Design of A Profile of Needs for Basic Reading Teaching Materials in Riau Province

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Abstract: This research aims to design a profile of needs for basic reading teaching materials, especially at the tertiary level. This study used a descriptive method with a qualitative approach. Research data was collected using a questionnaire. The profile questionnaire for the need for teaching materials for the basics of reading was displayed on the Google form platform. The research data was in the form of questionnaire results distributed based on the needs of students in the Indonesian Language and Literature Education Study Program which was available at 3 leading universities in Riau Province, namely Riau Islamic University, Riau University and Sultan Syarif Kasim Riau State Islamic University. After getting the questionnaire results, data validation was carried out using interviews. Next, the data analysis technique was carried out using reflective techniques with the help of TagCrowd. The results of the research showed that the profile of the need for teaching materials for the basics of reading required by Language and Literature Education Students in Riau Province was based on four factors, namely factors (1) the content needs of students who want to understand the theory of reading skills, of course in accordance with real life and mastery of skills, (2)) students' linguistic needs want popular vocabulary with complex information using simple sentences to make it easier to understand, (3) students' graphic needs want a book display with Times News Roman letters, 12 and A4 size paper equipped with pictures, audio and video, 21x29 cm using frames, and (4) students' learning media needs require teaching media in the form of printed books/e-books with interactive material containing public facilities such as tourist attractions and entertainment.) in the form of dialogue texts.

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Introduction

Teaching materials are an important component of the learning process. These learning components must, of course, be designed and prepared in accordance with the learning objectives. The learning process can be well organized and must be accompanied by teaching materials in line with opinion (Ardiansyah et al., 2016) Teaching materials are an important component in learning that can help students learn smoothly. The current teaching materials have weaknesses, including that the language and important concepts that must be mastered are not well understood by students, so there is a need for teaching materials that present important concepts that can be studied independently. Designed teaching materials should consider the characteristics of the learners who will use the teaching materials. Teaching materials are the most important part and must be present in the learning process. It indicates that every teacher must provide and design teaching materials before the learning process. Arsanti, 2018 in her research stated that teaching materials are one of the important structures in realizing effective learning, especially in higher education. The development of quality literacy teaching materials is able to support human resources who are more

competent, creative, productive and have high fighting values in facing the era of globalization (Pentury, 2019). Arofah & Cahyadi, 2019 said in their research that teaching materials need to pay attention to the development model in order to ensure the quality of teaching materials in supporting the effectiveness of learning because the development of teaching materials is basically a linear process with the learning process. The availability of teaching materials still needs to be improved. It can be emphasized that teaching materials are one of the components that must be present in learning activities, and the characteristics of teaching materials must adapt to the needs of students.

Achieving effective learning goals is a target in learning in an institution, including universities. The more structured the learning materials are, the more effective the learning in an institution will be. Suitability between teaching materials and existing learning media is one of the factors supporting the success of a course. It is in line with the opinion of (Rozie, 2018) which states that learning media is an alternative as a trigger to stimulate students to better understand the theory and material in learning. Fakhrurrazi, 2018 he said in his research, effective learning will also train and instill democratic attitudes in students. Effective learning can also create a pleasant learning atmosphere so as to give students creativity to be able to learn with the potential they already have, namely by giving them the freedom to carry out learning in their way of learning. So, the suitability of teaching materials and learning media will be an important factor in training and instilling creativity in learners. Teaching materials function as a guide in learning in educational units; teaching materials help direct teachers and learners in achieving the goals of a learning activity; therefore, teaching materials become an important point in the arrangement of learning sequences. It is in line with the opinion of (Nurdyansyah & Mutala'liah, 2015), which states that teaching materials function as impulse builders in the course of teaching and learning activities in the form of contextual material so that students can carry out activities optimally. Teaching materials have used: (a) Equivalent for educators to guide learning activities as well as the substance of competencies that should be taught to pupils and students, (b) Equivalent for learners as a benchmark for the progress of learning activities and students must master them, (c) As a vehicle for evaluating results end of learning, (d) As a supporter of learning activities, (e) Helping learners in the learning process, (f) As a supporter of completeness for the realization of good learning, (g) To create a conducive learning situation. So it can be emphasized that teaching materials have a very strong function in the learning process; without teaching materials learning will not be effective and the learning process will run carelessly without having a final outcome. Taufina & Zikri, 2020 they said in their research, teaching materials can also provide motivation and attraction for students in learning.

The availability of teaching materials in Riau Province is difficult to obtain. The condition of the available teaching materials is still not suitable for the needs of students in the Indonesian Language and Literature Education Study Program, which is available at 3 leading universities in Riau Province, namely Riau Islamic University, Riau University and Sultan Syarif Kasim Riau State Islamic University. Based on the results of observations that have been obtained from several places, such as campus libraries, learner handbooks and city libraries, it is difficult to find teaching materials that meet the criteria required by students. These discrepancies can be identified as the available reading materials are still general; for example, reading texts tend to adopt Javanese cultures and other cultures that are less known to students. This results in less than optimal learning because the teaching materials used are still less relevant to the existing learning criteria in Riau Province, which incidentally is more familiar with local culture, namely Malay culture.

Based on the Center for Curriculum and Books, 2012, the criteria for evaluating teaching materials in the form of textbooks are that at least four conditions are met if a teaching material is said to be good, namely (1) the coverage of the material or content is in accordance with the curriculum, (2) the presentation of the material meets learning principles, (3) good language and readability, and (4) the book format or graphics are attractive. So it can be concluded that there is a need for further study regarding the preparation of reading teaching materials by teachers with predetermined criteria (Arsanti, 2018). For example, the material coverage is in accordance with the current curriculum, namely the independent curriculum, which, in fact, focuses more on students so they can better explore learning.

Several researchers have previously researched the process of needing teaching materials and reading activities. Based on previous research conducted by (Asnawi et al., 2023) , the availability of reading teaching materials is very much needed in future learning. In today's learning, teachers are required to be more creative in creating interesting learning but still pay attention to the cultural characteristics of the nation. Therefore, it is necessary to develop e-book-based reading teaching materials for humanist literacy. The fundamental problem currently is the need for more availability of digitally integrated reading materials. The problem in this research is related to the need for e-book-based humanist reading teaching materials. The study aims to find the need for e-book-based reading teaching materials. Rijal & Egok, 2019 In his research, he also developed teaching materials for reading skills oriented towards preview, question, read, reflect, recite, and review, which he hopes can achieve the target. The goal to be achieved of this research development effort is to produce PQ4R-oriented reading teaching materials that are valid, practical and effective. Nisak, 2021 in her research, concluded that the need for teaching materials in high school learning is seen from the level of difficulty of the material according to students, the development of high-level thinking skills through learning activities, and students' activeness in participating in learning. This research is a qualitative descriptive research conducted in May 2018 in Bandar Lampung. Ulfah & Jumaiyah, 2018 said competencies or learning objectives are the basis for developing teaching materials, starting from mapping the material to determining learning activities. Therefore, developing teaching materials needs to pay attention to various components to produce appropriate and attractive teaching materials, including content components, presentation components, language components, and graphic components of teaching materials. These components need to be considered so that the function of teaching materials as supporting the implementation of a meaningful learning process for students can be achieved optimally.

Referring to several previous studies, learning needs in reading comprehension should have been mastered, but the quality of the teaching materials is still less effective. Reading courses are very important for students to better master reading theories and improve the quality of student learning in Riau Province. This research aims to design a profile of needs for basic reading teaching materials, especially at the tertiary level. Research regarding improving the quality of reading courses is still very limited. Therefore, many improvements need to be made to the quality of reading teaching materials. After the research, teaching materials for the basics of reading will be designed that suit students' needs, in addition to designing learning models, interesting learning materials, and online learning applications for Android and Apple users.

Research Method

This study used a descriptive method with a qualitative approach. This research describes research data obtained from a questionnaire on the profile of teaching material

needs. Alternatively, a qualitative approach uses a knowledge paradigm based on constructivist, social and historical views built with the aim of developing a theory (Emzir, 2020). Based on the focus of the study, namely describing the design of the profile of needs for teaching materials for the basics of reading for students, the research data was obtained using a questionnaire. The profile questionnaire for the need for teaching materials for the basics of reading is displayed on the Google form platform for easy access to distribution to students. The questionnaire is presented in several questions related to the need for teaching materials in the basics of reading course.

Next, This questionnaire instrument was modified from a questionnaire developed by previous researchers based on the criteria for teaching material needs in terms of material needs, language needs, graphic needs and learning media needs. This instrument has been validated, namely expert and theoretical validation and has been reviewed in previous research. The stages carried out are (1) needs analysis, namely by collecting various information related to learning media. (2) design and development (3) Validation of the feasibility of computer-based interactive multimedia. The data collection instruments used in this development research are (1) material validation sheet containing indicators of suitability of the material to the basic competencies used; (2) multimedia validation sheet containing indicators of technical aspects of media programming and the design displayed; (3) practitioner field validation sheet containing indicators covering aspects of readability, interactivity and suitability of multimedia development materials; (4) The student response questionnaire contains indicators of ease of use, readability, material content and media attractiveness as a means or tool for learning related material (Rachmadtullah et al., 2018). The indicators used to track data on the profile of needs for teaching materials for the basics of reading are (a) Content needs, (b) Language needs, (c) Graphic needs, and (d) Learning media needs (Septyanti et al., 2023). The research data was in the form of questionnaire results distributed based on the needs of students in the Indonesian Language and Literature Education Study Program which is available at 3 leading universities in Riau Province, namely Riau Islamic University, Riau University and Sultan Syarif Kasim Riau State Islamic University. After getting the questionnaire results, data validation was carried out using interviews. Next, the data analysis technique was carried out using reflective techniques with the help of TagCrowd. The Crowd Tag system helps researchers determine important points from interview results based on frequently spoken words (Q.S et al., 2022). The TagCrowd results were analyzed by comparing previous research with current research. This was done in order to obtain the significance of teaching materials on the basics of reading for further learning and assisted with Google Scholar-based bibliometric analysis using VOSviewer.

Results and Discussion

Based on the research results, several aspects of the need for teaching materials for the basics of reading were found, namely (a) Content needs, (b) Language needs, (c) Graphic needs, and (d) Learning media needs.

Content Requirements

Good teaching materials are teaching materials that have sufficient teaching materials, appropriate teaching methods and boundaries for each material, good teaching materials can also elaborate teaching materials systematically and attractively according to their objectives, namely competencies and sub-competencies with all their complexity (Hidayah et al., 2023). The aspect of content requirements is very important in the formation of teaching materials, namely the development of content aspects adjusted according to three indicators: learning outcomes, material suitability, and usability (Marciniak & Rivera Caliz, 2021).

Table 1. Content Requirements Analysis

Indicator	Question	Suggestion	%	Detail
Suitability of learning outcomes.	What kind of learning outcomes do you need in learning the basics of reading?	Understand the theory of reading skills.	68,9%	-
Material suitability	Learning material will be easier to understand if?	True to real life.	93,3%	-
Benefits in teaching materials	What kind of benefits do you expect after completing reading lessons?	Mastery of skills that can be implemented in real life.	80%	-

Based on Table 1, the teaching materials for the basics of reading that students currently need are teaching materials that provide reading skill theory. It can be seen from the results of the analysis of expected competency needs, as many as 68.9% of students chose the achievement of understanding the theory of reading skills. However, respondents also chose a variety of reading as one of the learning outcomes needed after understanding the theory of reading skills. Purnomo (2022) in his research, he said that reading comprehension is a very important skill for understanding the content of reading or theory so that readers can master the content of reading well using different methods. So being able to understand the theory of reading skills can be realized by applying reading comprehension techniques to students and compiling teaching materials that require reading comprehension techniques.

In indicators related to the suitability of the material, as many as 93.3% of respondents expect learning material that is easy to understand, namely teaching material that is appropriate to real life. This response is, of course, very relevant considering that students will be interested in studying teaching material that is appropriate to real life; apart from being easy to understand, the material-appropriate teaching will also produce students who understand the basic concepts of reading and can implement them in real life. Studying Indonesian Language and Literature not only produces individuals who understand concepts but also individuals who have language skills that can later be applied in life (Tanti, 2016). In this case, as many as 80% of respondents expect mastery of skills that can be implemented in real life as well as theoretical mastery.

So, in terms of content requirements, students want complex content in the teaching materials provided. In the indicator of learning achievement needs, respondents need the achievement of understanding the theory of reading skills. In the indicator of in-depth understanding of the material, students want teaching materials that are appropriate to real life. The benefit indicator is that after completing learning, students choose to master skills that can be implemented in real life. Indicators 2 and 3 are in harmony because students want realistic learning; the goal is to make it easier to understand. The analysis results are visualized using tagcrowd. In Figure 1, the frequency of words that appear the most is found so that the data presented is more accurate, for example, [memahami], [keterampilan], [membaca], [teori] dan [nyata]

Figure 1. Frequency of Words Aspects of Content Needs

Language Needs

Every point of view of previous experts emphasizes that learning word forms and language rules is useful in learning Indonesian. Therefore, the development of teaching materials requires linguistic aspects in the form of words and linguistic rules. Linguistic competence can be revealed from the extent to which students apply grammatical rules which include syntax rules, terminology and language pronunciation (Pranowo & Sumiyati, 2021). To form a good language structure we need to consider accuracy in language structure and the use of communication (Utami, 2017).

Table 2. Language Needs

Indicator	Question	Suggestion	%	Detail
Text Readability	What vocabulary do you need to make it easier for you to understand the basics of reading material?	Popular Words	82,2%	-
Information Suitability	What information do you need to understand reading teaching material?	Complex information	90%	-
Communicative Language	What kind of sentences are needed to make it easier to understand the reading material?	Simple sentence.	86,7%	-

Based on Table 2, 62.2% of student respondents chose popular words as the vocabulary they needed to facilitate the process of understanding the basics of reading material. That is because students are more interested in the things they see and hear every day. Using popular words in learning will make an individual's stimulus work faster because these words are familiar to hear and they know the meaning of the vocabulary well. Popular vocabulary helps someone remember general knowledge in a relaxed way (Wirahyuni, 2017).

In the information suitability indicator, as many as 60% of respondents need complex information to understand learning the basics of reading. That is because students have a critical nature and want complex things from whatever they hear, see, and learn. Apart from that, students also expect the latest information in the learning they face. In an interview conducted by one of the respondents (QA), the reason was that, as a student, he wanted to get complex information and the latest information so that learning did not seem boring. When a student thinks critically, he will explore as much information as possible until he finds the most rational thought for a final result wisely (Mulyaningsih et al., 2024).

A total of 86.7% of respondents needed simple sentences to make it easier for them to understand the reading material. From the results of interviews that have been conducted, one student (AN) said that he chose simple sentences to understand the basics of reading material, because he wanted it to be easy to understand the material contained in the lesson, and this was more practical and did not take a long time. More precisely, students want an understanding that does not take a long time with simple sentences that get straight to the point of the discussion. Students prefer things that come directly to conclusions rather than the opinions of several experts (Yuliana et al., 2012).

So, in terms of linguistic needs, respondents want real-life-based learning, or it can be said that respondents want learning that can be understood easily, using popular vocabulary complex information, along with simple sentences. That is because so far, students still have difficulty with scientific vocabulary, which is only understood by individuals who have deepened their study of language; this has resulted in many students having difficulty in the learning process. Therefore, this research aims for further evaluation in designing teaching materials. The analysis results are visualized using tagcrowd. In Figure 2, the frequency of words that appear most frequently is found [kebahasaan], [informasi], [kompleks], [kata], [populer], [kalimat], [sederhana].

Figure 2. Frequency of Words for Aspects of Linguistic Needs

Graphic Needs

The graphic appearance in teaching materials is the important part of designing teaching materials because when reading the contents of a teaching material, readers will pay attention to the appearance of the teaching material, both in terms of shape and cover along with the contents of the teaching material (Arumdyahsari et al., 2016).

Table 3. Graphics Requirements

Indicator	Question	Suggestion	%	Detail
Use of font type and size	When reading teaching materials, are you more interested in using the type and size of letters?	Time news roman, 12	82,2%	-
Paper size	Do you prefer book format with paper size?	A4 paper, size 21x29 cm	68,9%	-
Book View	Do you prefer a book layout?	Using frames	70%	
Presentation of Material	What kind of illustrations do you like when presenting reading teaching material?	There are images, audio and video.	84,4%	-
Color Display	What type of color gradation do you like?	Pastel and Bright	80%	

Table 3 contains information regarding graphic needs which includes five indicators: use of letters, use of paper, book display form, material presentation and color display. The first indicator, 82.2% of respondents were more interested in reading teaching materials using the Times News Roman type and font size 12. However other font types were also considered as choices after the Times New Roman font, such as Calibri, Arial, Comis Sans MS with size 12.

Another supporting component in graphic needs is paper size. 68.9% of respondents chose A4 paper, size 21x29 cm. However, A4 paper, size 13x19 cm, was the most preferred choice after the first suggestion. The consistency of teaching materials is very important; the font must be easy to read, and the layout must be consistent throughout the paper. It aims to make students focus on the content of the reading. The appropriateness of font selection can influence students' interest in the learning process (Nuraeni et al., 2023).

Indicators for the presentation of material and the appearance of the book were recommended respectively. 64.4% of respondents wanted illustrations with images, audio and video inserted. 80% chose pastel and bright color gradations for the color display of teaching materials on the basics of reading. Sugiarto (2018) explains in his research that multimedia-based interactive learning that is designed in an interesting way will generate motivation and stimulation of students' learning activities, help students improve their understanding of learning material and foster learning creativity so that it will have an impact on improving the quality of learning.

So, it can be concluded that most students want presentations that can make learning more comfortable. What this means is that the appearance of the letters is neat and the letter shape is appropriate, not too big and not too small for the A4, 21x29 paper size that is often used in general. Layout displays using frames are more popular and students want complex illustrations, namely images, audio, and video. This aims to achieve the desired learning process. In an interview conducted, a respondent (DA) stated that he liked the A4 paper size, 21x29 because it was more beautiful to look at and neat, and in general it was often used in everyday life and 60% of respondents chose to use frames. The analysis results are visualized using tag crowd. In Figure 3, the frequency of words that appear most frequently is found [times], [roman], [video], [audio], dan [gambar].

Figure 3. Frequency of Words for Aspects of Graphic Needs

Learning Media Needs

Learning media is very important nowadays. especially the use of media in the field of education for teaching purposes. The application of media in the learning process aims to make learning more effective and efficient (Naz & Akbar, 2008).

Tabel 4. Kebutuhan Media Pembelajaran

Indicator	Question	Suggestion	%	Detail
Desired Media Type	When learning to read, what kind of teaching media do you need?	Print books/e-books	68,9%	-
Desired Media Criteria	What kind of digital media do you expect to be presented in reading learning?	Interactive	75,6%	-
Media content display	What kind of reading content do you want to be available in reading media?	Public facilities (tourist attractions, entertainment, etc.)	73,3%	
Text presentation model	What kind of text model do you expect to be presented in reading learning media?	Dialog.	88,9%	-

In Table 4, the media indicators and criteria desired by respondents in the learning media display showed that 68.9% of respondents chose teaching media with printed books/e-books with the alternative of choosing a digital platform connected to a PC and Android. The positive impact of digital media-based learning provides children with new opportunities to get involved and participate in learning, can increase attention and concentration, and can develop and improve students' skills (Nurjanah & Mukarromah, 2021). Respondents also suggested that interactive media be presented in learning the basics of writing as much as 75.6%. Interviewed further (NP) stated that printed books/e-books were very helpful in exploring material related to the basics of reading, and also increased literacy levels in students.

In the media content display indicator, as many as 73.3% of respondents chose the reading content they were interested in, namely about public facilities (tourist attractions, entertainment, etc.) with alternative reading content containing local Riau cultural wisdom such as clothing, culinary delights, lifestyle and so on. and, as many as 88.9% of respondents chose the dialogue text model to be used as a display for presenting teaching materials on the basics of reading. The analysis results are visualized using tagcrowd. In Figure 4, the frequency of words that appear most frequently is found [media], [pembelajaran], [interaktif], [dialog], [e-book], [buku], [fasilitas] and [umum].

Figure 4. Frequency of Words for Aspects of Learning Media Needs

Based on the results of interviews that have been conducted, it is known that the profile of the need for teaching materials for the basics of reading required by students is that they need

teaching materials for basic reading courses that have learning outcomes and can enable them to understand fundamentally and thoroughly the theory regarding reading skills, students also want the learning teaching materials to be appropriate to real life so that it is easy to implement them in everyday life. Students hope that after completing learning the basics of reading they will be able to master a variety of reading skills and implement them in real life. Students also prefer teaching materials that have popular vocabulary, because it will be easier for them to understand the content contained in the reading in the teaching materials. Students also suggest providing more complex information in the teaching materials, so that they can be rational with the lessons they will learn. Students also want teaching materials to be presented in simple sentences so they are easier to digest. Students want the appearance of teaching materials in the form of Times News Roman font, size 12 because it is more pleasing to the eye and gives a neat impression. The paper size that is popular with Indonesian Language and Literature Education students is A4 paper size, 21x29 cm using a frame. They also want the presentation of teaching materials with illustrations, pictures, audio and video to make learning more interesting and enjoyable. Students want pastel and bright color gradations to be presented in every learning process. The teaching materials needed by students are printed books along with a digital platform connected to a laptop/Android, according to them this is very normal for today's digital era. The desired reading content is local Riau cultural wisdom starting from clothing, customs, culinary and living arrangements as well as public facilities related to tourist and entertainment attractions. The desired text model is in the form of a dialogue so that it is easy to read again. The interview results were visualized using tagcrowd. In Figure 5, the frequency of words that appear most often is found, such as [kebutuhan], [bahan ajar], [mahasiswa], and [pembelajaran].

Figure 5. Word Frequency in Interviews

Based on bibliometric analysis using network visualization using VOSviewer, visualization results were obtained as shown in Figure 6. The figure shows the relationship between each term. The relationships between these terms are described in an interconnected network. Figure 6 shows the grouping of each term that is frequently searched for and researched regarding research topics regarding the profile of needs for teaching materials for the basics of reading. From the clusters in the network display, the topics of reading skills, study, comprehension, ability, and text are interrelated.

The clusters in Figure 2 indicate topics that are always discussed in connection with research on the profile of needs for teaching materials for the basics of reading. The further away the topic in the image indicates that the topic is still rarely researched as part of research on the need for teaching materials for reading and conversely, if it is closer, the topic is often researched as part of research on the need for teaching materials for the basics of reading.
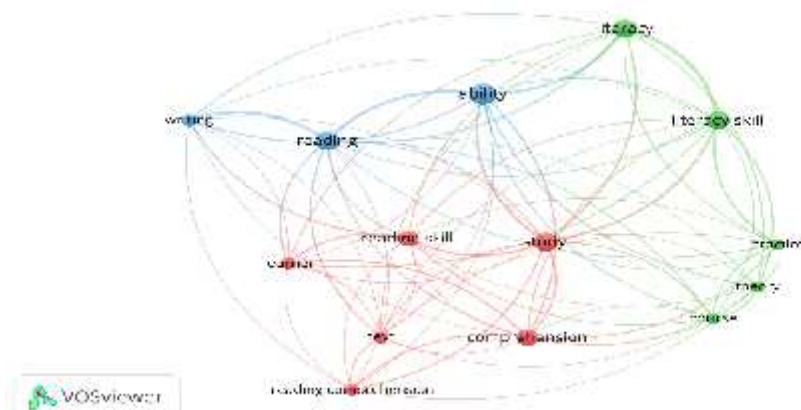
Figure 6. Visualization of the Research Network regarding the Need for Reading Teaching Materials

Figure 7 shows a visualization of research overlays regarding the need for teaching materials for the basics of reading. This visualization overlay displays the number of new searches for related terms. Figure 7 shows that research regarding the need for teaching materials for the basics of writing is quite popular on Google Scholar from 2014-2024. These colors indicate the development of research on the need for teaching materials for the basics of reading from year to year. Through this image, we can identify year mapping related to the research theme regarding the need for teaching materials for the basics of reading. According to year and theme, we can see these themes being researched in certain periods. This is important to know the extent of the level of novelty regarding the years regarding related topics raised for research.
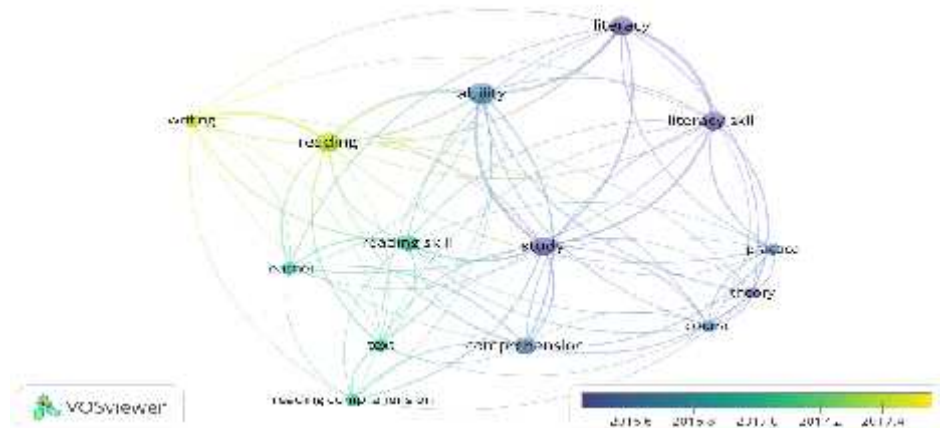

Figure 7. Overlay Visualization of Research on the Need for Reading Teaching Materials

Figure 8 shows a visualization of the density of research regarding the need for teaching materials for the basics of reading. Display density means the brighter the color in the image (yellow) and the larger the term is written in the circle display, indicating that the term appears frequently in searches. On the other hand, if the color of the term fades closer to the background color, it indicates that there is still little research on that aspect. Based on the results of article data mapping collected up to 200 scientific articles from Google Scholar from 2014 to 2024. Research on the profile of the need for teaching materials for the basics of reading is starting to be widely researched and tends to be popular for research and many articles have been indexed by Scopus; this is proven by the publication of articles from year to year. From the results of this research, we can look for the latest and most popular research

regarding the need for teaching materials for the basics of reading, and this research has a good and broad impact on the development of this research theme.

Research related to teaching materials for the basics of reading in Riau province, especially at the tertiary level, needs to be carried out with more innovation. This research aims to provide the latest information regarding programs and models of teaching materials for the basics of reading that will be designed in the future. It is hoped that this will provide insight and innovation in the design of teaching materials and the needs of students, which can be adapted by educational institutions in general in the process of internalizing educational progress in Indonesia, especially in the province of Riau.
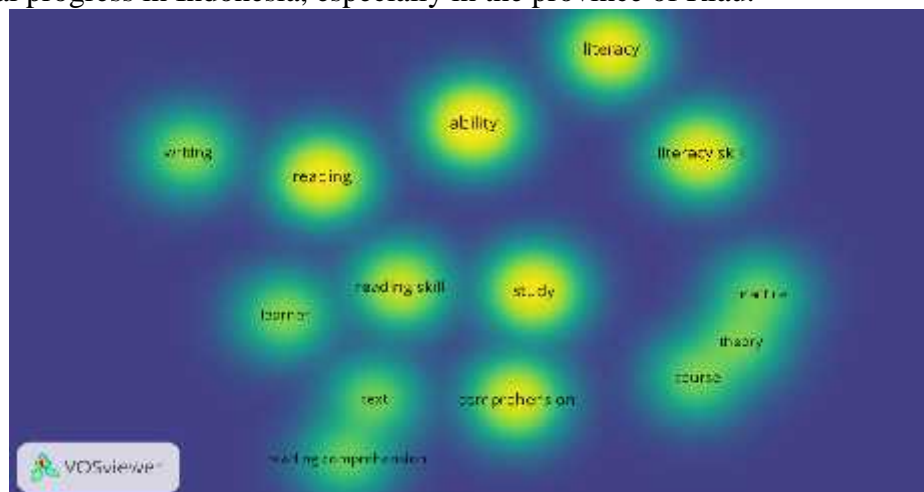

Figure 8. Visualization of Research Density regarding the Need for Reading Teaching Materials

Conclusion

The results of the research show that the profile of needs for teaching materials for the basics of reading required by Language and Literature Education Students in Riau Province is based on four factors, namely content needs, language needs, graphics needs, and learning media needs. From the content requirements factor, students want learning outcomes, namely understanding the theory of reading skills thoroughly and, of course, relevant to real life, with the aim of mastering skills that can be implemented in real life. Furthermore, in the linguistic aspect, students want to make it easier by presenting popular vocabulary with complex and up-to-date information, of course, with simple sentences that are easy to understand. Regarding the graphic aspect, students want paper with a Times New Roman font display, 12 on A4 paper, measuring 32x29 using a frame and equipped with pictures, audio and video illustrations, of course, with bright and pastel color gradations. Lastly, the aspect of learning media needs is that students want complete teaching media in terms of printed books and e-books with supporting aspects, namely digital platforms connected to laptops/Androids; students also want interactive media with public facilities content and local Riau cultural wisdom including clothing, culinary, lifestyle in the form of dialogue texts.

Recommendation

Referring to research findings regarding the profile of learning needs for the basics of reading in Riau province, it is hoped that this research can be a way to continue to the next stage of research. For lecturers, to design and develop courses on the basics of reading that are more efficient and effective. The expected quality is in the form of updates in content, presentation

and language as well as learning media. For students, this approach aims to improve students' ability to think critically and support learning effectiveness.

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