Digital Repository Universitas Jember

DEVELOPING A MODEL OF ESP READING MATERIALS USING CONTENT-BASED APPROACH FOR MIDWIFERY ACADEMY STUDENTS OF JEMBER IN THE 2004/2005 ACADEMIC YEAR

THESIS

UPT Perpustakaan
UNIVERSITAS JEMBER

Proposed to Fulfill One of the Requirements to Obtain the Degree of S1
at the English Program of the Language and Arts Education Department
of the Faculty of Teacher Training and Education,
University of Jember

Tanggal
Pembelian
24 FEB 2005
TS
428.4
SAF
d
c.1

By :

NUNIK EKA SAFITRI
NIM. 990210401013

ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2005

Digital Repository Universitas Jember

MOTTO

Every hardship is followed by ease

(Al Insyirah, 5)

Digital Repository Universitas Jember

DEDICATION

This thesis is dedicated to:

- My beloved mother (Sumiatun) and my dearest father (Drs. Sukarno)
- My adorable sister (Lailin Zuraidah Septina)
- My consultants, Mrs. Wiwiek Eko B and Mr. Bambang Arya WP
- My best friends (Uchie', Rien, Lucy, Vike, Repi and Mba' Trie')
- My almamater

Thanks for keeping on praying, support, guidance, motivation and much attention to me. God bless you all.

Digital Repository Universitas Jember

CONSULTANTS' APPROVAL

DEVELOPING A MODEL OF ESP READING MATERIALS USING CONTENT-BASED APPROACH FOR MIDWIFERY ACADEMY OF JEMBER IN THE 2004/2005 ACADEMIC YEAR

THESIS

Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at the English Program of the Language and Arts Education Department of the Faculty of Teacher Training and Education University of Jember

By:

Name	:Nunik Eka Safitri
Identification Number	: 990120401013
Level	: 1999
Department	: Language and Arts Education
Program	: English
Place of Birth	: Malang
Date of Birth	: August 6th 1981

Approved By:

Consultant I	Consultant II
Dra. WIWIEK EKO B., M.Pd	Drs. BAMBANG ARYA WP
NIP. 131 475 844	NIP. 131 759 833

Digital Repository Universitas Jember

APPROVAL OF EXAMINERS' TEAM

This thesis has been approved and received by examiners' committee of the Faculty of Teacher Training and Education, University of Jember on:

Date : 8th February 2005

Place : The Faculty of Teacher Training and Education, Universityof Jember

Examiners' Team

The Chairperson

Dra. Hj. Aan Erlyana Fardhani, M. Pd

NIP. 131 832 295

The Secretary

Drs. Bambang Arya WP

NIP. 131 759 833

The Members,

Signatures

1. Drs. Sugeng Ariyanto, MA

   NIP. 131 658 398

   .....

2. Dra. Wiwiek Eko Bindarti, M. Pd

   NIP. 131 475 844

   .....

The Dean

Faculty of Teacher Training and Education

Drs. Imam Muchtar, SH. M. Hum

NIP. 130 810 936

Digital Repository Universitas Jember

ACKNOWLEDGMENT

Praise to Allah SWT, the Almighty, who always provided me strengths and guidance to accomplish this research entitled "Developing A Model of ESP Reading Materials Using Content-Based Approach for Midwifery Academy Students in the 2004/2005 Academic Year".

In relation to the completing of this thesis, I would like to express the deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University;
2. The Chairperson of the Language and Arts Department;
3. The Chairperson of the English Education Program;
4. The First and Second Consultant who have given me valuable guidance and suggestions in composing this thesis;
5. The Examination Committee who have given me valuable suggestion for this thesis;
6. The Principal, the English teacher and the first year students of Midwifery Academy of Jember in the 2004/2005 academic year;
7. Other people who have done something for the completion of my thesis, who I can not mention here one by one.

Finally, I hope this thesis provides advantages to the readers. Any criticism and inputs that contribute to improve this thesis would be appreciated.

Jember, February 2005 The writer

Digital Repository Universitas Jember

CONTENTS

TITLE i
MOTTO ii
DEDICATION iii
CONSULTANTS' APPROVAL iv
APPROVAL OF EXAMINERS' TEAM v
ACKNOWLEDGEMENT vi
CONTENTS vii
ABSTRACT x

I. INTRODUCTION

1.1 Research Background 1
1.2 Research Problem 3
1.3 Research Objective 4
1.4 Operational Definition 4
1.5 Research Significance 4

II. REVIEW OF RELATED LITERATURE

2.1 Reasons for Reading 6
2.2 Reading Comprehension 7
2.3 An overview of English for Specific Purposes (ESP) 11
2.4 Developing a Model of ESP Reading Materials 12
2.5 Content-Based Approach 21
2.6 Motivation, Interest, and Needs of Students 22
2.7 Previous Related Research Result 24

III. RESEARCH METHOD

3.1 Research Design 25
3.2 Area Determination Method 27
3.3 Research Respondent Determination Method 27

Digital Repository Universitas Jember

3.4 Data Collection Method 27
3.4.1 Questionnaire 27
3.4.2 Interview 27
3.5 Data Analysis Method 28

IV. RESEARCH RESULT AND DISCUSSION

4.1 Research Result
4.4.1 Questionnaire Result 29
4.4.2 Interview Result 32
4.4.3 The ESP Reading Materials 34
4.2 Discussion
4.2.1 The Students' Interest in the ESP Reading Materials 36
4.2.2 The Students' Needs Analysis 37
4.2.3 The English Teacher' Response to the ESP Reading Materials 39
4.2.4 The ESP Reading Materials 39

V. CONCLUSION AND SUGGESTION

5.1 Conclusion 43
5.2 Suggestion 44

BILIOGRAPHY 46

Digital Repository Universitas Jember

APPENDICES

1. Research Matrix
2. Research Instrument
   a. Questionnaire
   b. Interview
3. The Records of Questionnaire Results
4. Interview Guide for the English Teacher
5 Transcript: The English Teacher' Interview
6. A Model of ESP Reading Materials for Midwifery Academy Students of Jember
7. Answer Key
8. Consultant Sheets
   a. Consultant 1
   b. Consultant2
9. Permission Letter for Conducting the Research from the Faculty of Teacher Training and Education of Jember University
10. Statement Letter for Accomplishing the Research from Midwifery Academy
11. Statement Letter of Evaluation of the ESP Reading Materials

Digital Repository Universitas Jember

ABSTRACT

Nunik Eka Safitri, 2005. Developing a Model of ESP Reading Materials Using Content-Based Approach for Midwifery Academy of Jember in the 2004/2005 Academic Year.

Thesis, English Education Program, Language and Arts Department, faculty of Teacher Training and Education, Jember University

Consultants : (1) Dra. Wiwiek Eko Bindarti, M. Pd
(2) Drs. Bambang Arya WP

Key words : The Model of ESP Reading Materials, Content-Based Approach

The main objective of teaching English at the University is helping the students to read English textbooks and journals. This is related to the task of the students to read and comprehend references written in English in their major content-subjects. There is a tendency to develop English for Specific Purposes (ESP) in the University level, especially on their English reading materials. The available materials for teaching English at the Midwifery Academy of Jember is still limited both at the library or at the market. From that fact, those materials need to be developed based on their field of study. This research and development (R and D) studies were intended to develop a model of ESP reading materials using content-based approach for Midwifery Academy of Jember in the 2004/2005 Academic Year. The developmental design was used in this research. The respondents of the research were the first year' students of Midwifery Academy of Jember. The instruments used consisting of questionnaires for the students to know their interest and needs of the ESP reading materials, and interview for the English teacher was to crosscheck of the result of questionnaires. The data obtained were analyzed and described quantitatively. The result of data analysis was used as the basis of developing a model of ESP reading materials. From those development, the Midwifery' students had interest and motivation toward the ESP reading materials. Therefore, it is advisable for the English teacher to design such materials in order to fulfill students' needs based on their field of study.

Digital Repository Universitas Jember

I. INTRODUCTION

1.1. The Background of the Study

English is the most important Indonesia's foreign language. Having the status of the most important foreign language, it is therefore included in all school curricula from elementary school to university. Based on the 2001 Local Subject Curriculum of Elementary School, the English teaching is considered as a local subject. At that level, students are taught English as a local content subject beginning from the fourth year up to the sixth one (Depdikbud,1994). Thus, at the secondary school level, for instance, Junior and Senior High School students are taught English as a compulsorv subject (English Curriculum of Junior and Senior High School,1994). Further, at the tertiary level, the type of English the students learnt is ideally specific to their disciplines. The objective of the English teaching at the tertiary level is to enable the students to comprehend materials based on their field of study. From those disciplines, the skill emphasized is reading. It is considered the most important language skill to be developed for the students.

Reading is the most important language skill in learning English. In line with this, Carrel et al. claimed that reading is the primary reason for learning the English language (1995:5). The purpose of it is to enable students to absorb some information which is written in English. In doing so, students who have good reading ability will be able to get knowledge of their subject disciplines from the reading passage. If not, they will most likely be unable to infer some information of the text well, they will fail to be efficient readers. Dealing with this, the teaching English reading in the classroom should be developed well.

Concerning the teaching reading process, the English teacher should be able to develop students reading skills. To accommodate it, some skills, such as; skimming, scanning, predicting and guessing will be associated in this study (the details are discussed in Chapter II). This is proposed to encourage students' motivation in their reading materials. In this view, students are expected to be effective readers in their content subjects. Therefore, to come across with their content-subjects, the students need English teaching which contains English for Specific Purposes (ESP).

Digital Repository Universitas Jember

At the same time, the suitable ESP materials for Midwifery students need to be developed. It is supported by the limited Midwifery materials, because those materials are rarely found neither in the bookstores nor in the library. Even though, those materials are available, the English teacher has still to simplify those materials. In this case, simplifying a text mean replacing difficult words or structures by those already familiar to the students. In line with this Hornby (1994:1187) states that simplification is making something easy to understand. It shows that the purpose is to convey the information in the text simpler. So that, the students can get the message of the text easily. From that reason, the suitable type of instruction that is designed systematically is preferable to be used as modules. Referring to that fact, it is crucial for an English teacher to design students' content-based materials, especially reading ones as proposed by Dick and Carey. It is because their module refers to self-contained or self-instruction that has integrated theme, which provides students with information needed to acquire specified knowledge and skill (1978:5). The meaning of self-contained module is a module where students should be able to achieve all the objectives which are stated in the module without interacting with other modules. Besides, self-instruction module is a module where students should be able to achieve all the objectives without interacting with the teacher or the other students.

Referring to those points of view, a research entitled "Developing A Model of ESP Reading Materials Using Content Based Approach for Midwifery Academy Students of Jember in the 2004/2005 Academic Year" was conducted.

1.2. Research Problem

The research problem in the present study is: How is the model of ESP reading materials using content-based approach for Midwifery Academy of Jember developed ?

Digital Repository Universitas Jember

1.3. Research Objective

The objective of this study is to develop a model of ESP reading materials for Midwifery Academy students of Jember.

1.4. Operational Definitions

To avoid misunderstanding between the researcher and the readers, it is necessary to present the definitions of the following terms clearly:

a. A model of ESP reading materials is the form of materials for teaching reading created based on Dick and Carey's procedure: identify instructional goal, conduct instructional analysis, identify entry behaviors and characteristics, write performance objectives, develop criterion-referenced test items, develop instructional strategy, develop and select instructional materials, design and conduct evaluation (the details are discussed in Chapter II)

b. Content-based approach is an approach used to develop the Midwifery reading materials based on students' content subjects (physiology, reproduction biology, pregnancy and childbirth) by involving the English teacher and the content- subjects teachers.

1.5. Research Significant

This study is expected to be useful for English teachers, Midwifery students, the institution of Midwifery Academy and other researchers.

a. For English Teachers

The results of this study are expected to give an input to the English teacher to improve teaching learning process and to develop English materials, especially ESP reading materials for Midwifery Academy based on the students' content-subjects and needs.

b. For Midwifery Students

The results of this study are expected to stimulate the students' motivation to learn their reading materials, so that they can improve their reading comprehension achievement.

Digital Repository Universitas Jember

c. For the Institution of Midwifery Academy

The results of this study can give an input in making decisions. If these results prove that they can improve the students' reading comprehension, the institution can make a regulation that English teacher should follow to develop their own materials in their activities especially in teaching reading.

d. For Other Researchers

The results of this study are useful for other researchers as information or input to conduct further research by emphasizing on producing course materials for ESP.

Digital Repository Universitas Jember

II. REVIEW OF RELATED LITERATURES

In accordance with the problem to be solved in this study, the literature reviewed in this study comprises the following topics : (1) reason for reading, (2) reading comprehension, (3) an overview of English for Specific Purposes, (4) developing a model of the ESP reading materials, (5) content-based approach, (6) motivation, interest and students' needs.

2.1 Reason for Reading

The authentic reason for reading, as stated by Nuttal (1982:3) is that the reader wants to get something from the writing such as; facts, ideas and enjoyment. This means that the reader wants to get the message of the writer. Then, Kustaryo (1988:2) in his book explains that reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with exiting knowledge and comprehension of the information and ideas communicated. From the explanation it can be assumed that the readers are able to get the writer idea or information based on their own prior knowledge or experience. It can be done by getting the main point, the details and the organization of the text. In doing so, they will comprehend their text well.

Moreover, Davies and Whitney (1979:83) have a good approach for purpose of reading. They said that there are three main reasons for reading, they are (1) reading for grasping information that focuses on certain topic, such as people, direction or notice; (2) reading for getting meaning that emphasizes functions, such as comprehending instructions, message and facts; and (3) reading for pleasure that focuses on text, such as magazine and novels. From those purposes the students are expected to be encouraged in practicing reading materials. Thus, the students should be able to combine the major content-subjects with the language which is used to convey the meaning of the materials.

UPT Perpustakaan UNIVERSITAS JEMBER

Digital Repository Universitas Jember

In ESP context, the aim of reading is to grasp some information in English Midwifery texts. For instance, ESP learners of Midwifery students do reading for grasping the information from the English text dealing with their content-subjects, that is something about midwifery.

2.2 Reading Comprehension

It is recognized that reading without comprehension is undesirable. Adam (1985:10) claims that comprehension is an act of understanding or capacity to understand. The act of it is not always simple. Kustaryo (1988) cited that reading comprehension deals with three complex levels of total comprehension, that are, literal, inferential and critical. First, literal comprehension is considered to be the easiest level of reading comprehension. Kustaryo claims that literal comprehension is the base for all reading skill (1988:12). In this level, the reader is concerned with the understanding the writer's basic message. This means that the reader has to find out what the writer said. Further, he states that the literal comprehension refers to the ideas and facts that are directly stated on the printed page and underline the information desired (1988:12). This seems that literal comprehension stands for ideas and facts which are stated in the text. The readers can return to the text and underline desirable information. McNeil (1992:61) stated that literal comprehension is called reading the lines. The purpose of it is to help the learners to find out explicit information in the text. In this study, the literal comprehension means the abilities of the readers to recognize the explicit message or ideas stated in the text. For example; students are asked to find out the main idea of the paragraph.

Concerning the inferential comprehension, this level assumes that the reader has understood the basic literal content – who, when, where?. Here, the readers think about what he/she is reading. The readers are concerned with the writer ideas by looking for indirect or unstated meaning. They should try to see how the writer has organized his ideas. In line with this, McNeil cites that inferential comprehension is also called reading between the lines (1992:61). It is the process of discovering implicit meaning from the text. To get inferences or implied

Digital Repository Universitas Jember

meaning from the reading materials, one must organize the ideas of what he has read (Kustaryo,1988:12). In inferencing the text, readers are required to comprehend a text more comprehensively. In this study, the inferential comprehension is the readers' abilities to recognize the implicit message from the text. So that, the students are expected to use their prior knowledge or experience with ideas that are inferred on the reading materials. For example; students are asked to determine the multiple meanings of the word or sentence.

Critical comprehension is reading beyond the lines (McNeil,1992:61). This means that students interpret text in terms of their own personal values. This level of comprehension needs a higher degree of skill development and perception. For example: students are asked to give a judgment of their agreement or disagreement. Further, this kind of comprehension is very useful in today's reading situation.

This study mostly focuses on the literal comprehension and the inferential comprehension. This is because the model of the ESP reading materials is designed for the Midwifery Academy. Based on the Institution Syllabus, English is given twice at the odd semester (the first semester and the third semester). English teaching at the preliminary stage focuses on the literal comprehension and inferential comprehension. Thus, the following semester is the critical comprehension. From the syllabus, it can be assumed that the beginning of a University level mostly deals with the literal comprehension and inferential comprehension in order to train students' reading comprehension. This matches with the Midwifery Academy purposes that the primary aim of reading comprehension in this level is to grasp the meaning of a written text relating to their content-subjects. It is expected that, they could enrich their English command based on their field of study.

In addition, by improving the reading skills some techniques should be carried out. That are, skimming and scanning (Nuttal,1982:34), guessing and predicting (Grellet, 1981:17). Those techniques can facilitate readers to read efficiently. Skimming is specific reading technique which is necessary for quick and efficient reading. Skimming through a passage involves reading very fast in order to recognize the writers' ideas and get the gist of the writer's intention. In

Digital Repository Universitas Jember

line with this, Grellet (1981) stated that when we skim we go through the reading material quickly in order to get an idea of the writers' intention. In other words, the readers try to comprehend the text rapidly by determining its gist. Further, Mickuleckly (1990:139) add that skimming is an important skill because the reader can save the time, he can quickly decide what they should read and not to read. So that, the readers whishes to cover materials at the fastest possible rate. For example, if we read a newspaper it is not necessary for us to read all the words although we want to get the information. In doing so, we can obtain most information in a limited time. It can be assumed that by using skimming technique in reading can save time in deciding general idea of a passage.

On the contrary, scanning should contribute to build up the students' confidence in conducting reading activities. It is how much they can learn simply looking at some prominent part of an article. That is done by catching a few words or by reading a few paragraphs of a story. This technique is not to encourage the students to read all the text in such a superficial way, but it should make the students better readers, that is the readers who can decide quickly what they want or need to read. In this point of view, Grellet states that when scanning, the readers only try to locate specific information and often do not follow the linearity of the passage wholly (1981:19). In this case, the readers simply read the text to find what they are looking for whether it is a place, a kind of food, or a less of information. Further, Simanjuntak (1988:59) give example in this activity. He proposed that if the students are looking for a name, the capital letters might be their clue or if they are looking for a date, they would look for a numbers and so on. So, it is clear that scanning is a reading technique to see if particular point is presented in the text.

Another reading technique that can help the students to use their prior knowledge about the text is called predicting. Predicting is a process in which the brain predicts about the reading text, from content, title and headline. This means that one does not read all the sentences in the same way, but one relies on a number of words or cues to get an idea of what kind of the sentence. In this process, the brain makes questions about the message and answer it. The answer is based on the prior knowledge. Then, guessing is also reading technique which is directed to find out meaning without a dictionary by searching for the key words.

Digital Repository Universitas Jember

In ESP reading contexts, the above technique can facilitate Midwifery students, in grasping the meaning of the text dealing with their content-subjects. In order to achieve the objectives, those techniques should be carried out in the ESP classroom.

In addition, it is also necessary to carry out the pre-reading activities, the whilst-reading activities and the post-reading activities in reading classroom. In this case, Nuttal states that in the area of increasing comprehension and learning from text, there are three kinds of instructional interpretation, namely, pre-reading activities, whilst-reading activities and post-reading activities (1982:15). In pre-reading activities, most activities are directed at the background knowledge, especially the importance of building and activating readers' knowledge base and the text. In line with this, Rivas cites that pre-reading strategy focuses on the relevance of readers' prior knowledge for grasping the text given (1999:15). It appears that prior knowledge of readers play a very important role in comprehending a text. In conducting this strategy, asking leading questions, predicting text contents, guessing word meaning, showing pictures or real objects, etc, can be carried out in this activity. For instance, teacher can ask some questions to the ESP students of Midwifery which is related to their content-subjects. In such a way, the learners will be motivated to comprehend their text deeply.

Whilst-reading is an activity to improve readers' ability to comprehend the text. It is because the main goal of this activity is enabling students to understand the writer's purpose and the text structure as well as content (Rivas,1999:16). Referring to that goal, the teachers can exploit the reading text by providing exercises and task, such as asking some questions from their text, asking main ideas of paragraph in the text and asking specific information in the text based on their content subjects. At the end, the ESP students of Midwifery will be encouraged to comprehend texts dealing with their content-subjects.

The main function of post-reading activity is helping learners to comprehend the text based on their experience, knowledge, opinions and facing the text (Rivas,1999:18). To achieve those objectives, he proposed some activities, such as summarizing the text, describing information, giving opinion, re-arranging jumbled sentences (1999:18). In ESP reading, this activity is the last one that encourages students to interpret their opinion and apply their knowledge in their reading text.

Digital Repository Universitas Jember

All the three reading strategies are advisable for ESP teachers to conduct in teaching reading. The reason is that those strategies can facilitate students to comprehend their reading materials easily. Thus, the students will comprehend their text well.

2.3 An Overview of English for Specific Purpose (ESP)

English for Specific Purpose (ESP) is a major activity around the world today. It is an enterprise involving education, training and practice drawing upon three major realms of knowledge: language, pedagogy and students' specialist areas of interest (Robinson,1999:1). Therefore, it is not surprising that ESP has become popular English Language Teaching (ELT), especially in the teaching of English as a Second Language (TESL) and the teaching of English as a Foreign Language (TEFL) (Nababan,1994:132). In Pakistan ESP has been at tertiary level both in university and technical collage, for example in producing ESP materials, especially in EST (English for Science and Technology) (Baumgardener and Kennedy, 1991:99). ESP is not new phenomenon in this country. Then, Robinson cites that ESP has become crucial pedagogy in Britain and North America. Britain ESP focuses to take the lead in matters of syllabus and course design. While, USA and Canada emphasis on classroom-based practice and research (1991:2).

Further, according to Hutchinson and Waters, in the "Tree of ELT", ESP is broken down into three branches: a) English for Science and Technology, b) English for Business and Economics (EBE), and c) English for Social Studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purpose (EAP) and English for Occupational Purposes (EOP) (1990:16-18). An example of EOP for the ESP branch is "English for Science", where an example of EAP for the EST branch is "English for Science".

In sort, ESP must be seen as an approach, not as a product. ESP is not a particular kind of language methodology; it is an approach to language learning, which is based on the learner's needs (Robinson,1991:8). This is related to Hutchinson and Waters' notion (1994) which states that ESP is a course based upon a need analysis. This analysis is exactly aimed at specifying the students to do through a medium of English. It is quite clear that ESP is a way for students to learn English a language based on their need.

Digital Repository Universitas Jember

Recently, the language teaching of ESP, English is used in the context of the student' subject area. This is due to the reason that ESP can facilitate students a practical language for practical purposes (Gueye,1990:31). In doing so, the materials provided should be matched with their needs. It matches with Hutchinson and Waters' slogan "Tell me what you need English for, and I will tell you the English that you need" (1987:8). From that slogan Sukmantara (1997:160) explains that ESP teachers should firstly find out what the learners need before designing the materials. Based on those statements, it can be assumed that ESP should be designed to meet the students need on their content areas in order to pursuit the students' academic goals.

Referring to that notion above, Schleppegrel (1991:20) adds that there are two basics important factors of ESP course design. They are the ESP learners and their specialist area-based activities. It appears that ESP courses are developed through a need analysis. This analysis identifies the students' needs in learning English, their materials and their current level of English. In such a way, the ESP teachers should select materials based on the students' content-areas.

2.4 Developing a Model of ESP Reading Materials

The choice of materials is a big decision in teaching learning activities. It is because materials are very important to support classroom activities. Gagne and Griggs (1978:34) states that materials referred to instructional materials either in printed form or other media for conveying instructional stimuli and contents which help implement the instructional events. Prabhu cites that materials construction has come to be regarded as a specialist students content area-related needs and goal (1989:66). It is clear enough that materials should be designed to implement the instructional activities. This is because materials are, in fact, an essential element in the curriculum (Gagne and Griggs,1978:98). While, the curriculum is a guideline for conducting teaching learning process in formal education institution, such as Midwifery Academy.

Digital Repository Universitas Jember

In general, materials play a very crucial role in teaching learning process of any subjects. Therefore, ESP materials should be suitable with the students' specific fields. As a result, the materials for ESP should be determined by two main factors, namely, the specific areas in which the language will be used and the type of learners who will be learning the language (Nababan,1994:134). It is clear that the ESP class should apply the materials which are appropriate to the learners' field.

Meanwhile, written material is the most typical ESP factor in practice. The reason for this is that teachers or any institutions would like to provide teaching materials that will fit the specific subject area of particular learners (Hutchinson and Waters,1994:106). Thus, in order to design the suitable materials, analyzing learners' needs should be carried out. Consequently, the ESP reading materials must be relevant to the target needs.

Regarding the development model of ESP reading materials, Hutchinson and Waters (1990) and Day (1994) suggested several criteria for that development, which include: readibility, exploitability, appeal, authenticity and suitability.

Readibility is one of the most important considerations in selecting a reading passage (Nuttal,1982;Day,1994). This selection is to determine a combination of structural and lexical difficulties (Day,1994). The structural difficulty refers to several items, such as new grammatical forms, sentence length and complicates. It can be assumed that longer sentences are more difficult to do. Concerning the lexical difficulty, it is advisable that while teaching reading, teachers can employ some texts covering both familiar vocabularies and new ones. By providing new vocabularies, it is expected that students will enrich their vocabulary. The level of difficulty is graded using Flesh Readibility Formula as proposed by Zakaluk and Samuels (1988), in this formula which is based on the sentence length and word length.

Digital Repository Universitas Jember

$$\text{Flesch RES} = 206.832 - 0{,}846\ \text{WL} - 1.015\ \text{SL}$$

in which:

RES = Reading Ease Score

WL = Word Length

SL = Sentence Length

The formula can be explained as follows: the word length is found by counting the number of syllables in the text, whereas the sentence length is obtained by counting the number of sentences found also in the text. The figure is applied to count the reading ease score. After the readibility is counted, the gradation of that score is presented as follows :

Figure 1.1 Interpretation Table for Flesch Reading Ease Scores

Reading Ease Score	Description of Style
90 – 100	Very easy
80 – 89	Easy
70 – 79	Fairly easy
60 – 69	Standard
50 – 59	Fairly difficult
40 – 49	Difficult
30 – 39	Very difficult

(Source: Zakaluk and Samuels, 1988:20-21)

Further, the level of difficulty for the materials is based on Krasen in Larsen (1991:284) suggestion that the relevant formula of the exercises given is i + 1. This means that the stage of the materials is one level of the difficulty for the students. With the expectation that the students will dig their bakground knowledge in doing the exercises. So that, they will arise to achieve their learning.

Digital Repository Universitas Jember

Exploitability, which is claimed by Nuttal (1982:30), is the key factor in selecting a reading passage. One way to determine the exploitability of a passage is by doing exercises and activities in reading lesson. In such a way, learners can be familiar with the text they read. Further, Day (1994:21) gives an example that if one of the objectives is to have the students discover the point of view of the writer, the lecturer should see if the reading passage allows the students to discover the author's point of view. Thus, exploitability in ESP context shows the implication that the texts can be used to develop the skills and strategies that the students need to comprehend.

The third criterion of text selection is known as appeal. This criterion refers to the idea that materials should be interesting to the students. So that, they will arouse their motivation and involvement. For example, when the topic of a passage is not interesting for the students, their motivation to read is substantially lessened (Day,1994:20). The statement shows that interesting material is a vital component in teaching reading because it can maintain students' motivation. Further, he adds that in looking for interesting materials, teachers should try to find those that have the reasonable amount of new information related to their content subjects (1994:20). Thus, in ESP context, it is advisable that presented materials should relate to the students' major realm. In such a way, the materials, the themes or topics are selected according to the learners' interest.

Authenticity of the text should be thought over. The authenticity means nothing of the original text is changed; its presentation and lay out is retained (Grellet,1990). For example: the article taken from a journal should be presented as it appeared in the paper. Thus, it should be associated with learners' interest or content subject (Robinson,1991;Rivas,1999). The materials provided are suitable with the things happen in the world. It is expected that students may find it easier to relate the events to their own experience of knowledge. Therefore, in ESP context, the authentic materials should provide the ESP learners to concern with their major content-subjects, such as in Midwifery Academy. Those materials, such as textbooks and journals can provide valuable support to the learners to comprehend their major content subject. For that reason, the authentic materials should be simplified so that the ESP learners can cope with them (Crandall and Tucker,1990:88). In this study, the original apparance of the materials in this

Digital Repository Universitas Jember

model is the authenticity of the text that has been simplified. It means as if the students read the authentic materials taken from their textbooks and journal. So that, the materials can encourage the students participation in the discussion. It is advisable to the English teacher to simplify the authentic text to avoid 'over familiar content' of its authenticity.

The last criterion of text selection is suitability. In this case, the materials should be relevant with relevant students' content subjects in which they are engaged in (Robinson,1991). In doing so, themes or topics are presented in the materials according to students realm. This is because those materials retain the students' interest and motivation. Thus, in ESP context, suitability should be considered in selecting reading materials.This is because it is appropriate for ESP learner's content area in order to meet their needs in learning English.

Furthermore, a model of ESP reading materials, according to Hutchinson and Waters (1994:108-109) includes four elements, namely, input, content subject focus, language focus and task. The input serves as a starting point for the learners to use information processing skills. It generates the topic for communication, new language items and stimulus material for subsequent objectives. Further, input is the form of texts which can be stimulus materials for activities, the correct model of language use, and give a chance for learners to employ their existing knowledge both of the language and the subject matter. Content-focus is incorporated language to convey information and feeling about something. Thus, non-linguistic contents should be exploited to create meaningful communication in classroom. Language focus enables students to use language. In this section, the students have a chance to take the language to pieces, study how it works and practice putting it back together. Task is an ultimate aim of learning, such as evaluation. In such a way, the materials should be developed to lead an examination in which the students use the major content-subjects and language knowledge to build up through the unit. The elements are arranged in Figure 2.1 as follows :

Digital Repository Universitas Jember

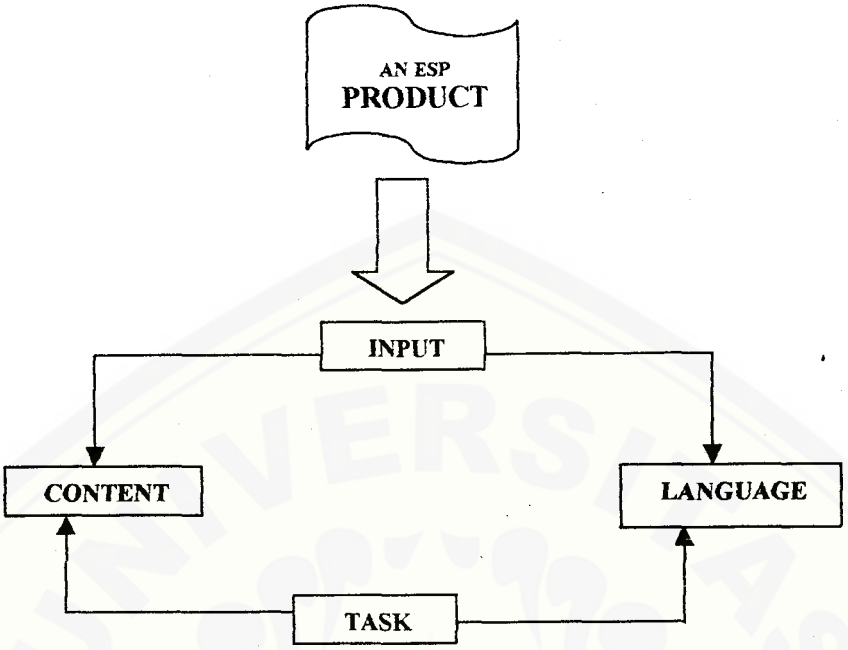


Figure 2.1 ESP Reading Materials Design Model
(Hutchinson and Waters,1994:109)

The Hutchinson and Waters' ESP reading materials design above is a supporting model because the model relevant with Dick and Carrey's model. For example: the task, it is an evaluation for the students, while Dick and Carey's model proposed the evaluation. The evaluation is the activity in order to know the accuracy of the materials. In this rescarch, the model used is the one as proposed by Dick and Carey (1982). They offer a systematic instructional design which consists of eight steps. The steps are arranged in Figure 2.2.

Digital Repository Universitas Jember

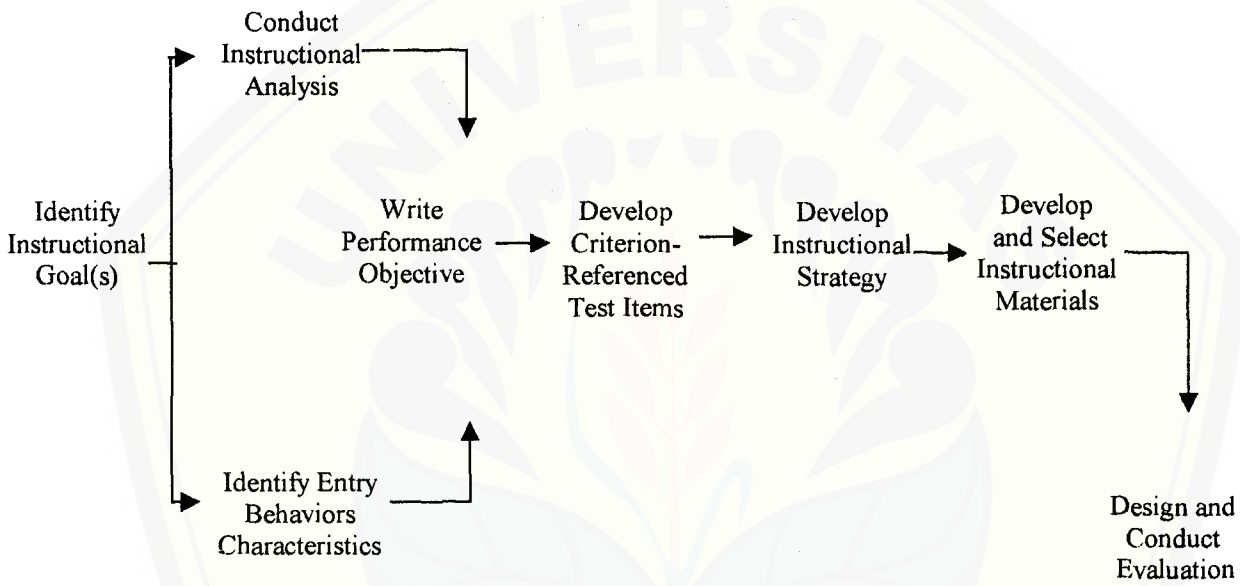


Figure 2.2 System Approach Model for Designing Instruction

(Dick and Carey,1978:7)

Digital Repository Universitas Jember

First, identifying instructional goal is to determine students' activity when they have completed instruction (Dick and Carey,1978:8). The instructional goal is derived from general instructional objective (GIO). It is to achieve the syllabus design after they have learned the materials. Therefore, that objective refers to the curriculum. In this study, the General Objective of Midwifery Academy of Jember is to enable the Midwifery' students to have the ability in using English related to their materials. While, the specific instructional objective (SIO) is to classify the specific skill that students are able to be achieved. To determine it, Gafur (1980, 67-68) proposed four focus elements, namely: Audience (A), Behavior (B), Condition (C), degree (D). This elements are also identified as ABCD.

A : audience is the specific students of the study.

B : behavior is any learners performance, action or operation which is observable

C : condition is the situation for the students to get the measurable behavior.

D : degree is the level of students success in reaching the behavior from the minimal score.

Second, conducting instructional analysis is to identify the subordinate skills that students must learn and some procedural steps that must be followed in order to achieve the goal (Dick and Carey,1978:5). In conducting this instruction, the teacher should analyze the kind of instruction, namely, students centered instruction, teacher-centered instruction and those combined. For example: the teacher use the Communicative Approach in their learning. Then, the teacher pay attention to the students' needs.

Third, identifying entry behaviors and characteristics are the step of defining the instruction of materials. This step should refer to the students' background knowledge, such as region, culture and their previous school. Then, their characteristics, such as motivation and interest in order to determine any abilities of their own. This is because the purpose of this step is to determine the learners' skill to bring the learning task (Gagne et al,1992:24). In such a way, its instruction and its materials design should appropriate with the students' level in order to get the teaching learning process effectively and efficiently.

Digital Repository Universitas Jember

Fourth, writing performance objective is a statement that is derived from skill identified, that is, the skill to be learned, the condition of the skill that must be performed and the criteria for successful performance. This objective is sufficiently specific and detailed to show progress toward the goal (Gagne et al, 1992:25). In this study, the writer uses the SIO term. This term is to determine the students' development performance objective in order to find out the appropriate instructional teaching. For example: the students are able to find out the main idea of the text given.

Fifth, developing criterion-referenced tests is used after writing the objectives. In this selection, the designer must be aware of determining the statements that will be used to develop the test for the instruction, whether it is the subjective test or objective test. The example of subjective question is why is it necessary to measure the blood pressure?. Then, the example of objective question is matching the definition of word, such as, fertilize is women reproduction that can produce good result (c). This is done to know the students' perceive to the materials given. Thus, in designing the materials, it is crucial to maintain the learners' mastery of the materials and their difficulty.

Sixth, developing an instructional strategy is conducted after those five previous steps. In this case, the teacher should identify the suitable strategy in the instruction in order to achieve the objective. In this study, the strategy is based upon the current knowledge of the learning process, that is, the students content materials, Midwifery Basic outline and teacher's Syllabi.

Seventh, the step in developing and selecting instruction is the teacher's opportunity to produce the instructional module. The module will include the students' manual (handbook), instructional material, tests and a teacher's guide. Moreover, in producing the module or material the teacher should arrange the items in order. In this study, the materials are a module of reading materials for the first semester of Midwifery' Students Academy of Jember.

Eight, final exam is the culminating evaluation of the effectiveness of instruction (Dick and Carey,1978:11). In this study, this activity is done to know the students' understanding on their subject lessons and the accuracy of the materials given.

Digital Repository Universitas Jember

2.5 Content-Based Approach

Content-based language instruction is an integrated approach to language instruction, related with topics, texts and task from content-subjects. In other words, the content-based approach tries to relate fully not only to language but also the content (Krahnke,1978:12). The primary purpose is to teach language to convey some content or information that students are learning. This is because the content-based language teaching deals with information. It is organized from the content of this language which embraces students' majors. The content-based approach must be appropriate with learners' content-subjects. In such a way, teaching language by using content-based approach can be defined as the integration of particular learners' content-subjects with language teaching purposes. In other words, it refers to the concurrent teaching of the major content-subjects and the language skills that is relevant to the learners' specialist areas. In line with this, Sorani and Tamponi (1991) states that the content-based approach institution is interesting for students who focus on their subject matter. From the reason above, content-based approach is used to teach the English language that is focused on the language forms and contents. Thus, subject is based on the learner's field

An ESP course is expected to involve content-subject matters, which the ESP learners have to study and work with through English. For instance, the learners at Midwifery Academy should be given materials related to Midwifery. It is because content-based language instruction is based on the assumption that language can be effectively taught through a medium of subject matter content (Gaffield-Vile,1996:109). From that reason, the learners will be motivated for their study. In relation with this, Brenner and Naerssen (1989:196) offer that it is exceptionally essential for ESP teachers to be able to establish and maintain a content with content teacher at Midwifery. In this practice, the ESP teacher should have done the relationship with the content-teachers. It is expected that the crucial information on those content-subjects can be handled by the ESP teacher in order to progress the teaching learning process.

Digital Repository Universitas Jember

In respect with the development of a model of ESP reading materials, this approach can facilitate the ESP teachers and content teachers to design the materials based on the students content-areas. In this case, the content-based approach leads the ESP teachers not only to be language teachers, but also to be keen on content subjects in order to facilitate them in the current teaching.

2.6 Motivation, Interest and Students' Need

Motivation is an important determinant in learning activity. It matches with Sardiman proposes that motivation is bunch of effort for preparing condition which drive and direct the pupil to do learning activity (1986:75). Further, Gagne and Berliner claimed that motivation is something that energizes a person to direct his activity (1984:140). From those statements, it can be defined that motivation is an inner drive or a motive which arouse the learner's enthusiasm to do learning activities. In sort, Gagne and Berliner stated that there are two sorts of motivation, namely, intrinsic and extrinsic. The term of intrinsic motivation is an energy occurs as a result of unknown drive, without apparent reinforcement from outside (1984:142). In other words, the intrinsic motivation comes from the inside of learners without any effects from outside. In contrast, external motivation is apparent reinforcement because of stimulation from outside (Woolfolk, 1990:303). In line with this, Pintrich and Schunk (2002:1) said that extrinsic motivation is motivation to engage in an activity because of the desire from outside, such as; a reward, teacher praise or avoidance of punishment. Considering those definitions, it can be concluded that extrinsic motivation is a kind of motivation that forces individual to do some activities started and continued based on a kind of outside reinforcement.

In teaching-learning process, the motivation is a determinant of success in learning outcomes (Corsini,1994). For instance, if learners have a strong motivation, they will be encouraged in learning their subjects. This is because the inner drive motivation will stimulate them to do their activity effectively. More particularly, in ESP teaching-learning contexts, specialist-area learners will tend to learn ESP because they are motivated to learn it. For example, the students of Midwifery Academy will tend to learn English relating to their content-subjects, midwifery.

Digital Repository Universitas Jember

The students' interest stimulate themselves to do something without force. According to Hilgrad in Slameto (1995:57) interest is persisting tendency to enjoy some activities. It means that the students do some activities with pleasure. In such a way, they activate their English knowledge to do those activities.

In teaching learning process, interest is important because it can stimulate students to do activity seriously and enthusiastically. More specifically, the study of ESP in Midwifery, the students will be keen on learning their content-subjects. This is because the students will learn ESP pertaining to their needs.

The students' needs according to Alderson in Astika refers to what a students has to do with language being learnt (1993:37). While, Schleppeggrel cites that ESP courses are determined through analysis, which identifies what students need to learn English and how learners will use English in their fields (1991:19). It seems that need relates to the students want to learn and use that language in their content-areas. This is because the learners' needs analysis is intended to search for content of the ESP courses that will be given to learners in terms of fulfilling their needs (Harvey,1984:24).

In addition, Astika argues that students' needs should be used as guide for course design, materials selection or even classroom activities (1999:42). It appears that the instruction is centered to the learners and their purposes. Further, Brindley in Astika states that need analysis is essential in two different ways; (1) as a guide in setting broad goals and (2) as a guide in the learning process (1999:43-44). It is clear that need analysis prepare the students to adapt to the society demand where the students involved. For instance, students who intend to learn ESP tend to master such a course. Finally, need analysis can be done as a once-for-all for a simple analysis in predicting the characteristics of future language use to meet students' need in their subject disciplines.

Motivation, interest and needs of students are crucial factors which affect students' goals in learning subject matters, particular English. In ESP context, for instance, students will be motivated to learn English based on their interest and needs. Thus, the ESP teachers should consider to the students interest, motivation

Digital Repository Universitas Jember

and needs in teaching specialist-area students, particularly in designing the ESP materials. This study concerned with investigating students' interest and needs in order to meet what the students wish to and do with ESP material.

2.7 Previous Related Research Finding

In accordance with the theory presented in this study, the research results reviewed in this section will be limited to materials development especially in reading. The latest development was done by Widodo (2001) from Jember University. He developed a set of reading comprehension materials for Vocational School of Agriculture at Sukarambi-Jember. He developed the materials by following the procedures suggested by Brenner and Naerssen. In this study, the English teacher gave the positive response to those ESP materials because those materials could meet the students' needs in leaning English. Further, they agreed on the vocational teachers' involvement in designing the materials. This was because they had much knowledge on vocational aspects. Thus, the students were very enthusiastic doing those materials.

Another study was done by Susyla (1994) from Malang University. She also developed a set of reading comprehension materials for Faculty of Economy at Muhamadiyah University in Bengkulu. According to her, the factors for failure of teaching English can be from the students themselves such as motivation and aptitude. Then, non-language factors outside the students, such as big classes, teacher, method and materials instruction. The materials improved were a set of instructional materials for the first semester of economics students at Muhamadiyah University in Bengkulu. She developed the materials by following the procedures suggested by Dick and Carey (1985). The final product of this study is self-contained and self-instructional module. Therefore, students are able to achieve all the objectives which were stated in the module without interacting with the teacher, other individuals or other modules.

Digital Repository Universitas Jember

III. RESEARCH METHOD

This chapter presents the research design, the area determination method, the respondent determination method, the data collection method and the data analysis method.

3.1 Research Design

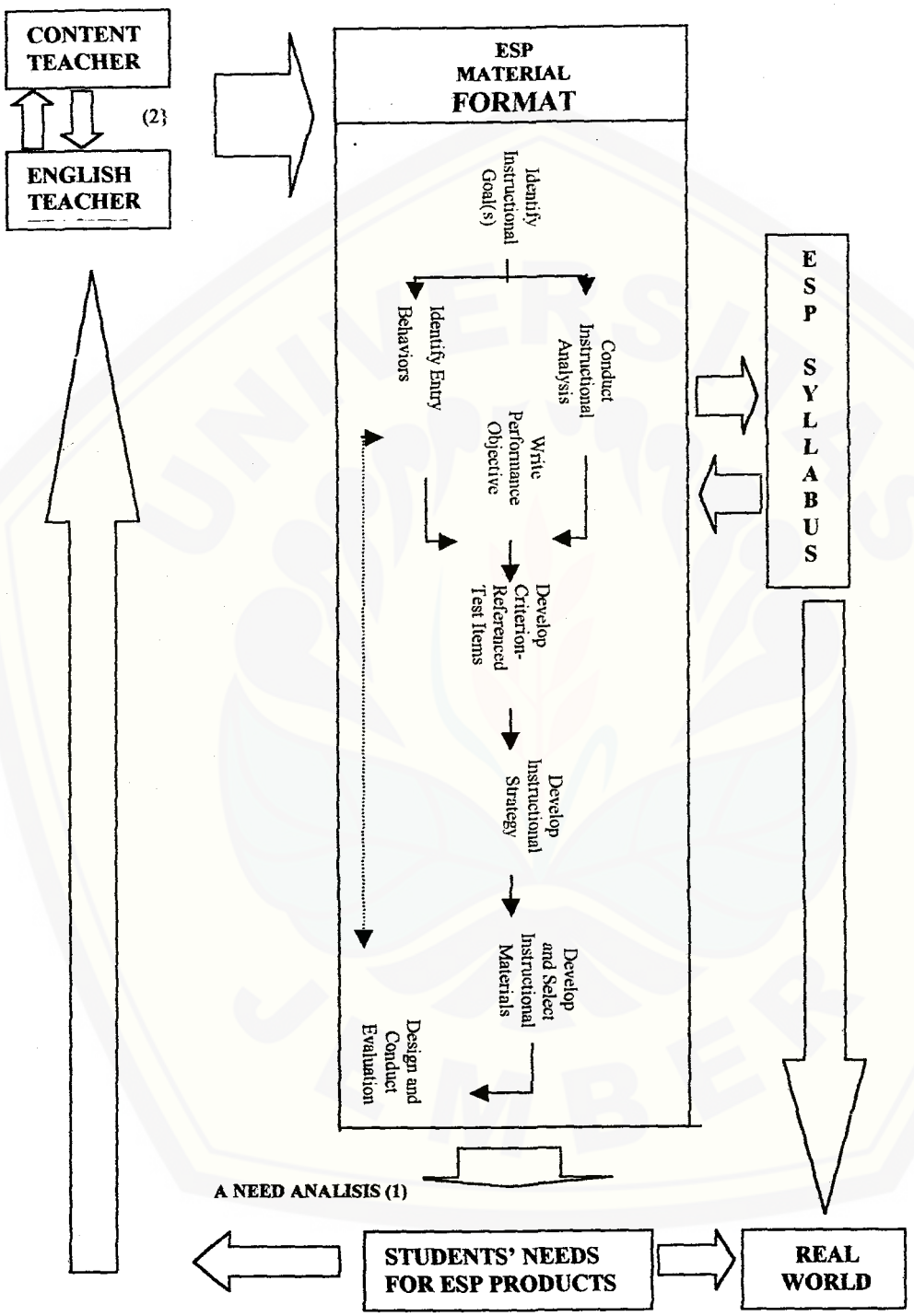
The research design is a developmental research. This refers to Suryabrata (1998:20) notes that a developmental research is a research that has purposes to observe an approach that will be used before developing a new approach. In this study, a model of ESP reading materials for Midwifery Academy students of Jember using content-based approach was developed. The result of this study was the ESP reading materials relating to the students' content-subjects, such as, Fisiology, Reproduction Biology, Pregnancy and Childbirth.

The procedures of developing a model of ESP reading materials were designed by some activities. The first way was conducting the analysis of students' needs through questionnaire by collaborating with the English teacher of Midwifery Academy of Jember and content-teachers. This analysis was intended to know what the students expect from learning English and their interest in learning the ESP reading materials. The second was conducting the interview to the English teacher. This activity was done to crosscheck the students' response to their questionnaire. The third was designing the materials by involving the teachers of Fisiology, Reproduction Biology, Pregnancy and Childbirth. The content teachers also helped the researcher provide materials given to the Midwifery students. The fourth was constructing and simplifying the Midwifery materials in English based on the English curriculum of Midwifery Academy of Jember by following Dick and Carey's procedure. This activity was done by involving the English teacher. The last was evaluating the materials in order to know the accuracy of the materials. In brief, the procedures of developing the design of ESP reading materials could be seen in the following figure:

UPT Perpustakaan UNIVERSITAS JEMBER

Digital Repository Universitas Jember

Figure 3.1 The procedures in Developing the Model of ESP Reading Materials



(Adopted From : Dick and Carey, 1978:9)

Digital Repository Universitas Jember

3.2 Area Determination Method

In this research, purposive method was used to determine the research area as what Hadi (1990:82) notes that purposive method is used to the specific characteristics that have been known before. This research was conducted in the Midwifery Academy of Jember which is located at Jl. Srikoyo No.106 Jember. This area is chosen because the English teacher of Midwifery confirmed that the content-based approach was not used optimally in teaching and learning reading comprehension. So that, the English teacher supported the application of this approach to be developed well. Besides, it was also based on the consideration of technical reasons such as, school permission and funding.

3.3 Respondent Determination Method

The respondent determination method used in this study was population method because the total number of the respondents were less than a hundred students. This is supported by Arikunto (1993:102) that if the subjects are less than one hundred persons it is better to take all of them as population research. In this study, the respondents were the first year students of Midwifery Academy of Jember in the 2004/2005 academic year consisting of 79 students.

3.4 Data Collection Method

In this study, there were two kinds of data collection method employed. They were questionnaire and interview.

3.4.1 Questionnaire

This study applied close-ended questionnaire. It is a kind of questionnaire that the answers are available in every item (Ali,1995:88). This was used to investigate the Midwifery students' needs. The questionnaire was written in Indonesian language in order to avoid difficulties in understanding the given items. Afterwards, the questionnaire was distributed to all of the students in the first semester of Midwifery Academy of Jember and they were asked to answer the questionnaire. The items of questionnaire are provided in Appendix 2.

Digital Repository Universitas Jember

3.4.2 Interview

This study applied a semi-structured interview. Nasution (1996:72) said that semi-structured interview means an interview in which the interviewer uses a set of questions and the questions can be developed to obtain further specific information. This interview was conducted with the English teacher of Midwifery Academy of Jember to get the supporting data about the compulsory books used in teaching English and the English teacher's development of the ESP reading materials to the Midwifery subject. The interview guide for the English teacher is provided in Appendix 2.

3.5 Data Analysis Method

The data analysis method used was descriptive-statistics method using percentage formula. This method was used to calculate the percentage of data obtained from questionnaire that was given to the students in the form of Yes-No questions. Then, the data from the interview were in the form of subjects' opinion. They were analyzed descriptively based on the Midwifery English teacher responses.

In analyzing the data from the questionnaire, the researcher used the following steps:

1. Classifying the students' responses.

   After collecting the questionnaire, the responses of the students were clessified based on the category.

2. Calculating the students' responses.

   After the data was clessified, the data was calculated using the following formula:

$$\Sigma = \frac{n}{N} X\, 100\%$$

Where: Σ = The percentage of the students' responses

n = The number of responses in each category

N = the total number of responses

(Adapted from Ali,1993:183)

Digital Repository Universitas Jember

3. Analyzing the students' responses.

   After the data had been calculated, the data were analyzed descriptively based on the students' answers.

4. Drawing the coclusion from the result of the students' responses.

Digital Repository Universitas Jember

IV. RESEARCH RESULTS AND DISCUSSION

This chapter discusses the results of the research on Developing the Model of ESP Reading Materials Using Content-Based Approach for Midwifery Academy of Jember in the 2004/2005 Academic Year and the discussion of the results refers to the review of related literature on Chapter II.

4.1 Research Results

The research which was conducted on 23-27 September 2004 at the Midwifery Academy of Jember revealed some results dealing with students' interest and need analysis of the ESP reading materials as well as teachers' responses to the development.

4.1.1. Questionnaire Result

Based on the result of the questionnaire taken from the respondents, there were two important things should be discussed in this study. Firstly, it dealt with the respondents' interest in joining the English subject. In this case, it was found that 86% or 70 respondents had an interest in the ESP reading materials. This was because their interest to read the materials would motivate them to comprehend their reading texts. In other words, their interest in reading texts/textbooks would have willingness to read them. So that, they could get their reading skill well.

Meanwhile, around 94% or 75 respondents had their own purposes in their reading materials. They could overcome some difficulties of the Midwifery sources which were written in English. It was because most of the Midwifery sources were written in English. So that, they were able to comprehend their materials well.

From the fact above, they were also expected to be able to grasp some information related to their field of study. This expectation was to ease them to get their practice in the field. This was because they would be prepared for getting a job in the future. Concerning with this, their knowledge mastery in Midwifery and English proficiency were required.

UPT Perpustakaan

Digital Repository Universitas Jember

In addition, the respondents were demanded to improve their skill using English related to their field of study. It was shown that 76% or 60 respondents were joining at the English course in order to improve their ability in English. From that fact, they were aware that English had a great influence on the Midwifery skill.

From those phenomena, interest was necessarily established to succeed in learning English. In attempt to this, the ESP materials based on the students' field of study related to interest were required to design.

Secondly, it dealt with the students' needs analysis on the ESP reading materials. In this case, it was found that 85% or 69 respondents showed their motivation on the ESP reading materials. The analysis revealed the following points:

a. Around 89% or 70 respondents agreed on the ESP reading materials taken from the simplified text of their content-subjects. This was because the materials presented could relate the students to their field of study. So that, they could learn both English and the contents of materials. As a result, it could facilitate them in learning English subject.
b. Around 78% or 62 respondents agreed on the content-teachers' involvement in designing the ESP reading materials. The responds were, *first*, the content-teachers knew the content of the materials well. *Second*, those teachers were accustomed to giving some midwifery terms in English while they were teaching content-subject materials. Their involvement of designing the ESP materials, especially the reading ones could make such materials got closer to the students' activities. In such a way, the English learning, particularly, their content-subjects would certainly be meaningful for the students.
c. Around 81% or 64 respondents stated their purpose of reading the ESP materials. The purpose was to get the information of their field of study in English. They were aware of the importance of English, their needs of understanding English textbooks and journal could only be sufficiently met through studying English.

Digital Repository Universitas Jember

d. The procedures of the ESP reading materials were consisted of identifying instructional goal, conducting instructional analysis, identifying entry behaviors, writing performance objective, developing criterion-referenced test items, developing instructional strategy, developing and selecting instructional materials and designing and conducting evaluation. Around 91% or 72 respondents agreed on the ESP reading materials procedures. The proposed procedures were to make the materials design were arranged orderly. In such a way, all elements in the procedures would enable them to exploit the contents of the materials.

e. Regarding the core elements of the proposed ESP reading materials procedures, it was found that 86% or 68 respondents agreed. This was because the students found the text materials readable, exploitable, appeal, authentic and suitable. Most essentially, those elements provided gave some input to the students.

f. Around 97% or 77 respondents stated that English was important in supporting their content-subjects skills. In other words, they stated that English played a crucial role in improving their knowledge based on their content-subjects. From the reason above, it showed that English had a crucial role in enhancing their skills, especially their field of study. Hopefully, the students were required to be aware that English as a medium of getting their knowledge or skill.

g. Around 87% or 69 respondents agreed on the ESP reading materials development design based on their content-subjects. This was because this design could facilitate them to learn the English subject based on their field of study. It was aimed to make them to be easy to get a job. Further, in ESP realms, such design was to match students' content-subjects and materials.

h. Around 94% or 74 respondents agreed on the topics/themes of the ESP reading materials based on their content-subjects. The reason of this was the topics/themes were matched with the students' prior knowledge to their study. In such a way, this could motivate them to learn such materials.

Digital Repository Universitas Jember

i. Around 78% or 62 respondents agreed if any information of their field of study written in English was practiced in workshop or fields. This was because this activity would ease them to get some information related to their field of study. From the idea above, it was appropriate for the English teacher to utilize workshops or fields as a medium of putting their field information written in English in which the students engage in.

j. Around 58% or 46 respondents agreed on the existence of English course at their Academy. This showed that the students expected to improve their English ability. Further, this course would support them to enrich their English based on their field of study. Thus, it required an institutional policy to establish such a course.

The students' agreement on the ESP reading materials would enable the English teacher to design such materials based on the Midwifery subjects. Hopefully, those materials could meet their needs in learning English. In doing so, the materials would be useful for the students.

4.1.2. Interview Result

In this study, interview was conducted to the English teacher to obtain the supporting data dealing with students' resources, interests, needs and about the ESP reading material development, especially the reading skill.

Dealing with the availability of Midwifery materials, the English teacher said that she still experienced some difficulties to get suitable materials that were related to the Midwifery students' majors. This was because the topics content of Midwifery materials at the library did not fully appropriate for Midwifery students' subjects. Further, the availability of Midwifery sources at the market were limited. In this case, the English teacher said that she selected the materials based on the English Syllabus of Midwifery Institution.

Digital Repository Universitas Jember

Because of the limitation English materials, the English teacher needed to develop the materials based on the learners' needs. It was expected that she could prepare suitable materials for the students that were relevant with the Midwifery English Syllabus.

In selecting the materials based on the learners' needs to reach the target situation, the English teacher had several criteria, they were; (1) the materials should have close relationship with the fact in the field, (2) the materials should have practical purpose for the students, (3) the materials should be in accordance with the learners' level. It means that the materials were not too difficult nor too easy.

Reflecting to those criteria, the English teacher analyzed the learners' needs before designing the materials. By knowing their needs the English teacher knew the learning needs in teaching English. Further, she knew the students ability while joining the English class. In connection with this, the four language skills (reading, writing, speaking and listening) and structure and vocabulary were involved based on the 2002 English Syllabus of Midwifery Institution.

Concerning the students' interests from the teacher's perspective, it was said that the students had interest to do their materials. This was because the English teacher frequently gave motivation to the students. They were given the basic thinking in learning English (why they learn English and what for). Afterwards, the students had to be active during the lesson. As a result, they would speak up. Further, the English teacher frequently gave homework to the students. Hopefully, the students would enjoy to learn this subject.

In case with the students' content-subjects, it was found that the English teacher supported the administration of this study focusing on the ESP reading materials development design using content-based approach. They provided command on the ESP reading materials which were taken from the Midwifery texts based on the students' content-subjects (Physiology, Reproduction Biology, Pregnancy and Childbirth). They agreed on those materials. The reason of this was choosing materials could relate students' knowledge based on their field of study and such materials could be used as an input for students to learn English.

Digital Repository Universitas Jember

Regarding the point above, the English teacher also agreed to the content-teachers' involvement in designing the materials. This was because they had much knowledge on their field of study. In such a way, the topics/themes presented in the materials would be truly appropriate for the students. In other words, such cooperation was rewarding for English students.

In fact, the English teacher agreed to the ESP materials development design using students' content-subjects because such a design could match English with students' field of interests.

4.1.3 The ESP Reading Materials

The development of ESP reading materials consisted of four students' majors. For each major had different texts covering of the reading exercises. The purposes of the development of a model of ESP reading materials were two folds: (1) to give the students reading materials that are intellectually stimulating based on their interests and needs, (2) to provide strategies that make the comprehension of the textbooks and journals easier. Those purposes were to build sufficient prior knowledge of the students. In doing so, the materials could lead them to interact with the outside world and the encountered knowledge. Then, the contents of the materials were taken from the authentic materials written in English that were simplified from the four majors. The topics chosen were *Blood Pressure* for Physiology, *The Internal Organ of Female Reproduction* for Reproduction Biology, *Spermatozoa* for Pregnancy, and *Preterm* for Childbirth. Those materials were consulted with the content-subject teachers from the four majors. The design of those materials involving readability, exploitability, appeal, authenticity and suitability were taken into account. Each readability of the ESP reading materials from the four Midwifery' content-subjects had counted. The readibility of Physiology was 36,33, Reproduction Biology was 66, Pregnancy was 45,45, Childbirth was 29,03. Thus, the average readability of those materials was 43,75 which were counted using Flesch Reading Ease Score (FRES). Then, the exercises of detailed comprehension consist of two kinds of questions. The questions were: (1) literal comprehension questions which acquiry the students to focus on ideas or information explicitly stated in the text, and (2) inferential comprehension questions referring to the ideas or information implicitly stated in the text.

Digital Repository Universitas Jember

Based on the ESP reading materials which were given for Midwifery' students showed that the Midwifery students had much attention for those materials. They paid their attention to the reading texts in order to get the massage of each passage. In this activity, the class became more conductive. The students were more serious to finish the materials. Afterwards, the materials had discussed with their friends by competiting activity in order to get the correct answers. It seemed that the students enjoyed doing the materials. Those activity arouse the students' encouragement to get involved in the English reading class effectively.

Further, the content was covered of literal and inferential reading comprehension which were sequenced orderly. It was begun from the easiest to the most difficult one. In this case, the students had the opportunities to use their prior knowledge.Then, the vocabulary choices were simple and familiar to the students. They were given the vocabulary focus with definition in order to ease them to predict difficult words. Then, the grammatical structure was arranged orderly. It helped the students to comprehend the content of the passage easily.

Indeed, the materials design was suitable for the Midwifery' students of Jember. This was because the materials were designed systematically based on their needs and interests. Then, the vocabulary choices were simple and familiar to the students. Next, the use of syntactical structure was in grammatical order. In doing so, the students were not so reluctant to study the reading text. In other words, they were motivated to learn the English subject because the materials were not too difficult.. As a result, the ESP reading materials were effective for Midwifery' students of Jember.

However, the result had a weakness, particularly in the application of proposed model. The weakness was that the proposed model could only be applied at Midwifery Academy or at the schools that had the same condition, that was, the environment and the students' characteristics. It needs a further research to try-out and evaluate that model by applying it to other schools with different conditions.

4.2 Discussion

This part discusses the students' interest in the ESP reading materials, the students' need analysis, the English teacher's response to the ESP reading materials development.

Digital Repository Universitas Jember

4.2.1 The Students' Interest in the ESP Reading Materials

Based on the students' response through questionnaire above, it showed that 86% or 70 respondents had an interest in the ESP reading materials. This interest was accompanied by the following reasons. First, they wished to have such materials in order to grasp information related to their field. It was true that those materials might motivate students to learn such materials because the ESP students were motivated instrumentally towards learning that language (Harvey,1984:25). In doing so, a content-based approach is badly needed to match students' content-subjects with English (Krahnke, 1987:18). For instance, those who were majoring in Midwifery should be given the materials related to midwifery, so that they could cope with such materials. Second, they often found some information of their field of study and many terms in English while they did practice in the field or workshop. For example, the midwifery students should know some instructions before operating some medical instruments in the hospital. In attempt to this, the content-subject teachers were demanded to provide the materials related to the students. Further, the students regarded their materials as asset to get a job when they graduate from Midwifery Academy of Jember. To sum up, the respondents were interested in the ESP reading materials taken from their materials written in English. This was an onset of learning language based upon their interest because interest was one of the main features in a learning process.

4.2.2 The Students' Needs Analysis

In terms of the investigated students' need analysis, it was found that 85% of the respondents showed an interest toward the ESP reading materials. This could be explained as follows:

The first was the ESP reading materials taken from the simplified English texts. Those texts could make students easily to comprehend them. So that, the students could cope with the text. Concerning this fact, the ESP reading materials should be designed to make such materials relevant to the students own specialist workplace or study situation (Robinson,1991:54). In an effort to make the ESP reading materials intelligible for students, they needed to be simplified.

Digital Repository Universitas Jember

The second was the content-subject teachers' involvement. The respondents' reason for agreeing on this involvement was that the teacher had much knowledge on their subject skills. Hopefully, they would propose some topics/themes for the ESP reading materials relevant to the Midwifery students for the first semester. Thus, the themes/topics should be selected based upon learners' interest or background knowledge because such themes or topics can stimulate students' interest (Crandall and Tucker,1990:83). Next, the content-subject teachers often provide some midwifery terms in English while teaching their materials and doing the practice on workshop or field. In view of that, the content-subject teachers involvement would be useful and good cooperation with the English teacher in determining the suitable materials. Finally, such cooperation would bring about the ESP materials that consist of relevant content and language to students' specialist realms (Brennan and Naerssen,1989:204).

The third was the respondents' purpose of reading the ESP materials. In this respect, the students would like to get some information about midwifery. Such a purpose belongs to reading for meaning that emphasizes function in seeking for those information. From that point of view, the ESP reading materials should be truly comprising of students' content-subjects, such as Physiology, Reproduction Biology, Pregnancy and Childbirth. Hopefully, the English teacher decide the students' content-subjects related ESP materials for Midwifery Academy of Jember by involving the content-teachers.

The fourth was the ESP reading materials procedures. The procedures were to identify instructional goal, conduct instructional analysis, identify entry behaviors, write performance objective, develop-criterion referenced test items, develop instructional strategy, develop and select instructional materials and design, and conduct evaluation. The first step was setting the general objective followed by stating the specific objectives. Then, analyzing the learners' needs and interests. After that, selecting the topic to be discussed in the materials. The topics were exploited into several tasks which had a coherent of opening activities, main activities and closing activities, which included activities focusing on reading. The last was evaluating the materials. It was done to know the accuracy of those materials.

Digital Repository Universitas Jember

The fifth was the core element of the proposed ESP reading materials. It enabled students to absorb the contents of the materials well. It had already matched with the objective of the English teaching at the Midwifery Academy of Jember. It enabled the students to read books written in English in their own field of study.

The sixth was the importance of English for Midwifery students to their skill. In this case, the respondents stated that English had crucial facet in improving their skill. This is because most of the midwifery information were written in English and there were many midwifery terms in English. This denoted that English serves as command of technical English and the knowledge. Finally, this would bring about two-edge skills, English and their field of study.

The seventh was the ESP reading materials development design based on students' content-subjects. This design was to meet students' content-subjects with English, which the students engaged in. In an effort to this, topics, texts and task should reflect the students' content subject-related activities (Crandall and Tucker, 1990:83).

The eighth was the topics/themes of the ESP reading materials based on students' materials. By incorporating such topics/themes in the ESP reading materials, those could be used to motivate students' interest in learning such materials. This is because the ESP reading materials should be fascinating (Robinson, 1991; Hutchinson and Waters;1994)

The ninth was some information in workshops/fields. The frequent exposure of the ESP information was necessarily carried out by the ESP teachers. In doing so, the students could cope with such information. Further, the workshops/fields would encourage students to be familiar with their information written in English.

The last was the availability of informal ESP courses. Such courses were intended to serve as a vehicle or means of facilitating students in learning English. Thus, the informal ESP course was essentially required.

To sum up, based on the above students' need analysis, it could be assumed that the Midwifery students needed English as a medium of learning language and their content-subjects.

Digital Repository Universitas Jember

4.2.3 The English Teacher' Response to the ESP Reading Materials

Based on the English teacher' response on the ESP reading materials, she agreed on the development of ESP reading materials. This was because the limitation of Midwifery students' majors. At the library, the themes/topics provided for English lesson were too long and its still in general information. Then, at the market, those materials were still limited. Moreover, the teaching of English was only two hours in a week. Regarding this matter, the teacher determined the learners' needs carefully in designing the materials. This was because the teacher could prepare the purpose and materials in conducting teaching learning process . This fact matched with Sukmantara's (1997:160) explanation that ESP should firstly explore learners' needs before designing course materials. Besides, the English teacher had several criteria in order to reach the target situation. The criteria were the materials should have a close relationship with the fact in the field, it should have a practical purpose and it could be in accordance with the students' level, so that, the materials could relate to the students field of study.

From those fact, the designing and developing those materials by involving the content-subject teachers of Midwifery were very supportive. The role of those teachers were to select relevant topics/themes for students' specialist subjects. This relevant to Hutchinson and Waters' notion 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 already know (1994:163). In other words, the ESP teacher must know something about the subject matter of the ESP materials.

4.2.3 The ESP Reading Materials

In designing the ESP reading materials in order to meet students' needs, some facets such as readability, exploitability, appeal, authenticity, and suitability were necessarily taken into account. In this study, the readability was measured by using Flesch-Readability-Easy Formula. The following results of the proposed materials readability were that, first, the material readability for Physiology was 36,33. This means that the readability of the Fisiology material was difficult. Second, the readability of material for Reproduction Biology was 45,45. This

Digital Repository Universitas Jember

means that the material was difficult. Third, the readability of material for Pregnancy was 61,94. It means that the material was standard (moderate). Last, the readability of material for childbirth was 29,03. It means that the material was difficult. From the difficult, it was expected that the students would dig their prior knowledge or skill in doing the exercises given. As a result, those materials had appropriate difficulty for the students' level. Second, the exploitability of the materials should consist of some elements, such as: selecting topic, designing some exercises which was emphasized on reading and the evaluating those materials. Third, appeal stands for that the materials should be fascinating. In doing so, it was required to incorporate all information dealing with students' field of study. Therefore, in terms of appeal, every subject had its own text, which was based on students' content-subjects: Physiology, Reproduction Biology, Pregnancy and Childbirth. Fourth, authenticity is concerned with some exercises of the texts, which are related to students' own specialist workplace or study situation (Robinson,1991). In other words, the authentic came from Midwifery students' materials. Further, in terms of the authenticity, it was required for ESP teachers to simplify the materials in English by involving the content-subject teachers. Last, in regard with the suitability, the topics/themes were crucially selected so that they were suitable with students' field of study. Therefore, the topics/themes such as Blood Pressure for Physiology, Internal Organ of Female Reproduction for Reproduction Biology and Preterm for Childbirth were chosen in the interest of the materials suitability.

To sum up, the ESP materials were one of the crucial facets in the ESP course because this aspect included students' success in learning English. Besides, such materials should fulfill students' needs in term of their lack, want, and necessity (Hutchinson and Waters,1994).

Broadly speaking, the research results revealed some implications. Firstly, the provided materials were based on the students' specialist interest from four content-subjects materials (Fisiology, Reproduction Biology, Pregnancy and Childbirth). Second, these enabled some ESP teachers in general to design ESP materials using content-based approach by involving content teachers.

Digital Repository Universitas Jember

Meanwhile, based on the ESP reading materials which were designed by the researcher and the content-teachers of the Midwifery Academy which was given for Midwifery students on 15 December 2004, it revealed the fact that the Midwifery' students had much attention on those materials. They paid much attention to the reading passage that contained specific terms dealing with Midwifery and the grammatical used. In such a way, they were be able to comprehend the content of the passage in order to answer the questions correctly. Afterwards, they did the exercises seriously. Then, the Midwifery students discussed one another in accomplishing the task in order to get the correct answers. The above phenomena indicated that the Midwifery' students had motivation to learn English lesson.

Further, the material content was made orderly. The sequence of the content was designed from the easiest to the most difficult one. It consisted of pre-reading activities, whilst-reading activities and post-reading activities which covered literal and inferential reading comprehension. Basically, the material choices had a specific discussion for the students in order that the aim of the materials were easily achieved by the Midwifery' students. In this case, the students had the opportunities to use their prior knowledge and skill.

Moreover, the materials had specific requirements as a good materials. This allowed that the content of the materials were relevant with their field of study, Midwifery. It could be indicated from two points, namely, vocabulary and grammatical structure. The first was vocabulary. The words choices were simple, familiar and relevant for the students' field of study. For example: long statement like "changes in the entire female organism connected with pregnancy" was changed into "menstruation". Further, the students were given the vocabulary focus with definition in order to ease them to predict difficult words. Next, the use of syntactical structure was in grammatical order. For example: "the female reproduction of her internal organ is the fallopian tube, vagina and ovaries". It became "the internal organs of female reproduction are the vagina, fallopian tubes and ovaries". It helped the students to comprehend the content of the passage easily.

Digital Repository Universitas Jember

In this study, the level of difficulty of the exercises given were difficult which was relevant with the students' field of study. With the expectation that they would try to dig their background knowledge and skill in order to achieve the correct answers for the exercises given. In doing so, this model was suitable to conduct the study at the Midwifery Academy of Jember. As a result, the model was implemented maximally.

Digital Repository Universitas Jember

CONCLUSION AND SUGGESTION

5.1 Conclusions

Based on the discussions about the process of the material development as stated in chapter IV, it could be concluded that the development of the model of ESP reading materials using content-based approach follows this procedures:

a. Based on the result of questionnaire focusing on the students' interest result, the Midwifery students showed their interest in the ESP reading materials. This was accompanied by the practical purposes, such as grasping the midwifery information, serving as an asset for getting a job, and the availability of many medical terms and information in English in a students' Midwifery atmosphere.
b. Based on the result of questionnaire focusing on the students' needs analysis result, the Midwifery students showed their motivation on the ESP reading materials. This was because they would like to build up or enrich the English for their field of study.
c. In terms of the ESP reading materials, the materials were regarded as being rewarding for students because they consist of the students' field of study, such as Physiology, Reproduction Biology, Pregnancy and Childbirth.
d. The material was developed based on the interest of the first year students of Midwifery Academy of Jember, so that it was considered to be appropriate and applicable for students at that level of program.

UPT Perpustakaan

Digital Repository Universitas Jember

5.2 Suggestion

a. For English Teacher

Instead of using the reading materials from textbooks, the English teacher is suggested to design the materials based on the learners' needs and interests. In doing so, the teacher can facilitate the students with the atmosphere that encourage them to be active in their learning.

b. For Midwifery Academy Institution

Supporting the teaching learning process, the Midwifery Institution is also suggested to provide a conductive atmosphere to design the ESP materials which are relevant to the student' field of study.

c. For Midwifery Academy Students of Jember

Having read the English materials, the Midwifery students are suggested to practice reading and doing the reading exercise a lot to improve their reading skill. Thereby, the needs to read and to learn the reading English materials are based on their field of study.

d. For Other Researchers

Finally, it is opened for other researchers to investigate further studies. Hopefully, this research result can be used as the follow up research reference to further investigation in different research designs, such as: the experimental research to see the accuracy of the ESP reading materials by applying another approach and the classroom action research to develop the students' reading skill by applying a schemata theory.

Digital Repository Universitas Jember

BIBLIOGRAPHY

Adam, W. R. 1985. *Developing Reading Versatility*. 4th Edition. New York: Holt, Rinehart and Windston.

Ali, M. 1993. Strategi penelitian Pendidikan. Bandung: Angkasa

Arikunto, S. 1993. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta

Baumgardener, R. J. and Kennedy, A. 1991. 'The Use of Local Contexts in the Design of EST Materials'. ***English Teaching Forum***. 29: 40-41.

Brennan, M. and M. Nearssen. 1989. 'Language and Content in ESP'. ***ELT Journal*** 4/33: 196-205.

Carrell, P. L.; J. Devine, ; and D. E. Eskey. 1995. *Interactive Approach to Second Language Reading*. Cambridge: Cambridge University Press.

Corsini, J. R. (ed). 1994. *Encyclopedia of Psychology*. New York: John Willey and Sons, Inc.

Crandell, J. and G. R. Tucker. 1990. *Content-Based Language Instruction in Second and Foreign Languages*. Singapore: SEAMEO-RELC.

Davies, E. and N. Whitney. 1979. *Reasons for Reading*. London: Heinemann Educational Books, Ltd.

Day, R. 1994. 'Selecting a Passage for the EFL Reading Class: ***English Teaching Forum*** 32: 20-24.

Depdikbud. 2001. *Kurikulum Muatan Lokal (Suplemen GBPP) Bahasa Inggris SD*. Surabaya: Depdikbud.

Depdikbud. 1999. *Penyempurnaan/Penyesuaian Kurikulum 1994 (Suplemen GBPP) Bahasa Inggris SLTP/MTs*. Jakarta: Debdikbud.

Depdikbud. 1999. *Penyempurnaan/Penyesuaian Kurikulum 1994 (Suplemen GBPP) Bahasa Inggris SLTA*. Jakarta: Debdikbud.

Depkes. 2002. *Kurikulum Pendidikan D-III Kebidanan (Suplemen GBPP)*. Jakarta: Depkes RI.

Dick, W. and Carey, L. 1978. *The Systematic Design of Instruction*. London: Scott, Foresman and Company.

Gafur, Abdul. 1980. *Design Instruksional*. Solo: Tiga Serangkai.

Digital Repository Universitas Jember

Gagne, N.L. and Berliner. 1984. *Educational Psychology*. 3rd Edition. Boston: Holt, Rinehart and Winston.

Gagne, et. al. 1992. *Principles of Instructional Design*. New York: Holt, Rinehart and Winston.

Gagne, R.M. and L.J. Briggs. 1978. *Principles of Instructional Design*. New York: Holt, Rinehart and Winston.

Graffield-Vile, N. 1996. 'Content-Based Second Language Instruction at the Tertiary Level'. ***ELT Journal*** 50/2: 108-114.

Grellet, F. 1996. *Developing Reading Skills*. Cambridge: Cambridge University Press.

Gueye, M. 1990. 'One Step Beyon ESP: English for Development Purposes (EDP)'. ***English Teaching Forum*** 28: 31-34.

Hadi, S. 2001. *Methodology Research*. Yogyakarta: Andi Offset.

Harvey, A. 'Designing ESP Course: A Case Study'. ***English Teaching Forum*** 12: 24-27.

Hutchinston, T. and A. Waters. 1994. *English for Specific Purposes: A Learning-Centered Approach*. Cambridge: Cambridge University Press.

Krahnke, K. 1987. *Approaches to Syllabus Design for Foreign Language Teaching*. New Jersey: Prentice-Hall, Inc

Kustaryo, S. 1998. *Reading Techniques for College Students*. Jakarta: Depdikbud.

Larsen, D. and M. H. Long. 1991. *An Introduction to Second Language Acquisition Reseaarch*. Longman: Longman Group Limited.

McNeil, J. D. 1992. *Reading Comprehension*. 3rd Edition. New York: Harper Collin Publishers.

Mikukecky, B. S. 1990. *A Short Course in Teaching Reading Skills*. New York: addison-Wesley Publishing Company.

Nababan, P. W. J. 1994. *ESP Materials Preparation in a Foreign Language Situation*. Singapore: SEAMEO-RELC.

Nuttal, C. 1989. *Teaching Reading Skills in a Foreign Language*. London: Heineman Educational Books, Ltd.

Pintrinch, P. R. and Schunk, D. H. 2002. *Motivation in Education*. http://www. starpower. net// on course workshop. htm.

Digital Repository Universitas Jember

Prabhu, N. S. 1985. *Materials as Support: Materials as Constraint.* Singapore: SEAMEO-RELT

Rivas, R. M. 1999. 'Reading in Recent ELT Course Books'. **ELT Journal** 53/1:12-21.

Robinson, P. C. 1991. *ESP Today: A Practitioner's Guide.* New York: Prentice Hall.

Sardiman, A. M. 1986. *Interaksi Belajar Mengajar.* Surabaya: Rajawali Pers.

Schleppegrell, M. J. 1991. 'English for Specific Purposes: A Program Design Model'. ***English Teaching Forum*** 29: 24-27.

Simanjuntak, E. G. 1988. Developing Reading Skills to EFL Students. Jakarta: Depdikbud.

Slameto. 1995. *Belajar and Faktor-faktor yang Mempengaruhinya.* Jakarta: Rineka Cipta

Sorani, D. and A.R. Tompany. 1991. *'A Cognitive Approach to Content-Based Instruction'.* English Teaching Forum 29:24-27.

Sukmantara, I. Putu. 1997. English for Specific Purpose (ESP) for University Students; The Beginning. *Pancaran Pendidikan Th. X, No. 37.* Jember: FKIP Universitas Jember.

Suryabrata, S. 1998. *Metodologi Penelitian.* Jakarta: PT. Raja Grafindo Persada

Susyla, D. 1994. *Pengembangan Materi Pengajaran Bahsa Inggris untuk Mahasiswa Fakultas Ekonomi Universitas Muhammadiyah Bengkulu.* Unpablished Thesis. Malang: FPS. IKIP MALANG.

Team FKIP Universitas Jember. 1994. *Pedoman Penulisan Skripsi Mahasiswa FKIP.* Jember: Universitas Jember.

Widodo, H. P. 2001. *Developing A Model of ESP Reading Materials Using Content-Based Approach for the Second-Year Students at the Vocational School of Agriculture Sukorambi-Jember.* Unpablised Thesis. Jember: FKIP Universitas Jember.

Woolfolk, A. 1990. *Educational Psychology.* 4th Edition. New Jersey: Prentice-Hall, Inc.

Yin, K.M. 1998. ESP for Engineers: a reassessment. ***ELT Journal*** 42/2: 102.

Zakaluk, B. L. and S. J. Samuels. 1988. *Readibility: Its Past, Presents and Future.* New York: International Reading Association.