

## Students' Perception of Open Educational Resources for English Reading Material

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### Abstract

The purpose of this study is to obtain students' perceptions of open educational resources as teaching materials for English reading learning. This study uses a descriptive qualitative method. The data collection process used observation, interviews, and documents. The selected participants were determined by the requirement that they had taken an English Reading course. The number of participants was 100 students. Data analysis used the stages of data reduction, data presentation, and conclusion. The findings concluded that six types of OER can be used as teaching materials in English reading classes, namely printed textbooks, online teaching materials, journals, technology applications, learning websites, and e-books. The use of technology applications is the most popular choice at 29% and technology applications provide practicality for students because they can access learning resources anytime and anywhere. The results of the study also showed a positive impact on improving students' reading habits and how they explore knowledge using OER.

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## INTRODUCTION

Printed learning resources have undergone quite significant changes because students have switched to using various electronic sources as learning resources in class or outside the classroom. This is part of technological or digital sources and increasingly advanced science development. In addition, the development of the current curriculum has provided students with wider opportunities to explore learning resources. They have become native to technology and become independent learners who can take advantage of advances in digital sources. Such as open educational resources (OER) are easier to access and use anytime and anywhere via the Internet network (Nardo 2017). In other words, the existence of the Internet network has had a positive impact on the teaching and learning process to access learning resources (Celik 2013).

Thus, it can be said that online learning resources through open educational resources are the right choice in providing convenience in obtaining the needs of teaching materials in the teaching and learning process in class or outside the classroom by students and lecturers. In other words, electronic

learning resources are the right source of teaching materials for today's learners, especially those who are a technology-literate generation (Meisani 2021). OER has become a free or licensed learning resource that allows every user to access it for free on the Internet (Wiley and Hilton Iii 2018). Therefore, teachers or students must be able to make maximum use of it in the process of organizing education (Wiley and Hilton Iii 2018). Therefore, teachers or students must be able to make maximum use of it in the process of organizing education (Olcott Jr 2012).

The results of other studies conclude that the use of OER provides students with the opportunity to save time in accessing learning resources and achieve maximum learning outcomes (Hilton 2016). From the results of observations in the field related to teaching materials for English Reading learning, it shows that the resources provided are very few and students only wait for learning resources from lecturers. Even though they can access various learning resources through the internet network. Meanwhile, the results of the analysis of the English Reading course syllabus also did not write various sites or types of online learning resources.

The use of digital resources, the Internet, and technological developments have provided many important changes in lecture practices and the behaviour of information users. The 21st-century reader has many options for reading thanks to the rapid growth of electronic reading materials, rather than printed ones, such as online newspapers, e-books, digital encyclopedias, and online academic journals, as well as the expansion of e-book readers. All of this has contributed to changes in readers' reading strategies, preferences, and attitudes toward reading. In academia, for example, there has been a remarkable shift from paper-based reading to screen-based reading. Given the fact that digital devices have become pervasive and that reading has recently become a digital activity (Larhmaid 2018).

Thus, this study focuses on the analysis of the needs of OER types as teaching materials in learning to read English. This study examines students' perceptions so that OER can be a learning resource that suits their needs. In addition, the differences between this study and previous studies can be presented through a study of various types of OER aimed at building students' extensive reading skills and OER as teaching materials that can also foster reading interest or good reading habits for students. Moreover, students are often too lazy to read various English reading sources (Antoni and Niati 2016). Overall, an extensive reading program that accommodates students' freedom in reading is an alternative that can successfully foster L2 students' reading motivation if implemented by considering several possible meetings (Puspitasari 2020).

Furthermore, OER empowers and focuses on students during the learning process. Students can conduct learning activities systematically (Lane and McAndrew 2010; Clements and Pawlowski 2012). Even one of Pennsylvania's universities has used the OER program as a learning resource in

German language classrooms, both for online classes and for completing asynchronous work outside the classroom (Dixon and Hondo 2014). Thus, it can be said that technology has become a learning resource that provides many variations such as videos, animations, interactive games, and technology applications for video conferencing that are easily accessible via the internet, even when face-to-face learning activities are not carried out (Ahmad 2012). OER intervention is quite beneficial in utilizing students' communicative strategies (Lin and Wang 2018).

Previous studies provide a very clear picture that OER is the right choice as a learning resource, but this accuracy must be considered from the perspective of students. The analysis of needs at the beginning of determining the right learning resources for classroom learning must also be understood through student opinions. This is a very important reason to research student perceptions of the need for OER as a learning resource. Therefore, this study not only offers a study of the types of OER needed as teaching materials for English reading but also as a learning resource that can build reading habits.

So, the goal of this study is to learn about students' impressions of free educational resources as teaching materials for learning to read English. The study's findings are also expected to contribute to the development of teaching materials for English reading classes.

## **RESEARCH METHODOLOGY**

### **Method of Research**

This study employs a descriptive qualitative approach. In qualitative research, the study focuses on analyzing, researching, or photographing diverse phenomena of occurrences or social situations from a human perspective in a complete, broad, and in-depth way. So, the descriptive qualitative approach entails explaining the outcomes of observations using data searches from available sources (Ary 1972; Creswell and Creswell 2018). So, this study explores in-depth students' perceptions towards the existence of OER as teaching materials in English reading classes.

### **Participants**

The research participants were students enrolled in the English Study Program at Indraprasta University in Jakarta between the second and fourth semesters of the 2023-2024 academic year, taking the English Reading course. Purposive sampling was used. Purposive sampling is a purposeful selection of informants based on their ability to explain specific themes, concepts, or phenomena (Robinson 2014). The participants were chosen on the premise that they had taken the English Reading course. The total number of participants was 100 students.

### **Data Collection Technique**

Data was collected through observation, interviews, and documentation. Observations were conducted to examine students' utilization of learning

resources while completing English reading learning assignments. Interviews were conducted via email by asking students several questions to determine their perceptions of OER that can be used as English reading teaching materials. The document used was the syllabus used to analyze the use of reading resources in English reading classes. Some questions of the interview are;

1. What kind of books do you like?
2. Is it printed textbooks or electronic books?
3. Do you like online learning materials?
4. Can you use journals as learning materials?
5. Do you like digital technology applications as learning resources?
6. Do you want the university to have a learning website that contains learning materials?

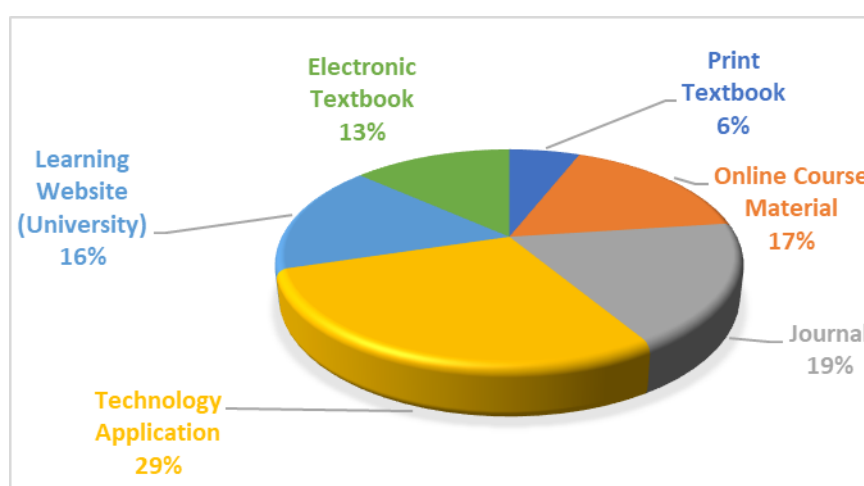
### Data Analysis

Data analysis included the processes of data reduction, data presentation, and conclusion (Miles and Huberman 2012; Miles M.B., Huberman A.M and Saldaña 2014). Data reduction is the process of choosing, concentrating, simplifying, abstracting, and altering data, such as field notes or written transcripts. In general, a presentation is a well-organized and condensed collection of facts from which conclusions and actions can be formed. In this step, the researcher draws conclusions based on the research problem.

## RESULT AND DISCUSSION

The findings of the types of OER needed by students as teaching materials for English reading classes are depicted in the following graph.

**Graph 1.1 OER Type Adapted by (Barneva et al., 2018)**



Graph 1.1 illustrates the type of OER from the answers that students most need to be teaching materials in English reading classes. The data states

that according to students' views, the use of technology applications is the most popular choice at 29%. Technology applications provide practicality for students because they can access learning resources anytime and anywhere. The second type of OER is journals (19%). According to students, journals contain various recent studies related to developing science. The third is online teaching materials that can be accessed through various sites (17%). Students even think universities should have websites containing various learning resources that are by the learning content in the syllabus (16%). Meanwhile, e-books (13%) are the fifth choice as a type of OER that occupies a superior position than printed books (6%). Previous research suggests that the effectiveness of using OER and textbooks differs and offers the same results on learning outcomes (Zhang 2018). However, the results of this study show varied outcomes regarding the sort of OER required by students.

From these findings, it can be said that OER has become a very important part of a current learning resource in language teaching (Lane and McAndrew 2010). These findings also provide a deep understanding that students as natives in the field of technology are human resources who can follow scientific and technological developments, and create changes in the orientation of the quality of education that continues to be improved. Thus, it can be said that this study provides a different concept of the existence of technology in the implementation of teaching and learning (Altavilla 2020). OER is a medium that enables language training (Pulker 2020). So, technology is an important resource in delivering quality teaching (Clements and Pawlowski 2012). In this case, educators must be able to develop OER as part of a different educational environment revolution (Garcia and Nichols 2021).

The results of the analysis of the syllabus documents that have been used in English reading classes found that the reading sources listed in the syllabus only have five references and there are no references related to online learning resources or OER. Based on these data, it is possible to conclude that the references to teaching resources provided to students are still relatively limited and have not kept up with technological advances in the usage of teaching materials. Other findings from the interviews that have been conducted are;

1. Internet networks as an obstacle to accessing learning resources (OER). These barriers must be considered by students so that the OER access process can be carried out easily. In addition, previous studies have shown that the disadvantages of using OER are lack of internet quota, access time and technology usage skills (Shams, Haq, and Waqar 2020).
2. Students can develop better reading habits
3. Students can increase reading activities
4. Students can develop a desire to explore knowledge longer because it can be accessed anytime and anywhere

From observation data during the teaching process and data collection, findings were obtained related to the importance of understanding students' perspectives on the need for teaching materials that are by their needs, student

learning ability maps, and the technological device facilities they have. These findings also provide an understanding of OER as one of the electronic learning resources that can be authentic teaching materials that are by global developments. Students can have a variety of reading materials and can provide authentic information. They are even able to interact well with the OER that has been given as a learning resource in reading class. This means that reading activities can provide a lot of knowledge to students if they have a variety of reading books. OER makes it easy for students to access various reading sources. So, it can be said that this study provides quite significant input on the readiness of teachers to provide learning resources that are to student needs and the learning objectives they want to achieve.

As a result, the findings of this study offer a unique perspective on the function of open educational resources (OER) as teaching materials for English reading classes. Furthermore, the usage of OER as teaching materials must be coupled with appropriate learning methodologies in English Reading lessons. Previous research has also determined that incorporating OER into the teaching and learning process poses obstacles to the usage of instructional methodologies. The harmony between teaching strategies and the use of OER has an impact on improving student learning performance (Luo et al. 2020). In other words, OER has a role as a very useful learning resource in the classroom and can be trusted as a substitute for conventional textbooks or printed books (Kılıçkaya & Kic-Drgas, 2020). This is in line with the finding that the existence of printed textbooks is the last choice for students as a source of teaching materials in English Reading classes. OER has provided awareness of changes in teaching and learning in open educational practices and can be accessed more widely according to the current level of global needs (Blomgren 2020).

The study's findings have ramifications for comprehending the concept of technological engagement in educational implementation. This means that there is a significant change in learning resources (teaching materials). The process of providing teaching materials has shifted from print to electronic. This also provides consideration for higher education institutions on how to provide learning resources (references) in libraries in electronic form as well. Apart from various types of printed books, these reference sources should also be provided in electronic form. This study has also had a lot of influence on students' style in reading learning resources. Students as the current global generation have a fairly high level of technological mastery, so they have no difficulty accessing various sites or using technology applications.

## CONCLUSION

The results of the study concluded that OER provides students with convenience in accessing learning resources for English reading classes. So, OER has a positive impact on students' English reading learning outcomes. From this study, it was found that there was a change in the orientation of learning resources from print to electronic and the effectiveness of time in

accessing teaching material sources. Six categories of OER can be utilized as teaching materials in English reading classes: printed textbooks, online teaching materials, journals, technology applications, learning websites, and e-books.

The study's findings also demonstrated a positive impact on students' reading habits and how they explore knowledge utilizing OER. The study's findings are currently confined to an investigation of students' impressions of the role of OER as a source of instructional materials, thus more research is needed. Researchers or educators can study the impact of OER teaching material sources on students' reading comprehension levels. The results of this study also recommend that teachers employ these types of Open Educational Resources. as references for teaching materials in English reading classes. Higher education institutions can provide training to teachers to create OER that are designed according to class or course needs.

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## AUTHOR CONTRIBUTION STATEMENT

RB is responsible for preliminary research in identifying research problems and providing treatment to students. MS is responsible for designing research procedures and data analysis. However, RB and MA also jointly discussed the results of this data analysis to find answers to research problems.

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