

**Developing Reading Learning Materials for Grade X Students
of Audio-Video Engineering Program at SMKN 1 PUNDONG**

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Abstract: The objective of this research was to develop appropriate reading learning materials for grade X students of Audio-Video Engineering Program at SMKN 1 Pundong. The steps in this research were conducting needs analysis, analyzing the results of needs analysis, designing the course grid, writing the first draft of the materials, evaluating the first draft of the materials, and writing the final draft based on the feedback from the expert. The instruments to collect data were needs analysis and expert judgment questionnaires. The result of needs analysis questionnaire was analyzed using the highest percentage while the result of expert judgment questionnaire was analyzed using qualitative description. Three units of reading materials were developed. Each unit has three main parts: introduction, main lesson, and reinforcement. Based on the expert judgment result, the developed English reading learning materials are appropriate in terms of the content, language, presentation, and layout. The mean score of all aspects is 3.1, which is categorized as “good” and appropriate for use.

Keywords: reading learning materials, Audio-Video Engineering Program

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Introduction

Vocational education has a purpose to develop the students' intelligence, knowledge, noble characters, personality, and ability to be independent and to continue their education to the higher level based on their program (BSNP, 2006: 17). However, based on the interview with one of the English teachers in SMKN 1 Pundong, among the programs in the school, the Audio-Video Engineering program have more difficulties in finding the suitable materials related to their program and the available materials are not sufficient yet for the students of this program.

The facts above are in contrary to what is stated in the Standard of Contents for Vocational School (BSNP, 2006) that the learning materials for Vocational School should be in accordance with the needs of the program to meet the standard competences in the workplace.

Hutchinson and Waters (1987: 107) said that materials are an important aspect in teaching-learning process, because they help to organize the teaching-learning process and provide a path to learn a language. In every English teaching-learning process, good materials are needed. Hutchinson and Waters said that good materials should provide a clear and coherent unit structure to help the teacher and students maximize the chances of learning. Therefore, the researcher decided to develop suitable reading learning materials for Audio-Video Engineering Program.

According to Grabe, reading is a complex combination of processes (2009:14). In addition to his thought, Alderson has the same thought, saying that reading can be regarded as a process in which the readers find out what they read, what the text means, how to relate the ideas from the text with their background and how to predict what will come next (2000: 07). Therefore, people might have different understanding of the text because their background knowledge and experiences might be different.

As stated above, materials are important aspects in teaching English. In addition, materials used in ESP, for sure, have to meet the learners' needs in order to have a successful classroom activity. As Tomlinson proposed that ideally all units of material should be principled, relevant and coherent (2008: 07), teacher has to choose, adopt and adapt the materials so that it will be appropriate for the learners.

Furthermore, Hutchinson and Waters (1987: 107) propose some principles in developing good materials which cover some aspects. Those aspects are that materials 1) should encourage learners to learn; 2) should help the teacher and the learners maximize the process of learning; 3) should reflect the developer's feeling about the learning process; 4) should reflect the learning tasks; 5) can have a very useful function in introducing teachers to new techniques; and 6) provide models of correct and appropriate language use.

To develop appropriate reading materials for Audio-Video Engineering Program, it is important to conduct needs analysis. Needs analysis is used to identify what the students really need in learning reading. Hutchinson and Waters (1987:54) state that there are two kinds of needs, they are target needs and learning needs. The result from needs analysis is used to develop course grid, which is the framework in developing the materials.

Principles of TBLT Task Development and the Curriculum 2006 are used as a reference in developing the materials, which emphasize tasks in giving students the language exposure as Willis and Willis (Nunan, 2004: 03) propose that in the classroom context, the target language is used by the learners to communicate in order to get the outcome. The language then will be used to communicate in the real world, which is in this case, the students' future careers. Moreover, the principles of TBLT task development proposed by Nunan (2004) are used, namely scaffolding, task-dependency, recycling, active learning, integration, reproduction to creation, and reflection.

In developing materials, there are several steps that must be done. Furthermore, Gall, Gall and Borg (2003: 572) state that R & D project may undertake a small--scale project that involves some steps. However, some modifications were made that resulted in the following steps: conducting needs analysis, developing the Course Grid, developing the first draft of materials, evaluating the materials, and writing the final draft.

Research Method

The research was conducted in March 2016 at SMKN 1 Pundong. The subjects of the research were 67 students of grade X from Audio-Video Engineering Program. This research adopted the research procedure proposed by Dick and Carey in Gall, Gall and Borg (2003: 570-571).

However, due to the time limitation, some modifications were made that resulted in the steps employed in the research. The steps were collecting data through the needs analysis, developing the course grid, developing the first draft of the materials, evaluating the first draft through expert judgment, and revising the evaluated materials to be the final draft.

There were two data in the research. The first data were the needs analysis data. They were analyzed using the highest percentage. The second were the expert judgment data. A questionnaire for expert judgment was used to evaluate the materials. The data from expert judgment questionnaire were analyzed using Likert scale measurement. The results of the questionnaire were calculated by using the formula proposed by Suharto (2005). The means, then, were converted into qualitative description.

Findings and Discussions

Based on the research findings, grade X students of Audio-Video Engineering Program at SMKN 1 Pundong learned English to get be able to communicate both in spoken and written English. Their reading skill was on the novice level. Therefore, they thought that they needed to enhance their level of reading. The students still had difficulties in scanning and predicting texts. In terms of wants, they wanted the topic of the input texts are about electronic devices and the installment.

Learning needs of the students consisted of input, procedure, setting, teacher's role and learner's role (Nunan, 2004). For the input texts that they will read, the students preferred to have short texts no more than 3 paragraph long. They also thought that texts could be easily understood when there was a picture that illustrates the content of the texts. Procedure refers to the activity in the learning process. In doing reading activities, they preferred to answer multiple-choice and short answer questions. Meanwhile, for the vocabulary activity, the students wanted to identify the meaning. In learning grammar, the students liked to identify the grammar used in a sentence. The students liked to work in groups or individually and tended to listen to the teacher's explanation. In terms of teacher's role, the students wanted the teacher to guide them when they are discussing texts.

The results of the needs analysis were used as the basis in developing the course grid. The course grid consists of three units. In each unit, it consists of identity, standard and basic competences, topic, goal, indicators, materials (input texts, vocabularies, and grammatical structures), activities, assessment and resources. The course grid was used as the framework in developing the materials.

After developing the course grid, the units of materials were developed. There are three units of materials. Each unit consists of six parts. They are *Get Ready*, *Let's Read*, *Let's Review*, *Evaluation*, *Self Reflection* and *Word List*. In the *Get Ready* section, students were introduced to the topic that will be discussed in the unit. There were some pictures and questions that will guide the students to the topic of the unit. In the *Let's Read* section, students started to do reading skill activities. Before reading the text, students were given the vocabularies related to the topic of the text. The vocabularies list consists of the English words and the Indonesian meaning.

The *Grammar* section was inserted in some tasks in the unit. The tasks related to grammar were given after the students were given an input text. In these tasks, the students were given some information related to grammatical structure. The next section was *Let's Review*. In this section, the students were given the review of the materials they have learnt in the unit. The next was *Reflection* section. In this section, students were given the opportunity to take an objective view of their progress and to see what was going well and what they need to learn more about the topic of the unit. The last section was *Evaluation*. This section was used in order to check students' progress after learning the whole unit.

The developed materials were based on the results of needs analysis. Based on those results, to be able to understand texts, the students needed a list of difficult words text with the meaning in *Bahasa Indonesia*. Therefore, each unit of the materials provided a word list for the students, which consisted of the words that were used in the unit.

For the students' lacks, most of them had difficulties in predicting the content of the text, presenting what they have read, scanning, skimming, and also summarizing. By considering these, the researcher decided to make the tasks in the units to meet their needs. The tasks in the units consisted of predicting,

scanning, skimming, summarizing, and other skills. For example, the students have to answer some questions based on the information from the text and choose the correct summary of a text.

In addition, they wanted to learn more about the terms related to Audio-Video Engineering program. To cope with this, the students are provided with adapted authentic texts related to electronic devices and the installment.

In terms of learning needs, the students wanted the input of the materials in the form of short texts no more than 3 paragraphs. Therefore, in most of the units, the lengths of the texts were about 400 words which were divided into 3 paragraphs. The students also wanted that the texts illustrated with pictures. In unit 1, the texts were completed with a picture so that they will understand what the text was talking about more easily.

In terms of procedure, based on the needs analysis, the students needed the learning activities such as reading actively, previewing, summarizing, and skimming. Meanwhile, they preferred exercises in the form of multiple choices, short answer, true false, and matching. The researcher, therefore, applied those preferred activities in the developed materials such as multiple choices which can be found in the evaluation of all units, short answer in Task 12 of Unit 1, matching in Task 17 of Unit 1, and true false in Task 19 of Unit 1.

In terms of setting, the students preferred to work in groups and individually. However, in the developed materials, they were asked to work not only in small groups and individually as in the example in Task 4 and Task 16 of Unit 2, but also in pairs as in the examples in Task 12 and Task 14 of Unit 3. Students also were free to do the task in the classroom, school library, or language laboratory. Moreover, in terms of teacher's role, the students needed the teacher's guidance when the students were discussing texts. This aspect also can be seen in the developed materials such as in Task 11 of Unit 2. Meanwhile, the students chose to listen to the teacher's explanation and to participate actively in class discussion in doing teaching and learning process as the example in Task 10 and Task 12 of Unit 1.

After analyzing the results of the needs analysis, the next step was developing a course grid. The course grid covered the topics, reading skills, vocabulary skills, indicator, materials/ input texts, activities, assessments, and resources. The course grid was, then, developed into three units of reading learning materials.

After that, the materials were evaluated by the expert. The material evaluation was done by distributing a questionnaire. It was developed based on the aspects proposed by *BSNP in the Instrumen Penilaian Buku Bahasa Inggris SMK*. They were the appropriateness of content, the appropriateness of presentation, the appropriateness of language, and the appropriateness of layout. Based on the result of the expert judgment, the materials should be revised to be more appropriate for the students.

In Unit 1, the mean of the content appropriateness was 3.0. The mean of the language appropriateness was 3.0. Meanwhile, the mean of the presentation appropriateness was 3.4 and the mean of the layout appropriateness was 3.2. The average score of Unit 1 was 3.15. The range of the means was in the interval of 2.5 x 3.24. Therefore, Unit 1 can be categorized as "good".

In Unit 2, the mean of the content appropriateness was 3.4. The mean of the language appropriateness was 2.7. Meanwhile, the mean of the presentation appropriateness was 2.8 and the mean of the layout appropriateness was 3.2. The average score of Unit 2 was 3.025. The range of the means was in the interval of 2.5 x 3.24. Therefore, Unit 2 can be categorized as “good”.

In Unit 3, the mean of the content appropriateness was 3.5. The mean of the language appropriateness was 2.9. Meanwhile, the mean of the presentation appropriateness was 2.8 and the mean of the layout appropriateness was 3.2. The average score of Unit 3 was 3.1. The range of the means was in the interval of 2.5 x 3.24. Therefore, Unit 3 can be categorized as “good”. The materials, then, were revised based on the suggestions from the expert.

Conclusions and Suggestions

This research has two objectives: 1) to find out the target and learning needs of the grade X students of Audio-Video Engineering Program at SMKN 1 Pundong and 2) to develop appropriate reading learning materials for Audio-Video Engineering Program at SMKN 1 Pundong.

Based on the research findings, the target and learning needs of the students are:

- a. The main goal of the students to learn English was to be able to communicate in English both spoken and written.
- b. Most of the students considered that the type of texts they probably find when they are working is about the description of electronic devices.
- c. Most of the students admitted that their recent English proficiency was at the level of intermediate.
- d. The difficulties that most of the students had in reading English skills were predicting, reading to present, scanning, and summarizing.
- e. Most of the students wanted to learn English reading skills in order to improve their ability in reading actively, previewing, skimming, scanning, inferring, and summarizing.
- f. In terms of input, the students admitted that they will understand the text well if the texts are equipped with a picture or graphic related to the topic being discussed.
- g. Most of the students wanted to get input texts in length no more than 3 paragraphs.
- h. The students also needed sufficient vocabulary list related to the topic being discussed, which was related to electronics, and Audio Video Installment.
- i. In terms of activities, most of the students admitted that they preferred doing exercises in the forms of multiple choices, short answer, and cloze test, arranging jumbled sentences, and matching.
- j. The students also preferred tasks about to answer some comprehensive questions based on the text.
- k. In doing exercises, the students wanted to do it in groups and individually.
- l. The students also liked to listen to teacher’s explanation and to perform actively in discussion between the teacher and the students.

The appropriate English reading learning materials consist of three units. Each unit consists of title of the unit, get ready, let’s read, let’s review, reflection, word list, and evaluation. The materials have been evaluated by an expert and it has “good” category. The materials, then, were appropriate for use.

Two suggestions are proposed for materials developers and English teachers of Audio-video Engineering Program. It is necessary to develop reading learning materials related to Audio-Video Engineering Program. Authentic texts related to their program should be provided more because the need to get familiar with texts and technical terms. For other researchers who will conduct the similar research, the first step that must be conducted is needs analysis. Needs analysis is an important step to

know the students' needs. To validate the materials, the researchers can conduct the expert judgment more than once. In the teaching-learning process in the classroom, the teachers can provide various tasks so that the students will be more engaged in the learning activities.

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