Designing Reading Texts and Tasks
for Differentiated Literacy Learning

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Abstract: This paper presents the findings of the research stage of the research and development project in developing levelled reading tasks for secondary school learning of English. The participants included 305 students and 9 English teachers in 5 schools in Yogyakarta. A needs survey was administered to explore students and teachers' target and learning needs for reading instructions. A focus-group discussion with the teachers was held to provide confirmation to the results of needs analysis. The findings indicated that both student and teacher participants viewed text comprehension as the foundational skill that improves literacy and hence reading texts (input) must be comprehensible for students to benefit from the activities of reading (procedure). Glossed texts between 250 – 350 words length are most-opted and discussing the text is the most preferred literacy engagement. The students also perceived themselves as an active reader who seeks for meaning clarification either with peers or independently. This view aligned with the teachers' inclination for promoting higher level reading processing to support literacy. Implications for equipping teachers with text and task adaptation skills to promote higher-level literacy are discussed.
Keywords: *differentiated learning, literacy, reading, tasks, texts*

INTRODUCTION

To date, English classroom at Indonesian schools is generally reading-based and test-driven (Atma et al., 2021; Dardjowidjojo, 2000; Jazadi, 2000; Madya, 2007). Large size of class, lack of proficient teachers and the absence of immediate purpose of using English for everyday communication lead reading instruction to be the main class agenda. The school-leaving exam which is mainly reading and vocabulary in multiple-choice tests perpetuates teacher's instruction focusing on teaching test-related skills that involved reading, grammar, vocabulary and little about listening (Cahyono & Widiati, 2006). Cahyono and Widiati (2006) yet argue that generally students have low comprehension level of different texts. Some factors contribute to low reading attainment in Indonesian classes. These include large number of students, mixed-level student's proficiency, lack of appropriate reading input and teacher's pedagogical knowledge of reading instruction.

To provide appropriate learning input, Madya (2007) argues, curriculum can have different levels of standards with different learners' potentials and needs in mind. She elaborates that the variety of learning needs can be met by some initiatives. Providing learning tasks whose level difficulty matches with learner's ability is the first step. Next, making meaningful learning materials and tasks that are meaningful or relevant to the learners are indispensable. Finally, provide as many learning opportunities as possible that allow students to enjoy 'freedom to express themselves because they are empowered' (Madya, 2007: 208-9). This will ensure that reading instructions aligns with the mandate of the 2003 Education Act (Article 12) for providing equal chance to receive education that supports the development of their talent, interest and skills. When learners with special needs are given special attention, those of higher ability should therefore be presented with opportunities to excel, in any subject learning, depending on their potential and school's unique characteristics (article 36).

Reading and literacy

With the number of populations exceeding 250 million, offering big classes appears the only feasible solution for ensuring equal access to reading instruction for everyone. Since reading are key to literacy, reading learning lays the foundation for literacy skills. Basic literacy skills involve skills to read, write and count instrumental to attaining goals of education. Reading skills therefore determine the extent to which students can benefit from literacy engagement. Children who are limited in vocabulary and reading skills, likely find no pleasure in reading and in turn develop their vocabulary size more slowly which further relegates their reading attainment (McLachlan & Arrow, 2017). Anwas, Afriansyah, Iftitaah and Firdaus (2022) found that quality of reading inputs plays a significant role in creating quality literacy engagement. Since reading is mainly provided in classroom setting, reading inputs available in textbooks are instrumental to shaping the kind and quality of literacy engagement for students. Yet, reading inputs while abundant online, may not be widely accessible to the large parts of Indonesian populations and henceforth addressing this problem is first and foremost.

Insufficient supply of suitable reading inputs is often addressed with providing various types of reading texts including printed and non-printed (online) though this does not necessarily increase Indonesian students' reading and literacy engagement. Putro & Lee (2018) in their study of reading profile found that Indonesian undergraduate students prefer reading traditionally printed texts and tend to read online for social maintenance purposes. This shows that printed reading materials are still favoured and thus need to be made more widely accessible. The question is what type(s) of reading materials that enhances reading skills of students with differing level of proficiency? What kinds of reading tasks that can be used for providing better reading instruction and accelerating student's literacy competence.

Mixed-ability classroom and its effect to reading attainment

It is worth-noted that the Indonesian students reported here have been well-aware the main goal of reading is indeed to comprehend a piece of reading material (Grabe, 2009; Nuttall, 2005). Along with this, vocabulary expansion is often a curricular goal of reading just like in Indonesia. Since the teaching of English in Indonesia is text-based, text's understanding including its communicative purposes, content, and

linguistic features like grammar, vocabulary and pronunciation is the goal of reading lesson in Indonesian schooling (Cahyono & Widiati, 2015; Catur Nugroho & Kharisma Nasionalita, 2020; Yeli Nuhamsih & Syahrial, 2018)

Valentic (2005 in Al-Shammakhi & Al-Humaidi, 2015:33) asserts that English learners generally have different receptive and productive skills in terms of their grammar, vocabulary, pronunciation and other linguistic aspects. Teachers are thus encouraged to apply collaborative learning where learners are presented with differentiated learning tasks (Bremner, 2010:1 ; Ireson & Hallam, 2001) and various learning resources like 'differing texts, multilevel supplementary materials, various computer programs, peer tutors, or using a single text but allowing some students to move through it more rapidly or differentiating activities' (Tomlinson, 2001:21). Differentiated reading activities may not however be run easily because reading for comprehension requires various aspect such as vocabulary knowledge and word decoding skills, or in short, general linguistic competence (Brooks et al., 2021) while lack thereof is associated with comprehension failure and academic struggle (Murphy & Unthiah, 2015).

Varying reading activities in a mixed-ability class necessitates learners be grouped according to their ability, given the same reading text(s) with different reading tasks. Different grouping allows levelling students based on their comprehension rate or linguistic competence (Galloway-Bell, 2003:6). Galloway-Bell further explains that levelled-reading inputs allow learners to engage with learning reading tasks that suit their ability and push their proficiency to develop further. Levelled-reading materials provide learners 'with several readers available at each level of scheme' (P. Nation & Wang, 1999). The materials are graded for different reading levels indicated by lexical density, number of low vs high frequency words, grammar complexity or possibly availability of illustrations in the reading texts. In the meantime, low-achieving learners can also experience learning whose level of difficulty is just right as reading inputs provided are appropriately comprehensible for their level and thus support their English acquisition.

The provision of comprehensible input is regarded as a key element in English learning. Renandya (2013) asserts that among key factors in language learning that include input, output, grammar, vocabulary, set of expressions, fluency, and motivation, input is indispensable in language learning for input is the prerequisite for language production. In the meantime, comprehensible input makes acquisition happen since "although comprehension cannot guarantee acquisition, acquisition cannot happen if comprehension does not occur" (VanPatten & Williams, 2007: 115). Reading materials as primary reading inputs should therefore be made comprehensible to learners. Comprehensible input is defined as 'input that is a bit beyond the level of most students is considered ideal because it encourages students to continue to stretch their language skills and is ideally more motivating' (Krashen, 1981, 1982; Murray & Christison, 2011; Renandya, 2015). Comprehensible reading inputs should therefore be made to meet learner's different proficiency levels, so they allow more proficient learners to excel while giving more chances for less proficient ones to take longer routes to reach learning ends.

Students with mixed levels of proficiency should therefore be given different types of reading input and teachers should accordingly respond to the differences by providing various reading materials and/or levelled reading tasks (Bremner, 2010; Ireson & Hallam, 2001). Comprehensible reading materials are hard to find despite

English classrooms in Indonesia are composed of mixed-ability students. This present study thus aimed at exploring type(s) of reading materials that enhances reading comprehension of students with differing level of proficiency and learning tasks or activities teacher can implement when engaging students with levelled reading learning materials that accelerates student's reading and literacy competence. Differentiating reading tasks imply providing students with different (shorter or longer) learning routes to accomplish a given task. A longer learning route may include engaging in extended literacy activities to cater for mixed reading abilities (Tomlinson, 2001: 21). Providing various learning sources for example "differing texts, multilevel supplementary materials, various computer programs, peer tutors', or giving a single reading text but allowing some students to move through it more rapidly and proceed to more complex reading activities can promote more meaningful reading and literacy engagement.

Many reading inputs in textbooks are however not readily differentiated or levelled (Anwas et al., 2022). While graded readers are now often available commercially, not all of them are designed to suit instructional objectives that align with curriculum demand. Teachers thus need to adapt the existing learning materials to give students reading texts that are suited to their level. It takes however skilled teachers to be able to adapt materials and adjust them to sit at the same level or slighly higher level than that of students' proficiency. Murray and Christison (2011) argue that making deliberate adaptations to texts requires a particular set of teacher skills to adjust target language input to the level of their students'. Even if they are skilled, some teachers just do not see the urgency of adjusting reading inputs their students receive since 'they seriously underestimate how much comprehensible input is required for learners to both understand the language being used and to recognize it in environments outside of the classroom' (Murray & Christison, 2011: 172). It is thus a pressing agenda to make reading learning materials that aim at providing differentiated reading tasks or levelled reading inputs so student's mixed-ability is catered for.

Comprehensibility of Reading Texts

Dynamic of curriculum changes often leaves teacher at risk for not knowing what to do with new implementation of curriculum nor understanding whether she has adjusted appropriately related to teaching stages or materials. Change from the school-based curriculum to Curriculum of 2013 and to the currently implemented Emancipated Curriculum has so far brought negative result (Sukyadi, 2014). Though similarly text-based, factors like teacher's poor understanding of different genres and teaching-learning cycle-based activities appropriate for teaching genres, teacher's different language proficiency, and limited number of appropriate models and samples of texts that match with the situated context of Indonesian classrooms are prevalent (Sukyadi, 2014; Widodo, 2016). Though government has published textbooks for all levels of education, it is not mandatory for use in classroom as critics reported many flaws in term of accuracy of materials and inappropriacy of learning activities. Teachers should therefore adapt the provided texts in the textbook to suit the mandated curricular goals as well as to accommodate student differing levels and needs (Mattarima & Hamdan, 2011). In short, English learners need textbook provision that cater for different comprehension level with levelled texts and/or tasks.

Halliday and Hasan (1976) define texts as a unified stretch of spoken or written passage, brief or long. Texts include features or properties that make them united or

cohesive, produced for a particular purpose (Anderson & Anderson, 1998). Tomlinson (1998) describes texts as "any scripted or recorded production of a language presented to learners of that language". Indeed, texts are the most frequently found learning sources in ELT especially in foreign language context (Madya, 2007). As texts are easily prevalent in textbooks of English, textbook often becomes the primary mean of teaching, explained and navigated with the help of teacher's instruction or talk.

Harmer (1998: 68) for example argues that reading texts are useful for several purposes. First, they provide language students with any exposure to English. Second, they facilitate language acquisition. Third, they provide good models for English writing. Fourth, they provide opportunities to study language, e.g. vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs, and texts. Fifth, they can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons. Texts in textbook still poses some threats. Nuttal (1982: 19-20) claims that they are often 'contrived and distorted' because book writer wants to present everything at once. While presented in written form, texts in foreign language class textbook often portrays spoken usage of text. They also discuss overfamiliar topics, denying learners from enriching their exposure of more complex and provoking topics. Finally, many texts used in foreign language classrooms usually have already experienced modification or adaptation that often results in their being too explicit and thus reducing the opportunity of higher proficient readers to engage with challenging texts and reading skills like inferencing. In short, the provision of reading materials that cater for students' mixed abilities is of a pressing agenda. Exploring the characteristics and types of reading materials and tasks that can be useful for differentiating reading instruction and type of literacy engagement is thus crucial to ensure learning accessibility to all students. This paper reports some part of the research findings of a research and development project aiming to develop levelled reading learning materials for secondary school students in Yogyakarta. The paper discusses the needs analysis results from which selected reading materials and tasks were developed for teaching reading for mixed abilities classrooms in Indonesia.

METHODOLOGY
Design and Procedures

This study develops an educational product namely levelled reading learning materials appropriate for reading lesson in a mixed-ability classroom. To achieve it, the researchers followed some modified steps following Carey dan Carey (2001 in Borg & Gall, 2003). These include contexts and needs analysis, preliminary design, theoretical and empirical validation, and final design. In relation to the focus of this paper, the steps discussed in this paper are the needs analysis. Iwai, et.al. (1999) describes needs analysis as "the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students". They further emphasize its vital role as it is 'the first step in course design and it provides validity and relevancy for all subsequent course design activities'. The needs analysis process and result would help explore types of levelled reading materials preferred by the learners and reading tasks that are useful for delivering a levelled reading lesson in junior secondary school setting in Indonesia. The processes of design or development are discussed in another paper.

Subjects

In this present study, learners' and English teachers' needs were surveyed using a questionnaire and analysed qualitatively. As many as 305 students of year 8 from 4 different state junior high schools (SMP) in Yogyakarta province completed the questionnaire. 147 students were male and 153 were female. Six female teachers from the four schools were purposively sampled. The six English teachers reported to have been teaching between 2 and 31 years when data were collected. The teacher participants also took part in a series of workshop on teacher development organised by the researcher at which she worked with them to prepare and deliver their English lesson. The engagement between the researcher and the participants in a three-year long, lesson-study-based teacher development program does not however incur power imposition as she had established her role as a collaborator, not a superintendent or *pengawas.* She has known the participants well and has at least observed their teaching between three and five times when data were gathered. All the teachers reported to have taught the student participants in their respective school.

Data Collection and Data Analysis

The student questionnaire of 23 question items was set to explore learners' perception related to target and learning needs of reading instruction at their respective school. 27 questions were addressed to the teachers to confirm their students' perception or responses. The questionnaire was designed to explore learners' target and learning needs and wants with regard to the current context of English language teaching at secondary school in Yogyakarta. While the questions are written based on the reviewed literature, the options were also based on the principles of text-based teaching for teaching English as Foreign Language (EFL) in secondary schooling in Indonesia. To identify the students' target needs, framework of necessities, lacks and wants guides the questionnaire development (Hutchinson & Waters 1987). Necessities are often referred to target situation analysis proposed by Munby but here are detailed into the targeted reading skills based on related theories (Grabe, 2009; Harmer, 2007; I. S. P. Nation, 2009; Nuttall, 2005). The selected skills are then linked to the curricular goals for the focused grade i.e. grade 8 of junior secondary school while considering the types of text covered in the Indonesian school curriculums.

Needs survey is also indispensable to providing proficiency-matched reading materials and reading learning activities. Nunan's framework of task development components (2004) that cover goal, input, procedure, setting, and teacher's and learner's roles informs the exploration of task preferences for reading. Goal refers to the instructional goal of task that is reflected through the choice of type of task and the outcome from student's accomplishment of the task. Input relates to the item or text, spoken or written, visual or non-visual that requires learners to process by means of receptive or productive uses of language. Setting tends to explain the procedure by which students can complete the task as to experience the learning process during its completion. Setting explains the necessary arrangement in doing the task related to physical and non-physical settings. Finally, roles of teacher and student denote the responsibilities they need to embrace and perform while completing the task to attain the goal of doing the task. The needs analysis results were then used to design appropriate reading learning materials and levelled reading tasks that met the students' learning and target needs. The collected responses were analysed qualitatively by using

the mean score of each responded item to identify the most preferred or opted options by the participants.

Table 1. Question specification

Items number	Number of items	Purposes
1, 2, 10	3	Learner's perceived goal, motif, and preferred types of reading text
3, 4, 9	3	Learner's knowledge about prerequisite linguistic knowledge and reading skills
5, 6, 11, 13	4	Lack
7, 8	2	Knowledge about text difficulty
12	1	Preferred vocabulary learning activities
14	1	Preferred grammar learning activities
15, 16, 17, 18, 19, 20, 21	7	Learner's wants related to reading materials/input, and reading learning activities
22, 23	2	Learner's wants related to teacher's and learner's role
Total number of items	23	

FINDINGS AND DISCUSSION

Where English is taught as foreign language, reading materials often serves as the easiest and most common learning sources as written texts are easily widespread and accessed with the advent of mass communication like the Internet (Madya, 2007; Putro & Lee, 2018). However, not all online or printed reading materials are appropriate or ready-use for teaching. Exploring the types of reading inputs and tasks students really need and want is thus of a crucial step to carry out before developing or adapting them into usable learning sources or materials for use in a reading mixed-level classroom.

The Results of Needs Analysis

Out 305 students participating in the needs survey, 262 or 96% of them said that they enjoyed learning English though almost half of them confessed they had adequate degree of enjoyment. 35 students said they really liked English and only 8 or 2.6% disliked English lesson. Differing reasons for learning English came from those students with 74.4% of them learning English for its importance of acquiring knowledge and skills of English. 32.8 % reported test-related reasons for learning while 17% though English would help them learn at higher educational level. These findings correspond to those of the teachers who reported doing reading activities in most of their lessons. The reading activities were reported to provide inputs of other language skills acquisition and to introduce students to various text types based on curriculum mandate.

This particular group of English learners in Yogyakarta seems to mirror that of English learners in Indonesia for two similar traits. First, they are quite strongly motivated to learn English (M. Lamb, 2004; T. E. Lamb, 2008) and secondly they shared a similar 'social autonomy' (M. Lamb, 2004). According to Lamb, social autonomy is displayed through efforts to maximize learning by means of social

interaction like choosing a certain seating layout, sharing lecture's notes after the class, coping with lack of learning resources in terms of books, teachers or immediate environment need to use English. Students taking English private course where more proficient teachers and environment for English use are abundant, often compensate the last two (Lamb, 2004: 240). To cope with lack of English learning sources, Indonesian students in Lamb's study were reporting a similar characteristic of a more tech-savvy generation where technology innovation support their English learning through listening to music, watching movies or reading magazines. This is rather like the result of the survey in the present study. When asked what types of text they were reading, most of the students said texts in English textbooks as their frequent reading choice for assignment purpose. This might not be surprising as reading activities take up most of class hours. Yet, the students also went for English song lyrics usually downloadable from the Internet (47.3%) and fewer of them (15.9%) loved reading English novels or books.

This inner drive for learning English reflected their next response when surveyed about language skills that they need to also acquire to improve their reading skills. More than half of the population answered that other language skills (listening, speaking and writing) are important to help them read better while only 32.8 % and 24.3% respectively thought vocabulary and grammar necessary for learning reading. Fortunately, most of them or 98.7% or 301 students thought they needed to improve their reading skills. Meanwhile, the teacher participants viewed good grammar and vocabulary mastery will enhance students' reading comprehension. This indicates that the teachers were aware that the teaching of vocabulary and grammar is often text-driven, which requires teachers to first identity the structure and linguistic features of given texts taught in school.

The next question in the survey aimed to explore learners' self-knowledge about their current reading ability in comparison with what they think they should be able to do. When asked about level of reading skills they need to proceed to higher reading tasks at higher level of education, about 60% of 305 students stated that they ought to understand simple texts related to every topic like hobbies. 20.5% said they had to be able to comprehend more complex texts but may find problem to understand idioms while a quarter of the population claimed they must be able to digest complex and longer texts and find no problem in understanding technical words and idioms. When compared with their present reading level, only 10% of them felt they can understand complex and longer text with little difficulty for idioms, and 16.7% who have no problem with technical words and idioms. The rest finds their reading comprehension level around simple texts related to everyday topics. These findings align with teachers' perspective that the least mastered reading skill of their students was understanding complex and longer texts.

In comparison with their self-reported current reading level, the students were also asked about their goal of learning reading in English. Almost 70% of the respondents or 200 students reported that they wanted to improve their reading comprehension. In addition to becoming a more proficient reader, they wanted to enlarge their vocabulary size (29.8%), locate specific information in a text (27.8) and understand about structure and grammar of English (26.4%).

To explore learners' knowledge about factors that help improve their comprehension, they were asked about text difficulty. First, whether they need graded or levelled reading texts based on difficulty level is clear to the students. 91.5% of

them said they need ones. Asked further about which factors that most influence text's difficulty among length, vocabulary, grammar, reading questions and topic, around the same number of students, 69 and 78 respectively said number of paragraph and grammar complexity determine text's difficulty. Slightly lower, around 17% thought that reading topic and questions can make a text less or more difficult. Still, as predicted, most of them, 63% blamed vocabulary for contributing the most to text's complexity. Concerning this, 56.3% respondents wanted to have glossary to help them read while 46.7% preferred to have simplified and shorter texts.

The prevalence of glossary in textbooks is indeed a good feature of textbook. Nation (2004) states that glossary presents word meaning either in learner's mother tongue or in target language and usually does this following alphabetical order. He adds that "it might be in the margin besides the line containing unknown word, after the texts, and at the end of units/chapters". Supporting, Tomlinson (2008) suggests glosses as a way to present word meaning or definition. Glosses can present 'synonyms, paraphrases, explanations, or even translations of difficult words or phrases' found in reading texts. Not only placed in the margin of the text, glosses are observable by using special markers or font types.

The next most important question in the survey is the learner's self-knowledge about targeted reading skills – expected skills that they had to have. In this study, to ease learners with choosing a wide range of reading macro-micro skills, they were presented with a list of reading skills. Then, they were asked to number them based on their level of mastery, with number one indicating the strongest skill they had. Such numbering allows the researchers to probe degree of mastery of different reading skills while revealing which skills need to be prioritized for further improvement. The results showed that 24% of the respondents thought they can summarize reading texts easily. In fact, the percentage is the highest among others. This is a rather surprising finding since summarizing is considered as higher-level reading task. Since summarizing requires understanding, students might infer that their ability to summarize is a result of good comprehension. Answering reading questions, predicting content of text, locating specific information through speed reading and identifying structure, goal, topic and main ideas of text were skills selected by several students ranging from 11% to 16% of the population. The least acquired skills were reading fast for text comprehension and understanding word's meaning, with less than 10% choosing them. These two skills suggest more effort needed to be made to improve the learners' mastery of them.

After the necessary reading skills to be mastered or learned have been identified, the respondents were asked to self-report their preferences related to reading learning activities. It is found that around 36% of the respondents picked vocabulary-related activities as their most favourite classroom agenda, followed next by answering reading multiple-choice questions (35.8%). The next preferred activities centre around answering comprehension questions but with different forms like matching question with answer (26.8%), giving short answer (24.2%), matching statements with appropriate explanation (22.8%). True-false type of comprehension question was chosen by 19.2%. the two least chosen activities are gap-filling (14.6%) and jumbled paragraph (12.6%).

The fact that learners wanted to have more vocabulary tasks during learning indeed supported their earlier response toward text-supplementary features that help them read better. More than half wanted glossary to complement each text. This

however contrasts their opinion related to factors contributing to text's difficulty. The students in fact responded more to text length and grammar density for aspects affecting text's complexity. While this might show they were not-yet-stable nor firm understanding of the nature of their own learning of reading, the results still showed that learners can see the link between number of words and number of paragraphs that make up a text, making it a little or more difficult.

To explore further about required sub-skills of reading, the respondents presented with questions related to vocabulary and grammar abilities that they thought they needed to have or learn to attain better reading comprehension. First, the students responded to which vocabulary skills they needed to have and how to learn or acquire them during class activities. In response to that, they needed to choose which vocabulary knowledge they have mastered. A list of vocabulary knowledge was then presented based on the concept of vocabulary knowledge from Nation (2001). Nation argues that knowing a word takes knowing the "form, meaning and use" of words which are useful during either productive (writing and speaking) or receptive (reading and speaking) language use.

It is reported from the needs survey that knowledge about root word has been acquired by a third of the population. Understanding word's meaning (14.95%) and its various meaning in different contexts (11.8%) as well as its part of speech (11.1%) are the next vocabulary knowledge they deemed for being good at. It is interesting to note that knowing about word's synonym, antonym, spelling and pronunciation are considered less acquired by the respondents and thus needed more attention. With a regard to learning vocabulary, the students were probed further about vocabulary instruction. Activities like word classifying (25.9%), sentence-gap filling (19.6%) and synonym and word matching (18.3%) were most preferred. Classroom activities like underlining and discussing difficult words as well as word matching were not popular among the students. For vocabulary, most teachers agree that vocabulary learning activities should include identifying difficult words and discussing a word's meaning and finding synonyms.

In addition to vocabulary, grammar was next to supporting language skills deemed important by the students and the teacher participants respectively. To explore classroom activities of grammar they wanted, a list of various grammar instruction was presented. It is found that almost half of the respondents preferred jumbled sentences to learn about sentence construction, followed by paragraph-gap filling chosen by much fewer students (26.8%) and answering questions with complete sentence (24.4%). Sentence editing and identifying sentence pattern were next to student's favoured grammar tasks while the teachers in majority preferred arranging jumbled texts.

After supporting language knowledge and skills of reading have been explored, the needs survey was also intended to reveal students' preference in terms of the characteristics of reading materials and tasks that they thought would help them become a proficient reader. First is topic preference. When surveyed, the students picked topics related to pleasant everyday experiences (39.1%), holidays (48.5%), animals (30.6%) and fairytales (29%) as their choices. Holiday and everyday experience, according to Graves (2000: 45), belong to personal (e.g. family, food, hobbies) group of topics. Another topic classifications are professional or employment topics and sociocultural topics. Employment or professional topics relate to issues concerning practices of certain profession while sociocultural topics offer discussion

around education, politics or custom. These two generally are longer and more complex. Still, Graves (2000) recommend reading texts should present topics that embody knowledge of cross-cultural understanding and moral values like comradeship, kind-heartedness and tolerance.

Concerning text's length, almost 45% of them wanted ones with less than 250 words and slightly fewer (33.3%) were happy to have 250 – 350 words of text. When asked about types of text they wanted, almost 32% of the student's mentioned texts found in daily life or short functional texts like invitation, letter, advertisement as their choice. A shared preference of having simple texts was found among 46.5% or 140 students and slightly fewer (44.5%) wanted texts with pictures or illustrations since 303 out of 305 students believed that pictures help them understand texts. All the teachers in this study considered that illustrations are essential for enhancing comprehension.

The prominence of pictures or illustration that supplement reading materials is indeed widely acknowledged by some scholars. Tomlinson and Masuhara (2004) state that illustrations has some roles. First, they improve text's attractiveness. Second, they can make unfamiliar concepts found in the text visually comprehensible. Third, they give 'aesthetic experience' and motivates learners for learning for its interesting display. Illustrations can however be limiting in that they often deprive learners of actively visually imagining what is described in a text as 'they impose a visual interpretation of the texts' (Tomlinson, 1998). In that case, it is thus important to avoid decorative illustrations (Maley & Tomlinson, 2017; Tomlinson, 2008: 141) and to choose those that enhance text's understanding. In addition, Dougil in Sheldon (1987: 31) proposes four criteria to select illustration that accompanies texts – function, clarity, number and culture-sensitive. He asserts that best illustrations are functional, not decorative. They match the intended goal of making text's comprehension easier. Their number should be just right – not too many or too few. Finally, they should conform to general cultural values and avoid sensitive-cultural association.

The last parts of the needs analysis questionnaire are learning setting and student's and teacher's role related to reading instruction. The survey found that the students are happy to learn with their peers in either pair or group work. Teachers are expected to help them during learning (61.5%) or becoming a facilitator and a manager who leads learning activities in class (48.5%). For themselves, the students reported that they wanted to listen to teacher's explanation (25%) as well as participate actively (27.4%) and have discussion about reading materials with peers and teachers (22.8%). Interestingly, in line with their previously stated opinion about subskill of reading that is vocabulary mastery and about preference of vocabulary tasks, those students also self-reported to see their main job or role to find meaning of difficult words in dictionary (25.7%). This undoubtedly shows that vocabulary mastery and familiarity are of great importance to them.

CONCLUSION AND SUGGESTION

The needs survey results indicated the types of reading materials and activities that the teacher and student participants preferred or deemed most important to improving reading comprehension. The text preference for simple texts with relatively short in length and the task preference for answering questions or finding difficult words' meaning however contradicts with the requirement for higher skills of reading. Duke and Pearson (2002 in Tankersley, 2003:118) proposed six strategies that teachers

or students should learn to develop higher-level reading skills. These include: 'predicting or activating prior knowledge, using think-aloud strategies to monitor comprehension, using text structures, using and constructing visual modes using graphic organisers and imagery, summarizing and questioning and answering questions while reading'. In addition, reading between and beyond the lines is a must-have skill for creating higher-level literacy engagement.

In terms of the choice of text, either fiction and non-fiction texts are equally important for developing reading and literacy skills. For non-fiction reading, literacy engagement should and can promote student awareness of phenomena happening around the world, leveraging the students as agent of change. In that sense, reading activities should be directed to compare and contrast text to determine the reliability of data sources as well as to evaluate the text for bias or propaganda content. Basically, skills to distinguish facts from opinion should be the highest goal for reading instructions. For fiction texts, literary appreciation can start early by empowering students to identify features or elements of story such as setting. plot, characters, conflict, resolutions and moral values embedded in the story. In short, understanding text structure is prominent in creating higher-level literacy engagement.

From the needs survey, characteristics and types of reading materials and tasks have been explored and identified. The students and teachers under survey reported appeared to have rather similar preferences for simple and short texts supplemented with glossary and illustration, and for lower-reading skills engagement. However, in mixed abilities classroom, more proficient students' needs should also be well-addressed. While topics around holiday and everyday lives can be chosen, there should be a variety of text length and complexities, and task difficulties. The preferred reading tasks, vocabulary-related activities and multiple-choice comprehension questions are not adequate to promote higher literacy engagement, nor adequately cater to differing students' levels of proficiency. The setting for reading activities can vary from individual to group work. Mixing the proficient and less-proficient readers in one group has the potential to encourage peer-learning, though teachers need to bear in mind whether the proficient ones were sufficiently challenged. Finally, this study has a quite large number of participants and covered a representative number of schools. Yet, the study did not highlight the role of early literacy engagement and gender in exploring reading materials and activities and how this affects literacy engagement. It is therefore recommended that further research be done to explore those aspects to provide more comprehensive descriptions of reading preferences of secondary school student and teachers in Yogyakarta. The descriptions are important to inform curriculum developer, textbook writers and teachers alike in selecting, designing or adapting reading instructions that promote higher literacy engagement.

ACKNOWLEDGEMENTS

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