

Developing English Reading Learning Materials for Grade XI Vocational High School Students of Fashion Design Study Program

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Abstract: The aims of this study were to: (1) discover the needs of the eleventh grade students of Fashion Design Study Program of vocational high schools, and (2) develop the appropriate reading learning materials for the eleventh grade students of Fashion Design Study Program of vocational high schools. The study was Research and Development (R&D). It was conducted by adapting Jolly and Bolitho's model in Tomlinson (1998) which consists of needs analysis, materials development, materials evaluation, and revision. The subjects of this research were 27 students of grade XI of Fashion Design study program at one of vocational high school in Yogyakarta. The data were collected by distributing the needs analysis questionnaire and the expert judgment questionnaire. The results of the needs analysis and expert judgment were analyzed using descriptive statistics. The research findings revealed that the students' target needs were to be able to communicate fluently both spoken and written in English and that their main difficulties in learning English are reading, vocabulary and grammar. They also needed topics and learning input that were in line with their discipline. Then, students preferred tasks in the form of comprehension combined with vocabulary and grammar and then doing tasks in group outside the classroom. The product of this research was three units of reading materials. Based on the expert judgment, the developed English reading learning materials were considered appropriate. The mean score of the overall aspects is 3.49, which belongs to the "very good" category.

Keywords: *materials, reading, Fashion Design Study Program*

Introduction

Vocational High School is a high school program that aims to prepare the students to work within their chosen field once they graduate. Students are expected to be well-prepared and professional when they enter the working sector. Fashion Design is one of the study programs offered in Vocational High School which prepares its students to be a professional in the field of fashion. To accomplish a professional career, students should not only be skillful in their discipline but also be well-informed with the latest technology and development in fashion. As fashion industry experiences a rapid development, the amount of information and references must be abundant and most of them are likely in English. Consequently, having a good English proficiency is essential for them to understand the information they need. Moreover, English itself is a basic and compulsory subject that has to be learned at school.

While having a good English proficiency in spoken and written becomes a demand in many jobs, good literacy is not less important than those of spoken and written. It is highly needed in order to be able to understand the necessary written information related to jobs. Further, Harmer (1998) states that reading texts provide exposure to English and provide opportunities to learn language such as grammar, vocabulary, and texts. Thus, it is necessary for students to learn reading since it will not only help them in understanding texts they deal with in their future jobs but also learning the language itself.

Providing appropriate and comprehensible materials is one of the ways to help students in their reading skills especially one that is relevant to students' needs. Materials enable students to receive a major exposure to English other than what they get from the teachers (Richards, 2001). In other words, materials not only assist students in learning English, but also become a resourceful input of English. Related to this, reading materials can provide abundant input including vocabulary, technical terms, grammar, and relevant information in a particular field. Furthermore, students can learn something new both in English and their discipline through the materials.

Unfortunately, learning materials provided for vocational high school students are the same as those for regular high school students which consist of general English. While learning general English is as important as learning English for specific purposes, students will achieve a better competency if they learn specified English that meets their needs. As Day and Krzanowski (2011) say, learners will get more benefit from a ESP course as it focuses accurately on their needs. In this case, students need specifically designed materials that are in line with their discipline.

Regarding the problems which have been identified, there is a need to develop the appropriate materials that meet the students' specific needs. However, due to the vast nature of the problems, this article only focuses on developing English reading learning materials for students of Fashion Design Study Program. Thus, it aimed to describe the students' target and learning needs as well as to develop the appropriate reading learning materials for Grade XI Vocational High School students of Fashion Design Study Program.

Research Method

This research was categorized as Research and Development (R&D) study. It was conducted in the even semester of 2015/2016 academic year at one of Vocational High Schools in Yogyakarta. The subjects of this research were 27 students of Grade XI students of Fashion Design Study Program. The study was conducted by following Jolly and Bolitho's model in Tomlinson (1998). The steps of the research consisted of conducting needs analysis, analyzing the results of the needs analysis, developing the course grid, writing the first draft of the materials, evaluating the first draft of the materials, and revising it based on the expert's feedback. There were two types of questionnaires used in this research namely the needs analysis questionnaire and the materials evaluation questionnaire. The needs analysis questionnaire was distributed to obtain the data regarding students' target and learning needs. Meanwhile the expert judgment questionnaire was used to obtain the data about the materials' relevancy. The results of the needs analysis were analyzed using frequency and percentage. On the other hand, the results of the expert judgment were analyzed using central tendency measure. Then, the results of the calculation were converted into descriptive statistics in which the indicator to measure is the Mean (\bar{X}) as proposed by Suharto (2006).

Findings and Discussion

The findings of the research revealed that in terms of target needs the main goal of the students in learning English was to be able to communicate fluently both spoken and written in English. Then, most of the students considered themselves as beginner and thus needed more practices in the reading, grammar, and vocabulary. Added to this, they wanted texts which are related to fashion design as the input in the teaching-learning process.

Meanwhile, the learning needs of students are as follows. First, they preferred texts which consisted of short number of words as the input. Besides that, they liked texts which provided pictures. Regarding the types of activity, most of the students favored comprehension tasks combined with vocabulary and grammar. Next, in terms of learners' roles, the students showed a favor over being involved and becoming active participants in the teaching and learning process. Meanwhile, in relation to teachers' roles, the students expected the teachers to give a detailed explanation over the materials, assisted them to comprehend the texts, and introduced new vocabulary.

These needs analysis result became one of the considerations in designing the course grid. Another consideration was the core and basic competences stated in Curriculum 2013. The course grid consisted of the identity of the course grid, the core and the basic competences, the topic and the title of the unit, the indicators, the input and language focus, and the learning activities. Each of the unit focused on three different texts namely explanation, analytical exposition, and formal invitation.

After the course grid had been designed, the next stage was to develop the first draft of the materials. Three units were developed and each consisted of introduction, main lesson, and reinforcement. The first part acted as a warming activity while the main lesson provided students with tasks related to reading, vocabulary, and grammar. The last part covered five sections: homework, review, reflection, glossary, and fun part.

The next stage after developing the materials was materials evaluation. To evaluate the materials, four point Likert-scale questionnaires were distributed to an expert. The items of the questionnaires were adapted from *BSNP of Instrumen Penilaian Buku Bahasa Inggris Sekolah Menengah Kejuruan* (2011). The evaluated aspects were the content, the language, the presentation, and the layout. The results of the expert judgment for all units are presented in the following table.

Table 1. Validation of the Developed Materials

Unit	Aspects	Mean	Mean of Each Unit/Category
1	Content	3.90	3.45/Very Good
	Language	3.00	
	Presentation	3.33	
	Layout	3.60	
2	Content	3.90	3.50/Very Good
	Language	3.00	
	Presentation	3.33	
	Layout	3.80	
3	Content	3.90	3.50/Very Good
	Language	3.00	
	Presentation	3.33	
	Layout	3.80	
Mean/Category		3.49/Very Good	

Based on the expert judgment result presented in Table 1, the developed materials could be considered to be sufficiently appropriate for Grade XI students of Fashion Design Study Program particularly for their reading learning process.

Conclusions

Based on the research findings, it can be concluded that in terms of target the students' goal is to improve their English proficiency in order to acquire the language itself and that they want to enrich their vocabulary through reading. To achieve these goals, they needed materials that are related to their discipline. Added to this, they needed to have more practices to improve their English proficiency especially in the area of vocabulary, grammar, and reading.

Then, in relation with learning needs, the results showed that the input desired by students were texts related to their study program with words ranging from 100 to 150 and pictures to help them in comprehending the texts. Next, students preferred to have different types of activities regarding grammar, vocabulary, and reading. Moreover, students chose to be involved actively in the teaching and learning process. They also expected the teacher to give examples before doing the tasks and to provide guidance in comprehending the texts. Then, students favored to work in small group and pair.

Based on the expert judgment result, the final draft of the materials was considered as appropriate. The materials had the characteristics as follows.

- a. The topics and the materials within the units of the materials were related to students' field of study.
- b. The developed materials consisted of three units in which each of them has the introduction, main lesson, and reinforcement. The materials were also equipped with preface, key of pronunciation, table of contents, references, and appendix.

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