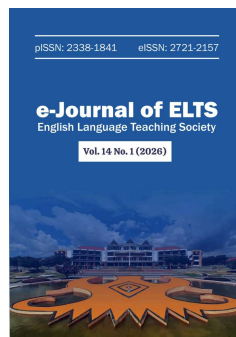


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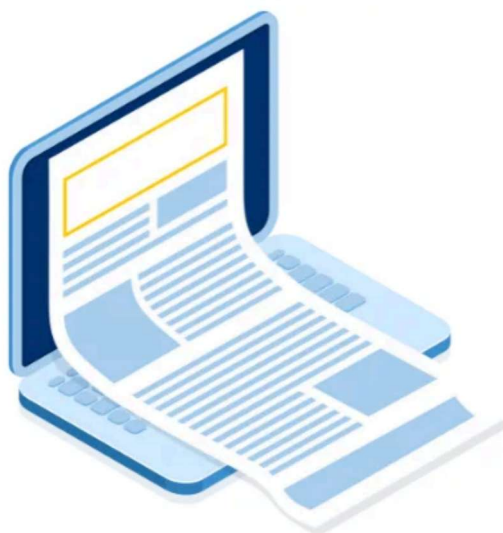
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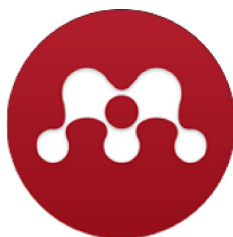
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MICRO, MESO, AND MACRO CONTEXTUAL FACTORS INFLUENCING SENIOR HIGH SCHOOL TEACHERS' PREFERENCE FOR READING ACTIVITIES

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Keywords: Contextual Factors; Reading Activities; Reading Strategies; Teachers' Teaching Preferences

ABSTRACT

English teachers could choose among various teaching methods available to them, but instructional choices are often shaped by their surrounding environment. This preliminary study investigates the contextual factors affecting English teachers' reading instruction preferences using a quantitative method with thirty-two English teachers from senior high schools in Yogyakarta as participants. Data were collected using questionnaire via Google Forms. The researchers focus on three contextual factors: micro, meso, and macro. The results revealed micro factors (\bar{x} = 4.01 out of 5) influenced teachers' preferences and decisions in teaching reading, followed by macro factors (\bar{x} = 3.94) and meso factors (\bar{x} = 3.83). Participants tended to use intensive reading strategies, frequently using small group discussions, scanning and skimming, finding main ideas, and text analysis strategies, both as individual work and/or group work. The findings suggest that to optimize reading instruction and foster students' literacy, educators, institutional leadership, and national policymakers should be more coherent and complementary.

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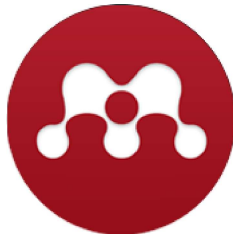
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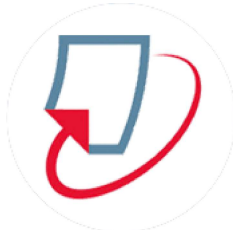
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MICRO, MESO, AND MACRO CONTEXTUAL FACTORS INFLUENCING SENIOR HIGH SCHOOL TEACHERS' PREFERENCE FOR READING ACTIVITIES

Benedicta Gatri Puspaningpuri¹, *Thomas Wahyu Prabowo Mukti²
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<p>ABSTRACT</p> <p>English teachers could choose among various teaching methods available to them, but instructional choices are often shaped by their surrounding environment. This preliminary study investigates the contextual factors affecting English teachers' reading instruction preferences using a quantitative method with thirty-two English teachers from senior high schools in Yogyakarta as participants. Data were collected using questionnaire via Google Forms. The researchers focus on three contextual factors: micro, meso, and macro. The results revealed micro factors ($\bar{x} = 4.01$ out of 5) influenced teachers' preferences and decisions in teaching reading, followed by macro factors ($\bar{x} = 3.94$) and meso factors ($\bar{x} = 3.83$). Participants tended to use intensive reading strategies, frequently using small group discussions, scanning and skimming, finding main ideas, and text analysis strategies, both as individual work and/or group work. The findings suggest that to optimize reading instruction and foster students' literacy, educators, institutional leadership, and national policymakers should be more coherent and complementary.</p> <p>Keywords: contextual factors; reading activities; reading strategies; teachers' teaching preferences</p>	<p>Article History</p> <p><i>Received:</i> 12-06-2026</p> <p><i>Revision:</i> 15-06-2026</p> <p><i>Accepted:</i> 24-06-2026</p> <p><i>Published:</i> 26-06-2026</p>
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INTRODUCTION

Reading literacy is one of the most important abilities students acquire as they progress through their early school years (Mullis et al., 2004). It is the foundation for learning across all subjects. It can be used for recreation and personal growth, and it equips young children with the ability to participate fully in their communities and the larger society. In the context of English learning, reading is an essential skill for learners of English. With strengthened reading skills, learners of English tend to make greater progress in other areas of language learning. Consequently, effective reading instructions require careful preparation. Therefore, teachers need to help students how to utilize the skills and knowledge they bring from their first language, develop vocabulary skills, improve reading comprehension and rate, and monitor their own improvement (Anderson, 2003).

Despite the global consensus on the importance of reading, Indonesia is currently facing a challenge related to student literacy rates. According to the analysis of the OECD (2023), Indonesian students' reading performance is the lowest ever compared to previous years (in 2022, it was 359), and compared to the 2018 results, the scores show a decline. Additionally, compared to the OECD average of 7%, very few Indonesian students achieved level 5 or higher

in reading skills, which requires understanding lengthy texts, abstract concepts, and the capacity to make connections between facts and opinions with content or information sources. To illustrate further, UNESCO data show Indonesia holds the second-to-last position in the global ranking of literacy (Indrasari, 2024). This finding indicates a significant challenge regarding the literacy rate in the country. Even though the government has implemented a lot of programs to boost literacy in 2022, this deficit is mirrored in recently published results from Pusat Asesmen Pendidikan (2025) assessment, which shows *Tes Kemampuan Akademis* (Academic Skill Tests) in English ranked lowest among all subjects (24.93 out of 100 points). These results demonstrate the significant issues facing Indonesia's educational system and the urgent need for greater collaboration in efforts to raise the standard of education.

These statistics demonstrate significant systemic issues within Indonesia's educational framework and emphasize an urgent need for collaborative efforts to improve educational standards. While the government is trying to tackle this issue, most notably by implementing *Gerakan Literasi Sekolah* since 2016, the outcomes remain inconsistent. Some studies show positive results as GLS could foster students' reading interest (Khusna et al., 2022; Pujiati et al., 2022; Syafitri & Yamin, 2022) while others show there are some factors that potential hinder the success of GLS i.e., disparities in education quality and facility, low reading proficiency and motivation (Destrianto & Dwikurnaningsih, 2021), students' lack of enthusiasm in reading and visiting the library, no special schedule for library visits for students (Pujiati et al., 2022).

To address these literacy challenges, it is crucial to identify the pivotal role of English teachers. One of the important elements that could boost reading interest and literacy is how teachers teach reading in class and how they encourage students to read. Guthrie and Alao (1997) propose a comprehensive framework that covers (a) conceptual themes, (b) real-world interactions, (c) self-direction, (d) interesting texts, (e) social collaboration, (f) self-expression, (g) cognitive strategy instruction, and (h) curricular coherence. We acknowledge that this framework could potentially offer ideal instruction but teachers' preferences and their surrounding environment could impact the actual classroom activities.

To understand how these instructional preferences are shaped, this study adopts concepts from Kozma's (2003) and Fulmer et al.'s, (2015) studies, which states that there are three levels of interacting contextual factors that determine the choices or policies implemented in the classroom for any context. The micro-level provides context about classrooms, including individual factors of the teacher and students (the teacher's assessment literacy, the number of students, and the students' prior performance in the topic area), as well as the availability of technological tools and materials. The meso-level consists of factors outside of the classroom that directly influence the classroom, such as school policies, school leadership support, institutional climate, and expectations of parents and the local community. Lastly, the macro-level has no direct effect on the classroom, but it may have indirect effects on the meso-level, such as education policies at the national, state (or province), or district level. This structure aligns with Hall and Kidman's (2004) Teaching-Learning map, which similarly identifies three cooperative contexts: the immediate teaching-learning environment, the institutional context, and the wider community context.

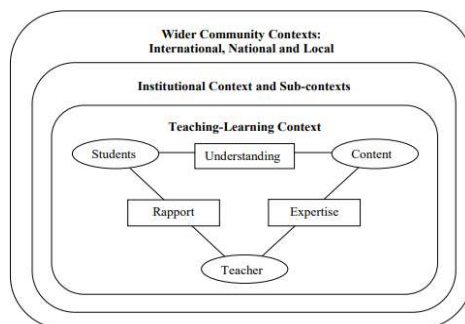


Figure 1. Relational Map of Teaching and Learning (the T-L map) (Hall & Kidman, 2004)

Recognizing the complex interplay between these contextual factors and pedagogical choices, the researchers aim to investigate Yogyakarta Senior High School English teachers' approaches to reading instructions as limited studies have discussed the bigger pictures of how and why teachers in Indonesia choose to apply certain strategies in their reading classes. The researcher will identify a) the preferred teaching strategies utilized in reading activities by exploring various techniques (e.g. making predictions, making selections, re-reading, making use of context or guessing, reading in chunks, paraphrasing) and reading sources (short stories, poems, newspapers, magazines, and article) and b) specific contextual factors influencing teachers' instructional strategies.

RESEARCH METHOD

This research employed a quantitative method to investigate the contextual influences on the reading activities of senior high school teachers in Yogyakarta. The questionnaire was developed based on the contextual influences (Fulmer et al., 2015; Hall & Kidman, 2004; Kozma, 2003). The questionnaire integrates Likert-scale statements, checklists, and open-ended questions to confirm what participants answered in the close-ended statements especially related to their strategies in their classrooms.

The target population is senior high school English teachers in five regencies, namely, Sleman, Bantul, Kulon Progo, Gunung Kidul, and Yogyakarta. The researchers recruited the participants using convenience sampling via *Musyawah Guru Mata Pelajaran Bahasa Inggris/English Teaching Forum (MGMP) WhatsApp* groups. Despite the researcher's efforts to contact all teachers from five regencies with diverse ages, backgrounds, and years of experience, the final sample consisted 32 participating teachers. To ensure the instrument's quality, a pilot test was conducted to confirm its readability and validity. It is done to three teachers with three different school backgrounds, ages, and experience.

The major data collection instrument was an online survey questionnaire via Google Forms, which was distributed from August to November. There are three sections in this questionnaire. The first section included 46 checklist options representing various reading activities in class that teachers usually use. The second section consisted of 4 checklist items related to the reading activities format. The contextual factors were divided into several sections namely micro factors (8 statements), meso factors (7 statements), and macro factors (5 statements). To provide clear insights, the questionnaire also included two open-ended questions, allowing the participants to share their insights freely based on their experience.

The researchers analyzed the data derived from closed-ended items and checklists using descriptive statistics to determine frequencies and central tendencies. To establish the guidelines for interpreting the perception levels as shown in the mean values, the researchers used Field's (2024) positive and negative criteria.

Table 1 – Positive and negative criteria

Mean score	Class
$M \leq 3$	Negative
$M > 3$	Positive

The analysis of 20 closed-ended statements yielded a Cronbach's Alpha coefficient of 0.894, as seen in table 2, which indicates a good level of internal consistency (George & Mallery, 2022). This result confirms that the instrument provides reliable and consistent measure for this research context.

Table 2 - Scale reliability statistics

	Mean	Cronbach's α
scale	3.93	0.894

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Teachers' Strategies for Teaching Reading

Reading Strategies

Our findings show that teachers use a range of strategies, as shown in Table 3.

Table 3 - Teachers' preferred activities in the reading classes

Activities	N	Activities	N
Small group discussion	27	Making infographic	12
Scanning	24	Think aloud	11
Finding the main idea and keywords	22	Making drama script based on the article	11
Skimming	21	Finding the right heading for each paragraph	11
Analyzing text structure	21	Comparing two different texts	11
Rearranging paragraph	20	Writing reading journal	10
Doing online quiz	20	Making students' own questions	10
Answering true and false questions	20	Debate	10
Presenting an article	19	Making video from the article	9
Making vocabulary list	19	Analyzing language styles	8
Making mind maps	19	Writing articles based on the text	7
Doing closed test	19	Making illustrations from the story	7
Answering multiple-choice questions	18	Writing response related to the article	6
Connecting words	17	Writing critiques of the article	6
Analyzing characters and/or conflict in the story	17	Making portfolio	6
Retelling stories (from students' perspective)	16	Making podcast about the article	6
Reading aloud	16	Literacy project	6
Making poster	16	Reporting/reviewing article	5
Making summary	15	Making KWL table (know-want to know-learned)	5
Presenting article analysis	13	Jigsaw reading	5
Making prediction	13	Making annotations on Google Docs	2
Role play	12		

The data show that small group discussions were the most frequently used strategy in reading activities (27 out of 32). To enhance students' comprehension, teachers frequently use collaborative learning. Collaborative learning enables high-quality interaction, especially a positive group climate, active participation, and supportive communication, which correlates with improved learning outcomes and satisfaction (Asri et al., 2025) and critical thinking (Warsah et al., 2021). Another common activity was scanning (24 responses), finding main ideas (22 responses), skimming and analyzing text (21 responses), and rearranging paragraphs, online quizzes, and answering true and false questions (20 responses).

Based on the findings above, the researchers conclude that small-group discussions dominate reading activities, indicating that teachers rely heavily on collaborative learning to improve comprehension and tackle the literacy crisis. This method promotes high-quality interactions and lowers the affective filter (Krashen, 1984), which is linked to improved learning outcomes, satisfaction, and critical thinking. Teachers actively and intentionally create a balanced learning environment through individual development and social collaborative skills. Pair work remains a very popular option (26 respondents). This format often provides a collaborative "comfort zone" that is less intimidating for shy students than large groups, while still allowing for

a deep exchange of ideas. Huseynli (2024) said peer learning not only enhances vocabulary and grammar but also cultivates essential communication skills. Peers can also provide immediate feedback, which is vital for correcting misconceptions and building confidence in language use. Classroom discussion (22 respondents) remained the majority choice, even though at a lower value. Carrasco and Iribarra (2018) stated that open classroom discussions indicate whether students can discuss during regular lessons and whether they receive informed opinions during the discussions.

In addition, the researchers could see that that teachers both use Intensive Reading and Extensive Reading approaches in the class although they are on the different levels and intensity. Intensive Reading dominates the approach and it is understandable since the government, even though trying to focus on HOTS, sometimes still use LOTS approaches in testing the students. In addition, teachers might be more familiar with Intensive Reading activities compared to Extensive Reading. However, we could see that teachers used some approaches like retelling stories (from students' perspective) (16 responses), doing role-play (12 responses), and making illustrations from the story (7 responses). It is understandable since Extensive Reading also has limited application.

Teachers' Strategies to Encourage Reluctant Readers

Based on the questionnaire results, the teachers use some strategies intended to improve interest and involvement in reading activities. In general, the strategies are categorized into five approaches. First, teachers provide relevant and intriguing reading material for students. The text selection is carried out by considering students' interests, characteristics, and personal experiences, such as texts related to hobbies, pop culture (K-pop, gaming, comics), and everyday life phenomena. The 15th respondent mentioned, "I found some readings that are related to their interests, talents and idols" also the 23rd respondent said, "I encourage and invite students to choose books or texts they want to read. They can choose books like comics, magazines about their hobbies like gaming or music, short fiction, or even song lyrics. For example, students who enjoy gaming are directed to use texts related to popular games and ask them to read character descriptions, game instructions, or the story behind a game in English". Collins-Dogrul and Saldaña (2019) stated that this approach could help students engage their own critical reading and thinking skills in their teaching and is based on students' self-emotion and self-contextualization so that students can be easily involved in reading activities.

Second, teachers provide freedom in choosing materials and room for reading. Some teachers allow students to read outside the classroom or choose a reading source according to their personal interests. The 7th respondent said, "(I) gave students the freedom to search for reading material with themes related to everyday life." Cella et al. (2023) stated that by engaging in the reading of a large amount of material of their own choosing, it is assumed that students strengthen their language abilities and thereby reduce the role of anxiety in second language reading. This method intends to create a comfortable reading atmosphere so that the students feel less under pressure.

Third, teachers use integrated media and creativity in reading exercises, including watching subtitled videos, discussion, game-based learning, making mind maps, and oral presentations. The 19th respondent said, "I used games, Kahoot, Wordwall, etc. for reading comprehension" and the 26th respondent said "My class reading activities usually use several media for reading materials (video, audio, images)". This strategy encourages students to develop the mindset that reading is a whole learning process as interactive multimedia also helps social interactions between educators and underachievers (Ahmad & Yin, 2019).

Fourth, teachers use their chemistry with students and mentorship to support students in overcoming reading issues, scaffolding teaching strategies, and providing individual support. It includes collaborative strategies such as group discussion and peer tutoring. In this case, peer motivation may be one of the factors that effectively encourages reading engagement. The 2nd respondent said, "usually, discussions took place in class. Some children knew something. For others who did not know yet, I encouraged them to find out for themselves through reading" and the 4th respondent said, "I used intensive personal consultation to motivate reading", also the 12th respondent said, "I provided lighter reading at a low level, and provide scaffolding according to ability". The 17th respondent said "I tried to communicate individually, in groups, and as a class about the importance of reading (to motivate students)". Peer engagement occurred because seeing other people's ideas in real-time helped participants correct their misunderstandings and

increased self-monitoring while reading (Bjorn, 2023) and this strategy could affect students who previously inactive or not interested in reading activities become active because they had partners with whom they could exchange information, add information and correct the same information (Makbul et al., 2025).

In general, these strategies and techniques are intentionally created to increase students' motivation to read through an approach that is relevant to their life, a comfortable learning environment, active engagement in the process, and specific individual support. The techniques create a sense of purpose and engagement by connecting reading materials to students' interest and real-world situations, which makes literacy seem approachable. Through conversations, collaborative projects, and practical exercises, active engagement turns passive reading into a dynamic experience.

The Contextual Factors Influencing Teachers' Teaching Strategy

This factor focuses on Micro, Meso, and Macro factors influencing teachers' teaching strategy. Here is the average for all aspects on the same factors (M-all).

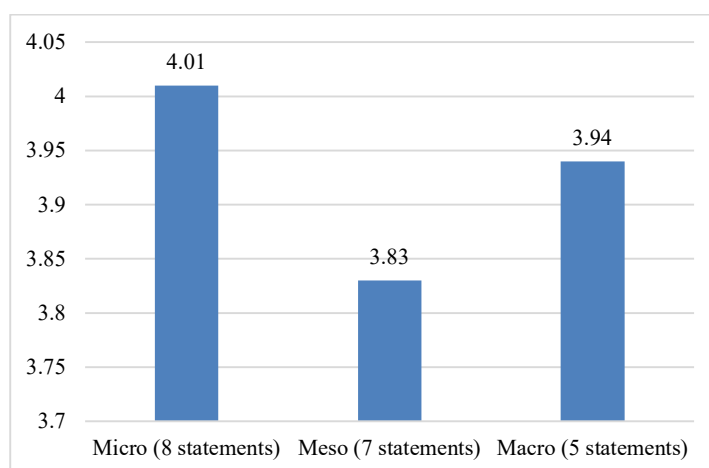


Figure 2. The Contextual Factors Influencing Teachers' Teaching Strategy

The micro factors obtained the highest average value (M= 4.01). This indicates internal factors such as teacher beliefs, teaching experience, teaching style, and interactions with students have a great influence on teacher learning strategy selection. Fulmer et al. (2015) stated that teacher background variables that may influence their practice, either directly or indirectly via the connection with knowledge, values, and conceptions. In other words, personal factors and the current condition of the classroom have a greater impact on teachers' decisions. The school environment is also enhanced when staff members show positive attitudes toward students and collaborate. The characteristics of individual teachers and of their classrooms have clear and direct connections to their teaching practices (Fulmer et al., 2015).

The macro factors have almost the same average value (M = 3.94). Progress in International Reading Literacy Study (Mullis et al., 2004) stated curricular aspects and governing policies particularly relevant to the acquisition of reading literacy include standards or benchmarks established for reading development, testing and promotion practices, policies for classroom assignment or grouping, instructional time, methods and materials, and ways of identifying students in need of remediation. Based on Hall and Kidman (2004), of particular importance is the ethos towards teaching and learning communicated by the individual departments or academic units within the institution.

Meanwhile, the meso factors showed the lowest average value (M = 3.83). This data indicates broader factors such as school environment, supportive teacher partner, school policy, leadership, and professional development program also have an important role to create teaching strategy, even though the effect is less than micro factors (Feng et al., 2023). Factors at the school and system level have both direct and indirect effects on student achievement since they are able to influence not only student achievement but also teaching and learning.

Micro–Level Contextual Factors

This factor focuses on the teacher's knowledge, values, educational background, and experiences.

Table 4 - Micro level statements

#	Statements	Average	SD
1	My educational background and training have equipped me to create reading activities	4.16	0.723
2	I feel confident in providing students with reading comprehension activities at a higher cognitive level (e.g., evaluation and reflection)	4.03	0.695
3	I believe students' socio-economic background influences their performance in reading activities	3.59	1.01
4	I frequently improve my understanding of reading activity strategies through professional development	4.19	0.693
5	I design reading activities that are aligned with the individual learning needs and abilities of students.	4.16	0.767
6	I use authentic texts for the reading activities that I use	4.03	0.933
7	I adjusted my teaching strategy based on the reading assessment results.	4.06	0.914
8	I develop reading activities based on the number of students in class	3.88	0.907

Based on the data questionnaire in Micro – Level Contextual Factors, educators showed **positive** perceptions of all 8 aspects mentioned. All eight statements achieved an average score above 3.00, indicating a level of agreement and supportive experience. The following is the breakdown for each aspect:

Teachers' Background

There are several major factors in terms of teachers' backgrounds that affect teachers' decisions. First, teachers frequently improve their understanding of reading activity strategies through professional development (M = 4.19, see statement four). When teachers actively improve their understanding of reading strategies, they are better able to deliver more engaging and effective instruction. The role of actively fulfilling personal and professional goals, and of managing one's own work and one's own development as a teacher and researcher as well said by [Hall and Kidman \(2004\)](#), the teacher must address her or his own professional development in order to become an effective teacher.

Second, teachers believe they are well-equipped to create reading activities because of their training and educational backgrounds (M = 4.16, see statement one). What teachers have experienced in training influences their choices in teaching strategy, reading activity and other learning stuff ([Nichols et al., 2005](#); [Oleson & Hora, 2014](#)). It is reflected by their teaching practices; hence, most teachers are normally familiar with intensive reading. Teachers' previous teachers and the pedagogical paradigm were different back then.

Third, teachers were confident in their ability to provide reading comprehension exercises that encourage higher-order thinking and the use of authentic texts in class (M = 4.03, see statements two and six). Students can think critically and creatively by applying higher-order thinking skills [Munawati and Nursamsu \(2019\)](#). In addition, the students' interest and involvement in the learning and teaching process can be increased by applying higher-level thinking. If authentic resources are carefully chosen by teachers based on the needs and interests of their students, they attract students' interest and attention ([Albiladi, 2018](#)). In addition, the use of authentic materials enables learners to develop higher-order thinking skills, so that they are able to categorize, analyze, justify, plan, create, and construct information ([Mariam et al., 2022](#)). [Rahman et al.'s \(2021\)](#) study showed students' understanding was improved after teachers used authentic materials and authentic tasks which provide communicative activities.

Students' Background

Teachers designed the reading activities aligned with individual learning needs and abilities of students (M = 4.16, see statement five) and they also consider students' socio-economic status (M = 3.59, see statement three). [Hall and Kidman \(2004\)](#) stated that by understanding students' backgrounds, teachers could create contextualized materials, identify students' strengths and weaknesses, manage class dynamics, and build rapport. Every stage of course design, delivery,

and assessment are supported by student knowledge. By doing so, teachers can increase cognitive engagement by encouraging students to interact more critically and actively with material that speaks to them by choosing texts that reflect their interests, also teachers can customize reading selections to engage students on a personal level by using surveys or casual conversations to learn more about their interests, passions, and cultural background (Al-Qahtani, 2016).

Teachers' Strategies

Teachers reported adjusting their teaching methods and reading exercises based on the outcomes of reading assessments and (M=4.06, see statement seven) and the number of students in the class (M = 3.88, see statement eight). It means teachers considered the assessments results as an integral part in their teaching. In additions, researchers see that number of students in the class becomes their concern as some reading activities require teachers to collaborate intensively with students while other activities might not need teachers to do so.

Meso – Level Contextual Factors

This factor focuses on school leaders, community and school culture and climate.

Table 5 - Meso level statements

#	Statements	Average	SD
9	My school provides adequate training and resources to implement my teaching method	3.66	1.04
10	The school leadership supports my teaching method	4.09	0.856
11	My school's curriculum guidelines influence my teaching reading method	3.88	0.871
12	Collaboration with other teachers in my school helps me improve my teaching reading practices	4.13	0.871
13	The availability of supporting facilities (projectors, internet, etc.) and materials (availability of books) at my school influences the way I design the teaching reading methods.	4.13	0.976
14	I provide teaching reading methods according to the expectations of the parents.	3.34	0.937
15	I provide teaching reading methods in accordance with the school committee's expectations/community expectations of the students I teach.	3.56	0.914

The analysis of the questionnaire data on Meso-Level Contextual Factors revealed positive perceptions. Different average scores for the seven statements from M=3.34 to M=4.13, indicate varying degrees of agreement and influences.

School Stakeholder Support

There are several factors in terms of school stakeholder support that affect teachers' decisions. First, collaboration with other teachers in school helps teachers to improve their teaching reading practices (M=4.13, see statement twelve) and later help them decide what they do in the classes. When school management support professional development and networking (M=3.66, see statement nine), teachers will have a sense of where teachers are going correlate with the level of practice in the school (Fulmer et al., 2015).

Second, support from school leadership is essential to improve teaching reading methods (M=4.09, see statement ten). Principals can play key roles in fostering teacher collaboration that improves student learning and achievement (Schleifer et al., 2017). As instructional leaders, principals can provide teachers with mentoring and feedback to help them develop their skills.

Third, teachers admit their methods of teaching reading are influenced by the curriculum guidelines (M=3.88, see statement eleven). Teachers admitted that the curriculum helps them set goals and design their lesson plan. Curriculum acts as frameworks to help connect teaching with educational objectives and standards.

School Facilities

The availability of supporting facilities (projectors, internet, etc.) and materials (availability of books) influences the way teachers design the teaching reading methods. (M=4.13, see statement thirteen). With good and optimal management of facilities and infrastructure, every educational process in schools will run according to what is expected because it is supported by

the availability of complete and appropriate facilities according to needs, so that it will have an impact on the quality of every educational process in schools (Yusran, 2022). Therefore, for some teachers they could execute ideal activities but for others, they might face some hindrances.

Expectations

Teachers also considered school committee's expectations/community expectations of the students I teach (M=3.56, see statement six) in designing their classroom instructions. In addition, parental expectations are still important, although teachers perceive it has less influenced than other meso-level variables (M=3.34, see statement fourteen). These findings show communities' and parents' expectations influence teachers' teaching method and expectations (Becker & Wessling, 2020) as teachers might have the urge to satisfy those parties.

Macro – Level Contextual Factors

This factor focuses on national policies and educational standards.

Table 6 - Macro level statements

#	Statements	Average	SD
16	I understand the Indonesian AKM Policy and its requirements for reading literacy learning methods.	4.06	0.669
17	I align my classroom reading activities with the AKM (Minimum Competency Standards) for levels 5 and 6.	4.00	0.672
18	National education policies (e.g., AKM) greatly influence my classroom reading activities.	3.94	0.759
19	I compile and provide reading activities based on school's foundation or Education Office's (<i>Dinas Pendidikan</i>) policies.	3.78	0.832
20	I organize and provide reading activities based on the culture in my school environment.	3.94	0.564

In this study, we focused on the AKM as the main policy. According to the AKM Reading Framework Processes, the AKM's texts or reading material used must be able to assess and promote critical thinking abilities in problem-solving. Additionally, the texts or reading material must be engaging, inspiring, contextual to the students' experiences and offer something new.

First, the findings indicate that teachers understand the AKM policy and national policy as effective encouragement for their comprehension, planning and implementation of reading teaching in classrooms. With average score of 4.06 (see statement sixteen), teachers demonstrated a strong commitment of the Indonesian AKM Policy and its requirements for reading literacy methods. Therefore, teachers align teaching strategies with the AKM minimum competency standards for levels 5 and 6 (M =4.00, see statement seventeen). As a result, the texts that are used to create AKM questions must be able to help students reach their full potential both personally and socially and be helpful in resolving issues in their own lives, society, and globally. In addition, teachers are influenced by the culture of the school environment (M= 3.94, see statement eighteen and twenty) and school's foundation or Education Office's (*Dinas Pendidikan*) policies (M=3.78, see statement nineteen). It is coherent with Poedjiastutie's (2018) findings. She said to shape school students' habits should be done from two strand of foci: cognitive and socio-cultural aspect.

Discussion

The findings reveal a complex interplay between micro, meso, and macro-level factors in shaping English teachers' reading instructions in Yogyakarta which were also shown by the teachers' intentional effort to different reading strategies via individual and collaborative learning formats. First, teachers' pedagogical beliefs, individual experiences, and understanding of classroom dynamics are paramount in influencing teachers' reading instruction in this study. Teachers' internal values directly dictate classroom execution. Majority of teachers prefer small group discussion and pair work. One of the reasons is teachers' experiences and efforts on how to lower affective filter and reduce reading anxiety among students. In addition, teachers utilize Intensive Reading techniques (i.e. scanning, and skimming) to meet curriculum goals while at almost the same time they tried to embed Extensive Reading elements such as, students' autonomy in selecting text to foster students' intrinsic motivation.

Second, meso factors for instance, school leadership, peer collaboration, and access to facilities needed for teaching dictate the teachers' capacity to execute teachers' initiatives in their

reading instructions. For example, well-equipped classrooms allow for flexible grouping for both Intensive Reading (online quizzes on complex informational texts) and Extensive Reading (peer tutoring for self-selected books) and create a balanced environment where group participation in Intensive Reading discussions and individual choice in Extensive Reading foster confidence. Sustainable pedagogical improvement relies on a supportive community of practice (Wenger, 1998) and strong instructional leadership (Schleifer et al., 2017). Participants of this study highly valued teacher collaboration and adequate facilities. In addition, this factor also contributes to the success of GLS program as the program relies heavily on micro-level factors but could fail when micro-level support is lacking.

Lastly, national policies such as AKM (Minimum Competency Assessment) exert a powerful top-down influence on teachers' reading instructions. AKM mandates teachers focus on higher-order cognitive and critical problem-solving skills and it encourages a shift on how reading is taught. Teachers strongly aligned with macro-level policies (M = 4.06) one of them is discovery and discovery-based activities. Laal and Laal (2012) suggests collaborative learning naturally acts as catalysator for higher-order critical thinking.

Ultimately, researchers understand that teaching methods is at the messy intersection of planned and unplanned policies (Liddicoat, 2014). While big educational changes are planned at the top level, the actual methods used to deliver them are usually unplanned. This leaves local teachers to adapt in ad hoc, survival-mode ways based on whatever resources they happen to have. Therefore, macro-level policies act as a catalyst – prompting teachers to rely on their micro-level experiences and competencies to design mandated reading activities by AKM and collaborative reading environments supported by institutional supports and resources.

CONCLUSION

In conclusion, senior high school teachers in Yogyakarta predominantly use intensive reading activities that focus more on grammar, vocabulary, text structure, and detailed analysis over extensive reading or commonly known as reading for pleasure. However, teachers also balance their teaching by selecting reading activities supported by interactive reading formats, with the most preferred being individual work, group work, pair work, and class discussion. These reading formats contribute to balancing independent learning and collaborative learning.

The selection of the instructional strategies is mostly influenced by micro factors (M-all = 4.01). Teachers' pedagogical decisions are deeply rooted in teachers' professional training, educational background, and confidence in delivering HOTS using authentic texts. Furthermore, teachers demonstrate high adaptability by tailoring their methods to class sizes, assessment results, and their students' specific needs and socio-economic background. Then, macro factors (M-all = 3.94) serves as the second strongest influence predominantly by AKM. Lastly, the lowest mean highlighted in meso factors (M-all = 3.83). These phenomena highlight a potential gap in the structural support for the teachers.

This study findings show that teachers need to integrate more reading for pleasure (Extensive Reading) into their teaching reading practices and policies to balance analytical demands with intrinsic motivation. School leaderships need to prioritize development programs that help teachers master comprehensive and balanced reading strategies. The policy makers could address the meso-level gaps by helping schools upgrade educational facilities and empower human resources to support innovative literacy programs.

For the further studies, future researchers can analyze how students react to particular reading activities in their classes. In addition, future researchers could find the most suitable approaches for different students' background. Lastly, as this research focuses on teachers working in Yogyakarta, this study might not give bigger picture for all schools around Indonesia. Therefore, researchers could analyze teachers from other provinces or more provinces in Indonesia.

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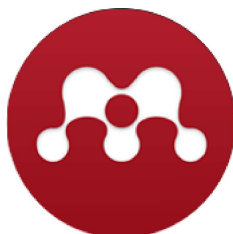
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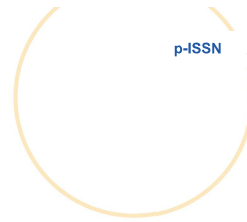
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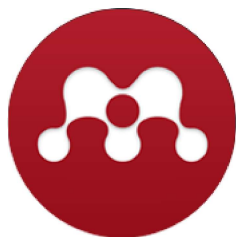
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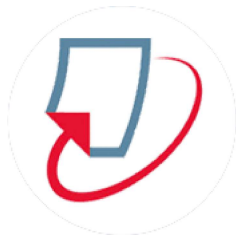
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[ELTS] Submission Acknowledgement

From Desrin Lebagi, S.Pd., M.Pd <jurnalfkipuntad@gmail.com>

Date Fri 12-Jun-26 23:11

To Thomas Wahyu Prabowo Mukti, S.Pd., M.Pd. <thomaswpm@usd.ac.id>

Thomas Wahyu Prabowo Mukti:

Thank you for submitting the manuscript, "MICRO, MESO, AND MACRO CONTEXTUAL FACTORS INFLUENCING SENIOR HIGH SCHOOL TEACHERS' PREFERENCE FOR READING ACTIVITIES" to e-Journal of ELTS (English Language Teaching Society). With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

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If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Desrin Lebagi, S.Pd., M.Pd

Best regards,

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Re: [ELTS] Editor Decision

From Thomas Wahyu Prabowo Mukti, S.Pd., M.Pd. <thomaswpm@usd.ac.id>
Date Wed 24-Jun-26 19:53
To Admin ELTS <jurnalfkipuntad@gmail.com>; benedictagatri <benedictagatri@gmail.com>

Dear Editors of ELTS,

We have submitted the revised version and completed the form.

Best regards,

Thomas and Bene

From: Admin ELTS <jurnalfkipuntad@gmail.com>
Sent: Monday, June 22, 2026 12:21
To: benedictagatri <benedictagatri@gmail.com>; Thomas Wahyu Prabowo Mukti, S.Pd., M.Pd. <thomaswpm@usd.ac.id>
Subject: [ELTS] Editor Decision

Dear Benedicta Gatri Puspaningpuri, Thomas Wahyu Prabowo Mukti,
We have reached a decision regarding your manuscript submission to e-Journal of ELTS (English Language Teaching Society) titled "MICRO, MESO, AND MACRO CONTEXTUAL FACTORS INFLUENCING SENIOR HIGH SCHOOL TEACHERS' PREFERENCE FOR READING ACTIVITIES".

Our decision is: **Revisions Required.**

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Date Wed 24-Jun-26 20:57

To Thomas Wahyu Prabowo Mukti, S.Pd., M.Pd. <thomaswpm@usd.ac.id>

Dear Thomas Wahyu Prabowo Mukti,

You have been listed as an author on a manuscript submission to e-Journal of ELTS (English Language Teaching Society). To confirm your authorship, please add your ORCID id to this submission by visiting the link provided below.

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Date Wed 24-Jun-26 20:57

To benedictagatri <benedictagatri@gmail.com>; Thomas Wahyu Prabowo Mukti, S.Pd., M.Pd. <thomaswpm@usd.ac.id>

Dear Benedicta Gatri Puspaningpuri, Thomas Wahyu Prabowo Mukti,

We are pleased to inform you that following the recent peer-review process and the successful implementation of your revisions, your manuscript titled **"MICRO, MESO, AND MACRO CONTEXTUAL FACTORS INFLUENCING SENIOR HIGH SCHOOL TEACHERS' PREFERENCE FOR READING ACTIVITIES"** has been officially accepted for publication in the **e-Journal of ELTS (English Language Teaching Society)**.

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Date Fri 26-Jun-26 11:50

To benedictagatri <benedictagatri@gmail.com>; Thomas Wahyu Prabowo Mukti, S.Pd., M.Pd. <thomaswpm@usd.ac.id>

Dear Benedicta Gatri Puspaningpuri, Thomas Wahyu Prabowo Mukti,

We are pleased to inform you that the editing phase for your submission, "**MICRO, MESO, AND MACRO CONTEXTUAL FACTORS INFLUENCING SENIOR HIGH SCHOOL TEACHERS' PREFERENCE FOR READING ACTIVITIES**", is now complete, and your manuscript has been advanced to production. While we finalize your paper for publication, please ensure that your APC payment is settled and that you have completed [this form](#) to generate your official Payment Receipt. Should you require a formal Letter of Acceptance (LoA) for your records, please do not hesitate to contact our Editorial Office Administrator.

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