

# Developing ESP Reading Materials by using Authentic Materials for Automotive Students at SMKN 2 Jember

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***Abstract:** This research and development was intended to develop ESP reading materials for automotive students by using authentic materials at SMKN 2 Jember. This research used Research and Development (R&D) as the research design which consisted of conducting needs analysis, developing ESP Reading materials, conducting validation, doing revision, administering try out, and finalising the materials adapted by Gall et al., The research subject of this research were automotive students at SMK Negeri 2 Jember. The data was collected by interviewing the English Teacher and giving questionnaires to the students. Based on the result of interviewing the English teacher, it was found that the teacher taught general English like in Senior High School for Vocational students. Actually the vocational students needs English in specific purpose. ESP reading materials can help the students to face their future job. They can understand about their manual books written in English. . After the students learnt about ESP Reading Materials, they felt happy because they learnt English related to their major. The result of this research was the ESP Reading materials for automotive students in the form of booklet.*

***Keywords:** ESP, Material Development, Research and Development, Reding Materials, Authentic Materials*

## INTRODUCTION

Reading is the most important skill for students. Grellet (1996:3) states that reading is a process of communication between the writer and the reader. By reading, the students can find new vocabulary and build their vocabulary. Grellet (1996:3) also says that by reading students can differentiate the language style, and also learn grammar structure in every text.

A preliminary study to SMKN 2 Jember was done on 17<sup>th</sup> February, 2016. An interview with the English teacher of the Automotive Program was conducted to find out the text book that was used there. The teacher said that their English text book was not suitable for the students. The English teacher only has general English material. In vocational high schools, they learned about *descriptive texts, recount texts, procedure texts, narrative texts*, writing a dairy, talking about their idol, which were not related to their major. The students in vocational high schools should learn the appropriate English lesson, which are related to their major. The teacher should give and construct appropriate materials to develop the students' English. The students of the Automotive program need basic and specific English to communicate in working life, to access manual instructions, to access information based on their jobs, and to have specific knowledge. The fact that many manual books are written in English require the students to acquire enough English vocabulary to understand the content of the books. In other words, to be able to survive in their field, they need to be equipped with related English materials.

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The reading materials offered in the book do not provide information in the area that the students need. These students lack of specific language material which they really need to survive in their job. To solve these problems, the teacher could provide supplementary reading materials for the students by using authentic materials. Martinez (2000) claims that authentic materials are sometimes called “contextualized, real-life materials”, those which the students encounter in everyday life but were not created for educational purpose. Further, Ianiro (2007:1) says that authentic material are printed, video, and audio materials students encounter in their lives, such as change-of-address form, job application, menus, voice mail messages, radio programs and video. It means that authentic materials can be found in everyday life.

Authentic materials help students bridge the gap between the classroom and the outside world. Many students enrol in school to learn or improve language-related task such as speaking English at work. Others enrol because they have personal long-term goals that involve education such as becoming engineering (Ianiro, 2007). Based on Methela, in Crawford (2013), many a times course books fail to address the needs of specific group of students. For this reason, using authentic materials were better than using textbooks to the needs of students. In other words, if the teacher knows the students’ needs in learning English, he/she can help the students to reach the goal by using suitable authentic materials.

Dealing with the problems above, the researcher conducted a research and development study entitled “Developing ESP Reading Materials by Using Authentic Materials for Automotive Students at SMKN 2 Jember.”

## RESEARCH METHOD

According to Gall *et al.* (2003), Educational Research and Development or R&D is an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically field-tested. Evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards. In education, R&D usually develops a learning product that relates to curriculum, syllabus, and learning materials. This study developed reading learning material using R&D.

According to Gall *et al.* statement, in designing a product, there are some stages that we must follow. The stages in the research that should be carried out namely designing, field-testing, evaluation and refining. The researcher modified the steps proposed by Gall *et al.* (2003) because of the limited time available. Below were the stages that the researcher used in developing reading materials. The steps were conducting needs analysis, developing reading materials, conducting validation, doing revision, administering try out, and finalising the materials.

Data analysis was used to analyse the data. In this research, the researcher used Flesch Readability Ease Formula or Flesh RES.  $Flesch\ RES = 206.835 - (1.015 \times ASL) - (84.6 \times ASW)$   
In which:

RES	Reading Ease Score
ASL	Average Sentence Length (the number of the words divided by the number of sentences)
ASW	Average number of syllables per word (the number of the syllables divided by the number of words)

## RESEARCH FINDINGS

According to Gall *et al.*, (2003) about R&D theory, the researcher followed steps to make the ESP reading materials. The steps that the researcher adapted are: conducting needs analysis, developing reading materials, conducting validation, doing revision, administering try out, and finalising the materials. .

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The second step was the researcher developed the reading materials based on the students' needs analysis. The material consisted of text, comprehension check, vocabulary practice, language practice and communicative tasks. The content of the materials were taken from the internet sources and authentic vocational materials written in English.

In conducting validation, the researcher had three validators to consult those materials. The first two validators were two English teachers from two different schools, one from SMKN 2 Jember and one from SMKN 1 Singosari, Malang. The third was one of the lecturers in Faculty of Teacher Training and Education in Jember University. After the expert validators gave some comments, the researcher will revised the ESP Reading Materials.

The next step was administering a try out. The researcher conducted a try out for the materials in one class of automotive students in SMKN 2 Jember to know the students opinion about the material. The researcher taught in 10<sup>th</sup> grade students at the first semester, especially 10 Automotive 1. The ESP Reading material was done and the final product in the form of a booklet.

The use of video also helped the students in revising their draft. First, the written information in the video helped the students to revise the spelling of English word that they wrote in their draft. Second, the students could add information that had not been written. The students could revise the content and mechanic that they used in their draft after watching the video once again. Third, by replaying the video, the students could also change incorrect information with the right information.

## DISCUSSION

Based on the students' needs analysis, it was proven that the respondents showed a positive interest in the ESP reading materials for many reasons. First, the students expected the materials related to their major, because they wanted to face their real work with good English. If the materials were related to their major, they would be more motivated to learn the language.

Second, they often found vocational information and manual books in English while they did practicum in the workshop, especially for automotive students who should know some instructions before fixing the vehicle. It can be concluded that the English teacher could provide a supplementary materials based on the students major. Last, the students hoped that English could be an asset for getting a better job when they graduated from their school. This was because some students were motivated to have job related activities (Harvey, 1984). From these statements, it can be concluded that the students were interested in the ESP reading materials taken from their vocational materials written in English.

Based on the English teachers' response on the ESP reading materials, it means that the teachers had positive attitude with those materials. Further, Hutchinson and Water's (1994) say that ESP teacher do not require to learn specialist subjects of knowledge, however they need three main matters as follows: a positive attitude towards the ESP contents, a knowledge of the fundamental principles of subject areas, and an awareness of how much they probably know. In other words, the ESP teacher should know about English and students subjects. The ESP teachers not only teach language, but also they are involving in designing, setting up, and administering the ESP course (Robinson, 1991).

Designing ESP reading materials was crucial because the ESP teacher should combine between two curriculums, they were English and vocational. Before making the ESP materials, the ESP teacher should distribute the students' needs. To fulfil the students' needs, some aspects like readability, and criterion of text is appeal, authenticity, and the four elements of reading materials. First is about *readability*, readability is combination between lexical and grammatical (Day, 1994). In this research, the readability is measured by using Flesch-Readability-Ease-Formula. Second is about the *criterion* of text is interesting. In that booklet, the materials can boost students' interest in learning English, because the materials are suitable with their major. So the students' can motivate to learn English. Third, *authenticity* is concerned with some exercises in the text which are related to their major. In short, the authentic materials come from the students' interest to their future job (Robinson, 1991). The last, *topics and themes are selected* based on their vocational curriculum. New language items and correct model of language use are checking by the validators in the validation sheet.

To sum up, the research findings create some implications. First is providing materials products based on the students' needs and interests related to their major. Second is enabling to design ESP reading materials using authentic materials by involving the vocational teachers.

## CONCLUSION

Based on the findings, did analysis, and discussion on Chapter IV, some main points in relation to Developing ESP Reading materials by using authentic materials for automotive students at SMKN 2 Jember. The reading materials were developed based on ESP framework suggested by Gall *et al.*, the steps can be drawn as follows:

Based on conducting needs analysis for the automotive students and interviewing the English teacher in SMKN 2 Jember, they showed a positive interest in the ESP reading materials.

The researcher found in needs analysis that the students need general English and specific English. The general English to face their final examination and specific English to face their working life. So the students needs English in specif purpose too because their teacher just taught about general English.

- a. Based on developing ESP reading materials for automotive students, the researcher used paragraph and text comprehension taken from the internet and their manual books. The researcher combined between the vocational syllabus and english syllabus to fulfill their needs. The researcher also used authentic materials such as internet sources and manual books to make reading materials.
- b. Based on condcting validation, the researcher asked three experts validator to know about the elegibility the ESP reading materials. The result of ESP reading materials by using authentic materials for automotive students at SMKN 2 Jember was 3,5. It can be concluded that the materials was good based on the validation sheet.
- c. Based on doing revision, the researcher revised the ESP reading materials based on the comments. The three expert validators gave comments about grammatical, mechanic, sub theme, and vocabulary.
- d. Based on administering try out, the reasearcher taught the automotive students at SMKN 2 Jember to know about students' opinion in ESP reading materials. The students was happy, not bored, and interested in ESP Reading materials because they felt the English lesson was useful for their future job.
- e. Based on finilishing the materials, the product was English reading booklet for the automotive students on the first semester.

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