

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

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Abstract: This research was intended to develop ESP reading materials for automotive students by using authentic materials. This research design was Research and Development (R&D) with needs analysis. The research subjects were automotive students at SMK Negeri 2 Jember. The data was collected by interview and questionnaires. Based on the result of the interview, it was found that the teacher taught general English like in Senior High School for Vocational students while the students themselves need English for specific purposes. They can understand their manual books written in English. The students learning ESP Reading Materials admitted that 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, Reading Materials, Authentic Materials

1. Introduction

To build their comprehension of English language use, reading is certainly an important skill for students to practice in English classes. Similarly, the students at vocational schools should practice reading English texts a lot so that they are able to comprehend the texts, and they can even use the language used in the texts. This means English teachers at vocational schools should develop English reading materials that can promote their students' reading comprehension in English classes. As Grellet (1996:3) states that reading is a process of communication between the writer and the reader. By reading, the students can indirectly communicate with text writers and learn new words to build their vocabularies as well. 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 at a senior high vocational school (SMKN 2 Jember) was conducted in February, 2016. The interview results in the preliminary study showed that the English teacher of the Automotive Program said that their English text book was not suitable for the students. The English teacher only had general English materials. Meanwhile, at the school, they learned English by reading as well focusing on descriptive texts, recount texts, procedure texts, narrative texts, writing a dairy, talking about their idol, which were not related to their major.

The students at the school had to learn the appropriate English lessons, which are related to their major. Therefore, the teacher had to construct appropriate materials to develop the English proficiency of the students of the Automotive program. In other words, the students at the school needed basic and specific English to communicate in their future working places. For example, they might need 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. The reading materials offered in the book did not provide information about students' need. In other words, the students in this research lacked specific language materials that they really needed to survive in their future jobs. Dealing with this, a study on developing ESP reading materials using authentic materials for automotive students at a vocational school was therefore conducted.

2. Theoretical framework on ESP reading materials

To provide supplementary reading materials the students at vocational schools, English teachers may use authentic materials. On this point, Martinez (2000) claims

that authentic materials are sometimes called “contextualized, real-life materials” that the students might encounter in their everyday lives but were not created for educational purposes. Further, Ianiro (2007:1) says that authentic materials 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.

Besides, 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.

3. The Study

3.1. Research design

The design of this research was a descriptive research design focusing on ESP materials development. Educational Research and Development or R&D (Gall *et al.*: 2003) was used in this research or the so-called 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. Besides, this model was used in this research because R&D usually develops a learning product that relates to curriculum, syllabus, and learning materials.

In designing a product, there are some stages used in this research. The stages in the research that should be carried out namely designing, field-testing, evaluation and refining. In this case, some steps proposed by Gall *et al*, (2003) were modified because of the limited time available. Based on Gall *et al*, (2003) about R&D theory, to make the ESP reading materials, the stages used in developing reading materials were conducting needs analysis, developing reading materials, conducting validation, doing revision, administering try out, and finalising the materials.

3.2. Research context

The research was conducted in the context of EFL (English as a foreign language) where the students learning the language did not use English to communicate with their friends, parents and even their teachers outside their classrooms.

3.3. Research participants

The participants of this research were two English teachers and one lecturer as research validators to consult those materials. The first two validators were from different vocational schools from Jember and Malang. The third was one of the lecturers from the Faculty of Teacher Training and Education of a university in Jember.

3.4. Research data and analysis

Based on developing ESP reading materials for automotive students, the paragraph and text comprehension in this research were taken from the internet and their manual books. The vocational and English syllabuses were combined to fulfill the students' needs. Besides, authentic materials were taken such as internet sources and manual books to make reading materials. Based on conducting validation, three experts were asked to validate the eligibility of the ESP reading materials. The

result of ESP reading materials by using authentic materials for automotive students at SMKN 2 Jember was 3,5. This means that the materials were good based on the validation sheet.

Based on doing revision, the ESP reading materials were revised based on the comments. The three expert validators gave comments about grammatical, mechanic, sub theme, and vocabulary. In this research, Flesch Readability Ease Formula or Flesch RES. Flesch RES = $206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$ was used to analyse the research data in which: RES stands for Reading Ease Score; ASL is for Average Sentence Length (the number of the words divided by the number of sentences) and ASW refers to Average number of syllables per word (the number of the syllables divided by the number of words)

The second step was to develop 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. A try out for the materials in one class of automotive students in SMKN 2 Jember was to know the students' opinion about the material, and the ESP Reading material and the final product in the form of a booklet were presented in the class.

Based on administering try out, the researcher 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. Based on the finalising the materials, the product was English reading booklet for the automotive students on the first semester

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.

4. Research result and 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.

5. Conclusion

Developing ESP Reading materials by using authentic materials for automotive students at SMKN 2 Jember results in a positive interest in the ESP reading materials. However, the result of the students' needs analysis showed that the students needed general English and specific English. Therefore, the students needed English for both general and specific purposes.

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