

**DEVELOPING ESP READING MATERIALS  
FOR PHARMACY STUDENTS OF SMK PHARMACA  
MEDAN**

**AN ARTICLE**

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

**By:**

**CHANTIKA AMALIA RIZKI  
Registration Number: 2133121019**



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

**2018**

**ARTIKEL**

**DEVELOPING ESP READING MATERIALS FOR PHARMACY  
STUDENTS OF SMKF PHARMACA MEDAN**

Disusun dan Diajukan oleh:

Chantika Amalia Rizki

NIM. 2133121019

Telah diverifikasi dan dinyatakan memenuhi syarat  
untuk diunggah pada jurnal online

Medan, Januari 2018

Menyetujui

**Dosen Pembimbing I**



**Neni A.S. Harahap, S.Pd., M.Hum.**  
NIP. 19820416 200801 2 012

**Dosen Pembimbing II**



**Drs. Lidiman S.M. Sinaga, M.Hum**  
NIP. 19580722 198412 1 001

**Ka. Program Studi  
Pendidikan Bahasa Inggris**



**Nora Ronita Dewi, S.Pd., S.S., M.Hum**  
NIP. 19800522 200812 2 003

# **DEVELOPING ESP READING MATERIALS FOR PHARMACY STUDENTS OF SMKF PHARMACAMEDAN**

**\*Chantika Amalia Rizki**

**\*\*Neni Afrida Sari Harahap**

**\*\*Lidiman Sahat Martua Sinaga**

## **ABSTRACT**

This study deals with the developing of ESP Reading materials for students of vocational school. The objectives of the study are to analyze the reading materials which are appropriately used for pharmacy students and to develop the reading text materials for pharmacy students for relevant materials which are appropriate with to the needs of Pharmacy students. The research was conducted by using Research and Development (R&D) method. The subject of the research was 2017/2018 students of the eleventh grade of class B at SMKF Pharmaca Medan. The number of the students was 33 students. The data of this study was collected by need questionnaire analysis, interview analysis, expert judgment and selective reading text. Need analysis questionnaire was calculated by using percentage to get the information of student's need before developing ESP Reading materials particularly procedure text. Expert judgment data were calculated by using criteria interval of Expert judgment to know validity of the ESP reading materials which has been developed. The ESP reading material was in the form of reading text and reading skill which consisted of sixteen tasks. After the data analyzed, it was found that the experts's judgment result was 4.4 which had a very good criteria interval and categorized as relevant. The result of the research to find that the developed ESP Reading material was a very good material to be used in teaching learning.

***Keywords : ESP, Reading Materials, R&D Method, Pharmacy***

---

\*Graduate Status

\*\*Lecturer Status

## **INTRODUCTION**

### *Background of the Study*

English for specific purposes is something new found in Indonesia, different from English for General Purposes that has been for several periods used in educational system of Indonesia, it is applied in primary school until university level including vocational school used English for general Purposes. English for General Purposes is English that is used in many purposes and also English is taught in general. It necessarily should be distinguished from English used in general schools and vocational school that have specific majors. There are many majors that exist in vocational school such as business, management, engineering, pharmacy, and fashion. Every major has a different need which is appropriate with their needs that will be applied in their future. English for General Purpose is not appropriate with their needs, therefore, they need English for Specific Purposes.

English for Specific Purposes is an approach to language teaching which aims to meet the needs of particular learners (Hutchinson and Waters, 1987:21). It means the ESP teachers should design appropriate courses for various groups of learners, it aims to help the students in learning process optimally. In this modern era, every field of occupations requires qualified persons who master their major subjects and also has good English proficiency. Certainly, English for Specific Purposes will encourage the students to achieve both competence and knowledge significantly.

There are four skills in English, namely : Listening, Speaking, Reading and Writing. If these four skills were master well, it can be said that someone has a good English. One of important skills is Reading. Reading is an essential skill for students. It is the most important skill to master in order to succeed in learning English because reading skill can encourage the development of the knowledge and provide the proficiency to get information. Procedure has important role in reading. It is one of genres which suitable for vocational school goal since procedure is a type of written text which function to direct the steps how to accomplish a particular task or job. It also plays role in process learning and one of the material that can increase student's creativity. Procedure text has a nearby relation with Reading comprehension. Reading comprehension is the ability of reader derives meaning from the text.

Grabe and Stoller (2002 : 3) declare that reading is ability to draw meaning from the printed page and interpret this information appropriately. Reading is needed to get information or main idea from what the reader has read. The reader uses knowledge, skills, and strategies to determine what the text meaning. Reading comprehension is the ability to fully understand what has been read. In comprehending the text the readers should be able to manage every part of the text, because it will help the readers understand the text. By doing so, the readers will get the right information as what they has read.

Pharmacy is one of study program in English for Specific Purposes, it is needed to get more attention. Pharmacy is also one of major that existed in vocational school, it major that learn concerning about drugs, specifically about how to make, mix, formulate, identificate, know the standaritation of drugs and

the treatments of the patient, know the characteristics of drugs, distribution and use drugs safely. Because the opportunity of Pharmacy job is high, many of students take Pharmacy as their major. Based APMFI in Indonesia on December 2015, amount of Pharmacy vocational school in Indonesia about 592 schools, and about twenty five thousand students graduated from Pharmacy vocational school. Based on those reasons, it is necessary the developing materials with the purpose to increase the students motivation in learning English.

In fact, Based on the researcher's observation at SMK Farmaca Medan, It is found that reading materials used were based on English for General purposes, it also found that the textbook that they used is *Stepping Step An English* course book, the book is for vocational school but the materials contain of the book are totally similar with Senior high school's materials. Particularly in procedure texts that provided were about How to make Meatballs and how to turn on television, and another text that did not related for Pharmacy students, they need the materials which are appropriate with Pharmacy major. Hutchinson and Waters (1987:70) note the ESP course as helping learners to develop skills and strategies. In addition, Harding (2007: 6) state that in English for Specific Purposes has the purpose for learning the language is paramount and relates directly to what the learner needs to do in their vocation or job. So, the teacher should provide the materials based on their student's needs to increasing their ability in learning English and support them in their future.

The study is concerned with the English for Pharmacy, especially with the reading materials to be developed. The design of ESP materials focuses on Reading. The new materials that have been developed still based on the existing

materials and syllabus. Therefore, the title is related to the development ESP reading materials for Pharmacy students of SMK Farmacia Medan.

## **REVIEW OF LITERATURE**

### **1. ESP**

Hutchinson and Waters (1987:19) declare ESP as an approach rather than a product, by which mean that ESP does not involve a particular kind of language, teaching material or methodology. ESP has traditionally been divided into two main areas : English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). The study concern on English for Specific Purposes at vocational school, it called as English for vocational purposes. The application is according to student's language needs at Vocational school. This approach is learning and learner's oriented

### **2. Reading Comprehension**

According to Grabe (2009: 207), Reading can be seen as an active process of comprehending where students need to be taught strategies to read more efficiently. Tomlinson (2001:201) defines Reading is a highly complex activity that plays a critical role in the process of learning another language. The reader operates at many levels at once, integrating a variety of skills and strategies while seeking to construct meaning.

According to (Hutchinson and Waters 1987:54), Needs is the ability to comprehend and produce the linguistic features of the target situation. In other words, needs is the form that distinguish between English for Specific Purposes (ESP) and English for General Purposes (EGP). To analyze the student's needs

ESP is divided into two major terms, those are : Target needs (necessities, lacks, and wants) and Learning needs (learning situation, subject knowledge, skills, strategies).

### **3. Material Development**

Graves (2000:113) defines that Material Development means creating, choosing or adapting, and organizing materials and activities so that the students can achieve the objectives that will help them reach the goals of the course.

#### **a. Course Design**

Course design is a process by which raw data about learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimately aim is to lead the learners to a particular state of knowledge (Hutchinson & Waters, 1986:65).

#### **b. Curriculum**

Jack (2010:9) states that a curriculum is all those activities in which children engage under the auspices of the school.

#### **c. Syllabus**

Syllabus is the integration of curriculum as the guidance of education (Brown, 2003:23).

#### **d. Material Design**

Materials writing is one of the most characteristic features of ESP in practice (Hutchinson and Waters, 1986 : 106)

#### e. Material Evaluation

Hutchinson and Waters (1986:97-98) divide the material evaluation into four steps; those are defining criteria, subjective analysis, objective analysis, and matching.

### **RESEARCH DESIGN**

The researcher was conducted based on Research and Development (R & D) method. R&D is one of research design aimed to develop and validate educational product, such as : curriculum, syllabus, textbooks, instructional media, modules, assessment instrument, etc. (Borg & Gall, 1989:569). The research produced the reading materials for Pharmacy students in grade XI based on syllabus. This developmental research consist of six stages, as mentioned below :

1. Gathering data and information
2. Need Analysis
3. Material Design
4. Validating by Expert
5. Revising
6. Final Product

The subject of this research was the students in first semester grade XI of SMK F Pharmaca Medan. The data of the research was collected through the analysis of questionnaires, interview and documents, such as; syllabus, lesson plan and textbook. The questionnaires was administrated to to get the data of the students and interview was administrated to the teacher to find the accurate data

from the teacher about the student's needs especially in procedure text in reading comprehension.

### *Techniques of Analyzing Data*

The researcher was identified the main variables such as : target needs and need analysis are needed of the students of SMK Pharmaca Medan. The data was obtained from questionnaires and interviews are firstly collected and analyze. The data was needed to evaluate the reading materials and asses the students need in English. The quantitave data was analyzed by using percentage and procedure analysis. The data was firstly collected in the table, and then the researcher described the findings. The qualitative data was analyzed by drawing the conclusion of the questionnaires and the interview. So, based on the analyses, the researcher planed the recommended materials especially is reading material for vocational school in Pharmacy program.

## **RESEARCH FINDING AND DISCUSSION**

### *Findings*

The results of data analysis are presented in this chapter. The data was collected and processed in answering the problems in the chapter 1 of this study. The fundamental goals accomplished in this study are the students need the appropriate reading materials and developing the reading materials particularly procedure text for Grade XI Pharmacy students of SMK F Pharmaca Medan.

#### **1. Gathering Data and Information**

The documents were administered to gather data, such as: syllabus, lesson plan, and existing materials.

## 2. Analyzing Data

Table 4.1 Students' Responses to the Existing Procedure Text Materials

No.	Procedure Text	As Pharmacy students, Do you need those Procedure Texts?		Are those procedure texts related to your major, Pharmacy?	
		Needed	Unneeded	Related	Unrelated
1.	How to turn on Television	-	33	-	33
2.	How to make Meatballs	-	33	-	33

Table 4.3 interview Analysis

No.	Questions	Answers
1.	What textbook is used by the students of Pharmacy major in learning English	Stepping step in English book
2.	Does the school provide any English textbook specified for Pharmacy students?	The school does not provide English specified textbook for Pharmacy students.
3.	Mention the examples of procedure text (the titles of procedure text) presented in the textbook, Do the examples of procedure text related to Pharmacy major?	<ul style="list-style-type: none"> <li>- How to turn on Television</li> <li>- How to insert Sim card</li> <li>- How to make Meatballs</li> </ul> No, The texts are general and not related to their major
4.	What are the student's difficulties in comprehending the English texts? Is it caused by the texts given are not related to Students of Pharmacy major?	Absolutely yes, the texts provided by the book are far from Pharmacy context and not related from Pharmacy major.
5.	Are the procedure texts related to Pharmacy needed by your students in supporting their learning and their job in future?	Yes, it is needed for them, the text must be related to their major. If the text related to Pharmacy, the Pharmacy students will ease to comprehend the texts, particularly procedure, it also support them for their future job
6.	In your opinion, whether it	Yes , the developing of procedure texts are

	necessary to develop procedure text related to students of Pharmacy major?	needed to them
7.	What topics of procedure text are needed to develop for students of Pharmacy major?	The texts of procedure related to Pharmacy major, about drugs and also the texts must be accompanied by pictures and terms of Pharmacy or glossary, so that the students will be more interested to follow the lesson.

### 3. Material Design

#### 4. Table 4.4 Developed Procedure Texts

Existing Procedure Texts	No.	Developed Procedure Texts
How to turn on Television	1.	How to make the recipe's copy
	2.	How to Make a Methyl Salicylate Ointment
How to insert Simcard	3.	The Service of Pharmacist towards Patients (without a recipe)
	4.	How to Destruct a recipe
How to make Meatballs	5.	How to Use Mortar and Stamper
	6.	How to Make the powder drug

### 4. Validating by Expert

Table 4.5 English Lecturer's Validation Score

No.	Criteria	The number of Criteria	Maximum Score	Score
1.	Linguistic	7	35	32
2.	Process	5	25	23
3.	Product and Content	9	45	39
4.	Layout	7	35	30
Total		28	140	124
Average = $\frac{124}{28} = 4.4$ or percentage = $\frac{124}{140} \times 100\% = 88\%$				

Table 4.6 English Teacher's Validation Score

No.	Criteria	The number of Criteria	Maximum Score	Score
1.	Linguistic	7	35	34
2.	Process	5	25	25
3.	Product and Content	9	45	39
4.	Layout	7	35	33
Total		28	140	131
Average = $\frac{131}{28} = 4.6$ or percentage = $\frac{131}{140} \times 100\% = 93\%$				

### 5. Revising

English Lecturer's suggestions : As suggested by English Lecturer, in the all the texts add some more variation of assignments and make the specific level (low,medium, high).

English teacher's suggestion : As suggested by English teacher English reading texts are good to provide to Pharmacy students but he suggested to adding some pictures and also put the glossary.

### 6. Final Product

#### **HOW TO USE MORTAR AND STAMPER**

1. First,. Prepare the desk.
2. Then, Give the napkin as a base on a mortar.
3. After that, Left hand use to hold the mortar. the thumb is on mouth mortar so that the mortar is not detached when used.
4. Then,Stamper is hold by right hand and gripping that stamper.
5. Next is Mash the drug with the way rotate the stamper unidirectional a clockwise.
6. Mixing/mash the materials with the stand upright position, the mixing movement is only at the wrist. in mixing process, should be ascertained the material until smooth and homogeneous.
7. Then,Clean the stamper through wash the stamper using water until it is totally clean.

8. After the stamper was clean enough, place the stamper with given a paper as base above the napkin.

## **CONCLUSION AND SUGGESTIONS**

### *Conclusion*

As the resercher mentioned before in the previous chapters, the provided materials are not appropriate with Pharmacy major, so it needs the development of the materials which is relevant to the needs of Pharmacy students and also they needed the ESP reading materials are appropriately used to their major. After analyzing the data, it was concluded that:

1. Based on the need analysis from the questionnaire and the interview, it was concluded that the Pharmacy students in Grade XI of SMK F Pharmaca Medan need the appropriate reading materials for their teaching learning process in the classroom. The developed material from the researcher is “English for Pharmacy” was evaluated by Experts or validators through 4 categories, there are : process, product and, content and layout. The average score of validation from the first validator was 4.4 % or 88 % and it was categorized as relevant. The average score of the second validator was 4.6% or 93% and it also categorized as relevant. So, the developed material particularly procedure text are appropriately used for Pharmacy students in order to support their knowledge about Pharmacy and also support their job in the future as a pharmacist or another profession.

2. The new reading materials were developed by using six phases of Research and Developmental (R & D), they were; 1) Gathering Data and Information, 2) Need Analysis, 3) Material Design, 4) Validating by Expert, 5) Revising, and 6) Final Product. The materials were developed based on the data of the students' needs analysis of the questionnaire and the analysis of interview from the English teachers and the existing materials.

### *Suggestions*

In line with the conclusion, There weresome suggestion given for consideration :

#### **1. Teacher**

In teaching, teacher should consider the students' needs in choosing the learning materials. The learning process can be successfull if the teacher can give the materials related to the students' program and also the teacher can apply "English for Specific Purposes" approach to apply in teaching learning process in the classroom.

#### **2. Students**

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

#### **3. Institution**

In order to provide the appropriate English reading materials, the product of this study can be selected before using in the school.

## REFERENCES

- Anggraini,R. *Kuliah Jurusan apa? Jurusan Farmasi*. 2016. Jakarta :Gramedia Pustaka Utama.
- Anief, M.*Ilmu meracik obat teori dan praktik*. 2006. Gajah Mada University Press.
- Borg, W.R and Gall, M.D (1989). *Educational Research, An Introduction*. New York and London, Longman Inc.
- Brown,H.D, 2003, *Teaching by principles : an interactive approach to language pedagogy*, White Plains, NY : Pearson Education
- Dakin,C, 2013, *The Effect of Comprehension through close Reading* : Fisher Digital Publisher
- Depkes, *Formularium nasional second edition*. 1978. Jakarta :Departemen Kesehatan Republik Indonesia.
- Duddley-Evan and St John, 1998. *Developments English For Specific Purposes*. Cambridge: Cambridge University Press.
- Ermawati,Y.2014,*Materi Farmasi SMK*  
<http://materifarmasismk.blogspot.co.id/2014/09/cara-menggunakan-mortir-dan-stamper.html> accessed on 25 August 2017
- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. New York, NY: Cambridge University Press
- G.Wooley, 2011, *Reading Comprehension : Assisting children with learning difficulties*, Springer Science+business Media.
- Hameed, R. 2009, *The Effect of Interactive Approach Vs. Cognitive Approach on Students' Reading Comprehension*, Missan : University of Missan Publisher
- Hans, A and Hans, E, 2015, *Different comprehension strategies to improve student's reading comprehension*, United Kingdom :Europen centre for researcher training and development UK.
- Harding K. 2007, *English for Specific Purposes*. Spain:Oxford University Press.
- Hutchinson,T and Alan, W. 1987 *English for Specific Purposes*. Cambridge:Cambridge University Press.
- Jack, C.R, 2010, *Curriculum Approaches in Language Teaching:Forward, Central, and Backward Design*,Sidney : Sagepub RELC Journal.

- Kennedy, C. & R. Bolitho, (1984). *English for Specific Purposes*. London:Macmilan.
- Mahartika.D, 2016, *Developing ESP Teaching Materials For Secretary students of SMK BM Sinar Husni*, Medan: State University of Medan.
- Pardiyono. 2007. *Pasti Bisa! Teaching Genre-Based Writing*. Yogyakarta: Andi Publisher.
- Schoenbach.R and Greenlaf.C, 2000, *What is Reading : An Excpert from Reading to Understanding* : The Quartely Publisher
- Surbakti, H.N, 2016, *Developing English Reading Materials for Grade XI of Agricultural Vocational High School*. Medan: State University of Medan.
- Susanti, E, 2015, *A study on the student's writing skill in procedure text at the ninth grade students of SMPN 1 Ramba hHilir*, Pasir Pengaraian : Univesity of Pengaraian Journal.
- Tomlinson. B, 2003, *Developing Materials For Language Teaching*, London: Bloomsbury Academic Publisher.
- Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Zubaidah Siswati,.2011. *Ilmu Resep Untuk SMK Farmasi cetakan keenam*, Jakarta:PengelolaPenerbitanBuku-buku SMKF