

CHAPTER II

LITERATURE REVIEW

A. Theory and Concept

1. The Definition of Reading

Reading is a daily skill to obtain information through text, print, and any visual media. Reading skills are fundamental. The students are expected to master the skills to achieve more opportunities in the future in the context of successful educational achievements. Due to the significance of reading, reading skills are essential and have grown over the years. Therefore, students are assumed to acquire good comprehension as the aim of learning.

Students are expected to possess good reading skills since comprehending the reading text is necessary to face national examinations, school examinations, and various tests. Nunan(2003) asserted that Reading is an essential skill in learning English, especially when English is a foreign language for the students. With reading skills supported, students will make more significant progress and development in all other areas of learning. Hence, the more students strengthen their reading skills, the more they will advance in English and any other learning field.

In addition, Al-Ghazo(2015) stated that Reading determines performance in other subject areas, such as science and humanities, at the primary stage and academic achievement at a later stage. Furthermore,

Kusuma (2016) implied that Reading allows students to gain new insights, relish literature, and do daily things such as reading newspapers, work lists, manuals, maps, etc. Reading supports the students in upgrading vocabulary mastery and other language systems, such as vocabulary and grammar. Harmer (2007) implied that students who read regularly have better vocabulary, grammar, and punctuation in both their writing and spelling. Inevitably, Reading is crucial to many aspects of the English learning process. As mentioned earlier, reading comprehension affects students' writing skills. Absorbing ideas from texts helps students store more ideas in their brains, which, one day, the ideas from the Reading will be helpful in writing. Alyousef (2006) said that Reading is an "interactive" process between a reader and a text, which brings to automatic (reading fluency). In this process, the reader interacts dynamically with the text as they try to extract the meaning. Alderson (2001) indicated that reading is an active process to appropriately understand the text's literal meaning and implicit meaning. The reading process needs the connection between text information and background knowledge.

Alderson (2001) mentions that the combination of text information and background knowledge significantly impacts accepting the idea of the text. Having a lot of experience and background knowledge will help readers comprehend the text. Sugirin (2002) supports the idea that the reader's background knowledge is involved in understanding the text.

Reading can be defined as the process of comprehending the idea and information the writer presents in both literal and inferential meaning, based on the definitions given above. To understand the reading's significance and worth, the readers must integrate the material from the text with their prior knowledge, experiences, and understanding.

2. Models of reading

The reading models are divided into different categories. Nunan (2003) stated that there are three models of reading as follow:

a. Bottom-up model

This model consists of a low-level reading process. Students begin with the basics of letter and sound recognition, which in their negotiations allows for recognizing morphemes accepted by word recognition, building up to the design of more extended language structures, sentences, and texts. Letters, letter groups, words, phrases, sentences, longer texts, and final meanings are sequences in understanding (Nunan, 2003). This model allows students to start the process of reading from the basics. Through bottom-up models, students have a lot of opportunities to build their knowledge about word recognition, language systems, and any related reading-related knowledge.

b. Top-down models

Conversely, the recognition of words, letters, and language systems do not matter for this model of reading. Students tend to predict the meaning through their background knowledge (Nunan, 2003). This model is more flexible and gives more opportunities to the students to have fun and enjoy the text; the model is strict-less. Students do not have to overthink the letters, words, and structure. However, students understand the text's meaning by predicting and guessing the vocabulary with their background knowledge.

c. Interactive models

This third type combines elements of both bottom-up and top-down models, assuming “that a pattern is synthesized based on information provided simultaneously from several knowledge sources” (Nunan, 2003).

3. The Different Kinds of Reading

Harmer (2007) declared that there are two different kinds of reading as following:

a. Extensive Reading

Extensive reading refers to readings often done by students (but not exclusively) away from class. They can read novels, web pages, newspapers, magazines, or other reference material. If possible, extensive reading should involve reading for pleasure. This is enhanced if students can choose what they want to read if they are encouraged to

read by the teacher, and if several opportunities for them to share their reading experiences. Although not all students are equally interested in this kind of reading, we can confidently say that those who read the fastest progress.

b. Intensive Reading

On the other hand, intensive reading refers to a detailed focus on constructing reading texts, which usually occurs (but not always) in the classroom. The teacher can ask students to see extracts from magazines, poetry, internet sites, novels, newspapers, drama, and other text genres.

The specific goals students can determine the choice of the right genre and topic are studying (such as business, science, or nursing). In such cases, the teacher might want to concentrate on the text in their specialization. But if, as is often the case, they are a mixed group with different interests and careers, a more varied diet accordingly, as indicated by the reading order in this chapter. Intensive reading is usually accompanied by learning activities. Teachers can ask students to find out what type of text they are reading, find out meaning details, see the use of particular grammar and vocabulary, and then use information in the text to move on to other learning activities. Teachers can encourage them to reflect on various reading skills.

From the explanation above, it can be concluded that the differences between extensive and intensive reading precisely in the way the teacher brings the environment of reading activity, how the teacher

chooses the kind of reading or text, and the way students pass the moment, it could be enjoyable either severe moment.

4. Reading Material

Besides considering the models the teacher should use in the reading activity, an essential component cannot be separated from teaching reading. This fundamental component is reading material, and the teacher should provide any reasonable and appropriate reading material that fits the students' needs and supports the process of reading activity to achieve comprehension.

A crucial component of the teaching and learning process is reading materials. These are some theories about reading material and how the material is supposed to be.

. Aziez and Aziez (2018) asserted that " ...what teachers want through the textbooks is that learners can express themselves as effectively as possible and to get their messages across to their listeners or reader, and to accomplish this, the textbooks need to provide them with variety of English words". Hence, the teacher is expected to selectively choose the appropriate reading material for the students. Arias (2007) in Istiqomah (2019) stated that in order to help students achieve their goals, teachers must be aware of what the needs of their students are and provide reading materials that are appropriate for each student's level. Additionally, reading materials should be engaging for kids as this can increase their motivation.

Furthermore, students need motivation to improve their reading skills. Students will find it challenging to memorize vocabulary when it is unrelated to them, and the vocabulary must be needed daily. As Hendra (2018) stated, the need is crucial in increasing vocabulary and recognizing words; it will store them in long-term memory.

As aforementioned, it can be concluded that the suitable material has to fulfill the student's needs according to their level and has to consider what interests the students, whether the material brings pleasure to boost their motivation to read. Therefore, a teacher is responsible for choosing and providing good reading material that suits students' needs or developing supplementary material to support the existing ones.

5. Task-Based Language Teaching

Argue by Nunan (2004), the task is vital in syllabus plans, teaching activities, and learner appraisal. It has an impact on how policies are made in ESL and EFL contexts. The following of standards and refinements has been strengthened by task-based language instruction (TBLT)

- a. The element is selected using a needs-based methodology..
- b. Through interaction in the target language, the learners acquire the ability to communicate.
- c. The learning environment presents authentic texts.
- d. The learning process itself is just as important to the learners as the language.

- e. Individual experiences are now very important teaching tools in the classroom.
- f. There is a connection between language learned in the classroom and language used outside of it.

6. Principles for Task-Based Language Teaching

Nunan (2004) provided the following summary of the guidelines for creating the instructional sequence:

a. Scaffolding

There should be a supporting framework for studying included in the lessons and materials. Adding production languages at the beginning of the introduction is not recommended, either expressly or implicitly.

b. Task dependency

A task need to develop from and expand upon a previous assignment. Student's receptive skills must be used extensively in the assignment at beginning. They then operate productively after that.

c. Recycle

It takes time for students to achieve positive language competence. To achieve 100% mastery, the tasks that make up the language object should resurface. Learning chances are maximized by language recycling, learners can locate the target language object in a variety of linguistic and experiential contexts.

d. Active Learning

Active usage of the target language aids in learning..

e. Integration

The links between language form, communicative characteristic, and semantic meaning must be made clear to learners through leaning methods.

f. Reproduction becomes creation

It is important to support learners as they shift from using language for reproduction to creative purposes. It seems difficult for newcomers to make creative use of language. It will be feasible, though, if students learn it through a seamless flow of assignments.

g. Reflection

It is necessary to give students opportunities to practice what they have learned and how well they do in order to teach them strategies for defining their learning and coming up with new ideas.

7. Definition of Task

a. Target task

Long (1985), as cited by Nunan (2004), defined a target task as the task given to the student to do activities that occur in the real world or the activity that people usually do in their lives. Examples of this task include filling out a form, making reservation, writing a letter, completing a driving test, and checking out books from the library. To put it succinctly, everything that individuals do in the real world is the goal task.

b. Pedagogical task

Richard (1986), as cited by Nunan (2004), argued that an activity is completed as a result of language processing or comprehension is known as a pedagogical task (that is, in a response). Tasks include things like drawing a map listening to a sound recording, following directions, and executing commands.

Nunan (2004) implied that a pedagogical task is anything the students conduct in the classroom that qualifies as a task. Ultimately, target tasks are those that involve using language outside of the classroom, whereas pedagogical task are those that take place within schools.

Hismanoglu (2011) stated that the task-based approach is a tremendous and advanced learning method. It promotes learning language knowledge and training skills in conducting tasks.

8. Task Components

Task components plays a critical role in task design. The duties should be thoughtfully designed by the material creators. According to Nunan (2004), the following functions should be specified as a minimum:

a. Goals

Any learning task's main objective is to achieve its goals. They connect curriculum and assignments. It provides a solution to question, “ why do students learn English through assignments?”

Objective could be linked to communicative, emotive, or cognitive results, or they could characterize how teachers or students behave. It's not always stated clearly. This can be inferred from the assignment itself.

b. Input

The term "input" describes the spoken, written, and visual information that students use to complete assignments. These can be found textbooks, teachers, or other sources.

c. Procedures

It outlines how students will use the input. It illustrates strategies or tactics used in classroom behavior.

d. Teacher Role

It speaks to the role that educators are supposed to play in educational assignments as well as the interpersonal and social interactions among the participants.

e. Learner Role

The part that students are expected to perform in completing learning activities and the interpersonal and social interactions among participants are referred to as the learner role.

f. Settings

The configuration of the room as stated or suggested in the duties is referred to as the setting.

9. Task Types

Seven categories were established for tasks and activity types by Pattinson(1987) and Nunan(2004).

a. Question and Answers

Students can practice nation, structure or function by using the questions and answers. These tasks, which let students select private and confidential options from a list of linguistic things that all fall into a predetermined pattern, are based on the concept of an information gap activity.

b. Dialogues and Role Plays

Either impromptu or scripted jobs are possible. However, since students would participate more voluntary and absorb more information, impromptu dialogues or role plays are more entertaining for them.

c. Matching Activities

Students must perform these assignments in pairs or sets, or identify matching items.

d. Communication Strategies

Students are more likely to practice communication methods like generating words, asking for feedback, paraphrasing sentences, using gestures, and simplifying when given these activities.

e. Picture and Picture Stories

For this activity, images can be utilized as input. This could be a memory test or an image sequence with narrative elements.

f. Puzzles and Problems

Students are required to apply their imaginations, make educated predictions, draw from their general knowledge and personal experience, and assess their logical thinking in this task.

g. Discussions and Decisions

The students are supposed to gather information, discuss it, and then decide on a course of action.

10. Developing Material for Work

Nunan (2004) provides various task-centered training sequences.

The process of creating content is broken down into six steps:

a. Schema Building

In order to introduce the subject, provide context for the assignments, and present some of the key terms and phrases that students will need to finish the assignment, students create a number of schema-building exercises.

b. Controlled Practice

Students can practice using the vocabulary, structure, and functions of the target language at this level.

c. Authentic Reading Practice

Students practice reading extensively throughout this phase.

At this point, tasks ought to include real input. This might take the shape of a reading comprehension homework.

d. Focus on Linguistic Elements

Students are required to participate in a series of tasks that center around one additional language component.

e. Provide Freer Practice

It is time to incorporate students into more mobile, accessible practices. They engage in information gap activities, for instance.

They will be encouraged to negotiate meanings and develop their own language and meanings through this activity.

f. Introduce the Pedagogical Tasks

The introduction of the pedagogical tasks is the final step in the instruction sequence.

11. General Concept of Recount Text

a. Definition of Recount Texts

Recount text is a type of text that students learn in eighth grade; recount text tells the story of what happened in the past.

Recount text is something that happens in our life. It is easy to find examples of recounting text, such as holiday experiences or events that occurred yesterday. Here are some definitions of recount text.

Recount text is a type of text that contains a story about a particular

experience with the communicative purpose of retelling events as information or entertainment.(Rosalinah et al, 2020)

Furthermore, Harmiyanti (2019) declared that recount text can be factual or imaginative. Diaries, biographies and autobiographies, television interviews, and eyewitness reports are categorized as recount text. Sitorus and Sipayung (2018) asserted that a recount is a sequential text that does little more than just a sequence of events and tells the audience what happened in the past. In order to amuse the reader, it is written to describe the historical tale.

Similar to narrative text, which also retells an event or action that occurred in the past, the difference is that the narrative text retells a story that happened in the past and has not been able to be proven. In contrast, the story text retells what has been established (Ningrum et al., 2013).

b. Language Features of Recount Text

Harmiyanti (2019) argued that recount text has some language features as follows:

1. Proper nouns are used to identify those involved in the text.
2. Descriptive words describe who, what, when, where, and how.
3. Past tense is using the past tense to retell the sequence of events.

4. Words showing the order of events (for example: first, next, then).

c. Generic Structure of Recount Texts

Sianipar et al. (2020) stated the generic structure of recount text as follows:

1. Orientation: tells who was involved, what happened, where it occurred, and when it happened
2. Series of events: tell what happened chronologically (first, then, after, before etc.)
3. Reorientation: stating personal comments about the events.

12. Developing Material

A teacher needs tools to deliver learning material in the class to make the learning and teaching process effective. Jumaini & Arief (2018) suggested that all reading processes work with suitable teaching material. Developing appropriate teaching material, such as a course book, is essential. In line with this, Nurhayati et al. (2020) stated that the existence of the course book is necessary for the teaching and learning process. The course book, used as supplemental material, will support both the teacher's instruction and the students' development of reading comprehension.

There are some steps that the developer or, in this case, the teacher should follow to obtain the appropriate and satisfactory supplementary material. The process of creating material should be taken account by the

teacher while creating English reading assignments. According to Graves(2000), creating material is a planning process where a teacher designs courses and materials to meet the goals and objectives of the course.

Dick et al. (2009) in Erfiani et al. (2019) proposed the procedures to develop material as follows:

1. It involves defining objectives for the teaching program or product in which the material will be developed, often including a needs assessment.
2. Involves instructional analysis to identify specific skills, procedures, and learning tasks involved in achieving instructional goals.
3. It entails determining the entry- level competencies and attitudes of students, the features of the learning environments, and the contents in which the acquires information and abilities will be used.
4. It involves translating the needs and target instructions into specific performance goals.
5. It involves developing assessment instruments directlyrelated to the knowledge and skills specified in the instruction performance objectives.
6. It involves developing specific teaching strategies to help students with their efforts to achieve each performance goal.
7. It involves developing teaching material, including printed material such as textbooks and manual books of teacher training, audio cassettes or interactive videosystems. If the teaching plan determines

the teacher, lesson plan, or guidelines for instruction by this person, it will also be developed as part of step 7.

8. It involves an evaluation carried out by the developer during the development of the program or product.
9. It involves revising instructions based on formative evaluation results.
10. It involves evaluating the program or final product. Evaluations here are carried out by individuals other than the material developers.

13. Need Analysis

Etfita & Wahyuni (2020) stated that needs analysis is the activities involved in gathering information that will form the basis for developing some material that will meet the learning needs of particular groups of students.

Otilia (2005) said that results from needs analysis support the teacher in identifying the needs of the students, and only after analyzing the needs of the students can we choose the suitable material for the students. According to Duddley-Evans and St. John (2009), as cited by Otilia (2015), there are eight components in today's needs analysis, which have been grouped into five broad areas including:

1. Target situation analysis and objective needs analysis (e.g., tasks and activities that English learners will use;

2. Linguistic analysis, discourse analysis, genre analysis, namely knowledge of how language and skills are applied in the target situation.
3. Analysis of subjective needs, namely the desires of students, means subjective factors that affect the way they learn (e.g., previous learning experiences, reasons for attending courses, expectations)
4. Present a situational analysis to identify the learner's current language skills and use.
5. The means of analysis is information about the environment where the course will be run.

14. Criteria of Good Material

In developing reading material, the researcher must follow the rules of developed material from the first step, finding students' needs until the final step, evaluating the product. Considering the criteria of material products is crucial. Reading material developed must follow the requirements of good material as suggested by Tomlinson (1998) as cited by Putri (2016) as follows:

1. In order to make an effect through freshness, variety, interesting information, and a manageable difficulty, the content must be both relevant and sufficient.
2. The content ought to put students at ease.
3. The content need to support students' growth in self- assurance.

4. Learner's self- investment should be required and facilitated by the material.
5. The content ought to introduce students to language in real world contexts.
6. When selecting and producing contents for the students, educators and researchers might take the aforementioned standards of quality into account .

15. Material Evaluation

The material developed needs to be evaluated to measure its suitability. It is imperative to disclose if the content is relevant and fit for the children. Material evaluation, according to Tomlison(2013), is a process to determine the material's value. Additionally, it is employed to estimating the content level, whether the material is fit or too complex for students' level, and whether the material is interesting or not for application in learning activities. In various way, material evaluation is a useful tool for assessing the caliber of the content that is relevant to the needs of pupils. The material in this research is evaluated based on several aspects of material evaluation criteria proposed by *Badan Standar Nasional Pendidikan (BSNP)*. The aspects consisted of content suitability, language compatibility, presentation suitability, and layout suitability for each reading material developed ingredient.

B. Relevant Studies

Some previous studies conducted by other researchers have a similar topic.

1. Hikmah Pravitasari (2017) is entitled “Developing Supplementary English Material Based on Project-Based Learning for Nursing Students of Medical Department of SMK Citra Semesta Indonesia Yogyakarta.” Which the use of project-based learning, this research attempted to provide supplemental English material to meet the needs of students attending vocational high schools. Research and Development (R&D) is category under which this research was placed. Observation, questionnaires, interviews, and document analysis were used to gather data during the exploration stage. It was done to find out how well the current course book is at SMK CSI Yogyakarta and whether students actually require the material. The results demonstrated that the present course book is less tailored to students enrolled in nursing skill programs and contains more general English content. Therefore, the result suggest that the needs of the teacher and the students should be taken into account when developing the supplemental project book. The research by Pravitasari has similarities with this research, as both researches develop supplementary English material. However, there are some differences between the data collection technique and the research subject. Pravitasari’s research collected the data through document analysis, observation, questionnaire, and interview, while this research collected data through questionnaire and interview.

2. I Putu Indra Kusuma (2019) entitled “Developing Reading Material for Elementary Students in Tourism Area by Inserting Local Culture”. The object of this research and development (R&D) were to : 1) create reading materials for fifth-graders in local elementary schools; and 2) assess the caliber of the materials created. Data for this study were gathered using tests, questionnaires, observation sheets, interview guides, and grading rubrics. The development model put forth by Sugiyono(2011) was employed in this research. The findings demonstrated that: 1) reading material was created with some local content; and 2) reading material was highly valid, practically sound, and efficacious. Thus, it can be inferred that in order to create appropriate, high-quality reading material, the creation process should incorporate local content and adhere to the standards of quality material. The similarity between I Putu Indra Kusuma’s research and this research is the material development, which focuses on reading skills. The differences are in the data-collection technique and the research subject. The research collects the data through questionnaires and interviews, while Kusuma’s research used a scoring rubric, questionnaires, observation sheets, interview guides, and tests to gather the data.
3. Pradana Akbar and Ashadi (2020) ”Developing English Public Speaking Learning Materials for Dentistry Department Students in Yogyakarta” The research set out to identify the public speaking needs of dentistry students, create teaching resources for them, and assess how well the resources

could enhance their learning outcomes. Branch's ADDIE (2009) model is used in this design-based research. Given that the data collection took place in his dentistry class, the research also served as the materials developer and instructor. For the need analysis, 21 dental students served as the subjects did. They were enrolled in Yogyakarta private university. Purposive sampling was the sample strategy employed. Taking into account the availability of the public speaking course offered during the 2019-2020 academic year. In addition to semi-structure interview, field note and questionnaires were employed in the data collection process. The product learning resources for speaking are regarded as English for Specific Purposes (ESP) materials. The findings of the requirements analysis indicate that dental students expected to acquire public speaking skills in order to participate in formal settings like plenary talks. They therefore want resources that will improve their accuracy and fluency in speaking English. The similarities between Pradana Akbar's research and this research are using the RnD model and the data collection technique. Both researchers use the ADDIE model and collect data through questionnaires and interviews. The differences are in the research subject and the product material content. Pradana Akbar had dentistry students as the research subject, and the product material content focused on speaking skills. At the same time, this researcher used junior high school students as the research subject, and the content of the product material will focus on reading skills.

4. Sari & Atmanegara (2018) “Developing ESP Reading Material for Accounting Students.” Sari & Atmanegara (2018) conducted research on reading material development. It created reading materials for accounting students called ESP. It sought to ascertain what kind of ESP reading material ought to be created in order to improve the reading abilities of accounting students and to assess the efficacy, usefulness, and possible consequences of the ESP reading material that was created. The AKKER model, which covered the phases of analysis, design, assessment, and revision, was used in the product’s development. A purposive technique was used to pick forty pupils. The content and instructional design judgment sheet questionnaire, the student’s replies questionnaire, and reading comprehension test results were used to collect the data. As a result, the results showed that, when given to students in a real class, ESP reading material for accounting students can be found to have an average potential impact. The research by Sari & Atmanegara has similarities with this research—both research developing product material focusing on reading skills. However, differences exist, such as the model used and the research subject. Sari & Atmanegara’s research used the AKKER model and accounting students as the research subject. In contrast, this research uses ADDIE as the research model, and junior high school students become the subject of this research.
5. Layinatus Syifa (2018) “ Developing English Reading Supplementary Material for 11TH Grade Students of SMA Takhassus Al Qur’an

Wonosobo.” The purpose of this study was to create literature-based English reading resources that would aid eleventh grade students in their academic endeavors. This research was a research and development study by Dick, Carey and Carey (2005). The research was carried out through need analysis, course grid, material development, validating, revising, try-out, and final product. There were to experts to validate the product material: an English material expert and a graphical expert. For the need analysis, there were 27 pupils, and for the tryout, there were 41. Questionnaires, interview, and observation were used to gather the data.. The data collection tools were interview guides, expert validation sheets, and questionnaire sheets. The data underwent descriptive analysis. The target and learning needs are represented in some way by the appropriate content component, as follows: (1) the student goal, (2) the input, (3) the activity, (4) the student role, (5) the teacher role, and (6) setting. Based on the students’ agreement score, the outcome indicated that the English resources are appropriate for the pupils, which ranges from 3.86 to 4.24 on a 5 to 1 Likert scale. The appropriate English reading supplementary material was assessed from six elements: language, literature, action, presentation, graphics, and content. The similarity between Layilatus Syifa’s research and this research is the product material content. Both research focus on reading skills. Then, the differences were found in the data collection technique. Layilatus Syifa’s research used observation,

interviews, and questionnaires to gather the information, while this research only used interviews and questionnaires.

The previous studies on developing new media in English language teaching likely provide insights into various aspects, such as the ways or models of RnD, ADDIE, AKKER, or other models. By reviewing the findings and insights from the studies, the idea about how to develop new media to support teaching and learning can be enriched. It provides a broader understanding of research and development.

C. Conceptual Framework

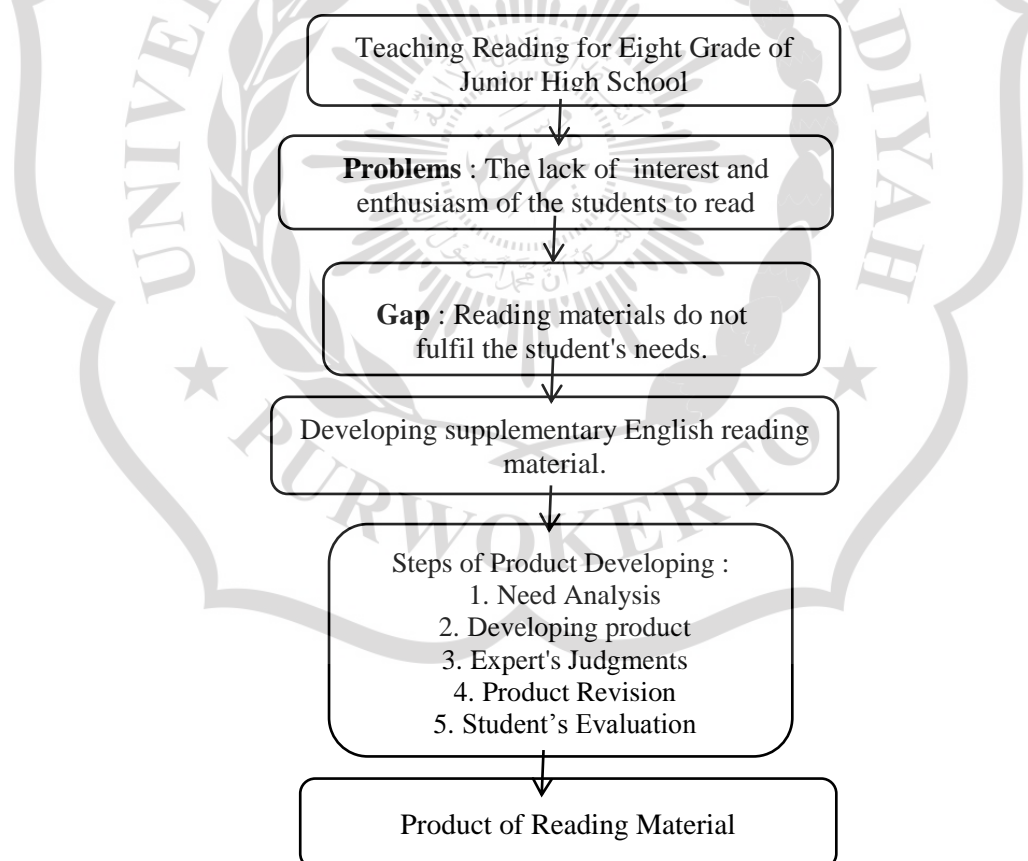


Figure 2.1. The Conceptual Framework

Figure 2.1 illustrates that reading is the primary essential skill for students, and it helps them develop other skills. Setyowati (2019) stated that reading comprehension has a precious role in language learning that is interrelated with listening, speaking, and writing. Reading is one of the main basic skills implemented daily to obtain information through text, print and any visual media. The more students read, the more their vocabulary and grammar knowledge increases. Harmer (2007) stated that reading could help students comprehend the text; this activity supports language acquisition. Through reading, students receive a lot of vocabulary and learn the word form from the text they read.

The students are expected to master reading to achieve more opportunities in the future in the context of successful educational achievements. Due to the significance of reading, reading skills are of concern and have grown over the years. However, it takes work to build the enthusiasm of the students to read. Moreover, a survey on reading interest shows a meagre rate in Indonesia, and the problem is uncompleted reading material, which does not fulfil the student's needs.

The research aimed to develop a supplementary English reading material. The reading material focuses on recount text from the syllabus on essential competencies 3.12 in the curriculum of 2013 for junior high school students. The product's purpose is to boost the student's interest in reading English text type; the material design was expected to be equipped

with simple and clear explanations, examples and activities based on the needs of eighth-grade junior high school students.

The first step in completing the mission was need analysis; this step aimed to reveal the students' needs related to the developed material. The researcher conducted the need analysis by spreading a need analysis questionnaire through Google Forms to the students and interviewing an English teacher. The need analysis data led the researcher to develop the course grid and first draft material product.

Experts then evaluate the first draft. There are two experts. The first expert evaluated the developed material in the field of the content, the language use and the presentation of the developed material. Then, the second expert was in charge of assessing the layout of the developed material. It was called Expert Two.

The assessment and suggestions from the experts guided the researcher in revising the developed material. The revised material is called the second draft.

The last step is to conclude whether the developed material was good and equipped for the student's needs. The evaluation from the students cannot be separated from this research. The second draft was tested in the classroom in one or two meetings. Then, students will be given a questionnaire about their assessment and opinions about the developed material.