

DEVELOPING AUTHENTIC READING MATERIAL FOR THE TENTH YEAR STUDENTS OF STATE VOCATIONAL HIGH SCHOOL 1 KUBUTAMBAHAN

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ABSTRACT

This study aimed at (i) developing authentic reading material for the tenth year students of Vocational high school based on the School Based Curriculum that meet the criteria of a good reading material, (ii) identifying the reading materials which have been used in SMK negeri 1 Kubutambahan, (iii) identifying the types of reading material which are needed to be developed for the tenth year students of SMK Negeri 1 Kubutambahan, (iv) identifying the reading topics which were needed to be developed for the tenth year students of SMK Negeri 1 Kubutambahan, (v) developing reading activities that could be included and needed to be developed for the tenth year students of SMK Negeri 1 Kubutambahan. The data were gained using research instruments such as questionnaires, rubrics, and interview guides in order to find the compatibility of the existing materials and the developed materials with the syllabus and the criteria of good materials. Gall and Gall design model was employed as the present research procedures. The obtained data were quantitatively analyzed by using percentage of frequency. From the results, new materials were developed based on the requirements of syllabus analysis, criteria of good materials and good reading materials. After being developed, the materials were evaluated by experts. The results of the analysis were used as guideline for revising the developed materials. After being revised, the new materials were field-tested in the tenth year grade of SMK Negeri 1 Kubutambahan after conducting pre-test in order to identify the students' prior knowledge. After field-test, post-test was conducted to identify whether or not the developed materials could improve the students' reading comprehension. The next step was revising the results of the field test. After field-testing, the rubrics for analyzing the quality of developed materials were distributed to the teacher and the students. The obtained data were analyzed and categorized to ascertain rating scales. In conclusion, it was found that (i) the reading materials were developed based on the criteria of good materials, and the school-based curriculum and BSNP for the tenth year students of Vocational High School and considered as good reading materials, based on the criteria proposed by Tomlinson (1998), (ii) the existing materials in the English book used did not fully meet the requirements of the syllabus and curriculum, and categorized as average materials, (iii) authentic reading materials were the type of materials needed to be developed for the tenth year students of SMK Negeri 1 Kubutambahan, (iv) the reading topics which were needed to be developed were based on the SBC syllabus, (v) the reading activities that can be included and needed to be developed for the tenth year students of SMK Negeri 1 Kubutambahan were reading activities which based on the criteria proposed by Tomlinson (1998) and SBC.

Keywords: material development, authentic reading materials

INTRODUCTION

Education needs something to guide the teaching-learning process to support the demand of good English ability. The basic key to answer for the need above is curriculum which concerns the planning, implementation, evaluation, management, and administration of education programs. "Syllabus", on the other hand, focuses more narrowly on the selection and grading of content (Nunan, 1989).

Recently, the curriculum used in Indonesia is School-Based Curriculum or "*Kurikulum Tingkat Satuan Pendidikan*" (KTSP). It is a curriculum which has main concern on the improvement of the students' competency. This curriculum is based on the communicative competence at all situations and conditions.

KTSP in vocational high school is developed as its relevancy by each group or educational unit under the coordination and supervision of educational department. The development of the curriculum is centered on the content standard "*Standar Isi*" and Graduates' Competence Standard "*Standar Kompetensi Lulusan*" (SKL), and based on the curriculum development procedure which is provided by National Standard Educational Board (BNSP). The curriculum is also developed based on the following principles: centering on the potential, development, needs, and interest of the students and their surroundings, which are various, and integrated, being responsive to the development of science, technology and arts, being relevant with real life needs, thorough and sustainable, lifelong education, promoting balance between state and local interest (BNSP, 2006).

The Content Standard "*Standar Isi*" (SI) of vocational high school curriculum involves material scopes and competency levels, to reach the graduate competency in certain educational levels and types. Several items included in the standard content are: frame of basic and curriculum structure, Competency standard and Basic competency of each subject in every semester from every type and educational first or secondary level (*Kepmendiknas No. 22 Tahun 2006*).

SKL is graduates' competence qualifications which include aptitude, knowledge and ability as regulated in *Kepmendiknas No. 23 Tahun 2006*. SKL as stated in vocational high school curriculum includes: (1) effectively and politely communicating in oral and written form, (2) understanding self and others' rights and obligations in public relation, (3) respecting different argumentation existence and having empathy to others, (4) showing systematic and esthetically reading and writing texts abilities, and (5) showing listening, reading, writing and speaking ability in English.

The goal of English subject in the vocational high school is to communicate by using intermediate level English. To reach the goal, students in vocational high school must pass the three standard competencies provided in the curriculum, such as: to communicate by using novice level English, to communicate with elementary level English, and to communicate with intermediate level English. In other words, English in vocational high school aims at developing students' abilities in communicating by using the target language, both in oral and written communication based on required level: novice, elementary and intermediate in real life communication.

However, in real implementation, those are easier to be said rather than done. Based on the preliminary observation done by the researcher in SMK Negeri 1 Kubutambahan, students who were taught English in the classroom failed to use the target language properly in real life situation. This was due to factors, such as: students' interest in learning English was low, the teacher mostly dominated the teaching learning processes by tutoring, and the major factor found based on the pre-observation done was that the teaching media used did not support the teaching learning processes, e.g. the activities in the course book and students' worksheet (LKS) were monotonous.

Teacher's role and students' interest are important. To cope with these two factors, teaching learning processes need good teaching media, in this case

teaching materials. Teaching materials have great value in education. Their role is as teachers' explanation representation. Teacher's statements, explanation, and information are united in the teaching material. So then the teacher can decrease her/his activity in explaining subject to her/his students. In the classroom, the teacher will have sufficient time to tutor the students in learning.

On the other hand, teaching materials have role as media to reach the Competency Standard and Basic Competency. Therefore, the process of creating material should lay on Competency Standard (SK), Basic Competency (KD), and Graduate Standard Competency (SKL). The teaching materials which are constructed are not used as guidance in deciding the Competency Standard (SK), Based Competence (KD), and Graduated Standard Competency (SKL). These would not give enough benefit to the students.

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 (Zulkarnaini, 2009). Fast learners will be able to optimize their competency through studying the teaching materials while slow learners may study the teaching materials repeatedly. As a result learning services to the students can optimally happen.

In contrary with the phenomenon happening in SMK Negeri 1 Kubutambahan, most of the course books and students' worksheets (LKS) used contain too many new words and glossary which are not included inside the course books, the contents are obsolete and are not closely related to the students' major. Some of the lessons are too long while some others are too short. The course books do 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 reading skill is given less attention. There are also few chances for students to enlarge their

knowledge of the field. These situations absolutely do not help the students to master English.

On the other hand, the teachers tend to choose materials from a certain book rather than designing materials which are appropriate for the students' needs and levels. These picked up materials often confuses students to learn. They can not focus their mind on one book. 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 authentic, and the presented materials are not in the scope of curriculum and fail to present Competency standard (SK), Basic competency (KD), and graduate competence standard (SKL). In relation to this, Prakash (2011) states that:

.....the use of authentic materials is an important principle of communicative language learning and it contributes to the development of an individual learning style and learner autonomy. We can overcome these shortcomings quite successfully if we provide supplementary authentic texts. Thus the language learners will become better readers, confident in their ability to cope with reading in real life situations.

This statement really supports the writer's intention that course book must contain authentic materials, why is it so? The answer is obvious. If we look back to what is stated in the curriculum it is clear that the goal of English is to develop students' ability in communicating by using the target language both in oral and written communication based on required levels: novice, elementary and intermediate in real life communication.

In line with the above phenomena, Suprabawati (2009) and Widyantari (2009) in their studies found that course books and students' worksheets which were used mostly at school where the research was conducted had low quality paper and were mostly also ill-written. The pictures on them were blurred and unclear, due to the fact that the writer took the pictures from other books instead of drawing and editing their own. In terms of content validity, those course books and LKS presented less contextual and authentic activities and material or beyond the curriculum.

In relation to this, reading is one of the skills that students have to do in learning English. Based on the informal interview done by the researcher to some students, they argued that they do not really like reading. They added that they easily got bored when doing reading. Unattractive presentation of reading material, monotonous activities, unclear instructions, difficult level vocabulary, and beyond prior knowledge content were the other factors.

On the other hand, learning to read is one of the most important things that should be accomplished by students because it is their foundation for most of their future academic endeavors. Moreover, by reading, the students can learn new vocabularies, new phrases, sentence construction and other skills which further become important supports for the development of their speaking, listening and writing skills.

Reading has many benefits to our learners. Thanh (2010) mentioned several benefits of reading for learner, such as: for pronunciation improvement, for vocabulary enrichment (readers can gain a vast vocabulary and essential knowledge), for spelling capability (the students will have chance to interact and see the language), for relaxation (release stress through fun reading), for reader's spiritual development, for enhancement writing skill, and for continuous knowledge updating.

Considering the above benefits, reading can be said as a skill that plays a very important role on teaching learning activity. It does not only help in developing the language skills but also have a contribution to cognitive and spiritual development. Therefore, it is necessary to exploit reading in language learning process. By providing students a good reading material, teachers can automatically support the students to do optimum reading.

In our daily lives, we read for two basic reasons: for pleasure and for information (Grellet, 1981). In vocational high school, in this case, it deals with the second reason of doing reading, that is, reading for information. This is in line with the vocational high school syllabus used in

SMK Negeri 1 Kubutambahan. In the syllabus, it is stated that the activity of reading is reading for information, in which the information is gathered from sources surrounds the students' environment or sources provided in daily life to support students in achieving indicators, basic competency and standard competency or goals of the subject. Therefore, in teaching reading for vocational high school, students must be provided with authentic reading material.

For this reason, the researcher decide to go through the process of doing a study in designing reading materials particularly for the tenth year students of SMK Negeri 1 Kubutambahan which will be used by both the teacher and the students.

The newly designed materials are based on the SBC curriculum and the criteria of good materials. A good material is a material which affords to improve the motivation of the students (Tomlinson, 1998). The following are ideologies for developing good reading material; 1) Materials should achieve impact 2) Materials should help learners to feel at ease 3) Materials should help learners to develop confidence 4) What is being taught should be perceived by learners as relevant and useful 5) Materials should require and facilitate learner self-investment 6) Materials should expose the learners to language in authentic use 7) The learners' attention should be drawn to linguistic features of the input either consciously or subconsciously 8) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes 9) Materials should take into account that the positive effects of instruction are usually delayed 10) Materials should take into account that learners differ in learning styles 11) Materials should take into account that learners differ in affective attitudes 12) Materials should permit a silent period at the beginning of instruction 13) Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement 14) Materials should not rely too much on controlled practice 15) Materials should provide opportunities for outcome feedback

Good material is not enough. The materials used need also be effective. Tomlinson (1998) also states guidelines for developing an effective material. The guidelines involved: 1) English language teaching materials should be contextualized 2) Materials should stimulate interaction and be generative in terms of language 3) English language teaching materials should encourage learners to develop learning skills and strategies 4) English language teaching materials should allow for a focus on form as well as function 5) English language teaching materials should offer opportunities for integrated language use 6) English language teaching materials should be authentic 7) English language teaching materials should link to each other to develop a progression of skills, understanding, and language items. 8) English language teaching materials should be attractive 9) English language teaching materials should have appropriate instructions 10) English language teaching materials should be flexible.

In addition, according to Sudiarta (2009), there are several criteria of a good material as follows: 1) Material: a) The material in the book is suitable with the standard competency b) The objective of the study is clearly formulated c) The material is presented by using innovative approach d) There are suitable examples and illustrations that support the clearness of the material e) Using simple language f) The summary of the material is presented clearly g) The material contains of references. 2) Coverage: a) Consistency; 1) Using consistent font type in every page, 2) Using consistent space, and 3) Using consistent place order and typing. b) Format; 1) Format of the column, 2) Format of the paper (vertical and horizontal), 3) Stressing for the important points, for example: bold text, italic text, etc. c) Organization; 1) Using map accurately, completely, and clearly to describe the scope of the study that is being discussed in each chapter. 2) The material is presented in systematic way 3) The arrangement of the unit d) Attraction; 1) The cover is interesting 2) The content of the book is interesting 3) Text,

assignment, exercises and feedback in every unit is presented by using appropriate picture, bold or italic text, underline text or color e) Font type and size

To support the relationship between language and the social interaction (daily life interaction), the materials must be authentic. Berardo (2006) provides three criteria for choosing authentic texts: suitability of content, exploitability, and readability. Suitability of content indicates that the text should interest the students as well as be appropriate to their needs and abilities. Meanwhile, exploitability refers to how the text can be used to develop the students' competence and how the text can be exploited for teaching purposes. Finally, readability refers to the language of the text, including the structural and lexical difficulty as well as the amount of new vocabulary and grammatical forms.

METHODS

This research was classified as research and development (R&D), referring to the evaluation of materials in which the findings of the study were used to develop a new product (Gall & Gall, 2003). The data were analyzed descriptively and qualitatively. There were three kinds of data gathered in this research, namely: note from expert judgment, rubric, and questionnaire. The notes were made by the expert judgment after looking at the draft design of reading materials. The rubric were filled up by the judges and English teacher of SMK Negeri 1 Kubutambahan to evaluate the draft design of reading material based on SBC, and criteria of good reading material. This certainly helped the researcher to revise the material in order to get the final product. The questionnaires were given both to the English teacher and the tenth year students of SMK Negeri 1 Kubutambahan. The purpose was to know whether the reading material is already relevant with the need or not. Then it was used as a guide to accomplish the final product. The product of this study were authentic reading materials based on SBC of the tenth year students of SMK Negeri

1Kubutambahan, and meet the criteria of a good reading material.

The setting of this study was SMK Negeri 1 Kubutambahan, especially to the tenth year students of Vocational High School. There were 7 classes of the tenth year students. Five classes belong to nursing department, and the rest belong to pharmacy department, in which there were 34 students in each class.

The subjects of this research were the tenth year students of nursing class while the object of this research was reading material.

The used research procedures model of educational and development is the system approach model designed by Gall & Gall 2003). This model can be shown in the following figure:

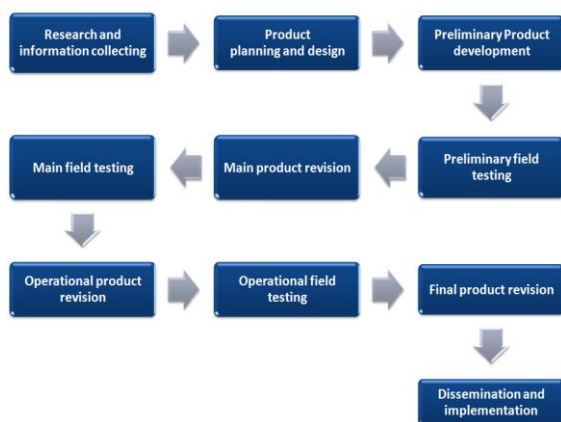


Figure 1. The Design by Gall and Gall (2003)

The research model above was simplified in order to make it easier to understand and developed into a new design shown in Figure 2 below.



Figure 2. The new developed design

The steps of developing material include: 1) Conducting need analysis, 2) Drafting the material, 3) Designing the material, 4) Having group discussion, 5) Revising the material, 6) Validating the material, 7) Revising the material, 8) Field testing, 9) Revising the material, 10) having a group discussion then finally the prototype material was finished.

The materials are considered as good material if the material could present the indicator presented in the curriculum and fulfill the criteria of good reading material. Therefore to meet the need of data collection, the process of collecting data was conducted through observation, rubrics and questionnaire distribution, and data calculation.

The observation was conducted by observing the teaching learning process, interviewing teachers and students, observing materials and exercises regarding the weaknesses of the recent course books entitled "*Mentari*" especially for reading material being used.

In the rubrics and questionnaire distribution the researcher delivered the two rubrics which would be filled by the English teacher and questionnaire which were filled by both the English teacher and students. The rubrics were given to evaluate the materials being developed and then the materials were revised to accomplish the final product.

There were three kinds of rubrics used in this research. The first rubric was the rubric which was based on the context of School Based Curriculum (SBC) for Vocational High School. This rubric was developed based on the context of the present curriculum called School Based Curriculum that was filled by the English teachers. This rubric contained the competency standard, basic competency graduate standard and indicators. Each indicator had three spans of score from 1 – 4, in which each span had different descriptor to another.

The second rubric was the rubric which was based on the criteria of good reading material. The rubric was based on criteria of a good reading material. This rubric would be filled by the English teachers. The criteria were adapted from

Materials Development in Language Teaching (Tomlinson, 1998) and *Rancangan Pedoman Penulisan Buku Ajar* (Sudiarta, 2009). The rubric consisted of several components used as guidelines in examining the reading materials, where each of the components has four spans of score which were judged and each score had different descriptor from another.

The third rubric was the rubric which was based on the criteria of good module adapted from Santyasa (2007). The rubric consisted of several components that used as guidelines in examining the module components.

The questionnaires were set of questions in the written form that need to be answer by the teacher and the students. The function of the questionnaire in this research was to know the teacher and the students' feeling during the learning activities. In this research, the researcher used the questionnaire in the form of yes-no questions.

To set the values of the scale of the rubrics the researcher used the following formula:

$$\begin{aligned} \bar{X} &\geq Mi + 1.5Sdi && 1 \\ Mi + 0.5Sdi &\leq \bar{X} < Mi + 1.5Sdi && 2 \\ Mi - 0.5Sdi &\leq \bar{X} < Mi + 0.5Sdi && 3 \\ Mi - 1.5Sdi &\leq \bar{X} < Mi - 0.5Sdi && 4 \\ \bar{X} &< Mi - 1.5Sdi && 5 \end{aligned}$$

(Nurkencana and Sunarta, 1992)

Note: $Mi = \frac{1}{2} (\text{Score Max} + \text{Score Min})$ 6

$Sdi = \frac{1}{3} (Mi)$ 7

Mi = the Ideal Mean

Sdi = the Standard of Deviation

\bar{X} = The Score of the teacher/judges.

The rating scale was gathered using the 1-5 formulas are: 1) Excellent material, 2) Good material, 3) Average material, 4) Below average material, and 5) Poor material.

The answer of the teacher in the questionnaire was coded as 1 if the teacher answered yes and 0 if the answered no, the total scores of each question then is converted into percentage by using the formula below:

$$\text{Percentage} = \left(\frac{x}{n} \right) \bullet 100\% \quad 8$$

Where x = total score

n = number of item

The document in this research were the reading materials for the tenth year students of Vocational High School and also the manual book for teaching reading for the teacher.

The data were classified and displayed using coding table. Finally, the data were calculated to obtain the result of rubrics and questionnaire in the form of percentage. This percentage used as the basis for drawing the conclusion of the research which were presented in the form of descriptive explanation.

FINDING AND DISCUSSION

Findings

This research and development results were reading materials for students and manual for the teacher. The products were developed based on the School Based Curriculum, Criteria of Good authentic reading materials and good module format. The validation processes indicated that the materials were considered highly appropriate with the SBC. Based on the criteria of good authentic reading material the products were considered as good materials. Furthermore the components of the products are considered as really appropriate module based on the criteria of good components of module.

The overall data gathered in this research can be seen in the following table:

Table 1 the summary data gathered from the rubrics

Number	Instruments	Judges I	Judges II	Teacher
1	The rubric of relevancy with SBC	126 Highly appropriate	129 Highly appropriate	131 Highly appropriate
2	The rubric of good material	142 Good	147 Good	149 Good
3	The rubric of module component	100% Appropriate	100 % Appropriate	-

Table 2 the data gathered from the teacher's questionnaire

No unit	1	2	3	4	5	6	7	8
total	15	15	15	15	15	15	13	15
%	100.0	100	100.0	100.0	100	100.0	86.7	100

Table 3 the data gathered from the students' questionnaire

No	Answer	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
		%	%	%	%	%	%	%	%
1	Y	100	100	100	100	100	100	100	100
	N	0	0	0	0	0	0	0	0
2	Y	91.2	88.2	97.1	97.1	91.18	97.1	97.1	88.2
	N	8.8	11.8	2.9	2.9	8.824	2.9	2.9	11.8
3	Y	97.1	88.2	88.2	97.1	97.06	88.2	97.1	88.2
	N	2.9	11.8	11.8	2.9	2.94	11.8	2.9	11.8
4	Y	79.4	85.3	85.3	97.1	79.41	85.3	97.1	85.3
	N	17.6	14.7	14.7	2.9	17.65	14.7	2.9	14.7
5	Y	94.1	100.0	88.2	88.2	94.12	88.2	88.2	100.0
	N	5.9	0.0	11.8	11.8	5.88	11.8	11.8	0.0
6	Y	76.5	100.0	97.1	82.4	76.47	97.1	82.4	100.0
	N	23.5	0.0	2.9	17.6	23.53	2.9	17.6	0.0
7	Y	73.5	88.2	82.4	82.4	73.53	82.4	82.4	88.2
	N	26.5	11.8	17.6	17.6	26.47	17.6	17.6	11.8
8	Y	88.2	79.4	88.2	97.1	88.24	88.2	97.1	79.4
	N	11.8	20.6	11.8	2.9	11.76	11.8	2.9	20.6
9	Y	79.4	88.2	88.2	79.4	79.41	88.2	79.4	88.2
	N	20.6	11.8	11.8	20.6	20.59	11.8	20.6	11.8
10	Y	88.2	82.4	85.3	79.4	88.24	85.3	79.4	82.4
	N	11.8	17.6	14.7	20.6	11.76	14.7	20.6	17.6
11	Y	88.2	88.2	85.3	88.2	88.24	85.3	88.2	88.2
	N	11.8	11.8	14.7	11.8	11.76	14.7	11.8	11.8
12	Y	73.5	88.2	88.2	76.5	73.53	88.2	76.5	88.2
	N	26.5	11.8	11.8	23.5	26.47	11.8	23.5	11.8
13	Y	97.1	97.1	94.1	76.5	97.06	94.1	76.5	97.1
	N	2.9	2.9	5.9	23.5	2.94	5.9	23.5	2.9
14	Y	79.4	79.4	94.1	85.3	79.41	94.1	85.3	79.4
	N	20.6	20.6	5.9	14.7	20.59	5.9	14.7	20.6
15	Y	97.1	97.1	100.0	94.1	97.06	100.0	94.1	97.1
	N	2.9	2.9	0.0	17.6	2.94	0.0	17.6	2.9

Notes: Y = Yes answer, N = No answer

The data gathered from the rubrics filled by the experts show that the materials were considered as highly appropriate with the curriculum, good authentic reading material and really appropriate with the module component provoked by Santyasa (2007). The data gathered from the rubrics filled by the teacher showed that the materials were considered as highly appropriate with the curriculum, and good authentic reading material

The result of the questionnaire indicated that the teacher and the students considered the material acceptable based on the School Based Curriculum (SBC), and the criteria of a good reading material supported by Tomlinson (1998) and Sudiarta (2009).

Discussions

First of all, the researcher did an action called pre observation. Based on the preliminary observation done by the researcher there are some criteria found. As stated in the School Based Curriculum of Vocational High School, the characteristics of a good reading material for the tenth year students are the compatibility of the topic presented in the material based on the objectives stated in the School Based Curriculum (SBC). Moreover, the materials presented contain Competency Standard and Basic Competencies. Competency Standard and Basic Competencies of reading stated in school based curriculum are used as guidelines to make the reading material related with the curriculum.

After the pre observation, the researcher then did an action called need

analysis. On this stage, the researcher found some problems as follows:

- 1) The students were less active, and was dominated by the teacher who always speak in English and the used level English was sometime complex
- 2) The material used was not interesting. The module furthermore did not match the English syllabus used at school, and there were some materials missing so that the students could not reach all the indicators presented in the syllabus. The module also did not use clear instructions which helped both the teacher and students in teaching and learning processes.
- 3) The teacher seemed confused to handle the students and she could not give an extended activity when the students got stuck on the activity and she could not solve the on the spot problem during the teaching learning processes
- 4) The reading material presented in the Mentari Module still did not meet the School Based Curriculum (SBC), in terms of the content of the reading materials regarding the standard competency, basic competency and the indicators.
- 5) Pre – reading activity did not occur in each unit of reading material. This book only presented the reading text and the exercises.
- 6) The reading materials on this book were lack of the use of clear example that supported the clearness of the reading material.
- 7) The content and the lay – out in the reading material were monotonous. The module was printed in a gray scale mode. It was not colorful. Besides that, most pictures were put in small size and also the illustration included in the module were mostly hand drawn, which were less interesting when compared to real life pictures.
- 8) Most of the reading activities were monotonous. This means that the reading activities were only laying on answering essay questions after reading a text. This obviously cannot help the students to explore more knowledge trough reading

- 9) The last was that the module used does not support the students' major. In this case the module used was English module for Tourism and Technician vocational High school, while the actual major of the students in SMK Negeri 1 Kubutambahan are Nursing and Pharmacy.

In analyzing the existing module, the English teacher made use of rubric for the good material by Tomlinson. By the English teacher in SMK Negeri 1 Kubutambahan, the book was score 119. The score indicated that the book entitled Mentari Module was categorized as average material.

After analyzing the existing handbook, the researcher designed a blue – print and developed reading materials by combining the elements gathered from the School Based Curriculum (Syllabus), the criteria of a good material which was proposed by Tomlinson (1998) and Sudiarta (2009),

By comparing those components, the reading materials were then developed as follows:

- 1) The materials make use of different types of sources (TV, newspaper, Internet sites, radio, magazines, and letters), have an attractive presentation and appealing content.
- 2) The materials presented were developed with spacious, culture-friendly texts and illustrations, and techniques to ease them to learn the material.
- 3) The materials presented were developed with exercises which not testing the students.
- 4) The materials presented contain activities that do not 'push' learners slightly beyond their existing proficiency.
- 5) The materials presented in the module were taken from environment around the students which are related to the students' major/interest
- 6) The materials presented contains individual activities and pair or group activity which can engage the students in discovery activities (finding/searching activities) or involving them in finding supplementary materials for particular

units in a book and giving them responsibility for making decisions about which texts to use and how to use them.

- 7) The materials presented contain authentic material taken from any sources around the students' environment, some are from internet, news paper etc. in which the materials contain real language aspect and commonly used by the English native speakers.
- 8) The materials presented contain lead in activity which can totally attract students' attention in a whole sections provided in the material, the students will not easily get bored and in contrary the students will be curious to learn the material from a unit to unit.
- 9) The materials developed were designed to enable students to use the language in real life interaction.
- 10) The materials presented were using clear instruction in every single activity.
- 11) The material presented as stated on the previous discussion contain activities which are variable and suitable for all learning styles.
- 12) The presented material provides choices of different types of texts, types of activities, optional extras, etc, which possibly affect the students' attitude toward the teaching and learning processes.
- 13) The presented material provided the students some explanation to read and understand before going on to the main activities.
- 14) The material presented can dig other students' potential/ability on intellectual, aesthetic, and emotional aspects.
- 15) The presented materials expect the students' self involvements, like asking their opinion, letting them work individually, and so on.
- 16) The presented materials contain learning review and homework activities in order to give a chance to the students to do a reflection.

After designing the material, the researcher then consulted the designed material with the colleague, teachers and principal of SMK Negeri 1 Kubutambahan and then submitted the material to the two

academic supervisors, namely: Prof. Dr. Putu Kerti Nitiasih, M.A and Dr. I Gede Budasi, M,Ed. The supervisors suggested that the instruction must be written clearly, using various of the exercises and add some exercises in each unit in order to motivate the students to do the next exercises. The experts also suggested differentiating the teacher's manual format and adding some guiding notes so that the teacher will feel easier in using the manual.

The next step was about bringing the designed material to the expert judgment. The purpose of expert judgments was to evaluate the reliability and validity of the authentic reading material. Both of the judges were first, Prof. Dr. Ni Nyoman Padmadewi, MA. and second, Drs. I Wayan Suarnajaya, MA, Ph.D. Based on the relevancy with SBC rubric, by the first judge, the result of the relevancy of the developed material with the syllabus showed that there were 21 sections considered as highly appropriate with the syllabus, and 14 sections appropriate with the syllabus. By the second judge, it showed that there were 24 sections considered as highly appropriate with the syllabus and 11 sections appropriate with the syllabus. From the result it can be said that there was no topic missing and there was no material considered as inappropriate material.

Based on the criteria of authentic reading material rubric, by the first judge, the result of the developed reading material analyzed by rubric for material development by Tomlinson was 142; By the second judge, it was scored 147; the score indicated that the developed reading material was categorized as good reading material.

Based on the rubric of good module format, by the first and the second judges, the result of the relevancy of the module format is scored 12. This is the maximum score given, which means that the developed module were 100% appropriate with the module format.

The next step was conducting the field test, in this case, to the tenth year students of Vocational High School at SMK Negeri 1 Kubutambahan for testing the revised reading material. After conducting

the field test, the teacher was given three instruments to be used to assess the proposed reading material.

The first rubric was the rubric based on the context of School Based Curriculum (SBC) for tenth year students Vocational High School. In this rubric the teacher answered that almost all the materials matched with the school based curriculum, both based on the standard competency and the basic competency and also the indicators of each basic competency. The teacher considered 26 of the materials as highly appropriate with the syllabus, 9 of the material as appropriate material with the syllabus. This indicates that the materials 100% matched the curriculum.

The second rubric was the Rubric based on the criteria of good reading material for tenth year students Vocational High School. Based on the teacher's evaluation, the reading materials were considered as good reading material. It means that the teacher considered the material acceptable based on the criteria of good material.

The third is the questionnaire; from the questionnaire, unit 7 obtained only 86.7% of appropriateness level. It was affected by two 'no' answers by the teacher, for questions number 7 and 13. Statement number 7 was '*the material is not only relying on controlled task or activities*'. The teacher answered 'no' because in unit seven there are some controlled activities and the topic was also rather difficult to be learnt by the students. While statement number 13 was 'the reading materials presented do use complex language, logic and with a good and correct grammar so that be easier to be understood by the students. The teacher answered 'no' because there were some complex languages used in the material and seem illogical and using advance level grammar so that the students face some difficulties in comprehending the reading.

The students were also given questionnaire. The questionnaire aimed at collecting students' opinion on the material about, whether the material has fulfilled the students' need in learning reading, whether the material used pictures, and others. The

result showed most of the students felt the reading material was interesting, understandable, systematic, and matched with the students' characteristics.

Actually, after conducting field test, the researcher then gave post test to the students. From the result of the post test, it was found that the mean score of students was 8.10. When it was compared with the result of pre test administered by the researcher before conducting the field test, which was 5.85, it was found that there was an improvement in terms of students' score before and after the developed reading material was used.

After doing the field test, the researcher then revised the material based on the result of conducting the field test in the form of feedback given by the teacher and students.

The final product of this research and development are 1) Students module which contains the reading material for the students. 2) Teacher module which contains the same reading material with the students, completed with Teaching aids and instructions to increase the usability of the material.

CONCLUSION AND SUGGESTION

Conclusions

1. The reading topics needed to be developed for the tenth year students of Vocational High School are based on the standard competency and basic competency of School Based Curriculum for the tenth year students of Vocational High School which is divided into two semesters namely: 1) The topics for the first semester are introduction, describing things, describing people, time of the day, describing events, emotions 2) While the topics for the second semesters are: telling activities, memo and menu time table and schedule, sign and symbols, giving directions, capabilities & preference, and invitation.
2. The reading activities needed to be developed for the tenth year students of Vocational High School are the activities which are appropriate with School Based Curriculum and the

criteria of good authentic reading material.

3. The reading material was developed based on the weaknesses of the existing material, School Based Curriculum for the tenth year students of Vocational High School, and the criteria of good reading material. The material was then judged by experts, and tested in real life situation. The result of the expert judgment and the field test became the basis to further improvement and correction until the draft would be finalized as a ready use reading material.

Suggestion

This research is a preliminary research aiming at developing reading material for the tenth year students of Vocational High School. Further test still needs to be done to this particular material. Actually, there are some weaknesses of this research such as the material is not suitable to be used in certain school that has different syllabus with BSNP, different major. And the final products of this research are still in the form of prototype material which still needs further development. Teachers and other researchers are encouraged to develop their own material which suitable for different levels of students and also different focuses of language learning, such as reading, speaking, and writing. Moreover, the result of this research still needs a broader scope of field testing in order to get a better result.

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