

READING MATERIALS IN THE LIFE TODAY ENGLISH BOOK: EFL TEACHERS' VIEWS

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Abstract: Book is a vital media in EFL Learning process. Life Today book is an English book that becomes one of the primary reading references. However, this book likely has not been widely used by teachers in Indonesia because it is still new. It is interesting to study more on this based on the teachers who have used it. This study examines the reading materials in the English Life Today book of 12 grade in Senior High School level based on EFL Teachers' view. This research applied mix-method with the use of close-ended and open-ended questionnaires to obtain the opinions of 50 English teachers in Jakarta and some vicinities areas. After gathering the data, the researchers tabulated, analyzed, and interpreted it systematically. The findings showed that 50 EFL teachers dominantly gave positive views towards reading materials in the English Life Today book based on its reading contents aspect, language use, pre-and post-reading, and presentation aspects. The EFL teachers also gave constructive suggestion including the more variation topics need to be added, the extra thesaurus also need to be provided, and the separated reading texts needs to be identified to differentiate low and high students' level.

Keywords: EFL Teachers' View, Life Today Book, Reading Material

INTRODUCTION

There are many kinds of media to teach students English skills or sub-skills; however, using conventional books (printed or electronic) always be the teachers' favorite one. Book is commonly known as a non-periodical printed document that is published in a country and is made available to the public, with at least 49 pages (not including the cover pages) (Unesco, 1964). Book is used as the medium that transmits knowledge in physical form with the characteristics of materials texts of intellectual and ideological significance to be read by people (Raven, 2021). Recently, a book can be formed electronically, and it can be written on a scroll, either continuously or in a series of pages, or it can exist as what we now consider a conventional book (Dane, 2012). Print books, e-books, visual novels, colouring books, silent books, audiobooks, and comic books belong to the various types of books. These books are categorized based on various features, including information architecture, long-form content, and deep reading (Kovač et al., 2019).

In Indonesia, English teachers are allowed to use books to provide students with better comprehension of English as long as it follows the school standard and the government curriculum. Currently, Indonesia's new National Curriculum generally called 2022 Merdeka Curriculum is being implemented in all levels of the education sector in Indonesia, such as elementary, lower secondary, and upper secondary. The Merdeka Curriculum offers systematic Phases (A to F) of English learning outcomes with tiered topics arranged that enable students to deepen their English skills and strengthen them. As a result, there are some new English textbooks offered by the Ministry of Education and Culture for elementary, junior, and senior high schools in Indonesia, such as the books entitled English for Nusantara (7 to 9 Grade students), English for Change (11 Grade students), or Life Today (12 Grade students). Therefore, teachers may have options to primary access the government books source known by the Indonesian Book Information System

(SIBI) (<https://buku.kemdikbud.go.id/>). With such flexibility, English teachers may develop a wide range of materials from the books of their own selection or book resources prepared by the government.

For Indonesian students, an English book is also essential educational resource. It offers assistance and organized content for learning English, including skills like speaking, writing, listening, and reading. Selecting an appropriate English book helps students develop their competence and motivates them to learn English more as one as to manage and guide the learning process (Cunningsworth, 1995). Besides, the rise of technology pushed the creation of an interactive digital book that combines textbook content with multimedia components like audio, video, and simulations for advanced learners. Flexibility, usefulness, and interaction provided by this digital format can boost students' motivation, persistence, and curiosity in learning English. As a result, an English book, whether printed or digital, is essential for bolstering and improving students' educational experience.

From those available books in the SIBI platform for teachers and students, the Life Today Book for 12 grade students of SMA/SMK/MA has not been massively used. It was based on the researchers' observation while conducting a teaching internship that the teachers used different teaching resources. The researchers also interviewed several English teachers in some senior high schools or SMA around Jakarta and the vicinity area with the conclusion that they had not used the book. It was different from junior high school teachers who used more English for Nusantara Book for Grades 7 to 9. This claim is not illusive or even exaggerated proving that plenty study has been conducted to expose the SMP English for Nusantara Book. For instance, the study from Sari and Ma'rifatulloh (2024), Febraningrum and Suroso (2023), Apriant et al., (2023) have investigated the content analysis of the English for Nusantara Book. Next, the study from Damayanti and Mukarto, (2024), Nurul Maulida and Sukri Adani, (2023), Dewantara (2023), and Nooralam and Sakhiyya (2022) concentrated on analyzing the assessment parts of English for Nusantara Book. Thus, the implementation of English for Nusantara Book for Grades 7 to 9 is way more massive and research-based.

The English Life Today Book was created based on the 2022 Merdeka Curriculum. This book was a response to the new curriculum that was historically and philosophically affected by one issue of the COVID-19 pandemic that has impacted all aspects of life, including education, causing students to miss out on education and experience educational gaps. Due to these circumstances, the Ministry of Education, Culture, Research and Technology enacted the Merdeka Curriculum to help Indonesian students return to learning. The aim is to give students more space to improve their abilities and skills (Riyan Rizaldi & Fatimah 2022). According to Festiyed cited in Nursalam et al., (2023), the Merdeka curriculum makes learning more flexible and focuses on the cultural context, school goals, and children's needs. Teachers can choose various learning methods so that learning can be tailored to students' learning needs and interests (<https://kurikulum.kemdikbud.go.id/>).

Moreover, this book aims to help 12th-grade students learn and apply English conceptually and contextually, with activities ranging from capturing ideas to creating authentic, genre-based multimodal texts (Hardini et al., 2022). In addition, the book addresses and investigates essential issues such as financial literacy, digital security, environmental awareness, sustainability, and climate change. By implementing the Pancasila Learner Profile Strengthening Project, student character building is the main focus of this book. Also, language assessment and technology tools are utilized as distinct learning component. In short, the main goal of this book is related to the

new curriculum which is by the end of Phase F (12 Grade), students can use verbal, writing, and visual texts in English to communicate according to the situation, purpose, and audience or reader. Various types of texts such as narrative, exposition, discussion, literary texts, authentic texts, and multi texts are the primary references in learning English in this phase. Learners use English language skills (elements) to explore narrative, exposition, and discussion texts on various topics, including social issues and cultural contexts (Kemendikbudristek, 2022).

Figure 1: English Life Today Book



The Life Today book mentioned above contains some reading materials. It is part of reading which generally understood as a process of understanding where the writer and reader communicate through the text (Grabe & Yamashita, 2022). The reading skill involves a complex interplay of quick, effective, interactive, strategic, flexible, intentional, linguistic, and evaluative processes. Because it takes work on the reader's part to anticipate, choose, arrange, and synthesize information, reading is also a strategic process to understand the whole meaning or message of the text. This skill is so crucial to be mastered by students. In the 2022 new Merdeka Curriculum, the skill of reading is mentioned by the name of “element”. After Phase F (12 Grade), students are expected to achieve the targeted competence in the compulsory English subject and can comprehend the main ideas of complex written texts, both in print and on screen, single or multiple, both concrete and abstract topics (on events in their surrounding and current issue), including the discussion on specialized ones relevant to other subjects in the curriculum in three text types: Narrative, Exposition, and Discussion (Kemendikbudristek, 2022). Hence, reading materials in the English Life Today book must follow the new curriculum goal as previously mentioned.

Reading material itself is noticed as any text or passage, in the form of a book, article, website, or other written work, that conveys a certain message or idea to be shared with and understood by the reader through the process of reading. It can be used for educational purposes, entertainment, or information gathering that can present insight for creating new schema in the reader (Otto & White, 1982). In an educational setting, reading materials are often chosen to match the needs and interests of the students, to improve their reading comprehension skills, and to expand their knowledge (Iis Safitri, 2014). According to Robledo and Gove (2019), there are six categories of Reading Materials: 1) Textbooks, 2) Non-Textbooks, 3) Read aloud storybooks, 4)

Big books, 5) Workbooks, and 6) Genres. Life Today book is categorized as a textbook which is the study manual for reading lessons and contains the content or activities in each lesson (unit), usually provided by teachers as guides and students as the main book. Textbook plays a crucial part in school learning within three main points which are the content of the curriculum, the skills to be learned, and 3 the sequence of the skills to be learned by students (Wright & Allen, 1971). Below are the reading materials in Life Today Book.

Table 1: Reading Materials in Life Today Book

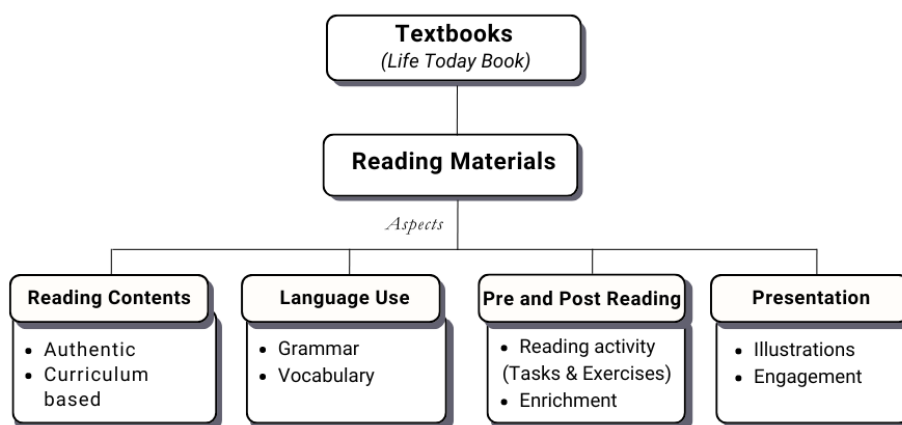
No	Unit	Type of Text	Reading theme/topic in Life Today	Activities and Pages
1	Unit 1. The Story of a Friendly Future	Narrative	The braker of limitation from Gunung Mali	Reading, activity 3, page 13
		Narrative	Kilion and His Bright Amdui Village	Assessment, page 38
		Narrative	The Boy Who Harnessed the Wind	Enrichment, page 46
2	Unit 2. E-Money	Argumentative	Cashless society: What do we gain and lose when cash is no longer king?	Reading, activity 2, page 72
		Argumentative	E-payments – why, when and how to use them	Assessment, page 88
		Argumentative	Does Spending Without Using Physical Cash Make People Spend More?	Enrichment, activity 2, page 93
3	Unit 3. Netiquette	Hortatory Exposition	Are Social Media Platforms Safe?	Reading, activity 2, page 115
		Hortatory Exposition	Why You Shouldn't Overshare Personal Information on Social Media Site	Assessment, page 137
		Hortatory Exposition	<i>Untitled</i>	Enrichment, page 143
4	Unit 4. Carbon Footprints	Discussion	Do we need to stop eating meat?	Reading, activity 2, page 163
		Discussion	Environmental Impact of Online Shopping	Assessment, page 194
		Discussion	<i>Untitled</i>	Enrichment, page 199

The categorization or aspects of reading materials in Life Today book must be determined. There are some angles from different experts about this matter. Robledo and Gove (2019) suggested that the quality of reading materials can be analyzed into three dimensions; 1) content, 2) responsiveness to users' needs, and 3) cohesion and consistency. Content is related to alignment of materials with curriculum, activities, text selection, and reading course program. Responsiveness to users' needs is connected with the readability of text difficulties and functionality of easiness of format, style, and setting. Last, cohesion and consistency refer to having consistency between materials, logical change, and grade levels (Robledo & Gove, 2019).

Meanwhile, Cunningsworth (1995) gave specific five considerations in terms of analyzing reading materials in general courses or textbooks. First is the quantity of reading material that relates to how many, how long, and how authentic the texts are. Then, the type of reading passage that relates to how complex the grammatical and discourse structure also the vocabulary range of the texts are. Next, how reading passages are introduced in beginners' courses is essential to adjust the students' different levels. Then, whether any help is given to learners in developing good reading strategies that might be linked to pre and post-reading activities such as instruction given, model, or technique of reading fostered in the book. Last, the nature and range of exercise activities linked with the reading passage which tends to the extra practice and enrichment.

Due to the all explanation and elaboration above, the researchers are eager to study the Life Today Book based on EFL teachers' views. So far, the English Life Today book for 12 grade students of SMA/SMK/MA has not been received for its improvement, indicating an opportunity to examine the book. Commonly, in analysing the textbook, attention can be focused on the structure complexity, content depth, and difficulty of the tasks and questions presented in the book, or to evaluate whether the book can stimulate higher-order thinking in students according to teachers' views (See Adilah et al., 2023; Rahmawati & Ambarwati, 2023; Ripalga & Fitrawati, 2023; Muzakky & Albiansyah, 2021; Okitasari & Palupi, 2020; Hertiki, 2019; Ramadhana et al., 2019; Ayu & Indrawati, 2019). However, in the context of this study, the researchers focused on asking the teachers' views in line with the reading materials in the Life Today book like the study from Millah and Haryanto, (2024), Syahid et al., (2024), Utami (2023), Arlansyah et al., (2023), Faradiena et al., (2022), Aslamiyah et al., (2022), Kanina, (2016). The guidelines and principles from Cunningsworth (1995) and Robledo and Gove, (2019) above are used, with the 4 main classified aspects of reading materials analysis in Life Today Book, which are 1) Content, 2) Language Use (Vocabulary and Grammar), 3) Pre and Post Reading, and 4) Presentation by following and modifying from Millah and Haryanto, (2024), Aslamiyah et al., (2022), Puspitasari, (2018) studies. Below is the scheme:

Figure 2: Reading Materials Aspects



Reading contents are every piece of information presented in a textbook with a specific text (genre) and a purpose to target readers. Meanwhile, language use is related to responsiveness to users' needs mentioned previously. It is connected with the readability of text difficulties and functionality of easiness of format, style, and setting for readers. Next, in pre-reading, students are

prepared for reading tasks and exercises form by activating their prior knowledge about the topic featured in the text. In post-reading, students integrate their background knowledge with the new information they get from the text. Last, presentation most likely is related to the illustrations in visual form, such as images that is crucial to gaining readers' engagement and understanding of the (Robledo & Gove, 2019). To sum up, this study is intended to investigate the EFL teachers' views toward the reading materials in the Life Today book for 12 grade students of senior high school.

METHOD

In this study, the researchers used mixed method by using close-ended and open-ended questionnaires to expose data quantitatively and qualitatively. As stated by Dawadi et al., (2021), a mixed-methods design interweaves qualitative and quantitative data that yields several benefits for researchers to adequately explain their research question. Besides, Alasmari (2020) added that the quantitative and qualitative in the mix method scheme can be treated equally or strengthen each other, thus it may enrich the results and discussion towards data gathered. In brief, this mixed method is very suitable for this research.

As previously mentioned, close-ended and open-ended questionnaires were used in this study. The researchers involved only 50 English Teachers in Jakarta, Indonesia as the main respondents of this study due to limited number of teachers who had used Life Today Book for their 12 Grade students. The demography of the English teachers was provided as follows:

Table 2: Demography of Respondents

Demography	Category	Frequency	Total
Gender	Male	16	50
	Female	34	
Age	23-33	14	
	34-44	13	
	45-55	13	
	56-66	10	
Qualifications	S1	33	
	S2	17	
Class	12 Grade	50	

For the steps, the researchers distributed first the google form of the close and open-ended questionnaires through this link: <https://tinyurl.com/mrxy4rsc>. The link was shared from 25 March 2024 to 4 June 2024. Afterwards, the researchers tabulated, calculated, and analysed the data of EFL teachers' view towards Reading Materials in Life Today Book using 4 criteria or aspects mentioned previously parts: 1) Reading Content, 2) Language Use (Vocabulary and Grammar), 3) Pre and Post Reading, and 4) Presentation. The quantitative analysis was calculated by using Microsoft Excel and SPSS Software. Lastly, the researchers performed a qualitative analysis and interpretation towards open-ended questionnaire result.

FINDINGS AND DISCUSSION

Reliability Test

In this section, the researchers presented the findings of this study that explored EFL teachers' view of reading materials in the Life Today English book used by them for teaching their students. The following were presented orderly from the tabulation and calculation data of close-ended questionnaire to description of open-ended questionnaire. However, to ensure the internal consistency of a set of items in a single group, the researchers must first show the instrument's reliability before presenting the tabulation of the closed-ended questionnaire. The outcome was as follows:

Table 3: Reliability Statistic

Cronbach' alpha	N of items
0.711	15

The Cronbach's Alpha Score from 50 students' answers to 15 closed-ended questionnaire items was 0.711 as shown in table 1 above. This score was considered as the acceptable of dependability of the closed-ended survey (See Tavakol & Dennick, 2011; Taber, 2018). It means that every item on the close-ended questionnaire measured the same idea or construct, which is related to how related the objects are to one another. Thus, close-ended questionnaire items were believed consistent and suitable to be used in this study.

Close-Ended Questionnaire

Next, the tabulation of the closed-ended questionnaire is presented to show the overall responses of the 50 EFL teachers' views on reading materials in the Life Today English book. The outcome is as follows:

Table 4: Close-Ended Questionnaire

No	Statements	X	SA	A	N	D	SD
<i>Reading Contents</i>							
1	The reading materials are authentic piece of language.	4.14	18	78	4	0	0
2	The reading materials are aligned and appropriate with the current national curriculum.	4.62	62	38	0	0	0
3	The reading materials coincide with the required competence or learning outcomes.	4.38	38	62	0	0	0
4	The reading materials provide information about generic structure and linguistic features of narrative, exposition, and discussion texts.	4.64	64	36	0	0	0
<i>Language Use (Vocabulary and Grammar)</i>							
5	The reading materials show correct grammar and free of misspelling.	3.84	10	64	26	0	0

6	The grammatical rules included in the reading materials presented in a logical manner and increasing order of difficulty.	3.46	14	18	68	0	0
7	The new vocabulary items presented in a variety of ways.	4.26	44	42	10	4	0
8	The new vocabulary items repeated in subsequent lessons (each unit) to reinforce their meaning and use.	3.24	2	30	62	2	4
Pre and Post Reading							
9	The students are given sufficient activities to develop reading skills.	4.26	44	38	18	0	0
10	The reading activities (tasks and exercises) are available to stimulate students' lower reading skills.	3.24	6	24	58	12	0
11	The reading activities (tasks and exercises) are available to stimulate students' higher reading skills.	4.28	32	64	4	0	0
12	The reading activities promote students to strengthen their understanding of text (enrichment) they have already learned.	4.48	48	52	0	0	0
Presentation							
13	The illustrations are simple enough and relevant to the reading materials (topics/themes).	4.50	56	40	2	2	0
14	The reading materials are engaging for students to learn.	4.22	24	74	2	0	0
15	The reading materials are free of offensive materials.	4.50	52	46	2	0	0
Total Percentage		4.14	34.27	47.07	17.07	1.33	0.27
			81.33		17.07	1.60	

The table 4 above showed that the overall mean (X) score, which was derived from the EFL teachers' responses, ranged from 3.24 to 4.64, with an average mean score of 4.14. With a total percentage score of 100, the 50 EFL teachers' most popular choices were Strongly Agree (SA) and Agree (A) at 81.33. For Neutral (N) choice, it was gathered a percentage score of 17.07. Meanwhile, Strongly Disagree (SD) and Disagree (D) were selected with a total mean score of 1.60. According to the results, most EFL teachers agreed with the statements proposed in the closed-ended questionnaire, scoring Strongly Agree (SA) and Agree (A) as its ultimate selection.

After the data had been tabulated and calculated above, the researchers put a sort of summary from the closed-ended questionnaires given to the 50 EFL teachers. The recapitulation is as follows:

Table 5: Recapitulation of Close-Ended Questionnaire

Aspects	Numbers	Percentage (%)		
		SA + A	N	D + SD
Reading Contents	1, 2, 3, 4	99	1	0
Language Use (Vocabulary and Grammar)	5, 6, 7, 8	56	41.5	2.5
Pre and Post Reading	9, 10, 11, 12	77	20	3
Presentation	13, 14, 15	97.3	2	0.7
Total	15 items	100%		

In line with the reading contents aspect, a majority of teachers selected Strongly Agree (SA) and Agree (A) with a total percentage of 99 percent in the close-ended questionnaire. In terms of language use aspects (vocabulary and grammar), teachers kept selecting more Strongly Agree (SA) and Agree (A) options, with a total percentage of 56 in the close-ended questionnaire. This means they appreciate the wide range of vocabulary and correct grammar in the text. They found that the vocabulary lists were appropriate for the 12th-grade level and supported the development of language proficiency. However, there were also found that 41.5 percent of teachers selected neutral (N) in the close-ended questionnaire. It may be due to variation factors only to prevent boredom.

Next, regarding pre and post-reading activities, EFL teachers viewed the reading materials or texts as effective in activating students' prior knowledge and setting the context for the reading materials. It can be seen from the close-ended questionnaire result that teachers selected more than 77 percent of Strongly Agree (SA) and Agree (A) options compared with neutral (N) with only 20 percent and 3 percent of Strongly Disagree (SD) and Disagree (D). Lastly, for the presentation aspect, there were 97.3 percent of EFL teachers Strongly Agree (SA) and Agree (A) that the illustrations, images, or graphics in Life Today Book were excellent and relevant to the reading materials or texts. These presentation aspects have become untouched by EFL teachers.

Open-Ended Questionnaire

The responses from the 50 EFL teachers in the closed-ended questionnaire were then added by two open-ended questions, which gave depth to the respondents' perspectives on reading materials in English Life Today book. The open-ended questionnaire recapitulation is shown in table 6 below.

Table 6: Recapitulation of Open-Ended Questionnaire

Questions	Answers	Frequency	Total
1. What is your opinion of the reading materials in the English Life Today book? Does it contain a good/sufficient/bad quality text? Please state and elaborate!	Negative	-	50
	Neutral	5	
	Positive	45	
	Empty	-	
	Not Defined	-	

2. In your opinion, which part of the reading materials in the English Life Today book seems to be lacking? Please provide suggestions!	Reading Contents	26	50
	Language Use (Vocabulary and Grammar)	10	
	Pre and Post Reading	14	
	Presentation	0	

For question number 1 “What is your opinion of the reading materials in the Life Today English book? Does it contain a good /sufficient/bad quality text? Please state and elaborate!”, the findings show that 45 EFL teachers answered the question within a positive view. It can be seen from respondent 9 who stated,

“The reading materials in this book are good. There are many reading materials that match the curriculum and many reading exercises for students. Good enough for additional reference material”. (R9)

Then, the respondent 13 and 16 also argued,

“I think the Life Today book is quite good and quite complete. The reason is because the visual appearance is attractive, then there is also a lot of reading content. There are explanations of generic structures and linguistic features, there are exercises, there is enrichment”. (R13)

“The quality of the Life Today book is very good. The text is varied, there are explanations of text structure, linguistic components, there are exercises, there are questions related to the meaning of the text read”. (R16)

There were found only 5 neutral responses to the question that seem uncertain about the quality of reading materials in Life Today book. Respondent numbers 23, 32, and 37 were the samples. They stated,

“I am unsure whether this book is good or not, although it provides reading activities, I feel there is not enough variety, and it may not develop the reading skills of lower and higher-level students. (R23)

“I'm uncertain whether this book is good or not because some may be too difficult for lower skills students”. (R32)

“In my opinion the book is lacking in reading texts and then once there is a text it is too long, maybe more texts can be added even if it is short but the more the better and students do not feel objected to reading the reading text. That's why I'm not sure if this book is good or not”. (R37)

For question number 2 concerning respondents' opinion about parts of the reading materials in the Life Today English Book seems to be lacking, the researchers revealed that 50 EFL teachers answered the question differently such as 25 respondents focused on their view of content aspect, 10 respondents stated their opinion on language use (vocabulary and grammar aspect), and 14 respondents presented ideas on pre and post-reading. Meanwhile, no respondents commented on presentation aspect. For the content aspect, respondent numbers 12 and 14 stated,

“Just a suggestion, the text could also have more variations in themes/topics”. (R12)

“I don't think there is anything extreme missing. The only thing that could be considered again is the selection of reading text topics that could be more interesting for reading material. The problem is that students are sometimes lazy to read if the theme/topic of the text is not interesting to them”. (R14)

Next, the respondent numbers 11 and 16 argued about language use (vocabulary and grammar aspect). They stated,

“In my opinion, there needs to be an addition to the thesaurus or substitute meaning (synonyms) in the reading text to increase students' vocabulary”. (R11)

“There should be a vocabulary thesaurus on the top right side of the reading text so that more vocabulary enters the students' memory”. (R16)

Last, the respondent numbers 10 and 19 expressed about pre and post reading aspect. They stated,

“The text is enough to represent the material, but the exercises are monotonous” Besides, it is not clear whether there is a levelling of the types of reading texts for low and difficult students, it would be great if any clear info about it. (R10)

“The tasks and exercises could be added and made more diverse”. (R19)

In line with the reading contents aspect, the reading texts look authentic or at least have primary references to the text's creation. It also provides information about the generic structure and linguistic features of narrative, exposition or discussion text. The researchers believe that Life Today book is well-organized and arranged by excellent teams from different institutions in Indonesia. Its texts look authentic and aligned with the new Merdeka curriculum. Patel and Jain (2008) stated that to make reading enjoyable, the selection of reading materials should be authentic. In addition, Hutchinson and Torres (1994) have a long way to remind us that students view the textbook as a "framework" or "guide" that aids in organizing their learning both within and outside of the classroom during class discussions, activities and exercises, independent study, homework assignments, and exam preparation. Thus, it is impossible that Life Today book did not suit those reading content criteria.

Although the close-ended questionnaire for the reading contents aspect tended to be positive, it still got notes and suggestions from the EFL teachers to make the book even better. Overall, most respondents stated that the content of the Life Today English book is well-structured, authentic, and relevant to the current curriculum. The topics covered in texts were seen as proper, contemporary, and informative, which helps maintain students' reading comprehension. However, some teachers suggested that specific issues or different topics could be added more, which could be beneficial for deeper exploration and enhance critical thinking skills among students.

In terms of language use aspects (vocabulary and grammar). EFL teachers suggest including more varied grammatical structures and exercises to cater to different learning styles and needs. This indicates a need for more comprehensive materials to address students' diverse linguistic capabilities. The book can also give thesaurus or substitute meaning (synonyms) on the top right side of the reading text or in the footer of the reading text. The researchers agreed that the grammar used in Life Today book is excellent because of the editorial teams. However, to improve the students' vocabulary competencies, more new vocabulary presented in the reading texts would be valuable. Mukhtar et al., (2023) strengthened that vocabulary is key to successful reading, and plenty of studies showed that word knowledge and comprehension of written texts were highly correlated.

Next, about pre and post-reading activities aspects, the teachers seemed okay with the pre-reading activities, which helped students anticipate the content and engage more deeply with the texts. The importance of engaging students before they begin reading cannot be overstated, as it sets the stage for more meaningful interaction with the materials. Post-reading activities were also valued for consolidating students' understanding and encouraging critical reflection. However, some teachers noted that it is still unclear whether there is a levelling of the types of reading texts for low and difficult students. The researchers agreed that the hardness level of reading texts should be separated and considered to stimulate not just students with high levels of reading but also those who struggle with it. Robledo and Gove (2019) supported that levelled texts are important for giving opportunities between low-level and high-level students, although it would be challenging to make and prepare by authors.

For the presentation aspect, they did not give any negative comments or recommendations for the illustration or infographic side. The researchers argued that the book considered the visual aspects, including gender consideration, the character's representation such as hijab woman, family, and visual graphics. In addition, teachers may feel that these elements helped students grasp the nuances and understanding of the reading meaning. As mentioned by other works of literature such as Sun (2023), Sarvar Tursunmurotovich (2020), and Luo and Lin (2017) who have proven that illustrations inserted in reading materials or text become so powerful in developing students' reading skills.

CONCLUSION

This study provides a comprehensive view of the reading materials in the Life Today English book from the perspective of 50 EFL teachers who had used it in class. Overall, the findings showed that the reading materials (texts, tasks, and enrichments) fit with the good quality reading materials for English textbooks. EFL teachers dominantly gave positive views in the close-ended questionnaire. The Life Today book is well-structured and relevant to the current curriculum, with contemporary and engaging topics that maintain students' reading understanding and interest. The inclusion of appropriate vocabulary and grammar use supports language proficiency, and the pre-

and post-reading activities effectively engage students and consolidate their understanding. The presentation of reading materials was also excellent with the proof of no one EFL teacher who mentioned negative. The images or infographics are relevant to the texts. The EFL teachers simply advised to make the reading materials in the Life Today book better, for instance, the more variation topics to be created, the extra thesaurus for increasing students' vocabulary familiarization, and the separated reading texts to differentiate low and high students' level.

To enhance the utilization of the Life Today book by teachers, it is recommended that EFL teachers incorporate more in-depth content, interactive and collaborative activities and a wider range of reading materials from the book. These enhancements would address diverse reading learning, and linguistic features capabilities, and make the book even more valuable as a teaching reading resource. Furthermore, future research could explore whether or not this Life Today book can enhance students' reading skills. Other aspects of language learning, such as listening and speaking are also interesting to be checked and may provide a more holistic evaluation of Life Today book effectiveness. By treating the Life Today book as a dynamic learning tool and continuously improving it based on teacher feedback and research findings, it can become an even more effective medium for EFL instruction.

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