

**DEVELOPING ENGLISH READING MATERIALS OF PROCEDURE TEXT BASED
ON SCHEME BASE APPROACH IN SMK SWASTA ERIA MEDAN**

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ARTIKEL

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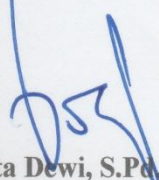
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DEVELOPING ENGLISH READING MATERIALS OF PROCEDURE TEXT BASED ON SCHEME BASE APPROACH IN SMK SWASTA ERIA MEDAN

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ABSTRACT

Dayanur. Registration Number: 2132121007. Developing English Reading Materials of Procedure Text based on Sheme base Approach in SMK Swasta Eria. A thesis. English Education Study Program, Medan State University, 2021.

This study aimed to develop English reading material for students based on scheme base approach in vocational school. The study conducted by using Research and Development (R&D). The respondent of this research was 31 students of Office Administration grade XI in SMKS ERIA Medan. The data was consisted of syllabus, lesson plan, and existing reading materials. Based on the data, the existing reading materials were not appropriate for students of office administration department because those were intended for general students. The instruments of collecting data were questionnaires and interview to students and English teacher. This aimed to collect the data and information about students' needs and learning needs. The need analysis showed the needs of students on English reading materials. Based on the need analysis and material evaluation, the new reading materials were developed by associating to contextual teaching and learning approach, students' need and their department. The genre of text was procedure text which told about the manual steps. After designing the product, the experts validated the product. And finally, the English reading materials for office administration students could be used. The developed reading materials were how to use LCD projector in an office meeting, how to print a document, how to use a scanner, how to use a photocopier, and sending a fax. The product had been validated by an English lecturer and an English teacher with the mean score was 3,585 from 4. The product was categorized as "Very Good and Relevant" reading materials for eleventh grade students of office administration program.

Keywords: *Reading Materials, Scheme Base Approach, Research and Development, Office Administration Program.*

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A. Introduction

Teaching material is an important aspect in the success of a learning process. Meanwhile, the development of teaching materials is a systematic process for determining teaching materials to be used in instructional activities in accordance with instructional needs (Suparman, 2001: 206). The instructional material designers need to consider the attractiveness aspect, the appropriate topics, the level of learners, the cultural and geographic elements of the students, as well as the students' needs in developing the teaching materials.

English is one of the compulsory subjects in Indonesia. It has been taught broadly from elementary schools to senior high schools or vocational high schools. The guidance to teach English is stated in the standard of competence and the basic of competence which is issued by the government. The aims of teaching English in vocational high school are to prepare the students with communicative competence to support them in achieving their competence skill and prepare the students to develop their communication skill to the highest level. The other aim is to prepare the students to be able to apply their English skill to communicate in the intermediate level, either written or spoken. There are three aspects of teaching English in vocational high school; those are basic communication of novice level, basic communication of elementary level, and basic communication of intermediate level.

Based on the writer's preliminary observation SMK Swasta Eria Medan, it was found that the reading materials on the book they used "*Get Along With English*" published by Erlangga did not completely fulfill the need of Office Administration students. The students actually need the text about office, such as the procedure in handling a telephone call, procedure of arranging meeting, how to make a formal letter, etc. This is because, students in office administration major are insisted to know English and communicate with English in order that they are easy to get a job in the workplace later.

Based on the observation at SMK Eria Medan, the researcher found that the reading materials used by teacher in English Language Teaching is not proper to use and does not meet the target needs in the class ESP. Hence, it is necessary that reading materials for technology and information study program to be developed based on schema approach.

A. Theoretical Framework

Reading is an activity to get information presented in the text. It is an activity to interpret the text. According to Murcia and Olshtain (2002:119), reading is a process of trying to understand a written text by readers through decoding, interpreting the message and eventually understanding the writer's intention. According to Brown (2007:357), reading is a process of a negotiation of a meaning. It means that readers combine information from text and their background knowledge to build meaning. Readers have to employ all knowledge in their brain to make sense of text and they pay attention to the text itself for the words, phrases, clauses, sentences, and the connection between sentences to comprehend the text.

Hutchinson and Waters (1987:19) state that "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning". ESP has characteristics in which the teaching and learning concern on how students can meet the specific needs they want to learn (Anthony, 1997:1). This is in line with Graves (2000) who proposes that ESP is illustrated as an umbrella of

teaching and learning process for specific purpose. Basturkmen (2006:17) also supports the idea in which ESP is about preparing learners to use English within academic, professional, or workplace environment. In language teaching, ESP is important as Nunan (2004:7) in Basturkmen (2006:17) also declares that „ESP is the subcomponent of language teaching, with its own approaches to curriculum development, materials design, pedagogy, testing and research“.

Schema theory is an explanation of how the readers use prior knowledge to comprehend and learn from the text. The previously knowledge is called the readers' background knowledge (prior knowledge) and previously acquired knowledge structures are called schemata. Rumerhart (in An, S, 2013). In a schema theory, written text doesn't carry meaning by itself, a text only by provides for readers as to how they should retrieve or construct meaning from their own previously acquired knowledge. It is interactive process between the reader's background and the text.

Schema theory describes the process by which readers combine their own background knowledge with the information in a text to comprehend that text. All reader carry different schemata (background information). Schema-based reading materials give emphasis on the importance of knowledge/experience gained from the texts compared to similar knowledge/experience in students' memory therefore developing materials begun to find out several activities or students' background knowledge/experience related to their study program. For example, the thing that they have learnt in Office Administration program, procedure in handling a telephone call, procedure of arranging meeting, how to make a formal letter, etc. The material is from their study program textbook. Then develop the reading material (procedure text) that related with program.

B. Research Methodology

This research was conducted by using Research and Development (R&D). The subjects of this research were the eleventh grade students of Office Administration Study Program at SMK Swasta Eria Medan. There were two study programs in this vocational high school: Accounting and Office Administration Study Program. The instruments that used in this study were questionnaires and interview. In collecting the data, questionnaires were distributed to the students and materials experts. There were two types of questionnaires used in this research. Those were the needs analysis questionnaire and expert judgment questionnaire. The need analysis questionnaires were distributed to find out the target needs and the learning needs of the students at SMK Swasta Eria Medan. Finally, the expert judgment questionnaire was proposed to the materials experts to know their opinion about the materials.

C. Findings and Discussion

The main data in this study were the existing materials and the students' needs. The existing materials were matched to the students' needs based on the questionnaire to identify whether the existing materials fitted to the students' needs or not. After that, the analysis of students' needs became the guidance for the researcher in developing appropriate English reading materials based on Scheme Base Approach.

Necessities are defined as the type of needs determined by the demands of the target situation. In this research, the necessities means that the students of office administration program need the language or vocabulary related to their major and could make the students easy to use English to other in the future, especially in their field of job. The following tables show students' necessities in learning English.

Table 4.1 The Students' Necessity of Reading

Question	Items	N	F	P
Is English ability an Important need for you in your neighborhood?	a. Very important	31	8	25,80%
	b. Important		17	54,83%
	c. Less important		1	3,22%
	d. Not important		5	16,12%
What is the goal in learning English for you?	a. Add some knowledge and get good job	31	2	6,45%
	b. To get the requirements to climb the higher ranks		2	6,45%
	c. Capable of communicating with others		5	16,12%
	d. To get many vocabularies in English related to the Office Administration Program		22	70,96%

From the data, 54,83% students believe that the use of texts related to office administration in teaching and learning reading skill is important. In addition 70,96 students need to learn English to get many vocabularies in English related to the office Administration Program because it is very important as the tool to communicate in Office.

Lack is the gap between what the learners know already and what they should know. The students' views about their lacks are shown in the following table. In this research, the lacks means that the students of office administration are still not familiar with some words related to office that make them feel difficult when being administrator. The following tables show students' answer about their lack in learning English.

Table 4.2 the Students' Lack of Reading

Question	Items	N	F	P
In comprehending English text, I've got difficulty	a. Find the conclusion in text	31	0	0%
	b. Comprehend all of idea in text		2	6,45%
	c. Find the main idea in text		4	12,90%
	d. Comprehend a term or vocabulary in a text		25	80,64%

In terms of students' difficulties in learning English, from the table above 80,64% Shows that the students are lack in comprehending a term or vocabulary in a text.

Wants are what the learners expect about language area that they want to master. The students of office administration want the language that can make them motivate in learning and mastering English. The following tables show students' wants in learning English.

Table 4.3 the Students' Wants of Reading

Question	Items	N	F	P
I want topic of teaching and learning reading that can...	a. Be able to read quickly	31	0	0%
	b. Be able to find specific information quickly.	2	6,45%	
	c. Be able to increase my comprehension about appropriate text that related to my major	24	77,41%	
	d. Be able to get new vocabulary related to my major (Office Administration)	5	16,12%	
I want English topic for teaching and learning Reading is...	a. Topic related to machine	0	0%	
	b. Topic related to networking	0	0%	
	c. Topic related to daily activity	0	0%	
	d. Topic related to Office Administration	31	100%	

From the table above, 77,41% of students want topic related to their major and can increase their comprehension. 100% of students want the topic related to Office Administration material.

Hutchinson and Waters stated that learning needs refer to what the learners need to do learn. Learning needs are represented through seven components of task. The analysis of learning needs of the students is divided into some points that are input, procedures, and setting. Here were the description of the results of need analysis related to the learners' need.

Input refers to the spoken, written and visual data that learners work with in the course of completing a task. The students' view about the input that should be carried out in the designed text and task is shown in the following tables:

Table 4.4 the input of Reading Material

Question	Items	N	F	P
Kinds of text which is important to face job field of Office Administration is...	a. That describe kinds of thing in office	31	8	25,80%
	b. The instruction of steps to do a meeting in office		23	74,19%
	c. The describe kind of think in school		0	0%
	d. That describe phenomenon related to the nature		0	0%
In reading activity, I suppose to have text with the length of...	a. <250 words (1/4 page)	31	22	70,96%
	b. 251-350 words (1/2 page)		9	29,03%
	c. 351-450 words (3/4 page)		0	0%
	d. >450 words (1 page)		0	0%

From the table above, the input in terms of theme of the text which appropriate with the office administration program can be seen 74,19% of students chose the instruction of steps to do a meeting in office and in terms of length of texts, 70,96% of students chose <250 words or ¼ page.

Procedures specify what learners will actually do with the input that forms the point of departure for the learning tasks. The procedure that students of office administration want is the procedure that make them to be active in practically language in the class. The following table show the students' view about the procedures of what they should do with the tasks.

Table 4.5 the procedure of Reading Material

Questions	Items	N	F	P
Type of task that I want in learning Reading is...	a. Find the conclusions in a text	31	5	16,12%
	b. Find the main idea in a text		6	19,35%
	c. Answer the questions from the text		17	54,83%
	d. Answer true or false question related to the text		3	9,67%

Setting can be defined as the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. The setting of Office administration program refers to how the students do the task. The following table shows the students' view about the setting of how the task should be carried out.

Table 4.6 the setting of Reading Material

Question	Items	N	F	P
In reading activity in teaching and learning process, you prefer to do the task...	a. Individually	31	7	22,58%
	b. Paired consisting of two people		19	61,29%,
	c. Group consisting (>3 people)		5	16,12%
	d. Group consisting (>6people)		0	0%

From the result, it can be seen that 61.29% of students prefer to do the task of reading in teaching and learning process into paired consisting of two people.

The interview was administered to the English teacher of students of office administration program (Appendix B). It was conducted to support the result of questionnaire analysis and also to get accurate data. The teacher's responses to the question given by the researcher are presented in the table.

By analyzing the data taken both the existing materials and need analysis including the questionnaire and interview English teacher of office administration program at SMK Swasta Eria, it was found that the existing materials were not appropriate to the students because the students need the material which has connection with their real world situation as the main principle of contextual teaching and learning. Thus, the result of the need analysis were

used by the researcher as guidance in developing appropriate English reading materials based on Scheme base approach for eleventh grade students of office administration program.

After administering the need analysis, the appropriate English reading materials based on Scheme base approach for eleventh grade students of office administration were identified. The reading materials should be associated to students major that office administration. This adjustment of reading materials is able to help students to understand the reading materials which relate to their skill.

The new reading materials for office administration focus on procedure text which developed based on core and basic competence of syllabus and curriculum. The developed reading materials made by compiling some sources such as book and internet. The new reading materials contain the reading text about steps or procedures related to office administration and the tasks which aim to make sure the understanding of students about the text given.

From the English book, the reading material was developed in the chapter 6 “The Story of Writing”. The provided reading text in this chapter did not relate with the basic competence of procedure in the form of manual and tips based on context of use. The reading text told about how making orange juice, how to plant jasmine, how to make cheese toast, and how to make pizza. So, the material was designed with new appropriate reading material under title How to Use Lcd Projector in an Office Meeting, How to Use a Scanner, How to Use Copier, and Sending a Fax. Those reading text was appropriate with their major and fulfill the basic competence in syllabus which is procedure in the form of manual and tips based on context of use. (Appendix C)

As Hutchinson and Water (1987) said that good materials should cover: input, language content, language focus and task. The study also used Scheme Base Approach as the based in making the course grid. There are seven principles of Scheme Base Approach used in designing new reading materials. They are constructivism, modeling, questioning, inquiry, learning community, reflection, and authentic assessment.

The validation score of developed reading materials aimed to know whether the reading materials had been proper to be distributed to the students. Here is the formula to calculate score and the table of validation score:

$$\text{Average} = \frac{\text{Total score from lecture/teacher}}{23}$$

$$\text{Percentage} = \frac{\text{Total score from lecture/teacher}}{\text{Total score}} \times 100\%$$

Table 4.7 Validation Score

No.	Criteria	The number of criteria	Maximum Score	Score		
				Teacher	Lecturer	Total
1.	Linguistics	5	20	16	20	18
2.	Process	5	20	16	20	18
3.	Product and Content	7	28	23	28	25,5
4.	Layout	6	24	23	19	21
Total		23	92	78	87	82.5
Average				3.39	3.78	3,585
Percentage				84,78	94,56	89,67

The average score of validation was 3.585 It was categorized as “ Very good” as its position is in the interval 3.20-4.00. Then the percentage was 89,67% and it indicated that the reading materials were valid.

D. Conclusion

English reading materials are developed by associating to the students' need. There are six stages to develop English reading materials. The first is gathering information and data by observing a set of learning tools such as syllabus, lesson plan and also English book used by students. The second, process of need analysis aims to get data and information from accounting students what they need and they want about reading materials by giving questionnaires and interview to students and teacher. The third, the process of designing are done. And then after designing English reading materials, the next step is process of validating the product by the experts. The fifth is process of revising the product based on the suggestions from the experts. And the last, the English reading materials are ready to be used. The developed English reading materials finally guide them and make them easier to understand the reading text. Furthermore, the reading materials which are related to their major will broaden their knowledge about the procedures related to office administration.

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