

## APPENDICES

### A. Appendix 1 Phenomenological Semi-Structured Interview Guide

#### Section A: Opening Questions

(Grounded in: Moustakas, (1994))

1. Can you describe your general experience as a pre-service English teacher when preparing reading materials?
2. How familiar are you with AI tools in your academic or teaching related tasks?

#### Section B: How Pre-Service Teachers Use AI to Develop Reading Materials

(Grounded in: Ji (2024), Dakhi (2025), Wulandari & Purnamaningwulan (2024), Holmes et al. (2019))

3. What AI tools do you usually use when developing reading materials?
4. Can you explain how you typically use AI tools during the process of creating reading texts?
5. How do AI tools help you generate or modify reading passages?
6. How do you decide which parts of the material must be revised or adjusted after receiving AI output?

#### Section C: Benefits of Using AI

(Grounded in: Ji (2024), Al Fajri & Rahman (2024), Yusnita et al. (2024), Savitri et al. (2025))

7. What benefits do you experience when using AI tools for developing reading materials?
8. How do AI tools help you simplify or paraphrase texts?
9. How do AI tools assist you in improving clarity, grammar accuracy, or readability of materials?

#### Section D: Challenges of Using AI

(Grounded in: Khasawneh (2024), Dakhi (2025), Wulandari & Purnamaningwulan (2024), Holmes et al., (2019))

10. What difficulties do you encounter when using AI tools to create reading materials?

11. Have you ever felt concerned about the originality or ethics of AI-generated content?
12. What challenges do you face when evaluating or verifying AI-generated texts?
13. Are there any technical or digital literacy related difficulties you experience while using AI tools?

**Section E: Reflection & Closing**

(Grounded in: Moustakas, (1994))

14. How has your experience with AI tools influenced your development as a future English teacher?
15. Overall, what does using AI tools mean to you in the process of designing reading teaching materials?

## B. Appendix 2 Document Analysis Checklist

### Text Appropriateness for Junior High School

(Nation & Macalister, 2020; Richards & Schmidt, 2019)

No	Criteria	Yes	No
1.	Vocabulary load, sentence structures, and text length are appropriate		
2.	Main ideas and supporting details are clear and suitable		

### Content Quality & Authenticity

(Tomlinson, 2016; Richards & Schmidt, 2019)

No	Criteria	Yes	No
3.	Text reflects natural language use or meaningful real life language		
4.	The text is coherent and logically organized		

### Reading Text Structure (Pre–While–Post)

(Gebhard, 2023)

No	Criteria	Yes	No
5.	Pre-reading elements activate schema and introduce key vocabulary and themes.		
6.	While-reading elements guide comprehension (e.g., through logical organization and cohesive devices).		
7.	Post-reading elements promote reflection or the application of reading outcomes.		

### AI Assisted Text Quality

(Ji, 2024; Al Fajri & Rahman, 2024; Yusnita et al., 2024)

No	Criteria	Yes	No
8.	AI generated content is coherent, accurate, and free from irrelevant information.		
9.	AI Paraphrasing or simplification maintains meaning and improves readability.		

### Pedagogical & Ethical Considerations

(Savitri et al., 2025; Holmes et al., 2019)

No	Criteria	Yes	No
10.	Materials align with reading lesson objectives for Junior High School.		

### C. Appendix 3 Table Tabulation of Thematic Analysis

#### USING AI TOOLS FOR DEVELOPING READING MATERIALS

##### Using AI Through Prompt-Based Interaction

Participant	Interview
Participant 1	“Please give me brainstorming ideas for reading texts relevant to the target level.”
Participant 2	“Give me brainstorm and generate a relevant topic.”
Participant 3	“I give prompts based on the topic and students’ level.”
Participant 4	“Generate reading text based on students’ proficiency levels and engaging topics.”
Participant 5	“Create themes that are engaging yet relevant to the target students.”

##### Using AI to Generate Reading Materials

Participant	Interview
Participant 1	“Give me some examples of reading texts.”
Participant 2	“Asking AI to generate a relevant topic.”
Participant 3	“Create a text related to a specific topic and appropriate for a specific proficiency level.”
Participant 4	“Generate reading text based on students’ proficiency levels and engaging topics.”
Participant 5	“AI helped generate more current and engaging themes.”

##### Using AI to Adapt Reading Materials to Students’ Needs

Participant	Interview
Participant 1	“Read multiple times, revise, elaborate.”
Participant 2	“Revise them, elaborate on them, adjust the difficulty level.”
Participant 3	“Simplify the sentence according to the students’ difficulty level, and adjust the text length according to the students’ level.”
Participant 4	“Select or combine the most suitable parts and adjust the length of the text.”
Participant 5	“Refine this reading text by simplifying language, improving coherence, and adjusting vocabulary to students’ level.”

##### Using AI to Support Material Evaluation and Revision

Participant	Interview
Participant 1	“I look at whether the text is easy for students to understand.”

Participant 2	“Read the results several times and recheck until they fit my needs.”
Participant 3	“I check the content, language, difficulty level, and whether it matches the learning objectives.”
Participant 4	“If it is not suitable or too difficult, I revise it.”
Participant 5	“I always review it carefully to ensure that the material meets the requirements.”

## **BENEFIT OF USING AI**

### **Time Efficiency**

<b>Participant</b>	<b>Interview</b>
Participant 1	“It saves time, ....”
Participant 2	“The benefits include saving time, ....”
Participant 3	“AI saves time ...”
Participant 4	“The benefits are saving time, ...”
Participant 5	“AI is very helpful in saving time ....”

### **Idea Generation**

<b>Participant</b>	<b>Interview</b>
Participant 1	“...helps with brainstorming ideas...”
Participant 2	“...helping with brainstorming ideas...”
Participant 3	“...provides new ideas...”
Participant 4	“...helping me find ideas...”
Participant 5	“...I can get new ideas with fresh or trendy themes...”

### **Simplifying Texts**

<b>Participant</b>	<b>Interview</b>
Participant 1	“...give a prompt to simplify them at the level I want.”
Participant 2	“...give instructions to simplify them according to the desired level.”
Participant 3	“AI changes complex sentences into simpler ones that are easier to

	understand.”
Participant 4	“It changes difficult sentences into simpler ones without changing the main meaning.”
Participant 5	“AI helps quickly and efficiently, saving time compared to doing it manually.”

### Paraphrasing Complex Sentences

Participant	Interview
Participant 1	“...copy and paste difficult sentences...”
Participant 2	“...input sentences that are difficult...”
Participant 3	“AI changes complex sentences into simpler ones...”
Participant 4	“It changes difficult sentences into simpler ones without changing the main meaning.”

### Improving Grammar Accuracy

Participant	Interview
Participant 1	“...checking grammar and improving sentence structure.”
Participant 2	“...providing grammar corrections and suggestions for improving sentence structure.”
Participant 3	“AI helps correct grammar...”
Participant 4	“It improves sentence structure and grammar...”
Participant 5	“...improving clarity and grammar.”

### Enhancing Clarity and Readability

Participant	Interview
Participant 1	“...make sentences clearer and less complicated.”
Participant 2	“...make sentences clearer and less complicated.”
Participant 3	“...enhance readability.”

Participant 4	"...easier for students to understand and less confusing."
Participant 5	"...improving clarity..."

## CHALLENGES OF AI

### Inaccurate AI Outputs

Participant	Interview
Participant 1	"Sometimes the results do not match what I want."
Participant 2	"The results are not always as expected."
Participant 3	"Sometimes the results are not what I expect, and occasionally the responses can be misleading or exaggerated."
Participant 5	"The results are sometimes not aligned with my needs."

### Irrelevant Content

Participant	Interview
Participant 1	"AI does not fully understand my intention."
Participant 2	"AI does not fully understand my intention."
Participant 4	"The material is still too general or not fully aligned with the learning context..."
Participant 5	"The results are sometimes not aligned with my needs."

### Difficulties in Prompt Formulation

Participant	Interview
Participant 3	"Sometimes I struggle to create the right prompts..."
Participant 4	"The main difficulty is creating effective prompts that match what I expect."
Participant 5	"Errors often occur when the prompt is not well designed."

### Originality Concerns

Participant	Interview
Participant 1	"Originality is definitely a concern for me."
Participant 2	"If AI-generated results are used without further processing, it can become an ethical issue."
Participant 4	"...relying too much on AI without revising the results first."
Participant 5	"I usually ask for source links or references so I can check the

	originality...”
--	-----------------

### Difficulty in Verifying AI Generated Content

Participant	Interview
Participant 1	“Sometimes the sources are not relevant...”
Participant 2	“The sources provided are not relevant...”
Participant 3	“The main challenge is ensuring that the content is accurate...”
Participant 4	“AI can provide inaccurate information.”
Participant 5	“The sources are unclear or unreliable...”

### Source Reliability Issues

Participant	Interview
Participant 1	“The validity and variety of sources can be questionable.”
Participant 2	“Ensuring the validity and diversity of the sources used.”
Participant 4	“Ensuring that the information is correct and appropriate to the context...”
Participant 5	“The references provided can be inaccurate or manipulated.”

### Digital Literacy Challenges

Participant	Interview
Participant 1	“The validity and variety of sources can be questionable.”
Participant 2	“Ensuring the validity and diversity of the sources used.”
Participant 3	“Sometimes I struggle to create the right prompts...”
Participant 4	“Creating effective prompts...”
Participant 5	“The references provided can be inaccurate or manipulated.”

## D. Appendix 4 Result of Document Analysis Checklist

### Participant 1

#### The Importance of Having Breakfast

Many people tend to skip breakfast due to busy schedules or the desire to lose weight. However, this habit can lead to various negative consequences. Breakfast is often referred to as the most important meal of the day for a good reason it fuels the body and brain after a night of fasting.

First, having breakfast provides the necessary energy to start the day. When we wake up, our body has gone several hours without food, and our energy levels are low. A nutritious breakfast helps improve concentration and performance, particularly in school or work environments. Students who eat breakfast are more alert and can absorb information more effectively. Second, breakfast helps in maintaining a healthy body weight. Skipping breakfast often leads to overeating later in the day because the body craves the missed calories. Moreover, people who eat a balanced breakfast tend to make better food choices throughout the day and have more controlled appetites.

In conclusion, breakfast is essential for both physical and mental performance. Therefore, people should be encouraged to make time for a healthy morning meal, even if they are busy. Starting the day with breakfast leads to better health and productivity.

No	Criteria	Yes	No
1.	Vocabulary load, sentence structures, and text length are appropriate		✓
2	Main ideas and supporting details are clear and suitable	✓	
3	Text reflects natural language use or meaningful real life language	✓	
4	The text is coherent and logically organized	✓	
5	Pre-reading elements function to activate learners' background knowledge and introduce key vocabulary and themes.	✓	
6	While-reading elements facilitate comprehension through clear organization and cohesive devices.	✓	
7	Post-reading elements encourage reflection and the application of ideas presented in the text.	✓	
8	AI generated content is coherent, accurate, and free from irrelevant information.	✓	
9	AI Paraphrasing or simplification maintains meaning and improves readability.	✓	
10	Materials align with reading lesson objectives for Junior High School.		✓

Notes: Structure is clear, but vocabulary level is too difficult for Junior High School

## Participant 2

### MY MADRASAH

My name is Aisyah. I am a student at Al-Hikmah Madrasah. My madrasah is one of the cleanest schools in my town. The environment in my madrasah is very comfortable and beautiful. There are many trees, flowers, and green plants around the school. Because of that, the air is fresh and the students feel happy to study every day.

Every morning, all students clean their classroom before the lesson starts. We sweep the floor, clean the desks, and throw the trash into the bins. There are many trash bins in our madrasah, and each bin has a different colour. The green bin is for organic waste, the yellow bin is for plastic, and the blue bin is for paper. This helps us to manage our waste properly.

Besides cleaning the classroom, we also take care of the school garden. After school, some students water the plants and pick up the trash in the yard. Our teachers always remind us not to litter and to save water. They also teach us how to protect the environment. Because of these activities, we learn to be responsible for our surroundings.

Every Friday, we have a special program called "Green Friday." On this day, all students and teachers work together to clean the whole school area. We also plant new trees and flowers. It is a fun activity because we can work together with our friends. A clean and green madrasah makes us feel comfortable and helps us study better. Therefore, we must always keep our environment clean and healthy.

(source: participant 2)

No	Criteria	Yes	No
1.	Vocabulary load, sentence structures, and text length are appropriate		✓
2	Main ideas and supporting details are clear and suitable	✓	
3	Text reflects natural language use or meaningful real life language	✓	
4	The text is coherent and logically organized	✓	
5	Pre-reading elements function to activate learners' background knowledge and introduce key vocabulary and themes.	✓	
6	While-reading elements facilitate comprehension through clear organization and cohesive devices.	✓	
7	Post-reading elements encourage reflection and the application of ideas presented in the text.	✓	
8	AI generated content is coherent, accurate, and free from irrelevant information.	✓	
9	AI Paraphrasing or simplification maintains meaning and improves readability.	✓	

10	Materials align with reading lesson objectives for Junior High School.	✓	
----	------------------------------------------------------------------------	---	--

Notes: It's clear and well-organized, but there are a few words that don't match the difficulty level.

### Participant 3

#### How to Make a Cup of Tea

Goal: To make a cup of tea.

Materials:

- A tea bag
- A cup
- Hot water
- Sugar (optional)
- A spoon

Steps:

1. First, put the tea bag into the cup.
2. Next, pour hot water into the cup.
3. Then, wait for 3–5 minutes.
4. After that, take out the tea bag.
5. Add sugar if you like.
6. Stir the tea with a spoon.
7. Finally, the tea is ready to drink.

No	Criteria	Yes	No
1.	Vocabulary load, sentence structures, and text length are appropriate	✓	
2	Main ideas and supporting details are clear and suitable	✓	
3	Text reflects natural language use or meaningful real life language	✓	
4	The text is coherent and logically organized	✓	
5	Pre-reading elements function to activate learners' background knowledge and introduce key vocabulary and themes.	✓	
6	While-reading elements facilitate comprehension through clear organization and cohesive devices.	✓	
7	Post-reading elements encourage reflection and the application of ideas presented in the text.	✓	
8	AI generated content is coherent, accurate, and free from irrelevant information.	✓	
9	AI Paraphrasing or simplification maintains meaning and improves readability.	✓	

10	Materials align with reading lesson objectives for Junior High School.	✓	
----	------------------------------------------------------------------------	---	--

Notes: All checklist criteria are fulfilled and consistent with the participant's responses.

## Participant 4

### My Favorite Place at School

My favorite place at school is the library. It is a quiet and comfortable place where students can read and study. I often go there in my free time because I like spending time in a calm place.

The library is not very big, but it has many books. The shelves are neat, and the books are arranged well. There are also some tables and chairs for students to read. The atmosphere in the library is calm. I can sit there for a long time and enjoy reading books. Sometimes, I also do my homework there.

I love this place because it helps me relax and learn new things. I feel happy and peaceful when I am in the library.

No	Criteria	Yes	No
1.	Vocabulary load, sentence structures, and text length are appropriate	✓	
2	Main ideas and supporting details are clear and suitable	✓	
3	Text reflects natural language use or meaningful real life language	✓	
4	The text is coherent and logically organized	✓	
5	Pre-reading elements function to activate learners' background knowledge and introduce key vocabulary and themes.	✓	
6	While-reading elements facilitate comprehension through clear organization and cohesive devices.	✓	
7	Post-reading elements encourage reflection and the application of ideas presented in the text.	✓	
8	AI generated content is coherent, accurate, and free from irrelevant information.	✓	
9	AI Paraphrasing or simplification maintains meaning and improves readability.	✓	
10	Materials align with reading lesson objectives for Junior High School.	✓	

Notes: All checklist criteria are fulfilled and consistent with the results of the interview.

## Participant 5

### My Grandfather

A person who has influenced me most is my grandfather. My grandfather raised me to sensitive, cheerful and compassionate. He is someone I love and cherish very deeply.

My grandfather, Jack, is of medium height. He is in his early seventies but looks extremely young for his age. He is slim and has got short grey hair. My grandfather's face is round and friendly looking. He likes motorcycle. He has small blue eyes and an expression full of kindness. He tends to wear casual clothes like jeans and tee shirts, which add to his youthful appearance.

My grandfather is an incredibly sensitive person who helps everyone in need. Yet, he never seeks a reward for his kindness. Moreover, my grandfather is so generous that he wants to share what he possesses with others. For example, he donated 10,000 shekels to an organization for Holocaust survivors. Furthermore, I can speak to him about all of my problems because he is trustworthy and keeps all my secrets. What he does not tolerate is a lie. He has always told me that if you don't tell the truth, you will only hurt your selfrespect.

In short, my grandfather is one of the most important people in my life. I believe that he has contributed greatly to my ability to show compassion and sensitivity for others.

(source: participant 5)

No	Criteria	Yes	No
1.	Vocabulary load, sentence structures, and text length are appropriate		✓
2	Main ideas and supporting details are clear and suitable	✓	
3	Text reflects natural language use or meaningful real life language	✓	
4	The text is coherent and logically organized	✓	
5	Pre-reading elements function to activate learners' background knowledge and introduce key vocabulary and themes.	✓	
6	While-reading elements facilitate comprehension through clear organization and cohesive devices.	✓	
7	Post-reading elements encourage reflection and the application of ideas presented in the text.	✓	
8	AI generated content is coherent, accurate, and free from irrelevant information.	✓	
9	AI Paraphrasing or simplification maintains meaning and improves readability.		✓
10	Materials align with reading lesson objectives for Junior High School.		✓

Notes: Supported in content and organization; not supported in vocabulary level and suitability for Junior High School.

## **E. Appendix 5 Interview Transcript**

### **Participant 1**

Researcher: Can you describe your general experience as a pre-service English teacher when preparing reading materials?

Participant: Usually, when preparing reading materials, first identify students' proficiency levels by considering vocabulary difficulty, sentence complexity, and overall readability.

Researcher: How do you identify student proficiency?

Participant: I provide sample reading texts from the internet to carefully determine whether the text is appropriate for the students' target level. I also consider the topic to ensure students don't get bored easily while reading. I often obtain texts from online sources because they offer more variety.

Researcher: How familiar are you with the use of AI tools in academic or teaching-related activities?

Participant: I use AI tools quite often, especially ChatGPT. I use it to help prepare learning materials, such as finding activity ideas, creating sample texts, improving sentences, and making exercises, especially for grammar.

Researcher: What AI tools do you usually use when developing reading materials?

Participant: So far, ChatGPT is still my main choice. Sometimes I also use Google Gemini as a secondary source to elaborate ideas. Maybe QuillBot as well, to help with paraphrasing texts.

Researcher: Can you explain how you usually use AI tools in the process of creating reading texts?

Participant: First, I ask AI to generate a relevant topic. Then, I use it for brainstorming. After that, I read the text several times, revise it, elaborate on it, and double-check everything to make sure it fits.

Researcher: How do AI tools help you generate or modify reading texts?

Participant: AI helps me get sample texts more quickly. Sometimes, from one text generated by AI, I can develop ideas for other materials. It also helps me adjust the difficulty level of the text.

Researcher: How do you decide which parts of the reading need to be revised after getting results from AI?

Participant: I usually check whether the text is easy for students to understand. If there are sentences that are too long or vocabulary that may be unfamiliar, I simplify them and sometimes provide a glossary.

Researcher: What benefits do you experience when using AI tools to develop reading materials?

Participant: It saves time, helps with brainstorming ideas, allows me to elaborate materials, supports creating detailed tasks, and helps maintain objectivity.

Researcher: How does AI help you simplify or paraphrase texts?

Participant: Both QuillBot and ChatGPT can be used. I simply copy and paste difficult sentences and give a prompt to simplify them at the level I want. But I always recheck the results because AI can still make mistakes.

Researcher: How does AI help improve clarity, grammatical accuracy, or readability of materials?

Participant: AI provides quite detailed explanations when checking grammar and improving sentence structure. Sometimes it also gives suggestions to make sentences clearer and less complicated.

Researcher: What difficulties do you face when using AI tools to create reading materials?

Participant: Sometimes the results do not match what I want. It can happen because my prompt is still too general, so AI does not fully understand my intention.

Researcher: Have you ever felt concerned about the originality or ethical aspects of AI generated content?

Participant: Yes, originality is definitely a concern for me. From an ethical perspective, it can be problematic if we do not elaborate the content ourselves.

Researcher: What challenges do you face when evaluating or verifying AI-generated texts?

Participant: Sometimes the sources are not relevant, and AI often agrees with whatever we ask, as if it fully understands us, even when it may not be accurate.

Researcher: Are there any technical or digital literacy difficulties you experience

when using AI tools?

Participant: For technical issues, things like devices and internet connection can affect both the results and my mood. For digital literacy, the validity and variety of sources can be questionable.

Researcher: How has your experience using AI tools influenced your development as a pre service English teacher?

Participant: Honestly, I feel a bit regretful when I remember that I used to just copy and paste. Now, I understand better how to use these tools properly.

Researcher: Overall, what does the use of AI tools mean to you in the process of designing reading materials?

Participant: It means becoming a teacher with integrity and responsibility. So, we should not use AI carelessly

**Participant 2**

Researcher: Can you describe your general experience as a pre-service English teacher when preparing reading materials?

Participant 2: Usually, I start by making sure that the selected text matches the students' level. I also consider the topic so that it is interesting and does not make students feel bored quickly. For sources, I often take texts from the internet because they are more varied.

Researcher: How familiar are you with the use of AI tools in academic or teaching-related activities?

Participant 2: I am quite familiar and frequently use AI tools, especially ChatGPT. I usually use it to help prepare learning materials, such as finding activity ideas, creating sample texts, improving sentences, and making exercises, especially for grammar.

Researcher: What AI tools do you usually use when developing reading materials?

Participant 2: So far, I mostly use ChatGPT. Sometimes I also use Google Gemini as an additional source, and QuillBot to help with paraphrasing texts.

Researcher: Can you explain how you usually use AI tools in the process of creating reading texts?

Participant 2: Usually, I start by asking AI to generate a relevant topic. After that, I use it for brainstorming ideas. Then, I read the results several times, revise them, elaborate on them, and recheck until they truly fit my needs.

Researcher: How does AI help you generate or modify reading texts?

Participant 2: AI really helps speed up the process of creating texts. From one text, I often get ideas to develop other materials. It also helps adjust the difficulty level of the text according to students' level.

Researcher: How do you determine which parts of the reading need to be revised after getting results from AI?

Participant 2: I usually check whether the text is easy for students to understand. If there are sentences that are too long or vocabulary that is unfamiliar, I simplify them. Sometimes I also add a glossary to support students' understanding.

Researcher: What benefits do you experience when using AI tools to develop

reading materials?

Participant 2: The benefits include saving time, helping with brainstorming ideas, making it easier to elaborate materials, supporting the creation of more detailed tasks, and providing a more objective perspective.

Researcher: How does AI help you simplify or paraphrase texts?

Participant 2: I usually use ChatGPT or QuillBot. I just input sentences that are difficult and give instructions to simplify them according to the desired level. However, I always recheck the results because AI can still make mistakes.

Researcher: How does AI help improve clarity, grammatical accuracy, or readability of materials?

Participant 2: AI helps by providing grammar corrections and suggestions for improving sentence structure. It also often gives alternative expressions to make sentences clearer and less complicated.

Researcher: What difficulties do you face when using AI tools to create reading materials?

Participant 2: The main difficulty is that the results are not always as expected. Usually, this happens because the prompts I give are still too general, so AI does not fully understand my intention.

Researcher: Have you ever felt concerned about the originality or ethical aspects of AI generated content?

Participant 2: Yes, I am quite concerned, especially about originality. If AI-generated results are used without further processing, it can become an ethical issue. However, in certain situations, especially when under time pressure, there is a temptation to use them directly.

Researcher: What challenges do you face when evaluating or verifying AI-generated texts?

Participant 2: Sometimes the sources provided are not relevant. In addition, AI tends to agree with our requests, so we still need to be critical when checking the accuracy.

Researcher: Are there any technical or digital literacy difficulties you experience when using AI tools?

Participant 2: From a technical perspective, issues like devices and internet connection can have a significant impact. From a digital literacy perspective, the challenge is ensuring the validity and diversity of the sources used.

Researcher: How has your experience using AI tools influenced your development as a pre service English teacher?

Participant 2: This experience has had a significant impact on me. In the past, I sometimes just copied and pasted, but now I understand better how to use AI more wisely and responsibly.

Researcher: Overall, what does the use of AI tools mean to you in the process of designing reading materials?

Participant 2: For me, AI is a very useful supporting tool, but it must be used wisely. As a future teacher, I believe it is important to maintain integrity and ensure that the use of AI is accountable.

**Participant 3**

Researcher: Can you describe your general experience as a pre-service English teacher when preparing reading materials?

Participant 3: I prepare reading materials by selecting texts that match the students' level, the learning topic, and the learning objectives.

Researcher: How familiar are you with the use of AI tools in academic or teaching-related activities?

Participant 3: I am quite familiar because I often use AI for academic tasks and for developing teaching materials to make them more varied.

Researcher: What AI tools do you usually use when developing reading materials?

Participant 3: I usually use ChatGPT, Google Gemini, and Canva AI.

Researcher: Can you explain how you usually use AI tools in the process of creating reading texts?

Participant 3: I give prompts based on the topic and students' level, then I edit the results to fit my needs.

Researcher: How does AI help you generate or modify reading texts?

Participant 3: AI helps create new texts, simplify the content, and adjust the difficulty level.

Researcher: How do you determine which parts of the material need to be revised after getting results from AI?

Participant 3: I check the content, language, difficulty level, and whether it matches the learning objectives.

Researcher: What benefits do you experience when using AI tools to develop reading materials?

Participant 3: AI saves time, provides new ideas, and makes it easier to create materials.

Researcher: How does AI help you simplify or paraphrase texts?

Participant 3: AI changes complex sentences into simpler ones that are easier to understand.

Researcher: How does AI help improve clarity, grammatical accuracy, or readability of materials?

Participant 3: AI helps correct grammar, improve sentence structure, and enhance readability.

Researcher: What difficulties do you face when using AI tools to create reading materials?

Participant 3: Sometimes the results are not what I expect, and occasionally the responses can be misleading or exaggerated.

Researcher: Have you ever felt concerned about the originality or ethical aspects of AI generated content?

Participant 3: Not really, especially if it is only used for personal teaching materials and not for publication or commercial purposes.

Researcher: What challenges do you face when evaluating or verifying AI-generated texts?

Participant 3: The main challenge is ensuring that the content is accurate and suitable for students' needs.

Researcher: Are there any technical or digital literacy difficulties you experience when using AI tools?

Participant 3: Sometimes I struggle to create the right prompts or face issues with internet connection.

Researcher: How has your experience using AI tools influenced your development as a pre service English teacher?

Participant 3: It has made me more creative, adaptive, and critical in using technology.

Researcher: Overall, what does the use of AI tools mean to you in the process of designing reading materials?

Participant 3: AI is very helpful in making teaching materials faster, more practical, and more varied.

**Participant 4**

Researcher: Can you describe your general experience as a pre-service English teacher when preparing reading materials?

Participant 4: My experience during my teaching practicum, especially in teaching reading, was quite complicated for me because I had to adjust the curriculum and materials to the students' level. Usually, I search for materials on the internet and also look at books to choose relevant topics. I also make sure the text can help students learn and try to produce something simple.

Researcher: How familiar are you with the use of AI tools in academic or teaching-related activities?

Participant 4: I am quite familiar with AI, especially for academic purposes. AI helps me find ideas, develop materials, improve grammar, and create learning content.

Researcher: What AI tools do you usually use when developing reading materials?

Participant 4: The AI tools I usually use include ChatGPT, Grammarly, and sometimes QuillBot for paraphrasing texts.

Researcher: Can you explain how you usually use AI tools in the process of creating reading texts?

Participant 4: I usually use AI by giving specific prompts, for example asking it to create a reading text based on students' level or a certain topic. Then I edit the result to fit my needs.

Researcher: How does AI help you generate or modify reading texts?

Participant 4: AI helps generate texts and also provides a variety of ideas for the content. So I can select or combine the most suitable parts for my students. It also helps adjust the length of the text so it is not too difficult or too long for their level.

Researcher: How do you determine which part of the material need to be revised after getting results from AI?

Participant 4: I usually check whether the material is appropriate for the students' level, the learning objectives, and the classroom context. If there are difficult words, unclear explanations, or parts that do not match the topic, I revise or simplify them so the material becomes more suitable and understandable for students.

Researcher: What benefits do you experience when using AI tools to develop reading materials?

Participant 4: The benefits are saving time, helping me find ideas, and making it easier to create materials, especially when I run out of references.

Researcher: How does AI help you simplify or paraphrase texts?

Participant 4: It changes difficult sentences into simpler ones without changing the main meaning.

Researcher: How does AI help improve clarity, grammatical accuracy, or readability of materials?

Participant 4: It improves sentence structure and grammar, so the text becomes easier for students to understand and less confusing.

Researcher: What difficulties do you face when using AI tools to create reading materials?

Participant 4: The difficulties I often face are related to vocabulary, especially when there are words that are not familiar to students. Sometimes the material is still too general or not fully aligned with the learning context, so it needs a lot of revision.

Researcher: Have you ever felt concerned about the originality or ethical aspects of AI generated content?

Participant 4: Yes, I have felt concerned about originality and ethics, especially when relying too much on AI without revising the results first.

Researcher: What challenges do you face when evaluating or verifying AI-generated texts?

Participant 4: The challenge is ensuring that the information is correct and appropriate to the context, because sometimes AI can provide inaccurate information.

Researcher: Are there any technical or digital literacy difficulties you experience when using AI tools?

Participant 4: The main difficulty is creating effective prompts that match what I expect. If not, the results can be messy or unclear.

Researcher: How has your experience using AI tools influenced your development as a pre service English teacher?

Participant 4: Using AI tools has really helped me, especially in terms of creativity, time efficiency, and my ability to develop teaching materials.

Researcher: Overall, what does the use of AI tools mean to you in the process of designing reading materials?

Participant 4: Overall, AI tools are very helpful in designing reading materials because they act as supporting tools that make the process easier. However, they still need to be combined with my own skills, curriculum understanding, and personal judgment.

**Participant 5**

Researcher: Can you describe your general experience as a pre-service English teacher when preparing reading materials?

Participant 5: When preparing reading materials, I usually start by checking textbooks that I can access online. Then, I develop the materials based on the theme or chapter that I will teach to my students.

Researcher: How familiar are you with the use of AI tools in academic or teaching-related activities?

Participant 5: I am quite familiar with AI tools, especially for developing new learning ideas, both from local and international sources, to support effective, interactive, and engaging teaching and learning activities.

Researcher: What AI tools do you usually use when developing reading materials?

Participant 5: I usually use ChatGPT and Google Gemini.

Researcher: Can you explain how you usually use AI tools in the process of creating reading texts?

Participant 5: When using AI, I first design a prompt. I usually develop the prompt by including the learning objectives, material, theme, text type, and specific requirements related to the lesson. This helps me get texts that match my teaching needs.

Researcher: How does AI help you generate or modify reading texts?

Participant 5: AI helps generate themes that are relevant and up to date, so the materials are not outdated or repetitive. This makes students less bored and allows them to explore more varied reading materials.

Researcher: How do you determine which parts of the material need to be revised after getting results from AI?

Participant 5: Before using any AI generated text, I always review it carefully to ensure it matches the required material. I cannot just take the text directly without checking it.

Researcher: What benefits do you experience when using AI tools to develop reading materials?

Participant 5: One of the main benefits is that I can get new ideas with fresh or

trendy themes, so the materials are more engaging and not outdated.

Researcher: How does AI help you simplify or paraphrase texts?

Participant 5: AI helps quickly and efficiently, saving time compared to doing it manually. However, I still need to check whether the language fits my needs.

Researcher: How does AI help improve clarity, grammatical accuracy, or readability of materials?

Participant 5: AI is very helpful in saving time when developing materials, especially for improving clarity and grammar. However, I still need to carefully review the text to ensure it fits the lesson.

Researcher: What difficulties do you face when using AI tools to create reading materials?

Participant 5: The main difficulty is that the results are sometimes not aligned with my needs. Errors often occur when the prompt is not well designed.

Researcher: Have you ever felt concerned about the originality or ethical aspects of AI generated content?

Participant 5: Yes, I am concerned. That is why I usually ask for source links or references so I can check the originality of the materials.

Researcher: What challenges do you face when evaluating or verifying AI generated texts?

Participant 5: Sometimes the sources are unclear or unreliable, and there is no strong academic reference for the generated text.

Researcher: Are there any technical or digital literacy difficulties you experience when using AI tools?

Participant 5: Yes, sometimes there are limitations in AI usage, and the references provided can be inaccurate or manipulated.

Researcher: How has your experience using AI tools influenced your development as a pre service English teacher?

Participant 5: It helps me develop new ideas and themes, so I can create more interesting learning experiences.

Researcher: Overall, what does the use of AI tools mean to you in the process of designing reading materials?

Participant 5: AI is a very helpful tool for supporting teachers in generating ideas and themes efficiently, especially when working under time constraints.

## F. Appendix 6 Interview Documentation

Participant 1



Participant 2



Participant 3



Participant 4



Participant 5



## CURRICULUM VITAE



Taj Lilan was born in Kediri on 24 January 2004. The author is only child, born to Bapak Muhamad Arifin dan Ibu Noverlyana. The author attended SDN Balowerti 1 Kediri and graduated in 2016. She author then continued her education at SMPN 8 Kediri, graduating in 2019, and subsequently attended SMA Pawyatan Daha Kediri, graduating in 2022. In the same year, she began her bachelor's degree (S1) at the State Islamic University of Syekh Wasil Kediri, English Education Department, Faculty of Tarbiyah and Teacher Training.