

**DEVELOPING ENGLISH READING MATERIAL BY USING GENRE
BASED APPROACH FOR GRADE X OF BEAUTY PROGRAM
AT SMK PARIWISATA IMELDA MEDAN**

AN ARTICLE

**Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan**

**BY:
TERESA ERGANITA BR GINTING
Registration Number: 2163121043**



**ENGLISH AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF MEDAN**

2021

**DEVELOPING ENGLISH READING MATERIAL BY USING GENRE
BASED APPROACH FOR GRADE X OF BEAUTY PROGRAM
AT SMK PARIWISATA IMELDA MEDAN**

*Teresa Erganita Br Ginting

**Indra Hartoyo

ABSTRACT

The aim of this study was to (1) find out the learning needs of X grade of Beauty Program students at SMK Pariwisata Imelda Medan in improving their reading skills, (2) develop relevant reading materials by using Genre Based Approach for X grade students of Beauty Program at SMK Pariwisata Imelda Medan. This research was conducted by using Research and Development which is adapted from Borg, Gall and Gall (2003). The data was taken from the observation, questionnaires, and interview. The materials were validated by an English lecture and an English teacher by using validation sheets which is adapted from BSNP. The data were collected by using descriptive analysis. The result of this study shows that: (1) the existing materials do not support the students major because the topics of the materials are still general, (2) relevant reading materials are needed by students in vocational school especially in Beauty Program. These materials were developed by using Genre Based Approach, (3) the developed reading materials by using Genre Based had been validated with the score 3.69 from expert 1 and 3.83 from expert 2 which is in the range of $3.25 < \bar{x} \leq 4.00$. These materials have been developed in accordance to the students' need by using Genre Based Approach.

Keywords: *English reading materials, Genre Based Approach, Vocational High School*

*Graduate Status

** Lecturer Status

1. INTRODUCTION

Reading is one of the important skills to acquire since it gives the ability to understand the English text in general. Reading can be defined as perceiving a written text to understand its contents. In addition, Harrison (2004: 3) argues that the importance of reading is not only related to the development of knowledge but also related to people thinking capability. Moreover, this development will help the reader in understanding the correct message from a text that the writer intended to receive. As reading plays an important role in English learning, the materials of reading should be developed based on the students' needs and the content should represent the real-life problem that will be faced by the students later.

Teaching and learning English at vocational school cannot be separated from the curriculum as the guidance to conduct a subject. Based on the Curriculum 2013, English in vocational high school is categorized as a compulsory subject. It means that vocational high school students must learn it and achieve the basic competencies that have been listed according to the curriculum.

Most of the vocational schools in Indonesia still have a problem related to the availability of English learning materials which are appropriate for the students. Providing relevant materials are useful to facilitate the students to achieve the goal of learning. In fact, materials that are provided by the government and published by some authors are still general. The materials are not specified in certain study programs, whereas English is needed by the students since most of the job vacancies put English proficiency, both oral and written, as one of the requirements. This problem also happens in SMK Pariwisata Imelda Medan.

It was supported by the observation that was done in grade X of Beauty Program at SMK Pariwisata to get the preliminary data. The researcher has given the questions by interviewing the English teacher who teaches in grade X about the syllabus and English textbook especially reading materials that are used in the classroom. The teacher responded that the school used textbooks for grade X

students of Beauty Program which is published by the government entitled "Bahasa Inggris for Grade X".

Considering the fact above, the materials which are relevant to the needs of the students of vocational high schools are limited. Teachers need to search for the supporting materials that are related to each study program. The absence of appropriate English materials affects students' achievement in learning English, especially for their study programs. The topics and the contents of the book also are not related to the vocation that the students have. Actually, the students which applied vocation of beauty program need to learn English to support their competencies under their vocation and the English materials should be specified and relevant to their major or vocation so that there will be no incompatibility between the English materials and what the students need about English related to a vocational purpose that they have.

Therefore, this study is devoted to design reading materials of English for students of Beauty Program on grade X by using Genre Based Approach. According to Rodríguez (2017: 37), a genre-based approach can be defined as instruction for students to read and write by using different genre texts, which were written for purposes other than for teaching reading within English as a second/foreign language (ESL/EFL) context. This approach involves reading tasks of recognizing, predicting, and recalling patterns at each stratum of graphology, lexicon, grammar, and discourse (Rose, 2004). By applying this approach, it will give a clear understanding of the genre that will be learned by the students.

Based on the explanation above, developing reading materials with an appropriate approach will help the students and teachers in providing the relevant teaching and learning materials. By understanding the importance of materials suitability, the writer has the motivation to do research and it is planned to develop reading materials by using Genre Based Approach for students in grade X of Beauty Program at SMK Pariwisata Imelda Medan.

2. THEORITICAL FRAMEWORK

a. Reading

Reading takes an important role in learning English besides listening, writing, and speaking. There are some definitions of reading which is defined by several experts. According to Dean (2013), reading is more than seeing words clearly, more than pronouncing printed words correctly and more than recognizing the meaning of isolated words. Reading requires someone to think and feel. Reading is not just looking and pronouncing words in the text but comprehending all the components of a text.

b. English for Beauty Program

The beauty program is one of the specific skills which are provided by the vocational high school in Indonesia. This program learns about massage, hairdo, skin care and makeup. The work field of this program is relatively wide and varied, such as beautician, make up and skin care consultant, nail technician, hairstylist and other kinds of works in beauty companies. This program prepares the students to be ready to work in beauty industries locally or even globally.

In this global era, English is preferred as requirements in communication for all aspects, including education. English in vocational high school is highly needed as the important role for the students to achieve their competence besides of their skills or expertise. It helps the students to compete in this global competition.

c. English for Specific Purposes (ESP)

Hutchinson and Waters (2010: 18) argue that ESP is not a language methodology which teaches specialized varieties of English and consists of a specific type of learning materials but it is an approach to language learning which is based on learner's need. Furthermore, Tomlinson and Masuhara (2004) state that ESP is designed to fulfill the specific needs of the learner based on needs analysis. In conclusion, ESP is based on students' needs in learning English. Since students' needs in ESP are very crucial, needs analysis should be conducted earlier before designing the materials.

d. Genre Based Approach

Genre Based Approach has been applied in different ways based on different theoretical perspectives. These traditions give views how genres should be interpreted and what specific terms for understanding them. According to Rodríguez (2017: 37), genre-based approach can be defined as instruction for students to read and write by using different genre texts, which were written for purposes other than for teaching reading within English as a second/foreign language (ESL/EFL) context. This approach involves reading tasks of recognizing, predicting, and recalling patterns at each stratum of graphology, lexicon, grammar, and discourse (Rose, 2004).

3. RESEARCH METHODOLOGY

This research was conducted by using Research and Development (R&D) which is adapted from Borg, Gall and Gall (2003). The stages of this research was modified into six phases: (1) Gathering information and data, (2) Analyzing data, (3) Designing new materials by using Genre Based Approach, (4) Validating new materials, (5) Revising new materials, (6) Final product of reading materials.

The subjects of this research were 43 students in Grade X of Beauty Program at SMK Pariwisata Imelda Medan. The reason for choosing this major because the researcher found that the materials that were used by the teacher and students were not appropriate with student's needs. The materials were developed by using Genre Based Approach.

4. RESEARCH FINDING AND DISCUSSION

a. Gathering Information and Data

In this step, the researcher collected the data through observation, questionnaires, and interview. On the observation process, the researcher identified the existing materials that were used by the students of the Beauty Program for Grade X. Furthermore, the researcher distributed the questionnaire for 43 students of Grade X in the Beauty Program to analyze the need analysis of

the students in order to develop appropriate materials related to their major. To support the data of students' needs and difficulties in teaching and learning English especially in reading, the interview session was also done to the English teacher who teaches in grade X of the Beauty Program.

b. Data Analysis

In this step, the data analysis was taken from the need analysis questionnaires that were distributed to 43 students of the Beauty Program in grade X and the teacher's interview. This analysis was used as guidance in developing reading materials for the students in grade X of the Beauty Program.

c. Designing Reading Materials

The researcher designed the materials which are consisted of three units. The text types and language function followed the core competences and basic competences proposed by curriculum 2013. Unit 1 was derived from basic competences of 3.7 and 4.8. It focused on descriptive text related to appearance of someone. Unit 2 was derived from basic competences 3.9 and 4.13. It focused on recount text about simple experiences related to beauty program. Unit 3 was derived from basic competences of 3.9 and 4.15. It focused on simple narrative text related to beauty items/icons.

The unit organization is adapted from Nunan (2004) which covers six components: goals, input, procedure, teacher's role, learners' role and setting. The theory states that the easier topics should come first. It can be seen that since the target needs are students on grade X, the topics should be simple since they are still beginners so the topics also should be in line with their level of cognitive related to their major. This is in line with previous research which was conducted by Abbas (2016) who found that reading materials and activities should be attractive to the students in order to understand a text easily and they should be related to the students' proficiency levels.

Then, each unit consists of the activity by using Genre Based Approach. Introduction includes Building Knowledge of Field activity, Reading activities (Modeling and Deconstructing Text, Joint Construction of Text, Independent Construction of Text), while in reinforcement includes evaluation, homework,

reflection, summary and intermezzo (some facts). The parts of the materials are relevant with the six steps of unit development proposed by Nunan (2004).

d. Validating Materials by Experts

The next step after developing the materials is evaluating the draft of the materials by experts. In this step, the experts give evaluation and validate the materials whether they are already appropriate enough or not. Validating process was conducted by distributing questionnaire that was adapted from Standard of Course Book Assessment for Vocational High Schools by BSNP. The questionnaire consists of four aspects related to materials evaluation, such as content appropriateness, language appropriateness, presentation appropriateness and layout appropriateness. The four aspects are evaluated through Likert-scales with the score from 1 until 4.

The questionnaire then distributed to an expert who is credible and capable in evaluating materials. The first expert is Prof. Dr. Sumarsih, M.Pd., a lecturer of English Education Department of Medan State University and the second expert is Adwina Gusyanti Butar-butur, S.Pd., an English teacher who teaches at Grade X of Beauty Program. Considering the experience of the experts, the result of the materials evaluation is considered reliable and valid. The final score of the four aspects in the materials is 3.69 from expert 1 and 3.83 from expert 2 which is in the range of $3.25 < \bar{x} \leq 4.00$.

e. The revisions of Materials

The revisions of materials were conducted based on the result of expert judgment and the expert's suggestions. From the results of the validation, there are several suggestions which were given from the expert. From an English lecture, she suggested the author in paying attention to the grammar on the instructions and the text. Besides that, the author needs to add the intermezzo section as one of the categories from BSNP book criteria.

Then, from the English teacher, she suggested the author to add the intermezzo section as one of the categories from BSNP book criteria. Overall, she thought that the material is quite interesting and can be used as a reference as teaching material for beauty program.

f. Final Product

The final product has completed after revising the reading materials. The reading materials have already based on students' needs and appropriate to use in the teaching-learning process. Furthermore, it is able to enhance the students' enthusiasm and achievement in learning reading related to Beauty Program.

5. CONCLUSION AND SUGGESTION

a. Conclusion

Based on the result of research findings, it can be concluded that the materials have been developed with the basic competence demands and the students' need in accordance with their major in Vocational School. The data were taken from observation, questionnaire and interview in order to identify the needs of students and difficulties in learning reading in English. The subject of the research was the tenth grade students of Beauty Program at SMK Pariwisata Imelda Medan. There were 43 students' as the respondents in the class X of Beauty Program. The materials were arranged under the stages of Genre Based Approach and the research was conducted by using theory of Research and Development (R&D) which is adapted from Borg, Gall and Gall (2003). Based on the experts' validation and review, the developed material by using Genre Based Approach was appropriate to be used by the tenth grade students of Beauty Program at SMK Pariwisata Imelda Medan. The final score of the four aspects in the materials is 3.69 from expert 1 and 3.83 from expert 2 which is in the range of $3.25 < \bar{x} \leq 4.00$. It means that the developed materials are considered appropriate with the predicate of "Very Good" based on likert scale.

b. Suggestion

English teacher is the one who knows well about their students' needs and background in vocational school. It is suggested that the English teacher can develop his/her own materials for the students based on the need analysis that they have conducted. The process of needs analysis can be through classroom observation during his/her teaching and learning process in accordance to their needs, lacks, and wants. Besides, the teacher can also add various kinds of

reference material that relevant to the student's major to support the learning process especially in learning English.

To other materials developers, they can develop English materials for beauty program students for other skills, such as writing, speaking, listening or materials with integrated four skills in English. They also can use a variety of approach but it can be a reference to use a Genre Based Approach since this approach can help students in having a better understanding about the appropriate reading text. It is also suggested for other developers to conduct the students' need analysis since the essential point in developing materials for vocational high school students is depend to the relevance of content to their study. It is important to understand the needs of the students and consider to the real context of their field so that the products will be useful for their future carrier.

REFERENCES

- Agustina, Titik. (2015). *English for Specific Purposes (ESP): An Approach of English Teaching for Non-English Department Students*. Beta Journal. Vol 7(1), 37-63
- Bielousova, Rimma. (2017). *Developing Materials for English for Specific Purposes Online Course within the Blended Learning Concept*. TEM Journal. Vol 6 (3), 637-642
- Borg, W.R., Gall, M.D. & Gall, J.P. (2003). *Educational Research: An Introduction*. New York: Pearson Education
- Brown, J. D., & Rodgers, T. S. (2002). *Doing second language research*. New York: Oxford University Press.
- Dean, G. (2013). *Teaching Reading in the Secondary Schools, 2 nd ed*. London: David Fulton.
- Hutchinson, T., & Waters, A. (2010). *English for Specific Purposes: A Learning Centered Approach*. New York: Cambridge University Press
- Nunan, D. (2004). *Practical English Language Teaching*. Singapore: McGraw-Hill Publisher
- Rose, D., & Martin, J. R. (2012). *Learning to write, reading to learn: Genre, knowledge and Pedagogy in the Sydney school*. Sheffield, UK: Equino

Sánchez, Andrés Rodríguez. (2017). *Reading Comprehension Course through a Genre- Oriented Approach at a School in Colombia*. HOW Journal. Vol 24 (2), 35-62

Tomlinson, B. (2013). *Developing Materials for Language Teaching*. Chennai, India: Bloomsbury Publishing

Tomlinson, B. (2008). *English Language Learning Materials*. London: Continuum International Publishing Group

Tomlinson, B., & Masuhara, H. (2004). *Developing Language Course Materials*. Singapore: RELC Portfolio Series