

**DEVELOPING ENGLISH READING MATERIALS IN PROCEDURE
TEXT FOR ELEVENTH GRADE STUDENTS OF CHEMICAL
ANALYSIS AT SMK NEGERI 3 MEDAN**

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ABSTRACT

Tambunan, Thessalonica. Registration Number: 2133321061. Developing English Reading Materials in Procedure Text for Eleventh Grade Students of Chemical Analysis at SMK Negeri 3 Medan. A Thesis, English and Literature Department, Faculty of Languages and Arts, State University of Medan, 2020.

The objective of this study is to develop the suitable and appropriate procedure text materials for reading skill, for Chemical Analysis program students. It was found that procedure text materials provided in the students' textbook were not suitable and appropriate to the needs and interests of Chemical Analysis program students. This study is categorized into research and development (R&D). This study was conducted at SMK Negeri 3 Medan. The subject of this study was the eleventh grade students of Chemical Analysis program. The steps of this research were gathering information and data, analyzing data, developing materials, validating new materials by expert, revising materials and the final products. The result of the data were in the form of quantitative data obtained using questionnaire and qualitative in the open-ended questions. The developed reading material consisted of a unit. The texts were developed into three new suitable procedure text materials and about daily activity. Regarding understanding the generic structure of each text, comprehending text, completing sentences, filling in the blanks, answering question, arranging random sentences, choosing a title, matching the headings, vocabulary information, and true or false were appropriate. The developed reading materials were validated based on the

suggestions of the teacher and the lecturer that selected as the experts. The average score of validation were 4, 45. It showed that the developed procedure materials were very good, suitable, appropriate and relevant with the students' needs and interests.

Keywords: *research and development (R&D), procedure text, Chemical Analysis program*

I. INTRODUCTION

Teaching materials are also the shape of service of education to the students. Individual services occur through the use of teaching material. The students will face materials which are documented and dealt with consistent material. As stated by Blagojevic (2013) that student will understand texts much better if the text are written with points of view students have already become familiar. However, in real implementation, the teachers tend to choose materials from "*Buku Bahasa Inggris*" that is published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, in 2014 rather than designing materials which are appropriate for the students' needs and levels. The reading materials are not appropriate for the students in SMK Negeri 3 Medan. These picked up materials often confuse students to learn. There is no reading material in the students' book which is representative to the students' need in the materials which are representative to Chemical. They only can learn by looking back on the notes they have made. Moreover, the researcher found that the available course book used in the school is less contextual and the presented materials are not in the

scope of curriculum and fail to present Content Competency (KI), Basic Competency (KD), and Graduate Competence Standard (SKL). For examples, this course book is not completed by the appropriate materials in reading especially for procedure text. The explanation above is proven by the data that reading materials are not suitable with Chemical study program. One of the examples of the procedure text that is not suitable with the Chemical study program is: “*How To Plant Jasmine*”. Based on Curriculum 2013, procedure text is one of the types of reading text that is learnt by the eleventh grade students of vocational secondary school. It can be seen from one of the basic competences of English subject stated in the syllabus is to respond the meaning of procedure text using oral and written text in the form of instruction manuals and tips (*4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (tips)*).

Additionally, procedure text is a type of texts which is often applied in the teaching and learning process of Chemical Analysis study program. It can be seen when the students learn how to identify the field of the organic and inorganic chemistry and biochemistry, how to formulate the samples, how to determine the sampling points and so on. In addition, procedure texts should be suitable to the students' need because reading is an evaluating process in that the reader must decide if the information being read is coherent and matches the purpose for reading.

The course book does not support pair work or group work adequately. There is hardly any room for developing analytical and critical skills. There is an inadequacy of real-life tasks. The course books used are insensitive to students'

needs. Furthermore, the exercises of reading skill is given less attention especially in procedure text. The exercises only give the examples which are related to the food or drink making whereas the students for this major get more information not only in the class but also in laboratory. These situations absolutely do not help the students to understand something written, control of language relationship and structure, master vocabulary items and the lexical combination. The student should be provided the materials that are related to organic and inorganic chemistry, biochemistry and analytical chemistry.

Based on the reason above, the researcher would decide to go through the process of doing a study in developing the appropriate reading materials particularly for the eleventh grade students of SMK Negeri 3 Medan which would be used by both the teacher and the students. The researcher would develop procedure texts materials for reading skill which were related to Chemical Analysis study program students in order to meet the students' need in relation to students' major. The development of reading text materials which were conducted in order to give students the materials to motivate the students in reading and make the students are easier to comprehend the materials. The development would be conducted by selecting texts from internet and book and then adapting the texts to the students' need in order to provide suitable texts for the students. The researcher would develop the materials by matching the existing materials to core competence and basic competence of syllabus and analyzing the appropriateness to the students' need with the materials that will be taken from the internet

In this study, procedure text would be developed by considering the fact that it was used at school were not suitable whereas it should be mastered by the students as stated in syllabus. The development of reading material in procedure text was also conducted to fulfill the demand of Curriculum 2013 that the relevant materials should be given to the students. The development would be conducted by taken the texts from the internet then modify and simplify the texts based on the students need in order to provide suitable texts for the students.

II. REVIEW OF LITERATURE

In conducting a research, theories are needed to explain some concepts applied in the research concerned. Those theoretical frameworks will present as follows.

1. Reading

Cline et al. (2006) stated that reading is decoding and understanding text for particular reader purposes. Reading is usually perceived as dealing with the language messages in written or printed texts. It is an important skill to be learned because with reading, the students can find out sense and also derive meaning from the written and printed texts. The goal of reading itself is understanding/comprehending a printed or written text, the students must be able to decode the words on the text itself and to extract the meaning from it. Avermann & Montero (2003) state that reading is the process of deriving meaning from written or printed texts. It is a complex process which includes many components. What is meant by components here is something like phonemic awareness, phonics, etc.

2. Procedure Text

A procedure text describes how something is accomplished through a sequence of actions or steps. It aims to tell someone how someone needs to be done or what someone should do. The example of this procedure includes cooking recipes, direction to find a place, game rules, manual instructions of a tool, and sciences experiment. But, the procedural texts which are used in this research are daily activities: cooking recipes and manual steps of doing something. According to Pardiyo (2007:6), there are three important parts that have to be considered in writing procedure text, they are:

a. Social Function of Procedure Text

Especially, the function of procedure text is to tell someone how to do something or how to make something and how to operate something.

b. Generic Structure of Procedure Text

There are three generic structure of procedure text, they are:

- ✓ An introductory statement that gives the aim or goal.
- ✓ A list of the materials that will be needed for completing the procedure (not required for all procedural texts)
- ✓ A sequence of steps in the order they need to be done, because goal followed by a series of steps oriented to achieve the goal.

Thus from the explanation above, it can be concluded that there are three points of generic structure of procedure text which is crucial and it can be stated without ones. Because they are in one unity to achieve a social function, it is to tell someone how to do something or how to make/how to operate something.

c. Lexicogrammatical Features

Besides having social function and generic structure, procedure text also has significant lexicogrammatical features that support the form of procedure text.

They are :

- ✓ Simple Present, especially imperative form. Eventually, procedure text has the social function is to tell someone to do something. So, the instruction here is used by imperative verb in present tense. For examples get, chop, cut, stir, add, boil, grind, etc.

- ✓ Connective of sequence

Sometimes, this is not enough to make good instruction just using imperative form of present tense. But, to make it better and easy to follow, we need the word like as then, after that, next, finally, etc. These are called comparative sequence.

- ✓ Numbering

The function of numbering here is same as comparative of sequence. It will be needed if the writer wants to show some variant of sequence, for examples: first, second, third, and fourth.

3. English for Specific Purposes

ESP has characteristics in which the teaching and learning concern on how students can meet the specific needs they want to learn. This is in line with Graves

(2000) who proposes that ESP is illustrated as an umbrella of teaching and learning process for specific purpose. ESP is about preparing learners to use English within academic, professional, or workplace environment. In language teaching, ESP is important as the subcomponet of language teaching, with its own approaches to curriculum development, materials design, pedagogy, testing and research.

4. Need Analysis

a) Necessities

Necessities are closely related to the situation where the learners take place (Hutchinson & Waters, 1987:55).

b) Lacks

Lacks are defined as the gap occurs between the difficulties and the necessities (Hutchinson & Waters:1987). When learners cannot achieve the necessities that concern the demanded knowledge, there are lacks that become the reasons.

c) Wants

ESP learners also can determine the needs by their own out of the necessities. This refers to Wants in which learners are also given an opportunity to be active in deciding the needs because people can have their own thought that can be different from what the necessities require.

III. RESEARCH METHODOLOGY

This research was conducted based on educational research and development (R & D). Educational research and development (R&D) is a process to develop and validate educational process. Borg and Gall (2003) state that R & D is one of research designed aimed at developing and validating educational products, like curriculum, syllabus, textbooks, instructional media, modules, assessment, etc.

This research was conducted by following five phases of R & D, they are :

1. Gathering the data and information.
2. Analyzing the data and information.
3. Designing new reading materials.
4. Validating new reading materials.
5. Revising new reading materials.
6. Revised – developing reading materials (final products).

IV. RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

After the writer was done analyzing the data, the writer found some findings in this research. The reading materials were used by eleventh grade students of SMK Negeri 3 Medan especially in Chemical Analysis major was “Buku Bahasa Inggris” published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud 2016 of revised edition. The procedure texts in the existing textbook were “How to plant jasmine” or “How to make an orange juice”. These topics were not appropriate with Chemical Analysis major because the English reading materials were not related to their major and were not represented the

other kinds of descriptive text like the statement in reading competences (3.7) and (4.9). They were not interested to read because the existing material did not provided the different kind of procedure text, such as; *“how to discover acid and base”* or *“activity in laboratory”*.

B. Discussion

Based on the previous analysis, the researcher developed three topics which are suitable to the students Chemical Analysis major. They are : *Science Experiment, The Experiment of Soluble or Non-Soluble, Crystal and A balloon Rocket*. The material developed by the researcher are appropriate and related to the students' interest since it is based on their needs analysis. The material developed help the students to have new vocabularies which are related to their major, help the students comprehend the text to improve their reading skill because the materials that they learn based on their major.

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusion

There were four procedure texts related to Chemical Analysis program which were developed by the researcher entitled: *“How to discover acid and base”*, *“the experiment of soluble or non-soluble”*, *“crystal”*, and *“a baloon rocket”*. These texts were accompanied by pictures, vocabularies, varied exercises, a brief explanation of procedure text. The developed procedure texts had been validated by two experts. They were an English lecturer from State University of Medan and an English teacher from SMK Negeri 3 Medan (see in

Chapter 4) and the average score gotten was 4.07. It was categorized “Good” since the mean is within the interval $3.40 < \bar{x} \leq 4.19$. It meant that the developed procedure text materials for reading skill were suitable for Chemical Analysis program students.

B. Suggestions

In teaching, teacher should be needed and interested of their students in order to provide suitable procedure text materials for reading skill to their students, the English teachers of Chemical Analysis program can apply the product of this study in their classes.

Students can search the materials related to their major from the internet and the books, if the existing materials provided are not suitable and appropriate to their major.

In order to give the referencs suitable materials which are necessary provided for vocational school and the product of this research can be selected to be applied in their school especially for Chemical Analysis program.

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