

**AN ARTICLE**

**DEVELOPING ENGLISH READING MATERIALS FOR  
FASHION DESIGN PROGRAM IN VOCATIONAL SCHOOL**

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# DEVELOPING ENGLISH READING MATERIAL FOR FASHION DESIGN PROGRAM IN VOCATIONAL SCHOOL

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## ABSTRACT

**Amelia, Zhana Sabrina, 2123321090. Developing English Reading Material For Fashion Design in Vocational School, A Thesis, English, Department, Faculty of Languages and Arts, State University of Medan, 2017.**

This study concern on how reading text materials are developed for fashion design vocational school. The objectives of this research were: (1) to design English reading material for students in Fashion Design Program, (2) to develop English reading material for students in Fashion Design Program. This study was conducted by using developmental research (R & D). The subject of the research was grade twelve in SMK N 10 Medan consisting of 33 students. Instrumentation for collecting data was document, questionnaire, and interview. After analyzing the data, the writer got the students' need learning English based on their program in school. Based on the students' need analysis, it was got some reading materials from the students' book are not appropriate with the syllabus. Then, there is reading material that should develop based on their syllabus and their need. After the materials had been designed, the reading materials were done. The results show of the 84.1% from the Expert – lecturer and 92.1% from the Expert – English teacher, for the new reading material and the categorized is “relevant” as the reading material criteria. The developed teaching materials were related to the vocation that the students had; it was fashion design program. The development of materials followed six stages; those were gathering information and data, analyzing data, designing new reading material, validating expert, revising new reading material from experts' suggestion and developing reading material (final product).

Keywords: *Develop, Reading Text Materials, Fashion Design, Vocational School, Developmental Research*

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## **ABSTRAK**

Penelitian ini untuk memperhatikan bagaimana pengembangan teks bacaan untuk jurusan tata busana di SMK. Tujuan di penelitian ini adalah: (1) untuk mendesain teks bacaan Bahasa Inggris untuk siswa di jurusan Tata Busana, (2) untuk mengembangkan bacaan Bahasa Inggris untuk siswa di jurusan Tata Busana. Penelitian ini dilakukan dengan menggunakan metode Penelitian dan Pengembangan (Research and Development). Subjek penelitian adalah kelas 3 SMK N 10 Medan terdiri dari 33 orang siswa. Data yang dikumpulkan berupa dokumen, angket dan wawancara. Setelah menganalisis data, peneliti menemukan bahwa siswa membutuhkan Bahasa Inggris sesuai dengan jurusan mereka. Berdasarkan analisis kebutuhan siswa, terdapat beberapa teks bacaan Bahasa Inggris dari buku siswa yang tidak sesuai dengan silabus. Kemudian, ada teks bacaan yang harus dikembangkan sesuai dengan silabus dan kebutuhan siswa. Setelah teks bacaan di desain, teks bacaan telah selesai. Hasilnya menunjukkan 84,1% dari dosen Bahasa Inggris dan 92,1% dari guru Bahasa Inggris untuk teks bacaan yang baru dan termasuk kategori “sesuai” sebagai criteria teks bacaan. Pengembangan bahan ajar berhubungan untuk SMK yang siswa ambil; jurusan Tata Busana. Materi pengembangan meliputi enam langkah; diantaranya adalah mengumpulkan informasi dan data, menganalisis data, mendesain teks bacaan baru, validasi ke ahli, memperbaiki teks bacaan baru dari saran ahli dan mengembangkan teks bacaan (produk akhir).

Kata Kunci: Pengembangan, Materi teks membaca, Tata Busana, Sekolah kejuruan, Penelitian dan pengembangan

## **INTRODUCTION**

In Indonesia, English has been used as a foreign language. English consists of four skills which have to be mastered by the students, they are listening, speaking, reading and writing. In this case, the learners are required to comprehend (listening and reading) the language and produce (speaking and writing) the language.

Among the four language skills, reading is one of the skills that should be learned well by the students because by having reading skill they will be easy to get information, knowledge, and science. Grabe and Stoller (2002) state that through reading, student can get many various' information, such as: social, politics, environment, and life style in local or international. Reading can be thought of as a way to draw information from a text and to from an interpretation of that information. Yet, the fact shows that in learning English specifically in reading texts, students are hard to understand a text or even they are lazy to comprehend it through reading activity. They think that reading activity is a tedious activity; furthermore they think the topic is not interesting or it is not related with their needs and sometimes the text has a high level in terms of language or grammar.

Education must have a specific system or guidelines that useful to improve the quality of education process. The guideline is a syllabus. Hutchinson & Waters (in Pane, 2011) defined syllabus is a document which says what will be learned. Before teaching is done in a classroom, a decision has be taken about what the students are going to learn. In this study, syllabus is very needed to make a material design, especially for SMK (Vocational School). It can be useful to design or develop a material to increase students' ability in English subject.

A preliminary observation was done to know the level of students' comprehension of in reading texts. The observation was done through interview toward English teacher in SMKN 10 Medan. From the interview, the teacher said that the students of Fashion Design program are needed the specific reading textbased on their needs, because they are using general textbook (English book

for all genre of school such as SMA, SMK, MA, and MAK) and the reading materials on students' books are not supporting them to improve their comprehension about English reading text especially about Fashion Design.

The teaching material for vocational school should be good and suitable in their skill, so it will be created a professional generation. Based on Hutchinson's and Water's theories, English for Specific Purposes (ESP) is a way of teaching and learning English for specialized subjects with some specific vocational or educational purpose in mind. Therefore, in developing materials for fashion design program, the aspects mentioned above are noted in order to make good form of materials that applies curriculum 2013.BSNP (*Badan Standart Nasional Pendidikan, 2006 in Rosidah 2013*) states that, there are good criteria of materials; such as; referring to the target which will accomplish by students, consist of the information, message and knowledge that poured in written form which can be communicated to the reader logically and easily accepted with the student's cognitive, contains the concepts which presented mechanically, interactively and able to encourage the occurrence of critical thinking process which innovative, creative, and depth of thought and metacognition and self-evaluation, physically presented in the form of an attractive display and described the typical textbook based. (BSNP, 2006:15).

By knowing those things the teacher can develop some reading materials for the students. Developing the reading material is closely related to English for Specific Purposes, by understanding it the teacher can see the need analysis and course design as well. The teacher can develop the effective materials which are

based on students' needs. When the teacher can do this, the teaching-learning process in the classroom will be interesting and it is going to be easy for the teachers and students to reach the learning goals.

## **METHOD**

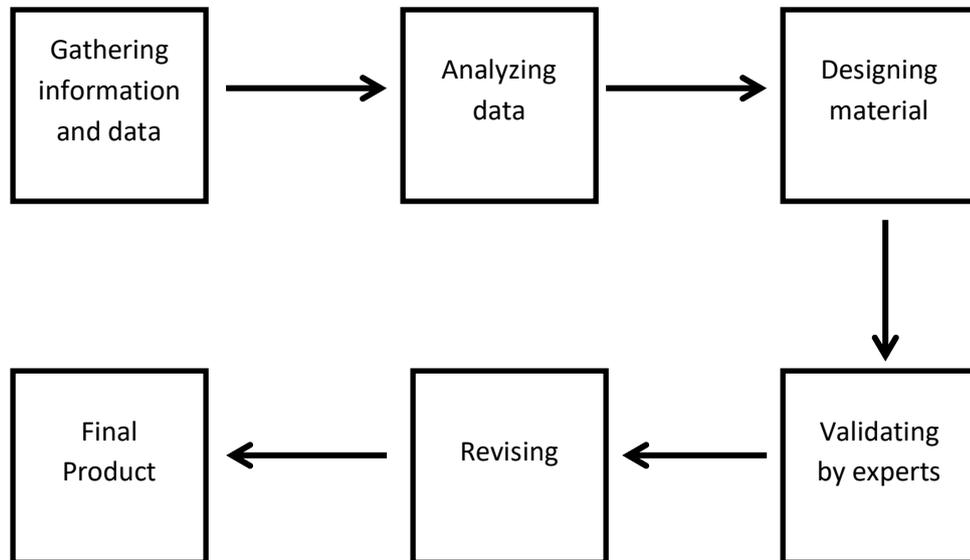
The research was conducted based on educational research and development (R & D). R & D is one of research design aimed at developing and validating educational products, like curriculum, syllabus, textbooks, instructional media, modules, assessment instrument, etc. (Borg & Gall, 2003).

The subject of this research is students which are in grade XII of Fashion Design Program, SMKN 10 Medan. The reason for choosing this school is materials in the textbook are not suitable for students' needs. Reading text material in the textbook especially in report text, only explain about animals. The materials that will learn should be report about fashion design.

The data was collected through document, questionnaires, interview and observation. The questionnaires was administered to get the data of the student and the teachers. This step handled to get the data from the students about their interesting in English and what are their problems in learning English, specifically in reading materials. The researcher was identifying the main variables such as: Target need and Needs analysis that is the needs of the students of SMKN 10 Medan. Questionnaires and interviews were using needs analysis and target need. Questionnaires are administered to the students to get the related data. Interviews will be also administered to the practitioners to support the questionnaires, then,

the data will be tabulated in order to obtain the best solution in terms of preparing what material designs are appropriated for the students of SMKN 10 Medan.

The developing of the materials is staged as follows:



**Figure 1. The Diagram of Material Development**

## **MATERIALS DEVELOPMENT**

### **Gathering Information**

With reference to the collecting data has been collected; it is obvious that the students need to learn English in order to communicate in English. Gathering information had been done before starting the research and has been found in the problems of the study as the preliminary data. There are some information which is collected by the researcher such as the book used and learning activity.

Questionnaire Item	Choice	Frequency	Percentage
Have you ever learnt English which the materials are related to your study?	Yes	5	15.2%
	No	28	84.8%

**Table 2. The students' Background Related to Learning Experience**

From the table above, it can be seen that mostly students of fashion design program did not learn much the English subject which the topics is related to their study program. The result is considered as the basic purpose to develop English materials which are related to fashion design program.

Before developing the materials, the researcher needed to know the students' reason in learning English. The percentage of the questionnaires of students' reason in learning English can be seen in table as follows.

Questionnaire Item	Choices	Result	Percentage
The aim to	Adding knowledge and	6	18.1%

learn English	get a good job		
	Requirement for the next step	2	6.06%
	To be able communicating in English	1	3.03%
	All	24	72.7%

**Table 3. Students' Purpose in learning English**

From this point, the students realize that English is important and useful for them. The students learn English because they want to enrich their knowledge and can be able to communicate so that they can get the proper job and be a good requirement for their future job.

The last is presented by the English aspect the students want to get better in comprehend the English text, which can be seen in the following table.

Questionnaires item	Choices	Frequency	Result
The teacher give the English text	Text based on the students' program	8	24.2%
	Text does not based on students' program	7	21.2%
	Both of the text	18	54.5%

**Table 3. The Students Want to Achieve**

Table 3 shows that the students want to read many texts based on their program or not. Due to they want to read more English text to improve their

ability in English. And also, they have a willingness to still read English text after graduated of their school, because reading is very important for them. They can know many things from read a text, especially in their program. Reading also has important thing to enrich their knowledge in fashion design.

### **Designing New Reading Materials**

The English reading materials of Fashion Design Program focus on Report Text which developed based on core and basic competence of their syllabus and curriculum. The materials were developed by compile new materials from books and internet which were contain of relevant materials for the Fashion Design Program.

The basic competence was report text which report about person, place and historical building that relate to fashion design. After discussing with the English Subject teacher and English Lecturer, they suggested making report text which are title Fashion For All the World and *Kebaya*.

### **Validation**

The developed materials were evaluated or validated by two experts, English teacher and English lecturer. This aimed to check whether the material develop by the researcher had completely covered the students' needs. Both of them evaluated the developed English reading materials through 4 categories. They were linguistic, process, product and content and layout. Each category had some valid criteria. They were 5 = very good/relevant. 4 = good/relevant, 3 = good enough/ relevant, 2 = not good/ not relevant, and 1 = not very good/ not very relevant.

Here is the formula to calculate and the table of validation score.

$$\text{Average} = \frac{\text{Total Score from teacher / lecturer}}{30}$$

$$\text{Percentage} = \frac{\text{Total Score from teacher / lecturer}}{34} \times 100 \%$$

No.	Criteria	The Number of Criteria	Maximum Score	Score	
				Teacher	Lecturer
1	Linguistic	8	40	33	31
2	Process	6	30	24	28
3	Product and Content	9	45	36	38
4	Layout	7	35	31	32
5	Report text Evaluation	4	20	19	-
Total		34	170	143	126
Average				4.2	4.3
Percentage				84.1	92.1

**Table of Validation Score**

### Revising Reading Materials

The developed English reading materials had been evaluated by the experts. There were some revisions as suggested by the experts. In this case, the English teacher helped to check the information of the text such as the name, content and terminology to avoid misleading. She is checked the suitability of the materials' form, content, structure and language. The English subject teacher

categorized the developed reading materials as good. However, she suggested adding the variation of the types of reading for fashion design program. Furthermore, she did not find any false information on developed English reading materials.

The English lecturer categorized the developed reading materials as good. However, there are some suggestions in order to make it better. The English lecturer suggested revising the reading text. He also suggested paying attention and changing some questions.

### **Final Product**

After revising the materials based on expert suggestion done, the material can be used in learning process. There were 2 developed reading materials of Report text. They were Fashion for All the World and *Kebaya*. Each text has exercise and picture. The exercise is about reading comprehension and generic structure.

The developed reading material were developed by considering syllabus, students' need, students' background knowledge, students' interest and relevance between students and their environment. Because of that, the topic in the developed reading materials is about fashion design. Meanwhile, the existing reading materials create based on syllabus, without considering students' need and relevance between students and their environment.

### **Conclusion**

The students of Fashion Design Program in SMK N 10 Medan are needed the English reading materials which could support their learning activity and learning environment. Their learning activity is supposed to increase their knowledge about Fashion and their learning environment is to prepare themselves for their future job. The English reading materials do not only help them to learn English but also complete the mission of the school.

The reading materials on general English book do not match to their needs and it should be developed. The English reading materials should be developed through five phases, they are; 1) Gathering information and data, 2) Analyzing data, 3) Designing materials based on the needs analysis, 4) Validating the new reading materials by experts (Fashion Design subject teacher and English lecturer), 5) Revising – developing material (Final product)

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