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Developing Reading Materials by Using Hutchinson and Waters' Approach for Fashion Industry Students at the *SMKN 3* Vocational School, Jember

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Abstract: This research was intended to develop English reading materials for Fashion Industry students of SMKN 3 Jember in order to provide reading materials that are suitable with the students' major. The reading materials were developed by using Hutchinson and Waters' language-centered approach where the product of the research appeared to have four topics. There were five parts in each topic. They were Pre-Reading Activities, Reading Activities, Post-Reading Activities, Miscellaneous, and Glossary. In the end of the materials there was an achievement test to measure the students' understanding toward all the topics they have learned. In this research, the reading materials were also evaluated by the validators. Positive attitude was shown by the validators toward the product of the research and they both agreed that the materials were suitable for Fashion Industry students of SMKN 3 Jember and could be applied in the teaching and learning process.

Keywords: *ESP, Hutchinson and Waters' approach, reading materials*

1. Introduction

One option that has been promoted by the government of Indonesia related to provide labors is the existence of vocational high school (SMK) as the alternative of secondary education. In SMK, the students are given specific expertise based on the fields with the intention that the graduates can be ready to get into the specific work places. Since English is a compulsory subject which should be taught in SMK, it makes the students of SMK are regarded as English for Specific Purposes (ESP) learners. English for Specific Purposes (ESP) can be defined as teaching and learning English as a second or foreign language for the purpose of using it in a particular domain (Otilia, 2015).

Based on the specific areas of the SMK students, every vocational high school major can have different materials because of the diversity of their needs. But in fact, the preliminary study showed that in SMKN 3 Jember where this research is conducted, the materials used by the English teachers are the same in teaching all majors and have no specification according to the students' major.

Considering this situation, since the government allows the English teachers to develop appropriate materials for SMK students, the researcher developed reading materials for Fashion Industry students at SMKN 3 Jember. Fashion Industry major was chosen because an ESP developer has to have deep understanding of the target fields in order to provide specific materials and should at least be interested in the subject matter they have been asked to teach and open-minded about finding out more (Bell, 2002). Therefore, the researcher developed materials for Fashion Industry because fashion is the field the researcher can engage in and has deep understanding to develop the materials. Meanwhile, the selection of developing reading materials was because of the small portion of the reading materials allocation in SMKN 3 Jember. In the school, the students are more drilled with speaking materials rather than reading. Whereas, reading skill is also important for SMK students. Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002) is useful to prepare the students of SMK to be ready to face the National Examination which consists of mostly reading comprehension test.

The approach used in developing reading materials in this research was the approach suggested by Hutchinson and Waters. They propose three kinds of course design approaches consisting of language-centered approach, skill-centered approach, and learning-centered approach. Meanwhile, in this research, the

researcher chose language-centered approach in developing the reading materials since it is the simplest kind of course design process and the most familiar to English teachers and particularly prevalent in English for Specific Purposes (Hutchinson and Waters', 1987). This approach was chosen by considering that there are five steps that are recommended by Hutchinson and Waters that will be suitable to be applied in this research due to the time efficiency reason. Language-centered courses are characterized by a direct connection between the target situation and the content of the ESP course. It usually starts from the identification of the linguistic features of the target situation in order to describe the trainees' needs and to create a syllabus and evaluation procedures after the course materials are designed (Chirimbu and Chirimbu, 2014). Related to the material design, the steps of language-centered approach also will be straight to the point, not time consuming, and can be done in short period of time because it does not require the researcher to teach or test the materials to the students in the classroom but still concerning about the essence of ESP, which is the needs of students. Since the emphasis of the difference between ESP and EGP (English for General Purposes) is in the term of needs of the students, it makes ESP has its own typical characteristic. The special characteristic of ESP is on one of primary process called 'needs analysis.' Needs analysis has been seen as the attempt to identify the gap between what students know and can do at the present point of time and what they need ideally to be able to do in the target situation (Basturkmen and Elder, 2004).

Thus, by using the steps of Hutchinson and Waters' approach, the researcher developed reading materials for Fashion Industry students at SMKN 3 Jember with the expectation that the reading materials could be appropriate to be used for the students of Fashion Industry program especially those who are in tenth grade. The reading materials, as the product of this research, which provide suitable content

based on the students' major, are expected to gain students' attention and also their motivation to follow the teaching and learning process especially on reading activities. This is because compared with EGP (English for General Purposes), ESP is more effective in increasing students' learning motivation because it relates to their fields of study and caters to their needs (Bracaj, 2014).

2. Literature review

2.1. *Theoretical Framework*

Alyousef (2005) states that reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or reading fluency. It means that reading deals with the activity which requires the existence of written texts and the interaction between text and the reader. Thus, reading comprehension process is not only about understanding the meaning word by word or but also the ability of relating each sentences, paragraphs in order to interpret the text as a whole. In addition, comprehension process also demands the previous knowledge stored in the learners' mind and how the learners settle with it in deriving the meaning of the text.

As the position of reading is one of the four skills of English that plays an important role in achieving educational goals, the use of reading skills for foreign English learners related to education is to help the students to gain information and knowledge from written resources. Most of the resources of learning English for foreign language learners are in the form of written texts, like textbooks which are mostly used in many schools in Indonesia. Even more, the indicator of the success of English language learning is through reading comprehension score like what government has assigned in the National Examination. That is why the students should be well-motivated in reading from the early beginning. Students should be

drilled with reading texts so they can become accustomed to read in order to pass the standard criteria that have been stated by the government.

In relation to this research, the reading skills focused on developing reading materials for Fashion Industry students of SMKN 3 Jember were based on the curriculum used by the school which is *Kurikulum Tingkat Satuan Pendidikan* (KTSP). In the context of English for Specific Purposes (ESP), the reason of reading is to conceive information in specific texts with the content corresponds with their program with the reference to the curriculum. So, for this reason the researcher wanted to design proper reading materials that consist of suitable and varied texts and also exercises which lead to assist activities that could be used to help the students' reading comprehension skill.

The definition of English for Specific Purposes (ESP) according to Hutchinson and Waters (1987) is an approach to language teaching in which all decision as to content and method are based on the learner's reason for learning. The purpose of ESP is to support the skills depending on the learners' specialization field. So, the main concern of ESP is the students' needs as the main priority of consideration. In this case, the needs of Fashion Industry students related to the language proficiency is to equip them with both oral and spoken English to support their competencies in fashion field.

ESP must be seen as an approach not as a product (Hutchinson & Waters, 1987). The approach will facilitate the students in learning English based on what they want to learn. Thus, ESP is not a kind of language, methodology, or teaching materials. Ideally speaking, it is only an approach which brings knowledge that has

been existed to produce steps in order to link the students' reasons for learning foreign language to the foreign language itself.

It has been conveyed in the previous discussion above that ESP is different with EGP. The emphasis of the difference is in the term of needs of the students which makes ESP has its own typical characteristic. The special characteristic of ESP is on one of primary process called 'needs analysis.' Rahman et.al (2009) convey that ESP Needs analysis leads to design a language course, which is more accommodating in the meeting of learners' needs. Ideally speaking, needs analysis process is the point of how to develop a course in ESP because it will uncover the students' needs and purposes of learning English. Thus, the information from the needs analysis can be guidance in defining the whole ESP material development.

2.2. *Conceptual review*

In this section, it deals with some terms that are used related to this research so that the readers can understand the idea clearly. The first is reading materials for Fashion Industry students of SMKN 3 Jember. Reading materials that are developed in this research refers to all the texts, pictures, exercises, and a test related to Fashion Industry program. The second is Hutchinson and Waters' Approach. The reading materials in this research were developed by using the language-centered approach provided by Hutchinson and Waters (1987). The approach consists of five steps that were done systematically to develop the reading materials for Fashion Industry students. The third is SMKN 3 Jember. SMKN 3 Jember is a vocational high school that one of the majors is Fashion Industry. The program aims to prepare graduate students to have a good knowledge and skills in fashion design, sewing techniques, making clothing and pattern techniques with hope that the graduates will be ready to work independently in the field of fashion. The fourth is *Kurikulum Tingkat*

Satuan Pendidikan (KTSP) Tahun 2006. In this research the use of KTSP is very crucial because SMKN 3 Jember uses KTSP curriculum in teaching learning activities. As a guide from the government, KTSP also has the objectives or criteria that should be fulfilled by the students so that all the syllabus and materials development were based on the 2006 KTSP curriculum. And the last is tenth grade students of Fashion Industry. According to the students' classification of vocational high school by *Kurikulum Tingkat Satuan Pendidikan Tahun 2006*, tenth grade students of Fashion Industry program of vocational high school belong to Novice level learners.

2.3. Review of previous research findings

There had been similar researches about developing materials for English for Specific Purposes especially on reading for vocational high school conducted by several researchers. One of them was a development of reading materials conducted by Budiantari et.al (2013) which intended to develop reading materials for tenth grade students of SMK 1 Kubutambahan. In their research, they developed reading materials for Pharmacy and Nursing major of vocational high school by using Gall and Gall model. Another research was a research conducted by Novitasari (2014), where she developed ESP textbook for Culinary Program of SMKN 3 Pacitan by using Task-based Language Teaching. Related to the previous studies above, this research was similar to them which is also a developmental research where the product of the research was in the form of reading materials but it is conducted in different school, to the different level of students, for different major of vocational high school, and by using different approach.

3. The Study

3.1. Research Context

Fashion Industry program is one of the programs offered by SMKN 3 Jember which aims to equip the students to have competencies in the field of Fashion Industry. The competencies are fashion drawing, pattern making, clothes making for men, women, adults, and children, embroidery, raw materials clothing selection, and quality control. The scope of work of the graduates can be like tailors, dress-makers, pattern cutters, pattern makers, embroidery workers, garment entrepreneurs, machine operators at fashion manufactures, and so forth.

Thus, in this research, the development of the English reading materials covered those competencies of Fashion Industry program. The material development process was done by using Hutchinson and Waters' approach. According to Harsono (2007), as a field of study, materials development studies the principles and procedures of the design, implementation, and evaluation of language teaching materials. Hutchinson and Waters' language-centered approach provides a procedure which has 5 steps. They are: analyzing learners' target situation, writing syllabus, writing or selecting texts to illustrate items in syllabus, writing exercises to practice items in the syllabus, and devising tests for assessing knowledge of the items in the syllabus.

3.2. *Research Design*

The design of this research is developmental research. Research and Development according to Gall et.al, (2003) is an industry-based development model in which the findings of the research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards. Research and Development in this research is related to educational purpose since it was done in an educational institution which also required the use of curriculum, syllabus, and learning materials. The aim of this research was to develop product, in this case, a sample of reading materials developed by Hutchinson and Waters' approach that are suitable

for Fashion Industry students considering that the existing materials are seemed as insufficient to promote the students' education and future career.

3.3. *Research data and analysis*

Since this research is an educational research, the documents used were curriculum and textbook used by the school. The curriculum used in SMKN 3 Jember is *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. In developing reading materials for Fashion Industry students, the researcher reviewed the Standard of Competence and Basic of Competence in KTSP for vocational high school to select the topic of the designed materials then listed the indicators and learning activities to make syllabus. The textbook referred to the existing book that the teacher usually uses to teach English for Fashion Industry students. By reviewing the content of the book the researcher could fill the gap in the existing reading materials with the new reading materials.

In obtaining the data, the researcher chose questionnaires because 'questionnaires are thought to be the least consuming ways of collecting information, and this is why learners' needs are usually specified through questionnaires which enable researchers to determine long-term aims and short-term objectives'(Tahir, 2015). The questionnaires in this research were divided into two groups. They were for Fashion Industry students and for validators. The questionnaires for the students were given in the beginning of the development process in order to know the needs, lacks, and wants of the students in English teaching and learning process. The questionnaires were in the form of close-ended questions. The questionnaires for validators were given in order to make an evaluation of the developed materials. The questionnaires for validators were in the form of open-ended questions.

In this research, the main data were gained from questionnaires and they were analyzed by using descriptive qualitative analysis. The core of qualitative analysis lies in the processes of describing phenomena, classifying it, and seeing how the concepts interconnect (Dey, 1993). The data which were gained from students' questionnaires in needs analysis process and validators' questionnaires are presented in the form of narrative description.

4. Research results and Discussion

In analyzing target situation, the researcher distributed the needs analysis questionnaires to 36 students of grade X majoring Fashion Industry of SMKN 3 Jember. The items of the questions were constructed based on the framework of how to conduct the needs analysis by Hutchinson and Waters'. From the result of the questionnaires, English for Fashion Industry major was needed to drill the students' English ability in order to support their career and higher education. Related to the reading materials that the students wanted the reading materials to have relevant pictures, in the form of conversation and between 150-300 words. In reading English, most of the students got difficulty because of less practice and limited vocabulary. Related to the student's impression toward the material development, the students had positive answers ranging from important up to very important.

After writing syllabus, the researcher selected texts from the existing texts which were retrieved from several sources and they were adapted to be compatible with the students' needs and wants in needs analysis. First, the researcher wrote inputs which could stimulate students' prior knowledge. The inputs provided were pictures of clothes added with leading questions and leading tasks such as matching and labeling pictures and detective story game. Second, the researcher selected the content focus which referred to the main texts that were taken from both the

students' dressmaking textbook and internet, and adapted to be in the form of conversations as the students wanted them to be. The main texts were "The Differences between Men and Women Fashion", "4 Life-Changing Tips for Mixing Prints You Need to Know", "Men vs. Women: Differences in Fashion Shopping" and "Sewing Kimono Outer in Less Than 30 Minutes." The last, the researcher also inserted several miscellaneous texts such as fashion quiz, fashion fun facts, and fashion quotes with the intention that the students would not only grasp the meaning but also know the expressions and vocabularies to exploit the content of the text in a fun way.

In writing exercise to practice items in the syllabus, the researcher used the three-stages reading strategy in writing the exercises. The pre-reading activities included: paying attention to pictures and discussing them with partners, answering leading questions, labeling the clothes, naming the pictures of fabric prints, solving a detective game, and matching the sewing tools with their names. In while-reading stage, the researcher prepared exercises which were constructed based on the text that the students had been read such as: choosing true/false, answering questions, filling the blank spaces, and multiple choice exercises. For the post-reading stage, the researcher set exercises such as: finding words in jumbled letters game, guessing words according to the definition, labeling expressions of shop assistant and customer, and rearranging jumbled steps of dressmaking.

In the last step, the researcher devised tests for assessing knowledge of the items in the syllabus. The achievement test was the last part of the reading materials. It was intended to measure the students understanding to the materials that had been given to them. It consisted of 20 questions and the test was in the form of multiple choices adapting the format of the National Examination while the content of the test

reflected all the topics of the whole materials. The data showed that both of the validators came with the same thought that the reading materials developed by using Hutchinson and Waters' approach had met the goals and objectives as stated in curriculum. They also said that the reading materials were relevant to the needs of Fashion Industry students since all the topics were about fashion. Related to the level of difficulty, one of the validator said that the reading materials were difficult enough but the other one said they were still relevant to the students' level. The validators acknowledged that the texts and the activities in the reading materials were suitable to the topics. Not to speak of, the texts and the activities were arranged in appropriate sequence making they were possible to facilitate the students to understand more about the topics gradually as well as achieve the goals and objectives. Meanwhile, in the terms of instructions, both validators concluded that the instructions were clear enough to be understood since the dictions were used as they need but one of the validator suggested giving example to the instructions to make them much clearer.

The two validators showed positive attitude toward the attractiveness of the texts and activities in the reading materials. They commented that the texts and activities were interesting enough to motivate the students' learning because they were in the various form like dialogues and games. Moreover, there were colorful pictures appearing in the texts and activities so they could arouse the students' curiosity to know further about the texts. Besides, all the validators certified that the pictures provided in the materials could help the students to understand the materials easier and relate their background knowledge to the texts.

Positive opinion also showed by the validators toward the layout of the reading materials. They approved that the layout had proper size and position. And it also

used proper letter size so the students can read the texts easier. Related to the grammatical structure and appropriateness of the language in the materials, the validators' answers were affirmative that both aspects were acceptable enough and appropriate to the level of the students. In regard with the tasks and evaluation, both validators believed that the tasks and evaluation could measure students understanding to the texts. The tasks were in the form of T/F, multiple choices, arranging steps in good order, finding words in jumbled letters, etc. where they could be regarded as various and quite interesting for the students. Positive reviews were given by the validators pertaining to the contents of the text. The contents considered to be accessible to the students so they could apply their background knowledge since their field of study was due to Fashion Industry. The validators also gave the same reviews toward the vocabularies used in the texts. In accordance to them, the vocabularies which were presented in the reading materials were repeated from text 1 up to the end and they were good and appropriate with students' field of study. However, one of the validator encouraged the researcher to insert glossary in each chapter to help the students retain new vocabulary.

Due to the language features, generic structure, the length and the complexity of the texts in the reading materials, both validators concurred that all of those aspects had been fulfilled the suitability criteria. Yet, one of the validator suggested the researcher to consider about adding a text in recount. To sum up, all the validators approved that it was recommended to apply the reading materials developed by Hutchinson and Waters' approach to the students of Fashion Industry major grade X. Such reading materials considered to be possible to be applied in Fashion Industry students of SMKN 3 Jember grade X because they could facilitate the students to understand more about English for their major.

After obtaining the data of judgment and suggestion from the validators, the researcher revised the materials to improve the materials to be a better product. Besides revising spelling, numbering and reading content, the researcher also added suggestions from the validators such as: adding glossary in the end of each topics so the students can retain the new vocabularies, adding Teacher's Note which contained answer keys and guidance for the English teachers so they can lead the students to follow the materials easily, revising one of the fun facts in Topic 1 because the fact of bikini was regarded as not appropriate to be appeared in students' book and it was replaced with the fact of jeans instead, and giving examples to some of the exercises to make the students understand more about the activities. After making improvement to the reading materials, the final product of the reading materials developed by using Hutchinson and Waters' approach was presented. The reading materials appeared to have four topics such as: "Kinds of Clothes", "Fabric Prints", "Customer Care", and "Sewing" where in each topic there were 5 parts, which were: Pre-Reading Activities, Reading Activities, Post-Reading Activities, Miscellaneous, and Glossary. In the end of the materials there was an achievement test to measure the students' understanding toward the topics they have learned.

5. Conclusion

There are five steps of the reading materials development. The first step of developing the reading materials was starting from analyzing learners' target situation. In this step, the students' target situation was collected through needs analysis questionnaires to determine the needs and wants of the Fashion Industry students. The second step was writing syllabus. In this step the syllabus of the reading materials was constructed based on the vocational high school KTSP 2006 Curriculum for grade X. Moreover, the topics were determined by reviewing the

students' dressmaking textbook for first semester. The third step was writing or selecting texts to illustrate items in syllabus. In this step, the researcher adapted the texts where the vocabularies and expressions were in relation to the specified topics above. The texts were written down based on the learners' needs which were between 150-300 words and in the form of conversational texts. The fourth step was writing exercises to practice items in the syllabus. In this step, the researcher applied three-stages reading strategy: pre-reading, while-reading, and post-reading activities to develop the exercises. The exercises were written according to the syllabus and the topics. The last step was devising tests for assessing knowledge of the items in the syllabus. In this step, an achievement test was composed to measure the students' understanding to the materials that had been given to them.

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