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Research Paper

Exploring English Reading Material in Nonformal Education: Necessities, Lacks, and Wants

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Abstract

This study aims to analyze the necessities, wants, and lacks of English reading materials among students in nonformal education programs in Bone Regency, Indonesia. Using a descriptive quantitative method, data were gathered through an online questionnaire based on the Nation and Macalister (2010) needs analysis model. The questionnaire was tested for reliability and distributed to 60 students from community learning centers. The results indicated that students primarily required academic-focused reading materials and showed a strong preference for digital formats, such as online articles and courses. The analysis also identified significant deficiencies in current resources, including limited variety, accessibility challenges, and affordability issues. These findings highlight the need for diverse, accessible, and contextually relevant reading materials tailored to students' specific needs in nonformal education. However, the study's limitations, such as a small sample size and reliance on self-reported data, suggest caution in generalizing the results. Future research should involve a larger, more diverse sample and incorporate qualitative methods for a more comprehensive understanding. The implications of this

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study point to the necessity of developing targeted English reading materials to enhance learning outcomes in nonformal education settings.

Keywords—English Reading, Nonformal Education, Need Analysis

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1. Introduction

English proficiency is becoming increasingly vital in a variety of contexts, ranging from the workplace and the classroom to international communication. As a result, there is a growing need for opportunities to study the English language in every aspect of life. English is not only a course of study but also a vital skill for both personal and professional development. Although formal educational institutions usually offer controlled settings for English instruction, nonformal education (NFE) has grown to be a necessary substitute, especially for people who might not have access to formal education (Mulyadi et al., 2020).

Conducting a thorough needs analysis is important considering the variety of students in NFE. Especially, it is crucial to evaluate students' preferences regarding English reading resources. Understanding the personality traits and cognitive styles of EFL learners is crucial for teachers across various educational settings, as it helps them identify effective instructional strategies. (Ajideh et al., 2024) Despite the apparent importance of English reading materials in nonformal education, there are significant gaps in their availability and appropriateness. Many existing resources are designed for formal education settings, where structured curricula are followed, and do not adequately address the specific needs of nonformal learners. These learners, particularly adults and individuals in vocational training programs, often require materials that focus on practical language skills that can be

immediately applied in their personal or professional lives (Khalili & Tahririan, 2020; Romadlon & Azmi, 2024). The lack of appropriate resources is a major hindrance, as it prevents learners from gaining the skills necessary to succeed in their respective fields. Furthermore, the materials that are available often fail to reflect the cultural and contextual realities of the learners, making it difficult for them to engage fully with the content (Kurniawan et al., 2021; Mulyadi et al., 2020). Learners in NFE programs have varying levels of English proficiency, from beginners to advanced. To address this, a needs analysis is essential to identify learners' necessities, gaps, and motivations, ensuring NFE programs provide suitable and relevant English reading materials.

A well-executed needs analysis is essential for designing effective language learning programs in nonformal education. Needs analysis is the process of identifying the specific skills and competencies that learners require to achieve their personal, academic, or professional objectives. It plays a critical role in shaping the curriculum and determining the types of materials that should be used. In the context of English reading materials, a needs analysis can help instructors identify the key reading skills that learners need to develop, such as understanding workplace documents, reading academic texts, or comprehending media and news articles.

The focus of this research is to explore the specific necessities, lacks, and wants regarding English reading materials in nonformal education, with an emphasis on an Indonesian community learning center, which provides various learning programs to underserved populations. This research conducted a thorough needs analysis of the learners at nonformal education to understand the current gaps in English reading materials and how these can be addressed to improve educational outcomes. This study highlights the critical role of English reading materials in nonformal education. Through an exploration of the necessities, lacks, and wants in these learning environments, the research

aims to provide insights into how reading materials can be designed to better meet the specific needs of nonformal learners. By focusing on culturally relevant, practical, and accessible materials, and by integrating technology where possible, this research will contribute to improving the effectiveness of nonformal education programs and enhancing the learning experiences of marginalized populations.

2. Literature Review

2.1 Nonformal Education in Indonesia

The term "nonformal education" refers to organized educational activities that take place outside the formal education system, designed to meet the needs of various groups, including those who may not have access to formal schooling (Bahri et al., 2024; Mulyadi et al., 2020; Wiharjo & Wulandari, 2024). It provides selected types of learning to particular subgroups in the population, adults as well as children (Johnson & Majewska, 2022). In Indonesia, NFE plays a crucial role in meeting the diverse educational needs of the population. Programs such as community learning centers (PKBM), courses and training institutions (LKP), and early childhood education (PAUD) offer a variety of educational services, often focusing on functional literacy, vocational training program, and personal development. These programs serve as critical means of promoting lifelong learning and enhancing employability, especially among those with limited formal education backgrounds (Kurniawan et al., 2021).

In the Indonesian context, nonformal education is viewed as a complement to formal education, playing a strategic role in fostering human resources and providing educational services for individuals who do not benefit from the formal system. It includes life skills training, literacy programs, and professional development, often focusing on marginalized groups or adults seeking continuing education. NFE is also designed to be accessible and flexible, catering to learners who may have dropped out of formal education

or those seeking specific skills to improve their employability and daily lives (Kalenda et al., 2020). Indonesian NFE is rooted in the belief that education should be lifelong and accessible to all, as highlighted in Law No. 20 of 2003 concerning the National Education System. This law underscores that NFE is intended to provide learning opportunities for people outside the formal education system, to equip them with practical skills, knowledge, and attitudes needed for personal and professional development (Wiharjo & Wulandari, 2024).

NFE in Indonesia operates through a variety of educational institutions and programs, including Community Learning Centers (PKBM), Courses and Training Institutes (LKP), and Early Childhood Education Centers (PAUD) (Bahri et al., 2024; Kurniawan et al., 2021). These institutions provide services such as vocational training, literacy programs, life skills education, and continuing education for adults. The focus of these programs is not only academic but also on fostering the skills and competencies needed for everyday life, community participation, and employment. For example, PKBM centers often offer vocational training and literacy education, while PAUD focuses on early childhood development and pre-school education.

The role of NFE in Indonesia is particularly critical in addressing the needs of marginalized and rural populations who are often left out of the formal education system. Programs like equality education, which includes the Paket A, B, and C programs—equivalent to elementary, junior high, and high school, respectively—help learners who have dropped out of the formal system to continue their education (Bahri et al., 2024; Wiharjo & Wulandari, 2024). Additionally, NFE institutions in Indonesia have been at the forefront of innovating education delivery, especially during the COVID-19 pandemic, by leveraging technology and flexible learning schedules to ensure continuity of learning.

Despite its significant contributions, NFE in Indonesia faces several challenges, including limited funding, inconsistent quality of services across regions, and lack of trained educators. However, government policies continue to support its expansion, recognizing the critical role it plays in achieving the nation's educational and human resource development goals. With continued support, NFE is expected to remain a vital tool in addressing Indonesia's educational inequalities and enhancing lifelong learning opportunities.

2.2 English in Nonformal Education

The teaching of English within nonformal education settings in Indonesia has gained increasing importance due to the global demand for English proficiency. English is considered a valuable skill for employment, education, and personal advancement, which has led to a growing emphasis on its inclusion in NFE programs. Many learners, especially adults and out-of-school youth, view English as a key to unlocking better job opportunities, especially in sectors like tourism, business, and international trade

In the context of NFE, English language instruction is often tailored to meet the practical needs of learners. Unlike formal education, where English curricula may follow a more rigid structure, NFE programs offer flexibility and can be customized to align with the learners' goals, whether that is improving their conversational English for daily communication or learning specific vocabulary relevant to their jobs. For example, vocational training programs in NFE often include English for specific purposes (ESP), such as workplace English for the service industry or technical English for trades like engineering.

A key component of English teaching in NFE is the use of contextual and practical reading materials. These materials are designed to be relevant to learners' lives and immediate needs, which enhances both motivation and engagement. Needs analysis plays a crucial role in developing these materials, ensuring that they address learners' necessities, gaps, and preferences. For

instance, many learners in NFE programs may require basic literacy in English to navigate their daily lives, such as understanding road signs, reading simple instructions, or communicating in basic conversations (Bahri et al., 2024). This approach contrasts with formal education, which might focus more on academic language skills.

Moreover, English instruction in NFE settings is often linked to broader community development goals. By improving English proficiency, learners are better equipped to contribute to their local economy, especially in regions with high tourism potential or international business activities. For example, in regions like Bali, many NFE programs offer specialized English courses to help locals improve their employability in the tourism sector, where English is essential for interacting with international visitors (Utami, 2021; Wiharjo & Wulandari, 2024).

While the inclusion of English in NFE has many benefits, it also faces challenges. The quality of English instruction can vary widely between different NFE programs, largely due to a shortage of trained teachers and inadequate resources. Many NFE institutions lack access to up-to-date teaching materials or qualified instructors who can deliver effective English language education. Furthermore, learners in NFE settings often come from diverse linguistic and educational backgrounds, making it difficult to design a one-size-fits-all English curriculum.

Despite these challenges, the demand for English language skills in NFE continues to grow, as both individuals and employers recognize the value of English in today's globalized world. With appropriate support and innovation, English instruction in NFE can become even more effective in helping learners achieve their personal, academic, and professional goals.

2.3 Research Questions

This research aims to answer three research questions:

- 1) What are the primary necessities of nonformal education students in terms of English reading materials?
- 2) What are nonformal education students' preferences of reading materials?
- 3) What deficiencies do students in nonformal education perceive in their current English reading resources?

3. Research Method

This study employed a requirements analysis using a descriptive qualitative method as part of the preliminary research for a larger research and development study. 60 students enrolled in nonformal education programs at community learning centres in Bone Regency Indonesia were involved as the participants of this research. The 60 participants aged between 12 and 22 years who were selected through purposive sampling to ensure diversity in demographic backgrounds, including gender, educational levels, and socio-economic statuses. The participants comprised 27 males and 33 females, including 23 school students, 11 college students, and 26 laborers. Notably, 25 of the 34 students also worked as laborers while pursuing their education. Their labor roles were primarily in agriculture and fishing. About the educational level, 23 participants are identified as school students, 11 are college students, 19 are teenagers who have dropped out of school, and 7 teenagers who never got formal education. All of the participants are active students in nonformal education of Bone regency who regularly attend the learning program about 4 times a week.

Based on the students' responses on personal information section of the questionnaire, 19 participants got formal education only until primary level, even 7 participants learn only from nonformal education and never got opportunity to study in formal education

The primary data collection instrument was a questionnaire designed according to the Nation and Macalister (2010) needs analysis model (Nation & Macalister, 2010), focusing on students' wants, needs, and lacks. The questionnaire was distributed online through a Google Form to facilitate easy and broad participation. Prior to distribution, the questionnaire underwent a series of tests to assess its effectiveness and reliability, ensuring that the questions accurately captured the participants' perspectives. Further, to dig more data and to avoid biases, the researchers conducted semi-structured interview as the follow up of the questionnaire data collection. The semi-structured interview combines predetermined questions with the flexibility to explore responses further. This was to clarify, expand, or verify responses from the questionnaire distributed previously.

The data analysis began with downloading and organizing the responses collected through the online questionnaire. A descriptive statistical approach was then employed to summarize the data, focusing on the frequency of responses to understand trends in students' reading habits, preferences, and perceived deficiencies. Following this, the researchers processed the result of interview by firstly transcribing the audio recordings, then analyse the result by using thematic analysis. Further, the statistical summary of questionnaire response as well as the result of thematic analysis were categorized according to the Nation and Macalister (2010) framework into three main areas: necessities, wants, and lacks. This categorization allowed for a structured examination of the students' needs, revealing key insights into their priorities for English reading materials, as well as to find connection among the data.

Finally, the data were synthesized to draw meaningful conclusions, aligning the findings with the students' needs and informing potential interventions to enhance their learning experiences.

4. Result and Discussion

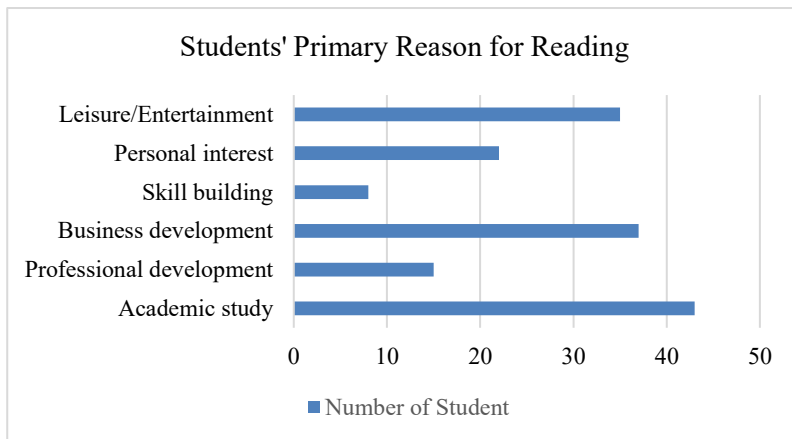
4.1 Analysis of the Created Assessment Instruments

Through the analysis of learning needs, students can specify the precise educational materials they need, resulting in more effective teaching methods and learning outcomes. Below is a thorough summary of the analysis conclusions.

4.1.1 Students' Necessities

Figure 1

Students' Primary Reason for Reading



The bar chart illustrates the primary reasons students engage in reading, categorized into six distinct motivations. The x-axis shows the number of students, while the y-axis identifies each reason for reading. The categories include **Leisure/Entertainment**, **Personal Interest**, **Skill Building**, **Business Development**, **Professional Development**, and **Academic Study**.

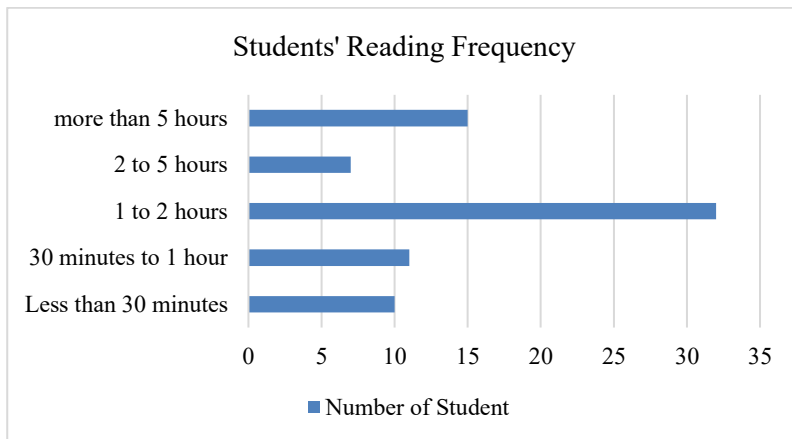
According to the chart, the most prevalent reason for reading is **Academic Study**, with approximately 40 students selecting this as their primary motivation. **Leisure/Entertainment** and **Business Development** are also significant factors, each accounting for around 35 students. In contrast, fewer

students read for **Personal Interest**, with about 25 individuals citing this reason. Even fewer students, approximately 10, engage in reading for **Skill Building** and **Professional Development**, making these the least common motivations.

Overall, the data suggest that reading for **academic purposes** is the most dominant reason among students. This is correlated with the students' socio-economic status, particularly their status as student. Based on the participants' responses on personal information section of the questionnaire, 34 of 60 participants are school or college students. On the other hand, reason of **skill and professional development** is relatively low as most of the participants (51 of 60 participants) work as fishing laborers and plantation workers that require physical strength over knowledge.

Figure 2

Students' Reading Frequency



The bar chart illustrates the reading frequency of students, categorized into five distinct time ranges: "Less than 30 minutes," "30 minutes to 1 hour," "1 to 2 hours," "2 to 5 hours," and "more than 5 hours."

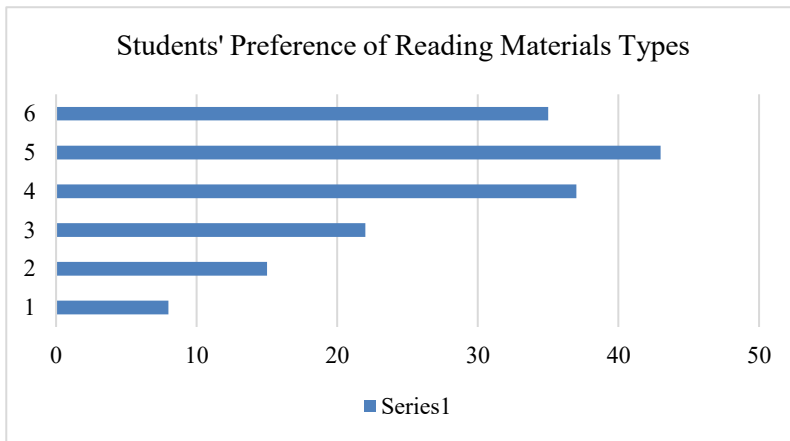
The most notable feature of the chart is that the majority of students, approximately 30, read for 1 to 2 hours, which is the highest frequency among the categories. In contrast, the category with the fewest students is "2 to 5 hours," with around 8 students engaging in this duration of reading. Furthermore, around 10 students read for "less than 30 minutes," while a similar number of students spend "30 minutes to 1 hour" reading. Lastly, about 11 students read for "more than 5 hours," making it the second most popular reading duration after "1 to 2 hours."

In summary, the chart reveals that the majority of students prefer reading for 1 to 2 hours, with significantly fewer students engaging in reading for either longer or shorter durations. This is linked with the students' socio-economic status that most of the participants (51 of 60) spend their time working as laborer. Only 11 participants who are involved in higher academic situation, or in this case, study in college. This indicates that only few participants who have demand for frequent reading, while the majority of them read only for leisure/entertainment during their work breaks.

4.1.2 Students' Wants

Figure 3

Students' Preference of Reading Materials Types



The bar chart provides information on students' preferences for different types of reading materials. The x-axis represents the number of students, while the y-axis lists various types of reading materials, including **Non-Fiction**, **Fiction**, **History**, **News**, **Online Articles**, and **Academic Journals**.

According to the chart, **Fiction** is the most preferred type of reading material, with around 40 students selecting it. **History** and **Non-Fiction** are also popular choices, with approximately 35 students each expressing a preference for these types of materials. **News** attracts moderate interest, with around 25 students showing a preference for this type of material. Meanwhile, **Online Articles** are slightly less popular, with about 20 students indicating interest. At the lower end of the spectrum, **Academic Journals** are the least preferred, with only about 10 students choosing them as their primary reading material.

In summary, fiction and history are the most favored types of reading materials among students, while academic journals appear to be the least preferred. This reading materials preference is shaped by the participants' social trends and cultural embedment. Result of interview indicates that more than half of the participants (37 students) do reading for pleasure, and the social

trend in Bone regency put fiction as the most favorable reading materials. This is reflected on the interview response below about the reason of reading type preference.

"... cerita-cerita seperti novel atau komik, yaaah... selain karena memang seru untuk dibaca, teman-teman saya juga banyak yang baca itu..."

English translation: "... stories like novels or comics, well... not only because they're really fun to read, but also because many of my friends read them too..."

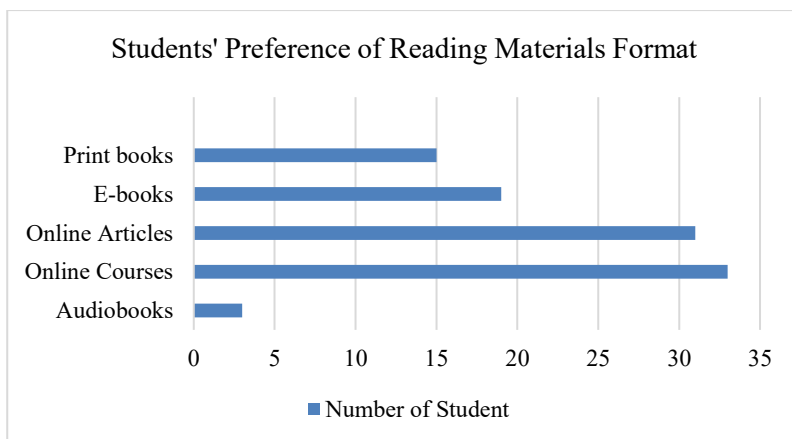
Besides, citizens of Bone regency are culturally embedded. The people strongly reflect the traditions, customs, values, and practices of their local or indigenous culture in their daily lives and social structures. Therefore, based on the interview result, a half of the participants (31 students) put a lot of attention on local culture, including reading history.

"Baca-bacaan tentang sejarah... karena menurut saya itu menarik. Saya bisa tau apa yang terjadi di masa dulu, saat negara ta dijajah dan saat kita bahkan belum lahir"

English translation: "Reading about history... because I find it interesting. I can learn about what happened in the past, during the time when our country was colonized and even before we were born."

Figure 4

Students' Preference of Reading Materials Format



The bar chart illustrates the students' preferences for different formats of reading materials. The x-axis represents the number of students, while the y-axis lists various reading formats, including **Print Books**, **E-books**, **Online Articles**, **Online Courses**, and **Audiobooks**.

From the data, it is evident that **Online Articles** and **Online Courses** are the most preferred formats, with approximately 30 students choosing each of these options. **E-books** are also popular, with around 20 students indicating a preference for them. **Print Books** are slightly less favored, attracting around 15 students. At the bottom of the list are **Audiobooks**, with only about 5 students showing interest in this format.

Overall, the chart suggests that digital formats, such as online articles and courses, are significantly more popular than traditional print books and audiobooks among the students. This is influenced by participants' exposure to technology, particularly mobile phone. The result of the interview showed that the majority of the participants (57 of 60 students) frequently use mobile phone in their daily activity.

"saya lebih sering membaca bacaan di hape karena itu lebih gampang didapat. Kan saya bawa hape saya ke mana-mana"

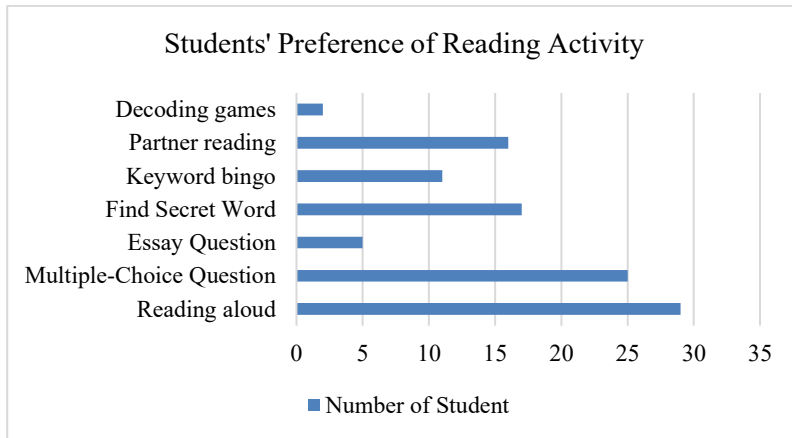
English translation: "I read more often on my phone because it's easier to access. I always have my phone with me wherever I go."

"saat saya istirahat, saya selalu bermain hape. Di saat itu lah, saya biasanya membaca cerita-cerita novel online atau webtoon"

English translation: "During my breaks, I always play on my phone. That's when I usually read online novels or webtoons."

Figure 5

Students' Preference of Reading Activity



The bar chart illustrates the preferences of students regarding various reading activities, represented by the number of students engaged in each activity.

Among the eight activities listed, "Reading aloud" is the most preferred, with approximately 30 students selecting this option. This is followed by "Multiple-Choice Question," which attracted just over 25 students. "Partner reading" and "Find Secret Word" are also popular activities, with around 20 students opting for each. On the other hand, activities such as "Keyword bingo" and "Decoding games" are less favored, with fewer than 10 students choosing them. "Essay Question" also shows limited popularity, with approximately 5 students engaging in this activity.

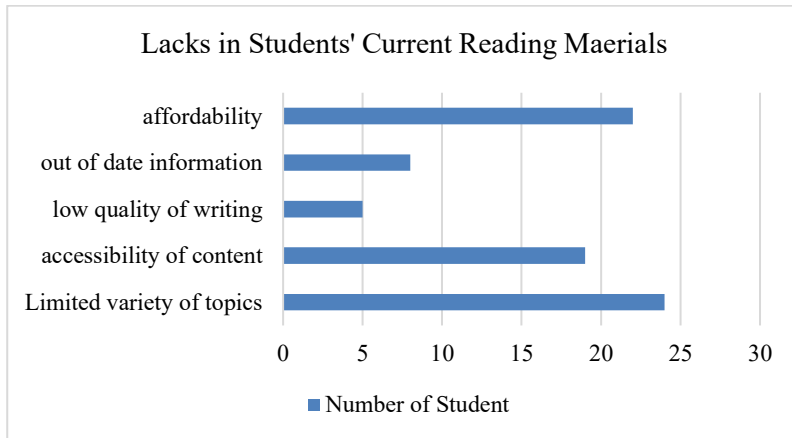
Overall, it is clear that the students show a strong preference for interactive and less cognitively demanding activities like "Reading aloud" and "Multiple-Choice Questions" compared to more complex tasks like "Essay Question" and "Decoding games." This is linked with students' education background and occupation. Based on the students' responses on personal information section of the questionnaire, 19 participants got formal education only until primary level, even 7 participants learn only from nonformal education and never got opportunity to study in formal education. In addition, most of the participants

work as fishing laborers and plantation workers that engaged in tasks that involve lower levels of cognitive effort.

4.1.3 Students' Lacks

Figure 6

Lacks in Students' Current Reading Materials



The bar chart illustrates the deficiencies in students' current reading materials, based on the number of students reporting various issues.

Among the five categories, "Limited variety of topics" is the most frequently mentioned issue, with nearly 25 students identifying it as a problem. "Affordability" and "Accessibility of content" are also significant concerns, with around 20 students each expressing dissatisfaction in these areas. In contrast, fewer students are concerned about "Out of date information," with roughly 10 students reporting this issue. The least mentioned problem is "Low quality of writing," with fewer than 5 students indicating this as a concern.

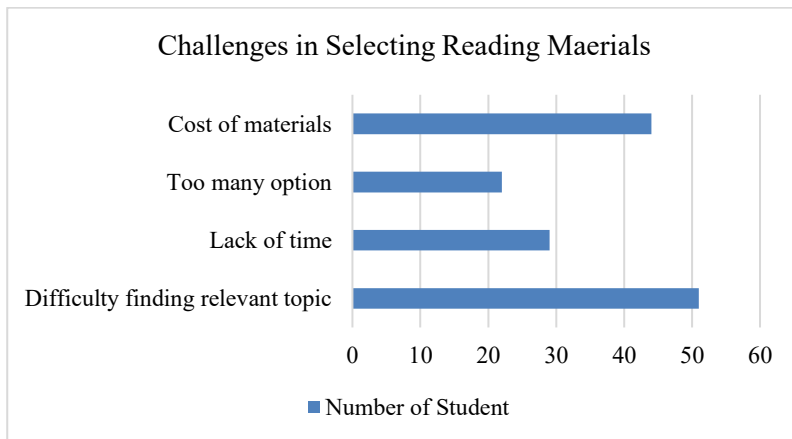
Overall, the chart indicates that students' primary concerns with their reading materials revolve around variety, accessibility, and cost, while issues related to the quality of writing and outdated information are comparatively

less significant. These phenomena are correlated with the participants' socio-economic status that most of them come from lower class or working class. They only take reading materials that are freely available on the internet. This is reflected on the interview response below about the reason why they are lack of reading materials.

“masalahnya, terkadang ada cerita-cerita yang harus dibayar kalau kita mau baca. Dari pada harus mengeluarkan uang, saya lebih pilih untuk baca cerita-cerita yang gratis saja”

English translation: "The problem is, sometimes there are stories you have to pay for if you want to read them. Rather than spending money, I prefer to read the free ones."

Figure 7
Challenges in Selecting Reading Materials



The bar chart displays the challenges students face when selecting reading materials, measured by the number of students reporting each issue.

Among the four challenges, "Difficulty finding relevant topics" is the most significant, with nearly 50 students indicating this as a problem. "Cost of materials" is the second most reported challenge, affecting around 40 students. Additionally, "Lack of time" is cited by roughly 30 students as a difficulty. In

contrast, "Too many Option" is the least significant concern, with about 20 students mentioning it as a challenge.

Overall, the chart suggests that the primary challenge students face in selecting reading materials is finding relevant topics and cost of materials, while issues related to abundance of options and time constraints appear to be relatively minor concerns. Similar to the previous issue about Lacks in Students' Current Reading Materials, this issue is also associated with students' socio-economic status that most of them come from lower class or working class. These conditions make them hard to afford paid reading materials, which then results to difficulty in finding relevant reading topics.

"bacaan yang biasanya saya baca yaa itu itu saja. Banyak sebenarnya bacaan-bacaan yang lebih bagus tapi berbayar. Saya tidak punya banyak uang, jadi saya baca yang gratis saja, yang penting ada hiburan"

English translation: "The reading materials I usually go for are the same ones. There are actually better readings, but they require payment. I don't have much money, so I stick to the free ones as long as they provide some entertainment."

4.2 Discussion

The analysis of necessities, lacks, and wants among learners in nonformal education programs in Bone Regency Indonesia underscores several critical points regarding the current state of English language education in Indonesia. Firstly, the high demand for academic reading, as indicated by 40 students prioritizing academic study as their main reason for reading, reinforces the introduction's emphasis on the role of English in both personal and professional development. This finding aligns with the broader goal of nonformal education in Indonesia, which aims to equip learners with practical skills needed for personal and academic growth (Wiharjo & Wulandari, 2024). Given that many learners in nonformal settings aspire to academic improvement, the inclusion of relevant and tailored reading materials becomes essential for achieving these goals.

Socio-economic conditions play a significant role in shaping educational outcomes. In Bone Regency, many students come from lower-income families, where education might not be prioritized over immediate economic needs. This context impacts their ability to access quality educational resources, including English reading materials. Economic constraints can limit the availability of books and digital resources, making it challenging for learners to engage in consistent and effective study. Moreover, the need to balance work and study, particularly for those working in agriculture and fishing, often reduces the time available for academic pursuits.

The research results also highlight various motivations for reading, such as leisure and business development, which were identified by significant numbers of students. These findings highlight the importance of providing reading materials that cater not only to academic needs but also to personal interests and professional growth. Nonformal education, particularly in Indonesia, should address the multifaceted needs of learners who seek skills that are immediately applicable in their daily lives and careers (Bahri et al., 2024).

The analysis of students' preferences for reading materials, where fiction and history emerged as the most favored genres, underscores the need for diversity in the types of reading materials provided. Some studies emphasized that many existing resources are designed for formal education settings and may not meet the practical, context-specific needs of nonformal learners (Khalili & Tahririan, 2020). The lack of variety in available materials further highlights this gap and points to the necessity of developing more culturally relevant and accessible resources that align with learners' interests and real-world applications.

Moreover, the preference for digital formats, such as online articles and courses, reflects the evolving landscape of education delivery, particularly in nonformal education. Indeed, the integration of technology in nonformal

education has become increasingly important (Haling et al., 2024; Utami, 2021). The learners' inclination towards digital formats suggests that future efforts in designing English reading materials should incorporate technological tools to enhance accessibility and engagement, thereby improving learning outcomes.

The infrastructure supporting nonformal education in Bone Regency, including community learning centers, plays a crucial role in delivering educational programs. The condition and accessibility of these centers directly affect students' learning experiences. Many centers may lack sufficient resources, trained educators, and modern facilities, which can hinder effective teaching and learning. Enhancing the infrastructure and providing continuous professional development for educators can help address these challenges.

Based on the obtained findings, this study acknowledged that several strategies should be implemented in creating a more effective nonformal education curriculum:

- 1) Develop relevant academic reading materials for nonformal learners.
- 2) Create low-cost, accessible English reading resources.
- 3) Design adaptable and flexible curricula to meet learners' evolving needs.
- 4) Incorporate online articles and courses into the curriculum, using mobile-friendly platforms.

5. Conclusion

This study aimed to explore the necessities, wants, and lacks of students in nonformal education programs concerning English reading materials. The findings addressed the research questions by revealing that students primarily needed academic-focused materials while also expressing a desire for diverse, accessible, and contextually relevant resources. The preference for digital formats highlighted the growing importance of technology integration in

educational materials. Additionally, the study identified significant deficiencies in current reading resources, such as limited variety, accessibility, and affordability.

However, several limitations must be considered. First, the study was limited to 50 students from community learning centers in Bone Regency, Indonesia, which restricts the generalizability of the findings to other regions or educational contexts. Second, the study relied solely on self-reported data, which may be influenced by participants' subjective perceptions and biases. Lastly, the use of an online questionnaire might have excluded students with limited internet access, potentially impacting the representativeness of the sample.

Future research should involve a larger and more diverse sample of nonformal education students across various regions to enhance the generalizability of the results. Additionally, incorporating qualitative methods, such as interviews or focus groups, could provide deeper insights into students' specific needs and experiences. Exploring the integration of technology in delivering English reading materials is also recommended to address the evolving preferences identified in this study.

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