

**DEVELOPING ENGLISH READING MATERIALS IN
DESCRIPTIVE TEXT FOR GRADE X STUDENTS OF
AUTOMOTIVE ENGINEERING STUDY PROGRAM AT
SMK SWASTA CERDAS BANGSA**

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ARTIKEL

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ABSTRACT

Damanik, Sarmen. Registration Number: 2132121048. Developing English Reading Materials in Descriptive Text for Tenth Grade Students of SMK Swasta Cerdas Bangsa. A Thesis. English Educational Program, State University of Medan, 2020.

This study deals with the reading materials development for the first grade students at SMK Swasta Cerdas Bangsa. The research conducted by Research and Development (R & D). It was developed through six stages; 1) Gathering the data & information, 2) Analyzing the data, 3) Designing a new reading materials, 4) Validating by experts, 5) Revising a new reading materials and 6) Final product. It was conducted at SMK Swasta Cerdas Bangsa, the subject of this research was X grade students of Automotive Engineering Study program. The objectives of this study are to investigate the students' need and to develop the appropriate reading materials for the students. The technique for collecting the data were gathered by administering interview to English teacher and distributing questionnaire to 25 students. The interview was as qualitative data while the questionnaire was a quantitative data. The interview and questionnaire results prove that the students need English reading materials which is contained the appropriate knowledge or topic with the Automotive Engineering Study program. The developed materials are descriptive text. The three topics of descriptive text have been developed, the topics are about Valentino Rossi, Motorcycle History Museum, and Silicone Valley. The development of reading materials in descriptive texts are based on Hutchinson and Waters theory through 4 stages, such as; defining objectives, creating the framework, designing the model of reading materials and refining the model of reading materials. The new reading materials are validated by two experts, they are English lecturer and English teacher. The average scores of validation are 4.3 from English lecturer and 4.2 from English teacher. It can be concluded that the developing materials categorized as relevant or appropriate for tenth grade students of Automotive Engineering Study program Program.

Keywords: *Research and Development (R & D), Reading Materials, Vocational School, Automotive Engineering Study program*

*Graduate Status

**Lecturer Status

INTRODUCTION

Background of the Study

Reading is one of the important language skills besides speaking, listening and writing that should be learnt in English learning process. Reading has the considerable role in the language teaching to strengthen the skills which are acquired by the students in listening, speaking, and writing (Maxom, 2009: 139). According to Snowling and Hulme (2011) reading is a primary goal of learning education, in which the goal of reading is to get the competence in understanding and comprehending the text. Reading is also an active process that requires a great deal of practice and skill.

Reading is needed for students in vocational high school especially for Automotive Engineering Study program students. They need to learn appropriate materials based on their needs about Automotive Engineering Study program. The students of Automotive Engineering Study program should be mastery english language skill especially reading in programming Automotive Engineering Study program because it will help the students to be competent at their job in the future. However, in fact the students have not learned the appropriate material related to their major in the school.

Based on the writer's preliminary observation by interviewed the English teacher, about the curriculum, syllabus and the English textbook that were used for the 10th grade students of Automotive Engineering Study program at SMK Swasta Cerdas Bangsa. The textbook used for 10th grade students is given by the government entitled "*Bahasa Inggris*" published by "*Pusat Kurikulum dan PerbukuanBalitbang, Kemendikbud 2016*", revised edition of curriculum 2013. Based on the data from the textbook, it shows that the reading materials are not appropriate with the students need. The students found that they had difficulties in understanding and comprehending the materials, especially in descriptive text. It is because of the fact

that descriptive texts in their textbook are very general. So, they have less motivation in learning English. The teacher admitted that student need specific reading materials which is related to Automotive Engineering Study program program.

Based on the the observation above, the reading materials of descriptive text is not relevant to the students major. The reading materials like: "*Tanjung Puting National Park*", "*Taj Mahal*", and "*Visiting Niagara Falls*" are not related to automotive engineering study program. Because of all the topics of the text are unrelated with their needs and program, meaning the function of English for Specific Purposes (ESP) can decrease the problem. The adaptation of reading texts to be related to the students' needs and program is actually the application of English for Specific Purposes (ESP). Richards (2001 : 28) states that the concern to make language courses more relevant to students needs leads this period to emergence of ESP. Through ESP the teachers can analyze their students' need and they also can design the appropriate reading materials for their student, so the students will get the relevant materials base on their study program, the texts will be interesting for the students and finally the students can improve their knowledge by having suitable reading materials.

Based on the explanation above, the researcher is interested in developing English reading materials of descriptive text for Grade X students of SMK Swasta Cerdas Bangsa and hopefully it can help the teaching and learning process of reading in order to improve and develop the students reading skill in the future based on their needs.

REVIEW OF LITERATURE

1. Reading

There are some definitions of reading by some experts. According to Grabe and Stoller in Utomo (2015) defined reading is the ability to draw meaning from the printed page and interpret this information appropriately. He admitted that the definition about reading is still simple, it needs elaboration to understand the true nature of reading. According to Cline, John & King in Siregar (2018), state reading is decoding and understanding written texts. Decoding requires translating the symbols of writing into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text and the readers' strategies and knowledge.

2. Descriptive Text

According to Gerot and Wignel (1994), descriptive is to describe a particular person, place or thing. In the following there are the types of descriptive text:

2.1 Describing a person

In describing a person, the first thing that should be done is to recognize the individual's characteristic, in matter of physical appearances and characters of manners. The physical appearances involve eye color, hair color, height, weight, skin color. Moral attributes involve greedy, trust, worthy, etc and intellects involve clever, perception and so on.

2.2 Describing a place

Describing a place is by presenting concrete example such as home, school, field, garden and etc. Further, it is essential to describe the size and agreement of a space involved.

2.3 Describing thing (object)

Describing an object is by providing the physical characteristic of an object, such as: the color, shapes, forms and so on. Therefore, it will be easily to describe the entire picture of an event.

3. English for Specific Purposes

English for specific purposes (ESP) is English language teaching which focuses on specific education. ESP focuses on the learners' needs for example English for secretary, English for accountant, English for Medication, English for nursery etc. Hutchinson & Waters (2010) indicated that "ESP is an approach to language teaching in which all decision as to the content and method are based on the learner's reason for learning. They provided three reasons for the emergence of ESP; demand in the new world, revolution in linguistics, and new focus on learners.

According to Tahir (2011), Target needs deal with the question what knowledge and abilities the learners will require being able to perform to the required degree of competence in target situation. The target situation needs can be further elucidated:

3.1 Necessities

These needs are determined by the demands of the target situation. It means what the learners has to know in order to function effectively in the target situation. For instance, a business person might need to understand business letters, to communicate effectively at sales conferences, to get the necessary information from sales catalogues. He or she will also need to know the linguistics features – discursal, functional, structural, lexical and most commonly used in the situation identified.

3.2 Lacks

It is required to know what the learner knows already, so that it can be decided then which of the necessities the learners lack. One target situation necessity might be to read texts in a particular subject area. Whether or not the learners need instruction in doing this will depend on how well they can do it already. The target proficiency needs to be matched againsts the existing proficiency of the learners' lack (Hutchinson & Waters in Tahir, 2011).

3.3 Wants

The learners have a view as to what their needs are. According to Richterich in Tahir (2011), the existence of need is associated with the perceptions and desires of a person. Needs do not exist in reality, it is rather an image of personal feelings that the learners express on the basis of data pertinent to their environment. So, wants are, in fact, the reflection of learners' own perception.

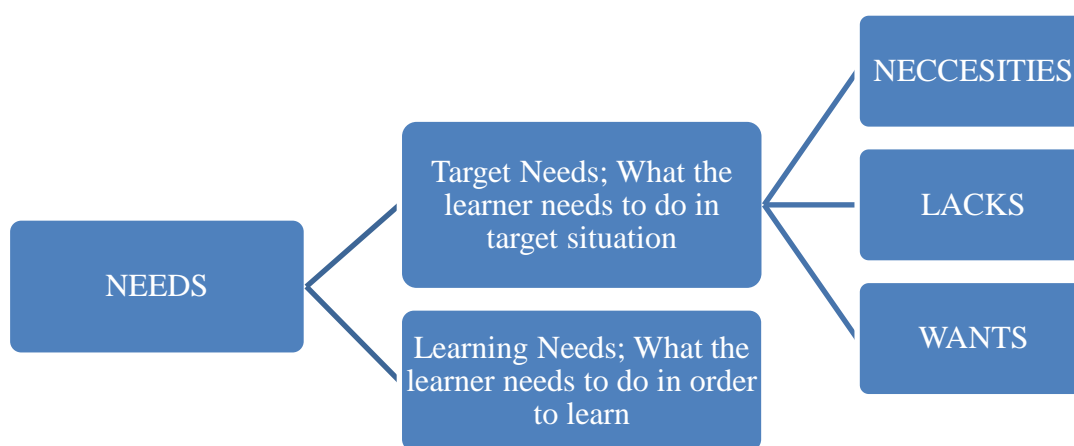


Figure 3.1 Classification of Need Analysis

4. Material Design

According to Hutchinson and Waters (1991), Material writing is one the most characteristics features of ESP in practice. In marked contrast to General English teaching, a large amount of the ESP teacher's time may well be taken up in writing materials. For these and other reasons, there is already an established tradition of ESP teachers producing in-house materials. These may then be distributed to other institutions or even published, but in general they are written by teachers of a particular institution for the students at that institution. Such a pattern of work is often something of an abuse of teachers. Few have had any training in the skills and techniques of materials writing. It also shows a rather cavalier attitude to the activity of materials writing, implying, as it does, that if you can teach you can write materials. How many actors are expected to write their own plays or singer their own

songs? On the other hand, it can be argued that the process of materials writing may help to make teachers more aware of what is involved in teaching and learning

Rightly or wrongly, materials writing is a fact of life for a large number of ESP teachers, and so, accepting this fact, let us look at some techniques for producing useful and creative ESP materials.

4.1 Defining objectives

Materials provide a stimulus to learning. Good materials do not teach: they encourage learners to learn. Good materials will, therefore, contain: Interesting texts, Enjoyable activities which engage the learners' thinking capacities, Opportunities for learners to use their existing knowledge and skills, Content which both learner and teacher can cope with.

4.2 A Materials Design Model: Framework

Taking into account the principles we have outlined, we can now present a model which we have used for writing our own materials. The aim of this particular model is to provide a coherent framework for the integration of the various aspects of learning, while at the same time allowing enough room for creativity and variety to flourish. The model consists of four elements:

- a. Input: This may be a text, dialogue, video-recording, diagram or any piece of communication data, depending on the needs you have defined in your analysis. The input provides a number of things: stimulus material for activities, new language items, correct models of language use, a topic for communication, opportunities for learners to use their information processing skills, opportunities for learners to use their existing knowledge both of the language and the subject matter.
- b. Content Focus: Language is not an end in itself, but a means of conveying information and feelings about something. Non-linguistic content should be exploited to generate meaningful communication in the classroom.

- c. Language Focus: Our aim is to enable learners to use language, but it is unfair to give learners communicative tasks and activities for which they do not have enough of the necessary language knowledge. Good materials should involve both opportunities for analysis and synthesis. In language focus learners have the chance to take the language pieces, study how it works and practice putting it back together again.
- d. Task: The ultimate purpose of language learning is language use. Materials should be designed, therefore, to lead towards a communicative task in which learners use the content and language knowledge they have built up through the unit.

The primary focus of the unit is the task. The model acts as a vehicle which leads the learners to the point where they are able to carry out the task. The language and content are drawn from the input and are selected according to what the learning will need in order to do the task.

4.3 A Materials Design Model: Sample Materials

The basic model can be used for materials of any length. Every stage could be covered in one lesson, if the task is a small one, or the whole unit might be spread over a series of lessons. In this part, we will show;

4.4 Refining the Model

A number of possible refinements to the model can be seen in the unit above. We can relate these points to the nucleus of the model to provide an extended model like this:

RESEARCH METHODOLOGY

The research was conducted by research and development (R&D). The research methodology was adapted from Borg, Gall and Gall (2003) in fulfilling the students' need in

reading material. There were 6 stages according to Lawrence in Borg, Gall and Gall (2003) to write the research in a smaller scope. All of the research stages could not be used because the limitation of duration and fund. So, the research was done with 6 modified stages:

1. Gathering The Data and Information
2. Analyzing The Data and Information
3. Designing New Reading Materials
4. Validating New Reading Materials
5. Revising New Reading Materials
6. Revised developing reading materials (final product)

RESEARCH FINDINGS AND DISCUSSIONS

Research findings

The reading materials were used by X grade students of SMK Swasta Cerdas Bangsa especially in Automotive Engineering Study Program was “Buku Bahasa Inggris”. The existing reading materials were published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud in 2014. The descriptive texts in the existing textbook were “Tanjung Puting National Park”, and “Taj Mahal”. These topics were not appropriate with their Automotive Engineering Study Program and were not represented the other kinds of descriptive text like the statement in reading competences (3.7) and (4.9). They were not interested to read because the existing material did not provided the different kind of descriptive text, such as; describing the people or thing.

Discussion

The proper reading materials were made the teacher easier to share the knowledge in the class and the students also got easier to understand well. Based on the data, the X grade students of Automotive Engineering Study Program at SMK Swasta Cerdas Bangsa needed

the reading materials that had the relevant topics with them. It could be increased their reading skill and improved the vocabulary about their study program. Based on the discussion, the student needed the proper material such as; the description about the balance sheet and the finance minister of Indonesia which were contained their study program.

CONCLUSIONS AND SUGGESTIONS

Conclusions

It can be concluded that the development of the appropriate descriptive text is needed for X grade of Accounting students at SMK Swasta Cerdas Bangsa. The descriptive texts are developed based on scientific approach. The developed reading materials is proved by the validation of two experts. The average scores are 4.5 from English lecturer and 4.4 from English teacher. It is categorized as “good” means that the developed reading materials is appropriate for first grade students of Automotive Engineering Study Program at SMK Swasta Cerdas Bangsa.

Suggestions

In relation to the conclusion above, there are some suggestions proposed to the Education and culture Minister and English teacher. The Minister of Education and Culture should cooperate with the stakeholder to know the characteristics and the needs of each study program in learning English. The English teacher should be able to know whether the reading materials are useful in helping vocational students to increase their English skill proper with the study program. So, the developed reading materials can be a guideline for them to provide the appropriate reading materials.

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