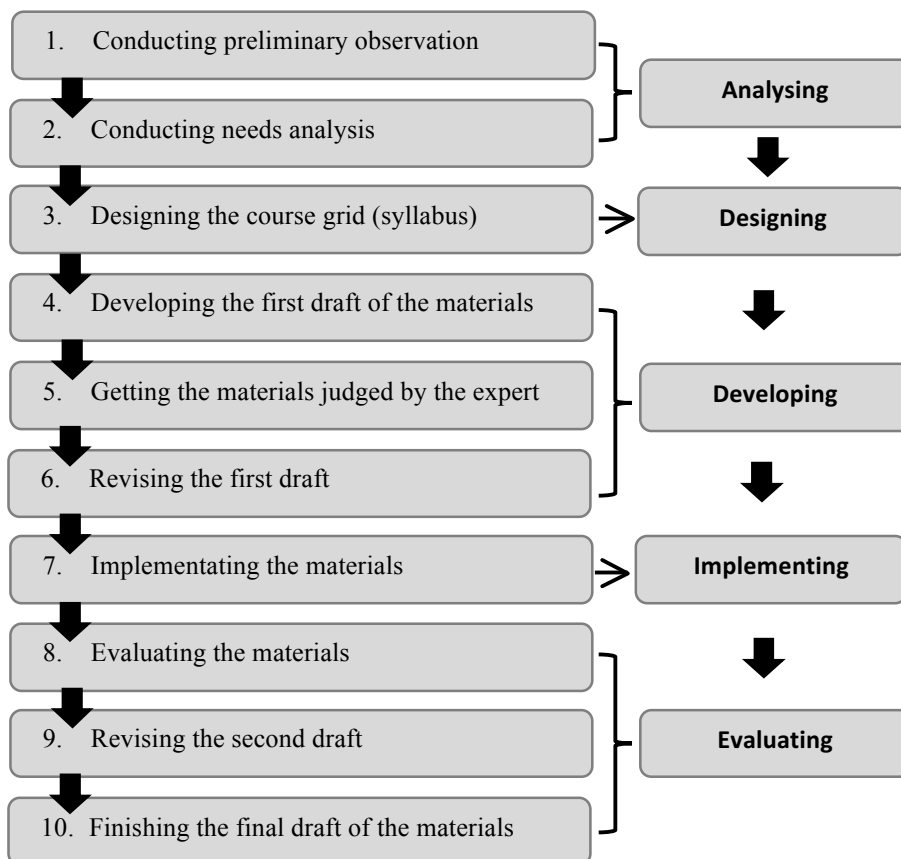


Figure 1. Procedures of Development

**Subjects of the Research**

The main subjects who participated in this study were 27 students majoring in the Indonesian language at Yunnan Minzu University. A total of 22 out of 27 students were female students and there were five male students involved. They came from several neighboring provinces such as Guangxi and Sichuan.

**Techniques and Instruments of Data Collection**

The techniques employed in collecting the data were as follows:

1) Questionnaire Distribution

The researchers distributed the questionnaires three times. The first time was distributed at the earliest process of the research in order to collect the data on the target and learning needs. The second distribution was for expert judgement, while the final distribution was when the researcher conducted the students' evaluation.



## 2) Interviews

The interviews were conducted in order to gather information which could not be obtained through the distributed questionnaires or other techniques. The interviews followed certain guidelines.

## 3) Observation

The observation was carried out before the research was conducted and during the implementation of the materials. In this process, the researchers asked for some technical support from their colleagues to record the teaching and learning process or take some pictures. This was necessary for the researcher to see the process and know the progress of the students' development. The instruments used in collecting the data were vignettes.

### **Data Analysis Techniques**

The data gathered were then analysed using both qualitative and quantitative techniques to get qualitative and quantitative data. The qualitative data were the results of the interviews and observation, whereas the quantitative data were from the questionnaires.

In analysing the qualitative data, the researcher employed interactive model suggested by Miles, Huberman, and Saldana (2014) which include: collecting the data, reducing the data, displaying the data, and drawing the conclusions. The data were in the form of the interview transcripts. The transcripts showed the respondents' responses in the preliminary phase of the research and during the feedback phase for the materials. Through this way, the researcher could get some information about the needs of the subjects and the stance of the subjects on the materials developed. Furthermore, the researcher could make appropriate decisions in the process of developing the materials.

The quantitative data were examined by using descriptive statistics. The results of this statistical calculation helped the researcher interpret the data represented by the mean values. The questionnaire used a four-point *Likert Scale* where the highest value was 4, while the lowest value was 1. The results were then converted based on the range of scores as displayed in Table 2.

Table 1  
*Data conversion*

Score Range	Criteria
$>3.25$	Very good
$2.5 < x \leq 3.25$	Good
$1.75 < x \leq 2.5$	Fair
$x \leq 1.75$	Poor

## Findings and Discussion

### Results of Needs Analysis

#### 1) Necessities

Necessities presents information about the demand of the target situation. There are three questions and each question contains optional answers or responses to the question.

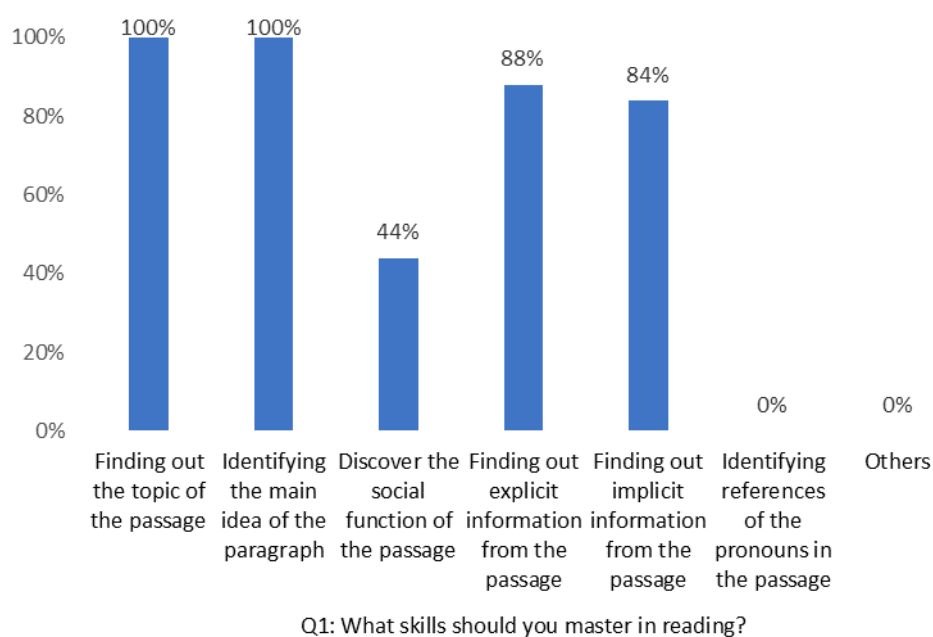
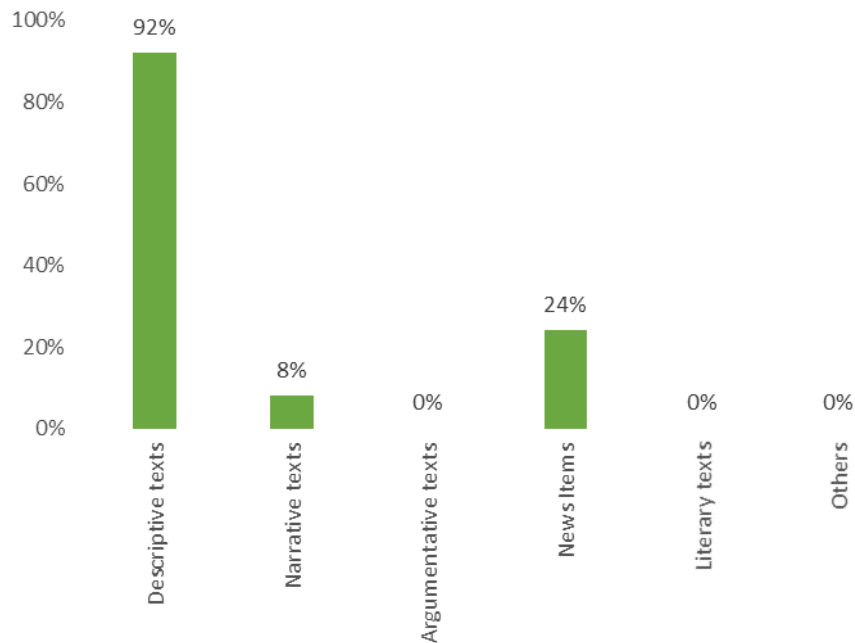


Figure 2. Reading skills

Figure 2 displays reading skills that students should master. Based on the percentages, all students had agreed that they should be able to find out the topic of the text and identify the main idea of the paragraph. In addition, the majority of students have stated that finding out either explicit or implicit information are two skills that they also need to master. Meanwhile, less than half of the total respondents stated that knowing the social function of the text is considered as the ability that they need to master.

Information about the types of English texts that they read can be seen in Figure 3 which shows that almost all students chose descriptive text as a type of text that they needed to read in the target language. Meanwhile, only a small percentage of the students thought that news item text is needed to read.



Q2: What text types will you read in the target situation?

Figure 3. Text types

Figure 4 shows the level of the students' reading proficiency that the students should achieve. The standard used to measure their reading skills is based on the Common European Framework of References (CEFR). In CEFR, one's reading ability is divided into six levels, namely, A1, A2, B1, B2, C1, and C2. Based on the framework, A1 level indicates that the students are able to understand familiar English words and very simple sentences. A2 level indicates that the students are able to understand very short and simple texts, such as ads, menus, and timetables. At B1 level, the students are able to understand texts that consist high frequency everyday language and description, and at B2 they can understand articles and reports concerned with contemporary issues and proeses. Meanwhile, the students at C1 level can understand long and complex factual, literary texts, and longer technical texts. Students at the highest level (C2) can understand with ease all forms of the written language, including abstract, structurally or linguistically complex texts.

Q3: What is the level of proficiency in reading you need to have in order to function well in the target situation (Common European Framework of References/CEFR levels)?

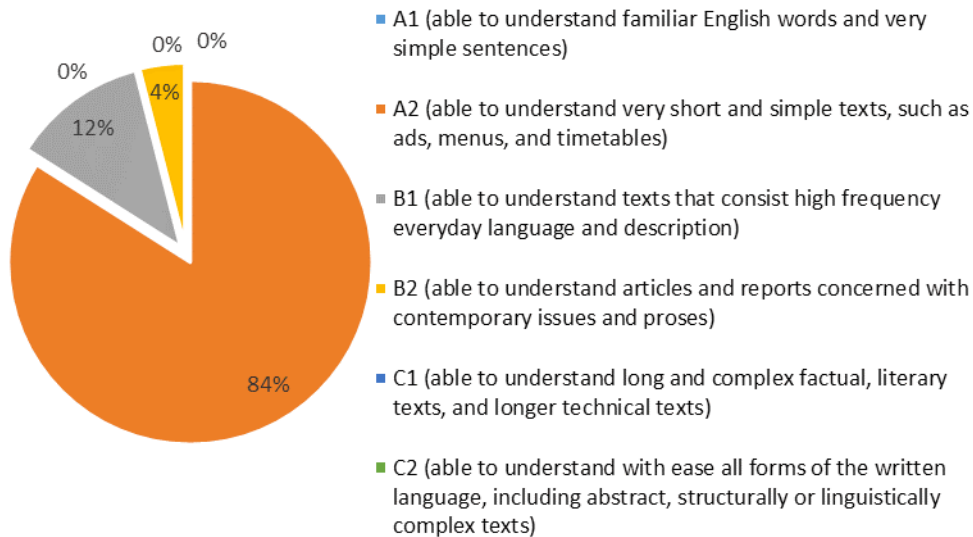


Figure 4. Expected language proficiency level in reading

Figure 4 shows that most of the students expected their reading skills could reach B1 level, which means they could understand texts that consist high frequency everyday language and description. Only 4% of students stated that they expected to have skills at A2 and B2 levels.

## 2) Lacks

Figure 5 shows that the reading ability of the majority of the students when the questionnaire was given was at A2 level. At this level, students could understand very short and simple texts, such as ads, menus, and timetables. A few of them stated that they were at level B1 and only one of them gave information that she was at level B2. Thus, the researcher needed to develop materials that accommodate the ability of the students at A2 and B1.

Q1: What is your level of proficiency in reading at present?

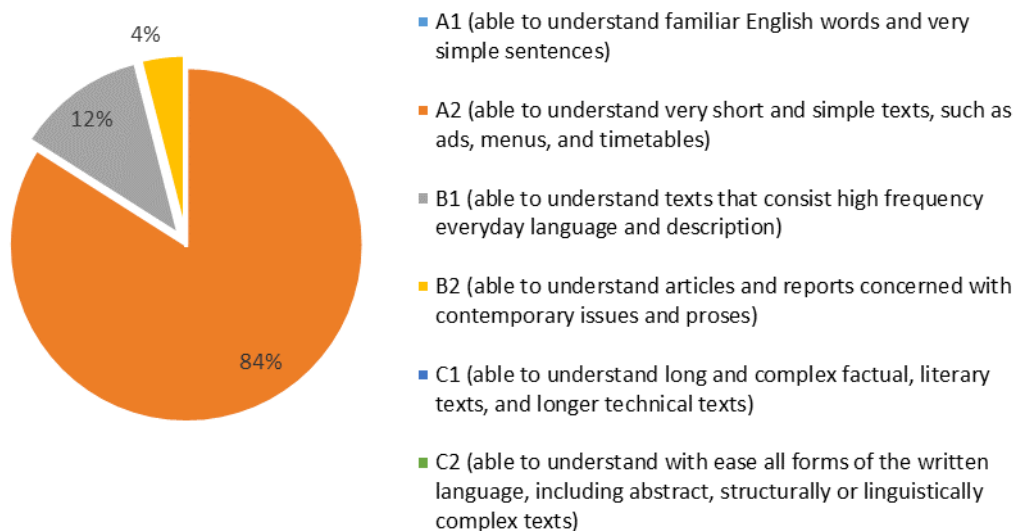
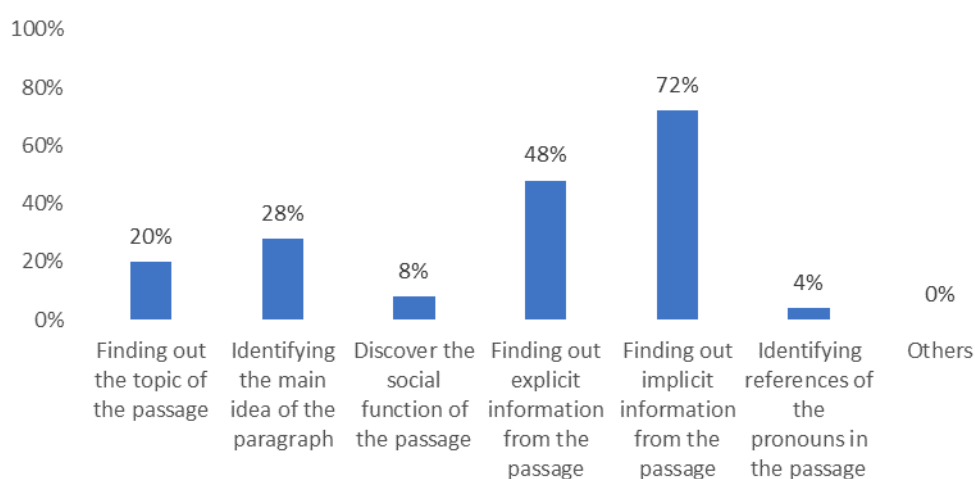


Figure 5. Students' proficiency level in reading

In understanding the text, 72% of the respondents stated that they had difficulties in finding out the implicit or unspecified information of the text (Figure 6). However, nearly half of the respondents also stated that they were still experiencing issues dealing with finding the information written in the text. Around a quarter of the respondents stated that they also had difficulties in finding out the topics of the text and identifying the main idea of the paragraph. Thus, the researchers need to provide reading exercises aimed at improving students' reading skills, especially the ability to find out unstated information, stated information, topics of the text, and main ideas from the text. Information about the weaknesses of students in understanding this text can be seen in Figure 6.



Q2: What are the problems you have in reading English texts?

Figure 6. The Students' Difficulties in Reading

### **Unit Descriptions**

The supplementary materials consist of six units. Each unit presents four English texts about Indonesia. Moreover, there are tasks revolving around the students' reading comprehension, vocabulary building and grammar. At the end of every unit, there is a reflection column that should be filled in by the students, so they can measure their understanding of the unit as well as their reading skills.

Unit 1 consists of texts about Indonesia, the Indonesian language, Pancasila, and six largest ethnic groups in Indonesia. Unit 2 consists of texts about Jakarta, Bandung, Yogyakarta, and Batik. The texts in Unit 3 are about Cheng Beng Festival, Belitung Island, Toba Lake, and Saman Dance. In Unit 4, the students can read texts about Cap Go Meh, Ma'nene ritual in Toraja, Bunaken Island, and Bornean Orangutans. In Unit 5, the texts are about Penglipuran village in Bali, Kecak Dance, Flores, and Komodo Island. Meanwhile, Unit 6 consists of texts about Raja Ampat in Papua, Dani ethnic group in Papua, Maluku, and Morotai Island.

In organising the tasks, the researchers follow the stages of Task-Based Language approach, that is, schema building, controlled practice, comprehensible input, focus on form, ore task, and reflective learning (Nunan, 2004). These tasks lead the students to be more encouraged in learning Indonesia and to improve in their reading skills.

### **Appropriateness of the Materials**

#### **1) The Appropriateness of the Content**

Table 2 shows that the mean of the appropriateness of the content is 3.64. This value indicates that the content of the materials is in "very good" category. In other words, the materials have provided the proper content for the readers and were appropriate to be used.

Table 2  
*Results of the evaluation of the appropriateness of the content*

<b>No</b>	<b>Indicators</b>	<b>Score</b>	<b>Category</b>
1	The content is in accordance with the learning objectives stated in the syllabus.	4	Very good
2	The texts conform to needs of the language level of the research targets (B1).	4	Very good
3	The texts presented are authentic and refer to trusted sources.	4	Very good
4	The topics chosen are in line with the needs and expectations of the research target.	3	Good
5	Exercises or tasks are in accordance with the level of research target language proficiency.	3	Good
6	The given passages consist of several types of text.	3	Good
7	The selected texts cover the themes of diversity.	4	Very good
8	There are new vocabulary items on each unit.	4	Very good

9	There are certain exercises for improving vocabulary mastery.	4	Very good
10	There is a special section on grammar in each unit.	3	Good
11	The materials are organized based on the principle of TBLT (Task-Based Language Teaching)	3	Good
12	The texts presented raise the accurate and actual issues.	4	Very good
13	The content of this material is dominated by reading materials with the integration of reading, writing, and speaking skills.	3	Good
14	The texts presented do not contain elements of discrimination and negative issues on certain ethnics, religions, races, and communities.	4	Very good
Mean		3.64	Very good

## 2) The Appropriateness of the Presentation

According to Table 3, the mean value of this aspect is 3.82. This score indicates that the materials are well presented as the score is in the “very good” category.

Table 3

*Results of the evaluation of the appropriateness of the presentation*

No	Indicators	Score	Category
1	The materials present the learning objectives.	4	Very good
2	The materials have pre-reading section.	4	Very good
3	The materials have whilst-reading section.	4	Very good
4	The materials have post-reading section.	4	Very good
5	The materials have answer keys component.	4	Very good
6	The number of tasks of each unit is proportional.	3	Good
7	The instructions of the tasks are clearly stated.	3	Good
8	The materials provide the pronunciation of the vocabulary items.	4	Very good
9	Each unit has been developed through TBLT approach.	4	Very good
10	The materials have references.	4	Very good
11	The materials have acknowledgment and table of contents.	4	Very good
Mean		3.82	Very good

## 3) The Appropriateness of the Language

Table 4 shows that the language used in the materials is in “very good” category. It implies that the readers consider the language as a good model.

Table 4

*Results of the evaluation of the appropriateness of the language*

No	Indicators	Score	Category
1	The spelling of the words is correct.	4	Very good
2	The diction of the words is appropriate for B1 readers.	4	Very good
3	The language used is clear and grammatically correct.	3	Good
4	The materials have used correct punctuation.	3	Good
5	The vocabulary items provided before the passage are important.	4	Very good
Mean		3.6	Very good

#### 4) The Appropriateness of the Graphics and Layout

The results of the evaluation on the graphics and layout show that, in general, the appearance of the materials is categorised as very good as the mean value has reached the highest score (Table 5).

Table 5

*Results of the evaluation of the appropriateness of the graphics*

No	Indicators	Score	Category
1	The fonts are interesting and legible.	4	Very good
2	The font size is proportional.	4	Very good
3	The space among sentences is proportional.	4	Very good
4	The illustrations/graphics displayed representing the content of the passage.	4	Very good
5	The size of the graphics is proper.	4	Very good
6	The front cover appearance is attractive and represents the content of the materials.	4	Very good
7	The back cover appearance of the materials is attractive.	4	Very good
Mean		4	Very good

#### 5) The Evaluation from the Students

Above all, the students agreed that the developed materials were appropriate to be used in English class. They thought the materials did not only provide information about Indonesia, but also provided opportunities to improve their language skills such as vocabulary and grammar. The overall students' responses to each unit of the materials is displayed in Table 6.



Table 6

*Results of the students' responses to each unit of the materials*

No	Indicators	Mean	Category
1	Unit 1 (An Overview of Indonesia)	4	Very good
2	Unit 2 (Java)	4	Very good
3	Unit 3 (Sumatera)	3.93	Very good
4	Unit 4 (Kalimantan and Sulawesi)	4	Very good
5	Unit 5 (Bali and Nusa Tenggara)	4	Very good
6	Unit 6 (Papua and Maluku)	3.89	Very good

### Discussion

The English supplementary reading materials were developed as a response to issues dealing with inadequacy of the existing materials used in English class. The newly developed materials met the students' necessity in having materials which were related to the native language of the country, that is, Indonesia. Being familiar with the country can stimulate the students' interest in learning the language as well as other aspects of Indonesia. This is in line with the criteria of good materials suggested by Richards (2001), that is, good materials should stimulate students' interest.

The materials contain several passages talking about Indonesia. To comprehend the text, the students were required to use their reading strategies and skills. The strategies helped the students understand the passage better. As stated by Howard and Major (2005), the materials should reinforce the students' language skills and strategies. Furthermore, as stated by Richards (2001), the materials should also encourage the students to practise. Students' evaluation on the content of the materials show that they are satisfied enough with the information about Indonesia given through several texts with various topics. They felt closer to Indonesia, where the Indonesian language is from, and got some improvement in their reading skills at the same time.

The passages on the materials have been changed so that they were more relevant to the learners' background. This contextualisation of the materials was aligned with the criteria of good materials stated by Howard and Major (2005).

The activities have been organised in the forms of tasks which aimed at developing the students' reading skills as well as language skills through the activities revolving around grammar and vocabulary items. All tasks had clear instructions on how they should be carried out. In addition, the materials provided the integration of some language skills, such as reading-writing and reading-speaking. This referred to the criteria of good materials proposed by Howard and Major (2005). In addition, the passages of the materials were adapted from authentic sources which enabled students to get new things (Richards, 2001). The students could complete the tasks on reading comprehension, vocabulary building, and grammar focus. It indicates they have made some improvements, especially dealing with some difficulties they had before the materials were developed and implemented.

Good materials provide opportunities for the students to check their progress (Howard & Major, 2005). After reading the passages and completing the tasks, the students could confirm their understanding by filling out a reflection column presented in the last part of each unit. There are points used as indicators to see the students' progress, that is, to what extent they have understood the materials, what language ability they have mastered, and to what extent they were curious about Indonesia. From the reflection, the teacher might give some feedback to the students (Tomlinson, 1998). Having the evaluation column in every unit gave students the opportunity to do self-reflection on what they have learned from the whole unit. They may consult their teachers about their views about the content of the texts or the tasks they have completed. Teachers could also provide feedback to the students.

### Conclusion

The research involved developing appropriate supplementary English reading materials for the students of the Indonesian language department at Yunnan Minzu University, China. The students' needs and the curriculum required the lecturer, the researcher as well as curriculum developers to develop materials that could meet students' needs and achieve the learning objectives. Moreover, the materials also have been contextualised with the students' study background, so the materials could stimulate the students' interest.

The developed materials were used by students at Yunnan Minzu University, China. However, because of limited time, the students did not go through the entire contents of the developed materials. In addition, due to cost constraints, the developed materials could not be distributed on a large scale. In an attempt to deal with this issue, the researchers distributed the digital version of the materials to the students so that they could be access the materials through their mobile device by scanning the QR code of the materials.

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