

**DEVELOPING ENGLISH READING MATERIAL OF DESCRIPTIVE TEXT
FOR GRADE X STUDENTS OF FASHION DESIGN STUDY PROGRAM AT
SMKN 1 STABAT**

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ABSTRACT

This research focuses on how reading text materials for the fashion design study program at SMKN 1 Stabat are created. The goal of this project was to provide English reading materials with descriptive language that were appropriate for students in the fashion design program's grade X. The study focused on grade X students at SMK N 1 Stabat, which had a total of 33 students. Questionnaires and interviews were used to gather information. The writer deduced the students' need to study English based on their school program after examining the data. Based on the needs analysis of the students, it was discovered that several reading elements from the students' book are incompatible with the syllabus. Then there's the reading material, which should be tailored to their syllabus and needs. The reading materials were completed after the materials had been designed. The total findings reveal that the new reading material received 95.8% from the Expert-lecturer and the Expert-English instructor, and that the categorization is "relevant" as the reading material criteria. The instructional materials generated were connected to the students' major, which was a fashion design degree. Gathering information and data, analyzing data, designing new reading material, validating expert, refining new reading material based on expert suggestions, and developing reading material were the six stages of material development (final product).

Keywords: *Reading Text Materials, Fashion Design, Descriptive Text, Research and Development (R&D)*

*Graduate Status

**Lecturer Status

I. INTRODUCTION

A. Background of The Study

English is used in all sectors of life as an international language. It has evolved into a language that many people should be able to speak fluently. People must improve their English skills in order to be more imaginative and creative in their information gathering in order to be effective workers in the future. These three types of schools must have diverse English learning materials, especially vocational schools, because their programs focus not only on language performances but also on extra materials relevant to English skills required in students' occupational programs. The curriculum should be able to provide students with the professional English communication skills they will need in the workplace and help them advance in their career..

To succeed in a professional career, students must not only be skilled in their field, but also be well-informed about the latest technology and trends in fashion, and they must be able to communicate in English. They must be able to communicate in English in order to comprehend the information they require. Reading is one of the skills that students should master since it will make it easier for them to obtain information, knowledge, and science. Reading is more than just reading the words in an article; students must exercise their ability to comprehend the material in order to obtain information that may be utilized to supplement their discipline knowledge. The real materials; English should be specialized, assist their vocation, and be related to their mission's objective.

The sources that the instructor uses to convey material are known as teaching materials. Teaching materials can impact students' motivation in studying certain subjects by assisting in the teaching and learning process. One strategy to assist students in developing effective reading abilities is to provide material that is appropriate and achievable.

In English classes, teachers were supposed to create material that was appropriate for the students' circumstances. It implies that the instructor must be aware of the needs of the students. Hutchinson and Waters describe the

examination of students' needs as the first stage before establishing a bravery design. Finally, analyzing students' needs entails making an attempt to assess students' conditions prior to arranging materials.

According to the interview, students in the fashion design program require a specific reading text for their vacation because they are now utilizing a generic textbook and the reading materials in their books are not assisting them in improving their skills. Students are also educated through the use of materials that are unrelated to fashion, such as descriptive texts.

Students enrolled in the Fashion Design program are expected to be productive workers in the future. As a result, the students are taught with fashion design materials, which means that the reading materials will be tailored to their needs. Students require materials that will assist them in better understanding the topic in their major. This content is designed to pique students' interest in reading it during the teaching and learning process, making it easier for them to enroll in courses that are relevant to their field of work.

Making a content that was suited for students was an excellent strategy. Based on the foregoing, the researcher concentrated solely on generating reading materials for use in SMKN 1 Stabat.

II. REVIEW OF LITERATURE

A. Theoretical of Framework

Theories are required when conducting research to explain some of the concepts used in the study. Because these notions assist the writer in limiting the scope of problems, they will lead to a better study of the variables chosen. The following terminology are used to explain some of the study's basic theories.

1. Reading

The reader seeks to determine the writer's intended meanings, as well as the message and the writer's meaning sense, during this approach. The result of communicating with someone who has the ability to read printed language. Oral language ability is closely related to reading abilities. Reading is the outcome of the interaction between the perception of graphic symbols that represent language and the readers .

The reader uses his or her linguistic abilities and world knowledge to try to recreate the meaning intended by the writer in this process . Reading comprehension is taught as a collection of general knowledge acquisition skills that enable people to learn and show information received via the reading of printed language. It means that when a reader interacts with printed materials, he seeks to decipher the writer's messages or words in order to get visual information. Reading can also be defined as the process of grasping the meaning of words, phrases, and other associated information in addition to matching written symbols to one's spoken language.

2. Descriptive Text

Descriptive text, according to Anderson and Anderson , describes a specific person, place, or thing. They also used descriptive text to provide information about the issue by detailing its characteristics without expressing personal opinions. In other words, the text can determine whether or not an object is still alive.

Furthermore, Barbara stated that description provides an important point of view because it affects our feelings and broadens our experiences.

3. Fashion Design Program

Fashion design is a skill competency focusing the field of clothes manufacture in the management and organization of fashion enterprises, as well as the ability to compete in the development of professional abilities in the field of clothing. Fashion design is a major that integrates two skills into one. Students must be able to communicate effectively. As previously stated, communicative ability encompasses not only the ability to speak but also the ability to write accurately.

Students in fashion design must create a product that is connected to their degree. The teacher should concentrate on preparing specific materials to assist students in accomplishing their objectives.

4. English for Specific Purposes (ESP)

Learning was motivated by a specific need. For example, a marketer learns English to improve his product presentation. In a nutshell, ESP assists students in mastering skills and developing abilities linked to their major. During the ESP movement, need analysis was adopted into language teaching.

The first step in the learning process is to assess the needs of the students. The term «need» in the context of education refers to a student's right to study. A language program's needs might be assessed before, during, or after it has begun. The teacher uses the results of the need analysis to determine what children want more.

Students' needs are what they need to know in order to operate well in a target setting, while their lacks are the hurdles and challenges they confront in learning English, and their wants are their opinions and personal goals in learning English.

Learning needs are determined by what students want to learn, according to Nunan in his book task-based language teaching. We may conclude from the preceding explanation that target need and learning need are two components that must be included in the instrument used to assess students' needs. In her book «Ideas and Opinion in English for Specific Purposes,» Helen Barstukmen This goal focused on enhancing students' critical awareness in order to foster critical awareness. The goal of using English for a specific purpose inspires teachers and syllabus designers to create unique materials for students.

Students in vocational school require specialized materials to assist them in achieving their goals..

5. Material Development

Materials development is a process of improving existing materials because some text items in existing materials need to be added or removed . Teaching materials must be prioritized because they are the core of instruction in the teaching-learning process. Teaching materials should be appropriate to the curriculum and syllabus as a guideline for education in the teaching learning

process. Teachers must adhere to the curriculum and must offer, create, or select materials.

These materials, as well as student work, may be adapted, supplemented, and elaborated by them. Teaching materials development refers to the process of adapting, supplementing, and elaborating teaching resources in order to ensure that they meet the needs of students learning a subject . Materials should encourage engagement and be language-generative. To establish a succession of abilities, understanding, and language items, English language education resources should be linked to one another.

The writer next double-checked the syllabus and existing materials. Using data and information to analyze the students' needs. Creating English reading resources that are tailored to the needs of students. This stage would eliminate any misinformation in the text and ensure that the content was complete enough to meet the demands of the students.

Revising the reading materials in accordance with the expert's recommendations.

III. RESEARCH METHODOLOGY

The students were given a questionnaire to fill out. This stage was carried out in order to collect information from students about their interest in English as well as to learn about their difficulties in learning English. In particular, in reading materials. The purpose of an interview obtained information from the teacher regarding the students' interests, impediments in the teaching-learning process, and classroom materials.

The second set of data included the results of the need analysis, which were derived from the questionnaire, as well as the results of interviews with the teacher and students.

The writer give the questionnaires to the students. In this part there are some questions that used to know the students' interest and students' problem in learning English. In this part the researcher see the basic competence and the students' textbooks in order to analyze students' needs.

The students' needs based on the data and information. Analyzing students' need as data of study which was taken from interview and questionnaire. From the data, the appropriate reading materials to students of Fashion Design found in order to enhance their reading comprehension skill. Matching the existing materials to core competence and basic competence of curriculum and analyzing the appropriateness to the students' needs.

The English reading materials based on the students' needs. This stage avoided the misleading in the text and made sure the text completes to cover the students' needs..

IV. RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In developing the worksheet as a product of this research, there were six steps need to be completed, namely (1) Gathering data and information; (2) need analysis; (3) media design; (4) validating to experts; (5) revising; and (6) final product.

1. Gathering Data and Information

We discovered two issues based on the information we gathered. At SMKN 1 Stabat, 33 students in grade X majoring in fashion were given questionnaires, and an interview session with an English teacher was organized.

2. Analyzing the Data

The current materials and the demands of the students were the primary sources of information in this study. The existing materials were compared to the students' needs to see if they met their requirements. The researcher identified the existing literature used by students in the Grade X Fashion Design Study Program by selecting documents and interviewing English teachers. Students use the English book "Buku Panduan Pendidik Bahasa Inggris Untuk Kelas X SMA/SMK" issued by the Ministry of Education and Culture. The students in the fashion design study program in Grade X were first given a questionnaire, and then they were requested to complete the questionnaire by providing a checklist to see if the existing descriptive textbooks suited their wants and aspirations.

a. Questionnaire Analysis

Because English is strongly tied to Fashion Design, students in grade X of the Fashion Design program must learn English. The data subsequently reveals that one of the students' difficulties in understanding English literature is that the terms or language supplied are unfamiliar with their environment or major. The researcher was able to discover from the questionnaire that, on general, students prefer to study books in English in order to grasp and become fluent in vocabulary and design-related words in fashion design.

b. Interview Analysis

This is done to aid the questionnaire analysis outcomes as well as collect reliable data. The researcher was able to determine that the existing descriptive texts were not suitable for the Fashion Design study program students after analyzing data from both the existing literature and needs analysis, which included questionnaires and interviews with students and English teachers from the Fashion Design study program. Students will be less motivated to read the content as a result of this.

3. Designing New Reading Materials

The new reading materials listed below were created with the fundamental needs of students in mind. These two readings, which were created using the Basic Competence 3.18 syllabus, evaluate the social function, structure, and linguistic features of some texts on oral and written descriptives, provide information on how to use the fashion, and ask for information textbooks and tips. In addition, researchers will include a topic on the use of buttons and brooch to supplement educational knowledge that students will undoubtedly require in the future. The validator urged researchers to construct the assignment in a way that encourages students to think about and use text or subject reading comprehension as the major justification for adding another topic.

These readings, in reality, are for major fashion design students who will require them for future job.

4. Validating by the Experts

Two experts have assessed or validated the new reading material to see if it is possible. Rosdiana Sitanggang, English teacher at SMKN 1 Stabat, were among the professionals who reviewed the final draft. In this case, he investigates the content, procedure, language, and performance of the information written in the reading material. The English teacher proposes changing a few words in the text to make it more understandable.

5. Revising

Experts, such as English lucture and teacher, have proved that new reading material with problem-based learning is effective.

6. Final Product

Two new reading materials have been created for Fashion Design Study Program students. Determine the generic structure of the text, determine verbs and imperative sentences from the text, answer questions from the text, and make word meanings in vocabulary exercises are all activities in each text. Starting from each paragraph in the table above, it can be inferred that English reading material can be used to teach descriptive text to the tenth grade of the Fashion Design Study Program. Finally, the developed final product or English reading material is appropriate for use as teaching material for students in the SMKN 1 Stabat Grade X Fashion Design Study Program.

B. Discussion

This research aimed to develop reading English material of descriptive text for grade X student of Fashion Design study program. The researcher used a questionnaire given to 33 students and interviews with English teachers. From the questionnaires given, most students stated “agree” with every statement given which indicates that in general students agree that their English learning so far has been less relevant to their major and they need English material that has to do with their majors and one of them is descriptive text. The interview conducted to the English teacher consisted of 7 questions where the teacher also agreed that the current student's English book which was being studied was also for high school

in general, not in accordance with their major, and the teacher agreed that descriptive texts were also needed in the student's learning.

The teacher also adds the need for animation and pictures so that students are more interested in reading English reading material. The new reading material was also validated by 2 experts, namely Prof. Rosdiana Sitanggang, English teacher at SMKN 1 Stabat. The validation consists of 2 criteria, namely the material aspect and the media aspect , where the total number of assessment scores of the two experts is 1,820 and the average percentage is 95.8% which means the material has been completed. The complete english material can be found in Appendix.

V. CONCLUSION AND SUGGESTION

A. Conclusion

Students at SMKN 1 Stabat, particularly those registered in the Fashion Design program, require English descriptive literature to aid their learning activities and learning environment. The study's new reading materials, The Origin of Buttons and The Origin of Brooch, were aimed at students' capabilities as Fashion Design students. The textbook was validated by two experts, and the researcher developing new reading materials as final products.

B. Suggestions

In relation to the conclusions, the suggestions are presented as follows;

1. Institution

Institutions should supervise teachers and make sure that reading materials are appropriate for the teaching and learning process. Teachers should be able to instruct students based on their needs if institutions create rules for them.

2. Teacher

It is suggested that English teachers use more selective textbooks that are appropriate for their students' majors, and that in this instance, the teacher be able to build their own teaching materials to meet the needs of their students.

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