



Teaching Materials for Reading in a Professional Context to Improve the Reading Skills of English Education Program Students

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ABSTRAK

Mahasiswa menyatakan kesulitan dalam menangani kosakata asing dan struktur kalimat yang kompleks, yang menghambat kemampuan mereka untuk mengidentifikasi informasi penting dan memahami pesan yang disampaikan dalam teks. Tujuan dari penelitian ini adalah untuk mengembangkan alat pengajaran yang disebut Reading for Professional Context yang sesuai dengan lingkungan budaya guna meningkatkan keterampilan membaca mahasiswa yang mengambil jurusan pendidikan bahasa Inggris. Jenis penelitian ini yaitu pengembangan dengan desain penelitian menggunakan model Graves. Subjek penelitian yaitu dua orang ahli materi pelajaran, dua orang ahli bahan ajar, dan dua orang ahli bahasa. Subjek uji coba melibatkan 22 siswa. Metode pengumpulan data menggunakan observasi, wawancara, dan kuesioner. Instrumen pengumpulan data dengan lembar kuesioner. Teknik analisis data menggunakan analisis kualitatif dan kuantitatif. Uji regresi linear digunakan untuk melihat pengaruh bahan ajar terhadap keterampilan membaca. Hasil yaitu penilaian dari ahli menunjukkan bahwa produk mendapatkan kualifikasi sangat baik. Hasil uji regresi linear menunjukkan penggunaan bahan ajar "Reading for Professional Context" memiliki pengaruh positif yang signifikan terhadap keterampilan membaca mahasiswa. Disimpulkan bahwa bahan ajar "Reading for Professional Context" dapat meningkatkan keterampilan membaca mahasiswa. Temuan dari penelitian ini memberikan wawasan berharga bagi pendidik bahasa Inggris dan pengembang kurikulum dalam merancang bahan ajar membaca yang efektif untuk meningkatkan kemampuan mahasiswa dalam konteks profesional.

ABSTRACT

Students expressed difficulty in dealing with unfamiliar vocabulary and complex sentence structures, which hindered their ability to identify important information and understand the message conveyed in the text. This research aims to develop a teaching tool called Reading for Professional Context that is appropriate to the cultural environment to improve the reading skills of students majoring in English education. This type of research is developed with a research design using the Graves model. The research subjects were two subject matter experts, two teaching materials experts, and two language experts. The trial subjects involved 22 students. Data collection methods use observation, interviews, and questionnaires. Data collection instruments with questionnaire sheets. Data analysis techniques use qualitative and quantitative analysis. The linear regression test is used to see the effect of teaching materials on reading skills. The results, namely the expert assessment, show that the product has excellent qualifications. The results of the linear regression test show that the use of "Reading for Professional Context" teaching materials significantly positively influences students' reading skills. It was concluded that the "Reading for Professional Context" teaching materials could improve students' reading skills. The findings from this research provide valuable insights for English language educators and curriculum developers in designing effective reading teaching materials to improve students' abilities in professional contexts.

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1. INTRODUCTION

From elementary school through the university, English is a topic that is taught at all stages of education (Bolton et al., 2023; Susanty et al., 2021; Yuniar Diyanti & Madya, 2021; Zein et al., 2020). The goals of teaching English cover a range of subjects: Its primary objective is to promote excellent communication skills, such as effective speaking, listening, reading, and writing. In both academic and professional settings, students are expected to speak clearly and precisely (Jao et al., 2022; Kumar, 2021). Second, as English becomes a key instrument for learning, there is a focus on raising understanding of the nature and relevance of English as a foreign language (Onishchuk et al., 2020; Vattøy, 2020; Zhang & Zou, 2022). The last objective is to help students comprehend how language and culture are interrelated, which will help them engage with cultural variety and extend their viewpoints (Gong et al., 2022; Kim, 2020; Lee & Li, 2020). As a result, students gain insights into different cultures and expand their cross-cultural knowledge. Developing reading skills is crucial in English language learning as it plays a significant role (Alneyadi et al., 2023; Isaqjon Madolimovich, 2022; X. Sun et al., 2022; Yu et al., 2022). A proficient ability to read offers numerous advantages to students, such as understanding texts, expanding vocabulary, enhancing critical thinking skills, and building academic and professional literacy (A. Al Roomy, 2022; Abdelrady et al., 2022; X. Sun et al., 2022). There are several reasons why reading skills are important in English: Firstly, having good reading skills enables learners to comprehend instructions, scientific texts, news articles, teaching materials, and various other sources of information (Albiladi, 2018; Goldenberg, 2020; Rogers et al., 2023). Strong comprehension aids in assimilating information, broadening knowledge, and deepening one's understanding of the world. Secondly, exposure to different texts and language varieties allows learners to acquire new words, idiomatic phrases, common expressions, and field-specific vocabulary (Azizi et al., 2022; Hromova et al., 2022). A diverse and extensive vocabulary is essential for developing fluency in English and facilitating effective communication. Thirdly, students with strong reading skills can foster critical and analytical thinking abilities (Elmedina Nikoçeviq-Kurti, 2022; Habibi et al., 2022). While reading, students must identify crucial information, establish connections between ideas, draw conclusions, and evaluate presented arguments. This capacity for critical thinking is vital for comprehending texts holistically, evaluating obtained information, and honing analytical skills. Lastly, proficient reading skills enable students to stay updated with advancements in their field of study, access current sources of information, and actively participate in text-based discussions or projects (Alneyadi et al., 2023; Cates et al., 2022).

Based on the aforementioned theory, it can be inferred that the development of reading skills is crucial for English language learners. However, the issue of low reading skills among students learning English cannot be disregarded. Researchers conducted observations and interviews with English Language Education students at Muhammadiyah University of North Sumatra (UMSU) to assess their proficiency in reading English texts. The students expressed difficulties in dealing with unfamiliar vocabulary and complex sentence structures, which hindered their ability to identify important information and comprehend the message conveyed in the text. Furthermore, they voiced their frustration about the texts in teaching materials often being related to foreign events they were unfamiliar with, leading to their limited understanding of the presented texts. Numerous research findings indicate that inadequate motivation, limited English vocabulary, ineffective reading strategies, unsuitable teaching approaches, insufficient and unoriginal teaching materials, as well as an unsupportive learning environment, contribute to students' poor reading abilities in English (Abeer M. W. Alharbi, 2022; Kuperman et al., 2022; Mubarok & Rofi, 2022; Putera Jaya et al., 2022; Songnuan & Nomnian, 2023). Challenging comprehension of English reading texts may arise when the content does not align with students' interests and proficiency levels. Additionally, texts that are overly complex or irrelevant to students' daily lives can impede the advancement of their reading skills. Insufficient knowledge of suitable reading strategies also plays a role in subpar reading proficiency.

The inadequate reading abilities of students can have adverse effects in various aspects, which encompass: (i) Insufficient reading skills may give rise to challenges in comprehending English texts, consequently leading to diminished academic performance and decreased motivation for learning (Raccanello et al., 2022; Tegmark et al., 2022); (ii) Students with deficient reading skills will encounter difficulties in higher-order cognitive abilities like critical thinking and problem-solving, which are crucial for success in both academic and professional settings (Ebadi & Ashrafabadi, 2022; Ritonga et al., 2022); (iii) Poor reading skills impede their capacity to identify connections between ideas, analyze text structures, and draw appropriate conclusions, thereby hindering effective engagement in critical reading and evaluation of English texts (Chen et al., 2022; Ebadi & Ashrafabadi, 2022; Ritonga et al., 2022); and (iv) Students lacking proficient reading skills may struggle to complete assignments and tests that involve comprehension of English texts, resulting in lower grades, reduced academic achievements, and potentially affecting their future career opportunities (Le & Le, 2022).

In general, the lack of proficient English reading skills among students has significant consequences

that extend across various areas such as understanding texts, critically analyzing information, gaining knowledge, and achieving academic success. Hence, it becomes crucial for students to enhance and refine their reading abilities in order to overcome these adverse effects. Some previous relevant research focused on evaluating the pedagogical impact of Business English textbooks in teaching critical thinking skills. In contrast to our research, which centers on the development of specific teaching materials for reading in a professional context with the aim of improving the reading skills of English Education Program students. Another study mentioned to understand the effect of reading media on reading comprehension of English as a foreign language. In contrast, our research aims to produce effective teaching materials with cultural contexts to improve students' reading skills in professional contexts. Dataset creation and model development for dialog-based reading comprehension in English language learning. Meanwhile, our research concentrates on developing specific teaching materials to improve students' reading skills in a professional context (K. Sun et al., 2019; Yu et al., 2022). Based on the aforementioned prior research and aforementioned issues, our study becomes essential to conduct. The objective of this research is to create teaching materials for Reading in Professional Contexts that are rooted in local culture. The purpose is to enhance students' reading abilities in English. The specific focus of these materials is to present content that aligns with the students' cognitive growth while incorporating cultural contexts that are familiar to their surroundings. For students, this material makes comprehension easier. In order to increase students' interest in reading, the instructional materials often include humorous skit texts.

Researchers have shown that including elements of local culture in educational materials makes them more relevant to students because they can relate them to their own daily lives (Al-Jarf, 2022; De Costa et al., 2022; Firman & Haramain, 2022; Kristiawan et al., 2022). As a result, kids may see how the language is used in everyday contexts close to where they live, giving their English learning experience more purpose and excitement. Additionally, adding humorous aspects to educational resources might increase student engagement. Students are encouraged to actively participate in the learning process through humor since it fosters a more laid-back and pleasurable learning atmosphere (Arief, 2023; Bakar & Kumar, 2022; Spork, 2022). Students can improve their reading and listening comprehension abilities while learning the tempo, intonation, and linguistic style used in humor by using educational resources that are based on comedy.

Numerous strategies for improving students' reading skills have been investigated in previous studies. For instance, the implementation of a flipped classroom model (Fahmi et al., 2020; Kawinkoonlasate, 2019; Samiei & Ebadi, 2021) and the utilization of webtoons (Asmara, 2021; Erya & Pustika, 2021; Hartati et al., 2023) have been investigated. Additionally, incorporating elements of local culture has been shown to be beneficial for improving reading skills (Azizah et al., 2021; Hadiananto et al., 2022; Upa & Mangalik, 2018; Wulandari et al., 2018). However, there is a lack of research on the development of English language teaching materials that integrate local culture in North Sumatra, and there is a scarcity of English teaching materials incorporating comedic elements. Hence, considering the identified issues and previous research reviews, this study aims to create teaching materials for reading in professional contexts to enhance the reading skills of students in the English language education study program at Muhammadiyah University, North Sumatra.

2. METHOD

In this research, the development research approach is employed, utilizing a research design that incorporates the Graves model. The research stages have been modified to suit the conditions in the field. The study follows the four stages of modeling as proposed by Graves, which include: 1) analyzing the needs; 2) establishing both general and specific objectives; 3) designing and creating teaching materials; and 4) conducting tests to assess the impact of the teaching materials. A needs assessment was done to provide educational materials for reading in a professional environment. The investigation took into account a number of variables, including student age, planned career, language ability, existing reading abilities, challenges encountered when reading in English, and the need for cutting-edge teaching materials. The findings of the requirements analysis form the basis for creating the instructional materials. The researcher developed reading materials especially suited for professional context throughout the design phase and put them through expert validation testing and student trials. Product trials were conducted to assess the validity and practicality of the materials. The expert team comprised two subject matter experts, two teaching materials experts, and two linguists who were selected based on their expertise. The student trials involved 22 participants. The trials aimed to gather feedback, ratings, comments, criticisms, and suggestions for revisions. Finally, the effectiveness of the teaching materials on the reading skills of students in the UMSU English education study program was tested using a linear regression analysis.

The participants of this study consisted of 46 randomly selected students from the UMSU English education study program in their third semester. The reason for selecting third-semester students as

research subjects was because they generally possess basic English reading skills. Consequently, focusing on researching third-semester students allows for the development and improvement of more advanced reading skills. This approach enables researchers to observe the impact of instructional materials on the enhancement of complex reading comprehension. By choosing third-semester students as research subjects, it becomes possible to obtain a representative overview of the abilities and requirements of students in the middle stages of their academic studies. This, in turn, can aid in the creation of teaching materials that align better with the needs of students as they face more intricate academic challenges in subsequent semesters.

Data collection in this study was carried out through the use of a questionnaire. The research data underwent analysis employing both qualitative and quantitative descriptive methods. Qualitative analysis was utilized to examine and interpret data encompassing input, responses, criticism, and suggestions provided by the teaching materials assessment team. On the other hand, quantitative analysis was employed to process the assessment scores assigned by each expert with regards to the developed teaching materials. The validation score criteria for Reading for Professional Context teaching materials are presented in Table 1.

Table 1. Critical Score Validation of Teaching Materials

| Score Range | Qualifications/Predicates |
|-------------|---------------------------|
| 4,1<X≤5,0 | Very Good |
| 3,3<X≤4,0 | Good |
| 2,7<X≤3,2 | Enough |
| 2,0<X≤2,6 | Not Good |
| 1,0<X≤1,99 | Very Not Good |

3. RESULT AND DISCUSSION

Result

These instructional materials' development aims include analyzing the needs, establishing both general and particular objectives, planning and developing the materials, and evaluating their effectiveness. *First, Need Analyze.* "Reading for Professional Context" is a collection of teaching materials that aims to close the market gap for creative and effective resources that can raise students' reading proficiency. Each component of these teaching aids has been carefully designed to coincide with students' learning and development. The wording of the items also incorporates regional cultural elements to make it simpler for readers to grasp. Comical elements are often introduced to the reading material to hold kids' attention. The age of the users, their intended professions, their language skills, their current reading abilities, their difficulties with English reading, and their desire for cutting-edge instructional tools are all factors that are taken into consideration when developing the "Reading for Professional Context" teaching materials. The results of the analysis of the needs for the development of teaching materials showed in Table 2.

Table 2. The Results of the Analysis of the Needs for the Development of Teaching Materials

| No. | Aspects in the Analysis | Analysis Results |
|-----|--|--|
| 1 | Age | 19 years old |
| 2 | Profession candidate | a. Teachers (63.63 %) b. Translators (9%) c. Tourism (22.72%) d. International business people (4.5%) |
| 3 | Mastered language | a. Indonesian (85%) b. Local Language (100 %) c. English (67 %) |
| 4 | Current reading skills | a. Highly skilled (9%) b. Skilled (22.72%) c. Adequately Skilled (36.36%) d. Less Skilled (31.81%) e. Very Unskilled (0 %) |
| 5 | Students' difficulties in reading English | a. Comprehension of Vocabulary (90%) b. Complex sentence structures (75%) c. Fluency in English (25%) |
| 6 | The need for innovative teaching materials | a. Urgently Needed (90%) |

| No. | Aspects in the Analysis | Analysis Results |
|-----|-------------------------|--|
| | | b. Required (10%) c. Simply Needed (0%) d. Less Needed (0%) e. Very Unneeded (0%) |

The data in the table clearly shows that the typical age of students enrolled in the UMSU English education study program is 19 years old. College students have made tremendous cognitive progress at this point in their academic careers compared to their early adolescent years. Their ability to think more intricately and from a wider viewpoint improves. Students begin to develop their conceptual and abstract thinking abilities at this age. They gain the ability to understand complicated concepts, link disparate pieces of knowledge, and appreciate the long-term effects of a circumstance or choice. They also improve their ability to solve complex situations. They are able to recognize and assess issues, compile relevant data, come up with resolution plans, and assess viable fixes. Furthermore, kids at this age can develop critical and objective thinking skills. They can assess arguments, discern bias, identify flaws in thinking or reasoning, and make rational judgments. Taking all these factors into account, the teaching material incorporates knowledge and skills that align with the students' age and maturity as well as their cognitive and emotional development.

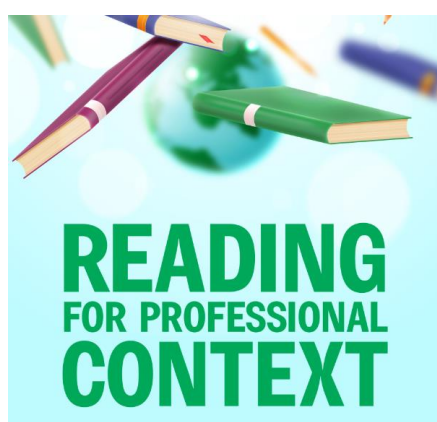
The results show that the majority of students (63.63%) want to be teachers, followed by those who are interested in the tourist industry (22.72%), translation (9%), and international business (4.5%). This information shows how important reading and speaking English are to students. It is essential for instructors to be proficient in English reading, writing, and speaking in order to properly educate their pupils. In order to interpret and translate content between languages, translators, who make up 9% of the workforce, also need to have high English language abilities. With 22.72% of the economy being the tourism industry, it is crucial to be able to converse with international visitors, underscoring the need for having a solid command of English. Additionally, to communicate with their peers from other nations, international business professionals (4.5%) rely on their English language skills. Therefore, this data validates the significant role of English reading, writing, and speaking skills in the aforementioned professions.

The information demonstrates that students levels of linguistic ability vary. They demonstrate a great 85% proficiency level in Indonesian, demonstrating a thorough understanding of the language. On the other hand, their competence in the local tongue is a flawless 100%, indicating total mastery of the language used in their environment. However, the fact that just 67% of them are proficient in English suggests that they might still use some improvement. According to the reading proficiency statistics that is currently available, just 9% of people are very proficient readers of English. In comparison, 22.72% are thought to be talented, 36.36% are thought to be somewhat skilled, and 31.81% are thought to be skilled below that. It should be emphasized that none of the participants claimed to have really bad English reading abilities. These results show that English reading skills still need to be improved. It is critical to put up determined effort to meet these developmental needs by implementing efficient learning strategies, utilizing suitable learning resources, and offering necessary support. Students' access to knowledge will be improved, their views will be expanded, their communication skills will be improved, and they will be able to achieve their personal and professional development objectives.

Additionally, the research shows that the majority of students (90%) have trouble understanding English terminology when it comes to the difficulties that students have when reading English. They have trouble figuring out the meaning of strange words and connecting them to their context. This problem results from the incorporation of various situations, such as books about foreign cultures, in the current teaching materials that are removed from the students' personal experiences. Students therefore struggle to understand such material. Additionally, almost 75% of students struggle with complex sentence structures, which makes it difficult for them to comprehend the relationships between clauses, phrases, and linking words inside sentences. This indicates that students require teaching materials that are lighthearted and relaxed, facilitating a more accessible understanding of English. However, the students' English fluency level (25%) also acts as a hindrance to reading swiftly and fluently. Based on this data, it is crucial for students to prioritize the development of their English reading skills by enhancing vocabulary comprehension, acquiring proficiency in complex sentence structures, and practicing fluency in English, thereby fulfilling their reading skill development needs. To address these issues, it is imperative to introduce new innovations to the existing teaching materials, such as incorporating elements of local culture that resonate with the students and incorporating humor or comedy to make the materials more engaging.

90% of the participants, which is a large number, indicated a pressing need for the development of innovative instructional resources, according to the statistics on demand for such materials. This

demonstrates a tremendous need for instructional materials that may provide a fresh, cutting-edge method of teaching. Only 10% of the respondents said they needed it, and no one else said they had a minimal, insufficient, or no need for it. These results illustrate the enormous potential for creating cutting-edge teaching materials that will improve learning and meet the demands of those who utilize educational resources. Second, the main and specific objectives of teaching materials focus on reading in a professional context. This instructional resource was created with the curriculum for the UMSU English education study program in mind. Language expertise, cultural comprehension, and insights are all included in the instructional resources. The materials contain cultural values that are pertinent to students' lives in addition to teaching language skills. The broader objectives and more detailed targets for creating the instructional resources for Reading in a Professional Context. Third, *Design and development of teaching materials*. The development of teaching materials for Reading in a Professional Context takes into consideration the specific needs of students in that area. The design of these student materials includes the following elements: (1) clear instructions for usage; (2) incorporation of engaging and humorous texts; (3) integration of local cultural elements; (4) use of language, vocabulary, and sentences that are easily comprehensible; (5) concise paragraphs in the materials; (6) provision of space for recording important points in each module unit; and (7) inclusion of numerous exercises and quizzes to enhance learning. The draft teaching materials are presented in [Figure 1](#).



1. Read the text several times until you understand the contents. Don't make a summary when you first read
2. Determine the main topic of the text so that you can determine the important information contained in the text
3. Underline important information or give note if you needed
4. Write a summary in your own words
5. Just write important information also write the main supporting information to explain the core information, but avoid detailed (minor details)
6. List the source of the text (reading)

Figure 1. The Draft Teaching Materials

Validation tests conducted by experts are utilized to assess and evaluate the quality, precision, and suitability of the created teaching materials. These tests are performed based on the experts' knowledge and expertise. The validation process involved six experts, consisting of two specialists in the subject matter, two experts in teaching materials, and two language experts. Based on data analysis showed that each indicator is rated on a scale of 1 to 5, with 1 indicating poor quality and 5 indicating excellent quality. The comments provided by the experts in the table address both the strengths of the teaching materials and areas that require improvement. Generally, the teaching materials demonstrate alignment with the curriculum and well-defined learning objectives, as well as a strong connection to real-world application and practice. However, there are specific areas that need improvement, such as enhancing the clarity of information delivery, ensuring consistency in material presentation, and incorporating more comprehensive examples. This evaluation serves as valuable guidance for developers to enhance and refine the teaching materials accordingly.

Based on data analysis showed that indicators encompass aspects such as the consistency and coherence of visual design, the use of appropriate and appealing colors, the compatibility of fonts and sizes employed, the readability of text and sufficient spacing between lines, the utilization of relevant and captivating illustrations or images, the presence of logical and user-friendly layouts, the alignment of graphic elements and text, as well as the overall quality of print or presentation. The scores and comments assigned to each indicator offer a general overview of the teaching materials' quality. To obtain a more comprehensive understanding of the design and presentation quality, a more in-depth evaluation can be conducted by examining each indicator in detail. The results of the language expert validation test showed in [Table 3](#).

Table 3. The Results of The Language Expert Validation Test

| No. | Language Quality Assessment Indicators | Score | Comment |
|-----|---|-------|--|
| 1 | Prudence and clarity of sentences | 4 | Sentences in teaching materials tend to be economical and easily understood by readers |
| 2 | Fluency and cohesion between paragraphs | 5 | Smooth transitions between paragraphs and appropriate use of conjunctions |
| 3 | The richness and variety of vocabulary | 4 | Teaching materials present vocabulary that is diverse and relevant to the learning context |
| 4 | Accuracy in the use of tenses and grammar | 4 | The use of tenses and grammar in general is correct, but there are still some mistakes |
| 5 | Organizational skills and text structure | 5 | The text is well structured, follows a logical structure and is easy for the reader to follow |
| 6 | Integration of the use of idioms and idiomatic phrases | 3 | The use of idioms and idiomatic phrases needs to be paid more attention so as not to confuse the reader |
| 7 | Quality of translation or use of foreign languages | 4 | Translation or use of foreign languages in teaching materials has been carried out properly and accurately |
| 8 | Appropriateness and interrelationships between text and context | 5 | The texts presented are very relevant to the context of learning and the goals to be achieved |

The above table presents assessment indicators for evaluating teaching materials, accompanied by their respective scores and comments on a scale of 1–5. These indicators encompass aspects such as the consistency and coherence of visual design, the use of appropriate and appealing colors, the compatibility of fonts and sizes employed, the readability of text and sufficient spacing between lines, the utilization of relevant and captivating illustrations or images, the presence of logical and user-friendly layouts, the alignment of graphic elements and text, as well as the overall quality of print or presentation. The scores and comments assigned to each indicator offer a general overview of the teaching materials' quality. To obtain a more comprehensive understanding of the design and presentation quality, a more in-depth evaluation can be conducted by examining each indicator in detail. Moreover, the teaching materials underwent testing with a group of 22 students enrolled in the English language education study program at UMSU. In terms of content, the teaching materials are deemed highly relevant to the learning materials, adequately comprehensive and in-depth, and aligned with students' comprehension levels. Furthermore, there is a strong emphasis on connecting the teaching materials with local cultural contexts and employing creativity and innovation in their presentation. The teaching materials are also recognized for their readability, visually appealing design with the incorporation of diverse teaching aids, and clear and easily comprehensible structure.

The language aspect of the teaching materials received favorable feedback regarding the economy and clarity of sentences, the smoothness and coherence between paragraphs, as well as the abundance and diversity of vocabulary utilized. The usage of tenses and grammar was also deemed quite suitable, although there were still a few errors. The organizational skills and structure of the texts were well-regarded, while the use of idioms and idiomatic phrases required additional attention to avoid confusing students. The accuracy of translation or foreign language usage was considered to be of high quality, and the connection between the text and the learning context received a high rating. In general, the table indicates that the development of teaching materials aimed at enhancing students' reading skills has focused on ensuring quality across different aspects, such as content, presentation, and language usage. The evaluation conducted by students based on these criteria demonstrates that the teaching material meets the desired quality standards, although there are certain areas that require improvement or additional attention. Consequently, it is anticipated that this teaching material will be efficacious in assisting students in enhancing their reading abilities in English language learning.

In order to determine whether the teaching materials have a notable impact on the reading skills of students in the UMSU English education study program, a linear regression test is employed. The findings of the linear regression analysis are showed in [Table 4](#).

Table 4. Model Summary

| | R | R Square | Adjusted R Square | Std. Error |
|--------------|----------|-----------------|--------------------------|-------------------|
| Model | 0.789 | 0.622 | 0.608 | 5.032 |

The presented table displays the R value, which represents the correlation coefficient between the independent variables and the dependent variable, with a value of 0.789. The R Square value, equivalent to 0.622, signifies that 62.2% of students' reading skills are influenced by the teaching materials focused on Reading for Professional Context. The Adjusted R Square value, recorded as 0.608, indicates that approximately 60.8% of the variability is explained when considering the sample size and the number of independent variables used in the model. The standard error represents the estimated standard error of the model's predictions and is calculated to be 5.032. The results of the Anova analysis are presented in Table 5.

Table 5. ANOVA

| | Sum of Squares | df | Mean Square | F | Sign. |
|--------------|-----------------------|-----------|--------------------|----------|--------------|
| Regression | 1502.142 | 1 | 1502.142 | 47.374 | 0.001 |
| Residual | 907.858 | 48 | 18.914 | | |
| Total | 2410.000 | 49 | | | |

Table 5, referred to as the ANOVA, presents information regarding the analysis of variance utilized to assess the significance of the linear regression model. Within the table, the Sum of Squares illustrates the extent of variability explained by the regression model (Regression) as well as the variability that remains unexplained by the model (Residual). The Degree of Freedom (df) represents the number of observations and variables associated with the model. The Mean Square denotes the ratio of the Sum of Squares to the df, which is employed in calculating the F-value. The findings indicate that the regression model exhibits a substantial sum of squares (1502.142) with df = 1 and a mean square of 1502.142. The F-value of 47.374 indicates a significant relationship between the independent and dependent variables within this regression model. The low Sig. Value (0.001) suggests that the relationship is statistically significant with a high level of confidence. Consequently, these results support the impact of the teaching material type on students' reading skills. The results of the analysis regarding the relationship between teaching materials and reading ability are presented in Table 6.

Table 6. Coefficients

| | Unstandardized Coefficients | Standardized Coefficients | Beta | Sign. |
|---|------------------------------------|----------------------------------|-------------|--------------|
| | B | Std. Error | | |
| Constant | 25.619 | 3.342 | | 0.001 |
| Reading for Professional Context teaching materials | 15.968 | 2.320 | 0.789 | 0.001 |

The information in the table suggests that the instructional component, "Reading for Professional Context," had a positive effect on the dependent variable, "Reading Skills." A substantial positive link between the kind of instructional materials used and students' reading abilities is shown by the significant beta coefficient of 0.789. Accordingly, using the "Reading for Professional Context" teaching resources may improve students' reading skills in comparison to using other teaching materials. This result is further supported by the significance value (Sig.) of 0.001, which shows that there is a statistically significant difference in efficacy between utilizing the instructional materials and not using them.

Discussion

The study's findings indicate that the instructional resource "Reading for Professional Context" is appropriate for use as a learning tool for students enrolled in UMSU's English language education study program. Both expert evaluations, with an average score of 4.25 and placement in the very excellent group, and student assessments, with an average score of 4.35 and placement in the same category, support these findings. The outcomes of the linear regression analysis, which was conducted to ascertain the effect of the instructional materials on students' reading abilities, also showed a favorable and statistically significant result. According to a significance value at the 0.001 level, this suggests that the "Reading for Professional Context" instructional resources may improve students' reading skills. Thus, it may be stated that this

teaching material has been successful in enhancing the reading skills of learners. This conclusion is supported by expert evaluations, student evaluations, and statistical analysis.

This research supports prior studies that have demonstrated the significant improvement of students' English reading skills through the development of innovative teaching materials that are tailored to student development and adapted to the surrounding environment (Azizah et al., 2021; Hadianto et al., 2022; Upa & Mangalik, 2018; Wulandari et al., 2018). The findings of this study align with previous research, highlighting the effectiveness of engaging, relevant, and captivating teaching materials in fostering students' reading proficiency (Ristika et al., 2020; Wahyudi et al., 2021). The "Reading for Professional Context" teaching materials in this study were created by taking into account the needs of the students and including various instructional mediums, clear text structures, humor, and relevance to local cultural situations. The results of expert validation tests, which indicated high validity, along with positive feedback from students during trials, affirmed the efficacy of this innovative approach in enhancing students' reading abilities.

In the context of English language learning, prior research has highlighted the significance of utilizing engaging and relevant teaching materials to enhance student motivation and interest in learning (Kristiawan et al., 2022; Songnuan & Nomnian, 2023; Tegmark et al., 2022). This study contributes to reinforcing these findings by demonstrating that the utilization of innovative teaching materials, such as those incorporating elements of local culture, addressing student potential development, and integrating comedic elements, can yield notable benefits in the improvement of students' reading skills. Teaching materials rooted in local culture foster a stronger connection between students and the materials (Tursunovich, 2022). By integrating elements of local culture, such as stories, traditions, or local customs, students can perceive the correlation between English and their familiar cultural context. This enriches their understanding of English and serves as a source of motivation for further studies (Alamri et al., 2020). Teaching materials containing elements of local culture also generate heightened interest and motivation among students as they explore the local culture that is close to them. This, in turn, increases their enthusiasm and motivation for learning (Azizah et al., 2021).

Learning may be made more pleasurable when teaching materials include local cultural features. Folklore, music, dance, and other cultural practices can help make learning more vivid and memorable (Abidin et al., 2020; Arayaphan et al., 2022; Vargas et al., 2020). The use of regional culture in instructional materials helps improve relationships between local communities and schools (Hanes & Stone, 2019; Schaper et al., 2018). This may work well for fostering community support for schooling. Furthermore, teaching materials incorporating elements of local culture aid in students' deeper comprehension of the local culture, fostering a sense of pride in their own cultural heritage, and enhancing their understanding of local cultural values.

There are various benefits to include humor in educational materials. First off, incorporating humor in educational materials exposes students to new words and idioms in lighthearted and enjoyable circumstances (Mekuo, 2023; Sahin, 2021). By increasing their vocabulary and exposing them to terms often used in daily discussions, this improves their comprehension of how English is used. Second, the inclusion of humor in instructional materials piques students' curiosity and inspires them to study English (Farnia & Karimi, 2019; Fitria, 2022). The learning process is made more engaging by the comedy, which produces a fun and energetic learning atmosphere. As a result, while reading texts with comic components, kids are more engaged and excited, which increases their drive to develop their reading abilities. Thirdly, including humor in educational materials benefits students develop their ability to comprehend humor in English (Neff & Dewaele, 2022; Octaberlina, 2019). This involves understanding context, utilizing vocabulary, recognizing complex sentence structures, and interpreting figurative language. These skills refine students' reading and comprehension abilities while strengthening their capacity to interpret the underlying meaning within the text. Fourthly, comedic elements often reflect aspects of everyday life and specific cultural contexts (Tang et al., 2019).

By exposing students to comical situations that depict daily life in various cultures, teaching materials incorporating comedy broaden students' understanding of the cultural context associated with English. Fifthly, teaching materials that incorporate comedy and local culture provide students with a unique and interesting learning experience (Al-Noori, 2019; Murti, 2020). These resources allow students to explore and use English in an enjoyable and comfortable setting, making learning more memorable and encouraging creativity in language comprehension and usage. Last but not least, humorous aspects in educational materials frequently involve riddles, plot twists, or scenarios that require analytical thinking to understand the comedy included in them (Spork, 2022). Students are forced to think critically and analytically as they work through riddles or go deep into comprehending comedy.

In general, this study's findings support and complement previous research that demonstrates the crucial role of innovative teaching materials in enhancing students' English reading skills. These discoveries serve as a solid basis for teaching material developers and English educators to continue innovating and

designing engaging, relevant, and effective materials that enhance students' reading abilities. Teaching materials that incorporate elements of local culture contribute to the development of positive character traits and moral values in students. This, in turn, fosters a deeper appreciation for their local culture and a positive outlook on their environment. The use of comedy in teaching materials brings several advantages for skill improvement. By infusing comedic elements into instructional resources, teachers can create enjoyable and captivating learning experiences, leading to a more effective and enjoyable enhancement of reading skills.

4. CONCLUSION

Based on the analysis's findings, it can be concluded that the development of teaching materials for Reading for Professional Context significantly improved the reading skills of students in the UMSU English education study program. It means that students in the English language education study program at Muhammadiyah University of North Sumatra (UMSU) may enhance their reading abilities by using the Reading for Professional Context teaching materials.

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