

ARTIKEL

**DEVELOPING READING MATERIALS OF PROCEDURE TEXTS FOR
SECOND GRADE STUDENTS OF BEAUTY PROGRAM AT SMK
NEGERI 8 MEDAN**

Disusun dan Diajukan oleh:


**Cory Flora Oktavia Butarbutar
Registration Number: 2133321067**

**Telah diverifikasi dan dinyatakan memenuhi syarat
untuk diunggah pada jurnal online**

Medan, September 2018


Menyetujui

Dosen Pembimbing I



**Drs. Willem Saragih, Dipl.Appl, M.Pd
NIP.19581231 198601 1 011**

Dosen Pembimbing II



**Dr. Muhammad Natsir, M.Hum
NIP. 19670123 200212 1 001**

**Ka. Program Studi
Pendidikan Bahasa Inggris**



**Nora Ronita Dewi, S.Pd., S.S., M.Hum
NIP. 19800522 200812 2 003**

**DEVELOPING READING MATERIALS OF PROCEDURE TEXTS FOR
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*Cory Flora Oktavia Butarbutar

**Willem Saragih

**Muhammad Natsir

ABSTRACT

Cory Flora Oktavia Butarbutar. Registration Number: 2133321067. Developing Reading Materials Of Procedure Texts for Second Grade Students of Beauty Program at SMK Negeri 8 Medan. A Thesis, English and Literature Department, Faculty of Languages and Arts, State University of Medan, 2018.

The objective of this study is to develop suitable procedure text materials for reading skill, for Beauty program students. It was found that procedure text materials provided in the students' textbook were not suitable to the needs and interests of Beauty program students. This research was conducted based on educational research and development (R&D) through six steps, namely: gathering data, analyzing data, developing procedure text materials, validating procedure text materials, revising procedure text materials and final product. There are some instruments that were applied in this research namely questionnaire and interview .The subject of this study was XI Grade of Beauty program. Based on the needs analysis conducted there were 4 procedure texts related to Beauty program developed. The researcher developed the text by selecting and adapting relevant procedure texts related to Beauty program from internet and book as the sources. Then, the selected texts were adapted based on the principles of materials development in order to present well organized suitable procedure text materials. These developed procedure text materials had been validated by two experts and the average score gotten is 4.07. It is categorized "Good" since the mean is within the interval $3.40 < \bar{X} \leq 4.19$. It means that the developed procedure text materials for reading skill are suitable for the eleventh grade students of Beauty program.

Key words: research and development (R&D), procedure text, Beauty program

*Graduate Status

**Lecturer Status

INTRODUCTION

Background of The Study

Reading is one of the skills that should be learned well by the students because by having reading skill they will be easy to get information, knowledge, and science. Reading is defined as the ability to draw meaning from the printed page and interpret this information appropriately (Grabe and Stoller, 2002:9). Moreover, according to (Cline et al, 2006) reading is decoding and understanding text for particular reader purposes. Readers decode written text by translating text to speech, and translating directly to meaning. To understand written text, readers engage in constructive processes to make text meaningful, which is the end goal or product.

In having a solid reading skill, the crucial thing needs to be concerned was the reading material. The selection of reading text is very important because the failure of choosing the materials will bring the students to the wrong guidance. In addition, (Hutchinson and Waters, 1986:121) state that the text which is given to students should be suited to their needs and interests. The content should not be contrary to the students' own cultural values because it seems that it is easier to read what is interesting and ideologically compatible than to read what is boring and ideologically incompatible. While in fact, most of students are too lazy to comprehend a text through having a reading activity. A long text or passage makes the students are so bored to read. Furthermore, the topic is not interesting for the students, the materials are not related to the students' environment, and the text has too-complex grammar.

Nuttall (1996) asserts that there are three main criteria of choosing the texts to be used in the classroom; they are suitability of content, exploitability and readability. Each textbook that is used in the classroom should cover the three criteria of choosing texts to gain the students' motivation and meet the students' needs, to ease the students function the reading based on their purposes, and to adjust the students' level of language proficiency.

Actually, in Indonesia there are two kinds of secondary school that are fundamentally differentiated based on those needs and interests. They are general secondary school (SMA) and vocational secondary school (SMK). General secondary school focuses on knowledge expansion and skills improvement of students, and preparing students for further education while, Vocational secondary school focuses on the development of skills that apply to a certain specific occupation, and preparing students for employment as well as developing professional attitude.

In the vocational school, the reading materials should be based on the students' purposes and wants. The reading materials must be based on the students' major to make sure English reading material will support their future jobs. The act of giving relevant reading text materials to the vocational secondary students is also demanded by the curriculum implemented, Curriculum 2013. The rationale of Curriculum 2013 development in Law No. 70 of 2013 on the Basic Framework and the Curriculum Structure of Vocational Secondary School and Islamic Vocational Secondary School states that the material reinforcement is done by deepening and expanding the relevant materials for students.

But what is happening recently that reading materials are not suitable for any certain vocations. It can be seen in the book that government distributes to the schools for students' handbook specifically in SMK N 8 Medan. The reading materials for the students are same with the material in senior high school. The students use "Buku Bahasa Inggris" published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, in 2014. There is no material in the students' books which are representative to the students' need in reading materials which are representative to Cosmetics.

One example of the reading materials in procedure text that are not suitable with the Beauty program is How to Make Orange Juice. The data shows that the reading materials are appropriate to the culinary program but inappropriate to Beauty study program. The students find the text hard to comprehend the difficult words like pulp, cinnamon, and sieve. The result is the students are not enthusiastic and interested to learn the reading materials, simply because the students think the text will not affect their Department and future job.

Based on Curriculum 2013, procedure text is one of the types of reading text that is learnt by the eleventh grade students of vocational secondary school. It can be seen from one of the basic competences of English subject stated in the syllabus is to respond the meaning of procedure text using oral and written text in the form of instruction manuals and tips (*4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (tips)*).

Additionally, procedure text is a type of texts which is often applied in the teaching and learning process of Beauty study program. It can be seen when the students learn how to make over, hair do, skin care, and so on. In addition,

Procedure texts should be suitable to the students' need because reading is an evaluating process in that the reader must decide if the information being read is coherent and matches the purpose for reading.

Based on that reason, The solution for this problem was developing appropriate reading materials to the students of Beauty study Program of SMK Negeri 8 Medan. The development of reading text materials which are conducted in order to give students the materials to motivate the students in reading and make the students are easier to comprehend the materials.

In this study, procedure text would be developed by considering the fact that the procedure texts used at the school are not suitable whereas procedure text should be mastered by them as stated in a syllabus. The development of reading text materials in procedure text is also conducted to fulfill the demand of Curriculum 2013 that the relevant materials should be given to the students. The development will be conducted by selecting texts from internet and book and then adapting the texts to the students' need in order to provide suitable texts for the students.

REVIEW OF LITERATURE

1. The Nature of Reading

Some experts have explained writing into various terms, According to Nuttal (2000) reading means a result of interaction between the writer's mind and the reader's mind. It is the way how to the reader tries to get the message or the intended meaning from the writer. Furthermore, Nunan (2003) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that readers' background knowledge take an important role in the reading process and affects the success of reading comprehension.

2. English for Specific Purposes

Based on Hutchinson and Waters (1987:19) state that "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. ESP is based on students' needs in learning English. The application of ESP approach is relevant to the goal of English teaching in vocational high school which is to equip the students with language proficiencies and skills which are required in the target situation in the future.

3. Needs analysis

Needs analysis is the very first step before designing the ESP materials. Need analysis helps the researcher to create an appropriate materials based on the

students' need. The needs analysis is the procedure used to collect information about the learners' needs (Richards, 2001: 51).

4. Materials Development

Tomlinson (2012: 143-144) explains material development is refers to all the processes that made by practitioners who produce or use that materials for language learning, including materials evaluation, their adaptation, design, production, exploitation and research. This material development is aimed to support the learning process positively to be more efficient and effective, so that the weakness of the existing materials can be improved to help the achievement of the learning objectives.

RESEARCH METHODOLOGY

Methodology

The research was conducted by using educational research and development (R & D) which was adapted from Borg and Gall (1983: 775) because it is not to test theories or hypotheses, but to develop effective and appropriate product for use in schools. However, to ease and make shorter the process of designing the product, Gall, Gall and Borg (2003:572) suggest the researcher to simplify the steps of this research by using 6 stages because of the limited time and for the effectiveness, they are (1) *Gathering Information and Data*, (2) *Analyzing the Data*, (3) *Designing/Developing*, (4) *Operational Product Revision/Validation*, (5) *Operational Field Testing/revision*, and (6) *Final Product*.

Subjects of the Study

The subjects of this research were the students in the second semester in the grade XI of Beauty study program and the English teacher of Beauty study program at SMK Negeri 8 Medan.

Techniques and Instruments of Collecting the Data

a. *Techniques*

Techniques The data of this research were gathered by using two techniques. The first technique was using questionnaire and the second technique was conducting interview.

b. *Instruments*

The instruments which were used in this research were questionnaire and the question sheet. The questionnaires were designed based on theory of Hutchinson 8 and Waters about need analysis (1987: 55-63) and they

were administered to the students in evaluation and need analysis stages in order to find out the data of students' necessities, lacks and wants. Meanwhile question sheet was used to ask some questions to the English teacher to get deeper information about students' necessities, lacks and wants in learning.

Technique of Analyzing data

To give a good understanding about the findings of this research, the data which had been gathered in this study were analyzed by using descriptive analysis by calculating the score in each statement in the questionnaire and calculating the final score to get conclusion about students' necessities, lacks and wants toward the learning materials in evaluation and need analysis stages.

MATERIAL DEVELOPMENT

The data in this research was collected by using some instruments, namely: questionnaire and interview. The questionnaire was administered to 33 respondents by the researcher to the students of Beauty program and the interview to the English teacher to gather a more detail data about the needs of Beauty program students so that, the suitable procedure text materials for reading skill could be identified.

The questionnaire was administered to 33 students in grade XI of Beauty program at SMK Negeri 8 Medan. They were given which consisted 15 questions. The questionnaire was developed based on the theory proposed by Hutchinson and Waters (1986:55), there are three categories of question which should be covered, namely: necessities, lacks, and wants. The three categories were presented in the questionnaire in which questions number 1-5 questioned about necessities, questions number 6-10 questioned about lacks, and questions number 11-15 questioned about wants. From the research, students need to learn English because English is closely related to Beauty program in which English vocabularies are used in Beauty program learning like: “*apply*”, “*brush*”, “*remove*”, “*steaming*”. The data also shows that one of the difficulties of the students in reading the english texts is because there were many unusual words that had no relation with their major/program were presented in the texts.

After administering the needs analysis, the suitable procedure text materials for reading skill, for the eleventh grade students of Beauty program

were identified. The main point was the procedure text materials given should be related to Beauty program. It was done not only to meet the students' needs in their learning process or in their future job but also to make the students easier to comprehend the materials so that the basic competence of English subject could be achieved. There were four texts in the textbook which were developed to be related Beauty program entitled:

No	Existing Procedure Texts	Developed Procedure Texts
1.	How to make orange juice	How to apply make up for teenagers
2.	How to plant jasmine	How to make natural face mask
3.	How to make cheese toast	How to create a gradient look of eyebrow
4.	How to make a pizza	How to have a good skin care

The next step was expert judgment process. The materials were evaluated by two Validators. The first validator came from an English Lecturer at State University of Medan and the second came from an English Teacher at SMK Negeri 8 Medan. Based on the validated score, the developed materials got 4, 07. It is categorized "*Good*". Based on the result, the developed procedure text materials are suitable and appropriate for the Beauty program students.

After getting feedback from the experts, the reading materials were revised and written into the final draft. Finally, developing of the new materials based on the revision is done.

CONCLUSION AND SUGGESTIONS

Conclusion

Developing Reading Materials or Procedure Texts for Second Grade Students of Beauty Program at SMK Negeri 8 Medan follows Research and Development (R & D) model by Gall, Borg and Gall's (2003) which was done through six steps, namely: gathering information and data, analyzing data, developing procedure text materials, validating procedure text materials, revising procedure text materials and final product. The product of Reading Materials or Procedure Texts for Second Grade Students of Beauty Program at SMK Negeri 8 Medan by two experts and the average score gotten is 4.07 (good). The result of procedure texts materials for reading skill is suitable for Beauty program students at SMK Negeri 8 Medan.

Suggestions

1. Teacher

In teaching, teacher should be needed and interested of their students. The learning process can be successful if the teacher can give the materials related to the students' needs. In addition, in order to provide suitable procedure text materials for reading skill to their students, the English teachers of Beauty program can apply the product of this study in their classes.

2. Students

Students can search the materials related to their major from the internet and the books, if the existing materials provided are not suitable and appropriate to their major.

3. School Parties

In order to give the referencs suitable materials which are necessary provided for vocational school and the product of this research can be selected to be applied in their school especially for Beauty program.

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