

**Developing English Reading Materials for Grade XI Students of Pharmacy Study Program of *Sekolah Menengah Farmasi (SMF) Indonesia Yogyakarta***

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**Abstract:** The aims of this research were: (1) to find the target needs of the students of SMK/SMF Indonesia Yogyakarta; (2) to find the learning needs of the students of SMK/SMF Indonesia Yogyakarta; and (3) to develop the appropriate English reading materials for the students of SMK/SMF Indonesia Yogyakarta. This research is a Research and Development (R&D) study. The subjects of the research were grade XI students of SMK/SMF Indonesia Yogyakarta in the academic year of 2015/2016. Modified Borg and Gall (1983) research and development stages combined with Jolly and Bolitho (1998) materials development model were adapted to conduct the research. The stages were needs analysis, planning/ course grid development, materials development, evaluation by expert or expert judgment, and final draft revision. To collect the data for the study, two types of questionnaire were used. The first questionnaire that was distributed to the students of SMK/SMF Indonesia Yogyakarta was used to obtain the data for the needs analysis. The second questionnaire was employed to gain the data for the materials evaluation during the expert judgment stage. The data resulted from both questionnaire were analyzed quantitatively by using descriptive statistics. The students' target needs of learning English are to accomplish good mark on national examination and as a preparation to be pharmacists. Simple texts related to pharmacy and pharmaceutical terms were the students' learning needs in order to learn English. The final product of this study was three units of English reading materials for Grade XI students of Pharmacy Study Programme developed using Content-Based Instruction Approach. The development of the units was based on the needs analysis results and the school-based curriculum used at the school. The developed materials consisted of 20 tasks, which were divided into three main parts namely, introduction, main lesson, and reinforcement. The input in the materials was in the form of pharmacy-related texts, relevant pictures, grammar explanations, tables, and vocabulary list. Based on the data analysis from the expert judgment, the developed English reading materials are considered appropriate. The mean score of the appropriateness of all the aspects is 3.23, which is within the interval of 2.50 x 3.24 and can be categorized as "Good".

**Keywords:** *Materials development, reading, pharmacy study program*

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## **Introduction**

English is one of the compulsory subjects in vocational high school in Indonesia. Based on School-based Curriculum, English as a competence in vocational high school is divided into three levels namely, novice, elementary, and intermediate. At the end of the study, there is English national examination. Because of this national examination, English teachers in vocational high school are sometimes trapped to an issue related to English materials to teach to the students of vocational high school. It is whether to give more attention to the materials to be tested in the national examination or to the students' needs of learning materials related to their expertise.

The appropriate materials regarding both students' needs and English national examination are hard to find. The teachers themselves have to adapt some other relevant sources to be used as English learning materials since the materials given by the government through the curriculum are General English. It means that the students' needs of appropriate English learning materials are neglected when the teachers use general English to teach the students. These issues also happened in *Sekolah Menengah Farmasi Indonesia Yogyakarta*.

In response to the problems mentioned earlier, a research and development study was conducted. The formulation of the problems of this research are as follow:

1. What are the target needs of the students of SMF Indonesia Yogyakarta Grade XI?
2. What are the learning needs of the students of SMF Indonesia Yogyakarta Grade XI?
3. What are the suitable English reading materials for Pharmacy Study Programme students of SMF Indonesia Yogyakarta like?

## **Research Method**

This research is a Research and Development (R&D) study. This study was aimed to develop English reading materials for Pharmacy Study Programme students of *Sekolah Menengah Farmasi (SMF) Indonesia Yogyakarta*. This study was conducted in December 2015. The subjects of the research were grade XI students of SMK/SMF Indonesia Yogyakarta in the academic year of 2015/2016.

Modified Borg and Gall (1983) research and development stages in Mohamad and Woolard (2009) combined with materials development model by Jolly and Bolitho in Tomlinson (1998) were adapted to be the procedure to conduct the research. The stages were needs analysis, planning/course grid development, materials development, evaluation by experts or expert judgment, and final draft revision.

To collect the data for the study, two types of questionnaire were used. The first questionnaire that was distributed to the students of SMK/SMF Indonesia Yogyakarta was used to obtain the data for the needs analysis. The second questionnaire which is in the form of modified Likert-scale was employed to gain the data for the materials evaluation during the expert judgment stage. The data resulted from both questionnaire were analyzed quantitatively by using descriptive statistics.

## **Findings and Discussion**

In the needs analysis stage, questionnaires to discover students' needs were distributed. The distribution of the questionnaire was conducted in December 2015 to 35 grade XI Pharmacy Study Programme students of *Sekolah Menengah Farmasi Indonesia Yogyakarta*. The questionnaires consisted of 19 multiple choice questions that were divided into two parts, namely target needs and learning needs.

Target needs as stated by Hutchinson and Waters (1987: 54) are what learners need to do in the target situation. In term of the target needs, the goals of the students were to get good marks on national examination and as a preparation to be pharmacists. Having excellent reading and speaking skills as well as vocabulary mastery were the necessities of the students. Meanwhile, thee students' learning needs, what they need to do in order to learn (Hutchinson and Waters, 1987: 54), consisted of five elements, namely input, procedure, setting, teacher role, and learner role as stated by Nunan (2004).

In terms of input, the students preferred to learn several simple written texts consisting of two to three paragraphs that are related to pharmacy and contain important pharmaceutical terms. In terms of procedure, most of the students liked to do analysis of the meaning of particular words based on the reading text and the context. Related to the setting, most of the students liked to do the task individually and in pairs. They also preferred to have the teacher to give the students opportunities to explore the materials that are explained by the teacher previously. Meanwhile, in terms of learners' role, the students wanted to listen to the teacher's explanation and make a note, actively ask the teacher about difficult materials, and participate in a classroom discussion with classmates and teacher.

After analysing the needs of the students, the next step conducted in this research was course grid development. During this stage, a guideline to develop the materials is established based on the needs analysis results and the curriculum designed by the government. The course grid covered the standard of competence and the basic competencies of Vocational High School, the identities of the subject and school, the number of the unit, the unit title, topic, input text, language focus, the indicators, the description of the activities, and the character value.

The course grid was then developed into three units of materials. Each unit consisted of 20 tasks that were divided into the introduction, main lesson, and the reinforcement. Each unit had a similar pattern of task distribution. After the course grid was completely developed into the first draft of the materials, the next step conducted was materials evaluation.

The materials evaluation was conducted by distributing a questionnaire developed from Standard of Course Book Assessment for Vocational High School by *Badan Standar Nasional Pendidikan* (BSNP) to a materials expert. There are four aspects related to materials evaluation namely, content appropriateness, presentation appropriateness, language appropriateness, and layout appropriateness. The evaluation used a modified Likert-Scale questionnaire that consisted of only four options ranging from Strongly Agree, Agree, Disagree, and Strongly Disagree. There were also several open-ended questions to ask for comments and suggestions from the expert. During the evaluation by the expert, revisions were done based on the suggestions from the expert. Below is the table of the expert judgment results of the developed English reading materials for Grade XI students of Sekolah Menengah Farmasi Indonesia Yogyakarta.

Table 1. The Expert Judgment Results

Aspects/ Unit	Unit 1	Unit 2	Unit 3	Overall Mean (x)
<b>Content</b>	3.55	3.36	3.45	
<b>Presentation</b>	3.30	3.70	3	
<b>Language</b>	3.17	3	3	
<b>Layout</b>	3	3	3	
<b>Mean (x)</b>	<b>3.26</b>	<b>3.27</b>	<b>3.16</b>	<b>3.23</b>

The revised materials were evaluated and resulted in 3.23 as the overall mean score of the developed English reading materials for Grade XI students of *Sekolah Menengah Farmasi Indonesia* Yogyakarta. The mean score is within the interval of 2.50 x 3.24, which is considered

as appropriate with the predicate of “Good”. The evaluated materials are then considered as the final draft.

## **Conclusions**

Based on the results of the needs analysis, the students’ target needs of learning English were to get good marks on national examination and as a preparation to be pharmacists. Simple texts related to pharmacy and pharmaceutical terms are the students’ learning needs in order to learn English.

The final product of this study was three units of English reading materials for Grade XI students of Pharmacy Study Programme developed using Content-Based Instruction Approach. The development of the units was based on the needs analysis results and the school-based curriculum that is employed at the school. The developed materials consisted of 20 tasks, which were divided into three main parts namely, introduction, main lesson, and reinforcement. The input for the materials was in the form of pharmacy-related texts, relevant pictures, grammar explanations, tables, and vocabulary list.

Based on the results of the expert judgment, the mean score of the appropriateness of all the aspects of the developed materials is 3.23, which is within the interval of 2.50 x 3.24 and can be categorized as “Good”. It can be concluded that the developed English reading materials for grade XI students of Pharmacy Study Program of *Sekolah Menengah Farmasi Indonesia* Yogyakarta are considered appropriate.

## **References**

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