

Developing Authentic Reading Material for Food Science Students Department

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Abstract— The idea of using authentic material in language teaching is supported among references and many professionals in the field of language pedagogy. Authentic material provides the learners with many significant advantages and promotes them with high motivation and interest in language learning. This paper attempted to describe the needs of the students in reading English language before designing the authentic reading materials. Thirty-two (32) of students as respondents completed questionnaires for the purpose of this study. The questionnaires were analyzed in terms of frequency and percentage by means of the statistical package SPSS. The results showed the students' need in reading skill.

Keywords— *teaching reading; authentic materials; develop materials; need analysis*

I. INTRODUCTION

We can not deny that one of the ways to have success in a teaching-learning reading is having good materials which suit to the curriculum as a source of learning. These good materials have to be interesting and motivating the students to learn. The use of authentic materials is that students will learn reading which allow them to learn the real situation or real world practice in order when they graduate they are able to use the English language to support their job. Nowadays it is very difficult to find the book which provides the specific contents as the students needs. There are myriads of book which spread in school only give the students practice the English in general as the result the students unmotivated and bored in learning reading.

Harmer (2007) stated that getting students to read English texts is an important part of the English teacher's job. The development of reading materials then focuses on idea that materials are not as the end but means to develop students' competency in reading comprehension. However, the role of teacher in facilitating the students also very important.

Furthermore, Nation (2010) categories four fundamental list of principles for teaching reading. They are:

1) Meaning should covers some purpose; reading to search information, reading to learn, reading for fun and reading to write.

2) Reading focus output: Reading should related to other language skills. They should involved listening, speaking and writing activities related to the reading.

3) Language-Focus learning

Teacher must help students to provide students with sub skills and language features

4) Fluency development

Students should be taught how to develop fluency in reading. They need to learn materials that is familiar and contain no unknown language features.

Reading practice by use of different authentic materials is sensible for the students. It is also established that students of all language proficiency levels are able to manage the authentic materials. Authentic texts make the language learners to feel learning authentic and real life language. Nunan (2003) describes some of the procedure in reading task as follows:

- Pre-task

The first stage is pre-task. In this stage there are four important points to do, they are an introduction to the topic and task, provision of useful input (listening, reading, brainstorming, etc).

- While-task

The second stage is a task or it is usually called while-task. In this stage, there are three important points to do. They are: Planning task, doing the task, reporting on the task or presenting the product of the task.

- Post-task

The last stage in post-task; there are three important points, they are: focus on the language used in the text, the practice of the language as necessary.

In developing, unit development also very fundamental, there are some of the important aspects must be included in order the unit itself is clear and purposeful. Magliaro (2006:220) describe the unit format as follows:

1. Cover: Unit title, grade level. Content area (s), your name.
2. Table of contents
3. Overview section
4. Unit Description
 - a. Unit description, the rationale for choosing, learning outcomes, major teaching strategies.
 - b. Statement of the learning belief
5. Pre-unit Thinking
 - a. School profile
 - b. Learner differences issues-differences in how students learn the 'content'
 - c. How content has been taught previously
 - d. New options for teaching (including media and technology possibilities)
 - e. Resources and constraints
 - f. Teacher inquiry questions
 - g. Summary of finding what did I learn?
6. Overview of unit and lessons
 - a. Unit sequence: Identify learning outcomes and major activities in each lesson
 - b. Summary of major teaching strategies
 - c. Summary of assessment tools used
 - d. Summary of instructional media and technology used
7. Unit evaluation

List criteria you will use to evaluate the unit's success

References

Authentic materials refers to those taken from real life sources and are not designed for teaching and learning purposes. The most common sources of authentic materials that can be used is the classroom are newspaper, magazines, songs and literature and materials from internet. Grave (2000) defines authentic as a task which involves learner in using language in a way which replicate its use in real world. One of the main purposes of using authentic materials in the classroom is to 'expose' students to as much real language possible. Therefore, the students can gain real information for them while learning. It is in line with Brown (2004) states that the learner more eager to learn when the language is authentic or meaningful. Moreover, they have positive effect on comprehension and learner satisfaction (Berado, 2014). Thus, it can be implied that the use of authentic materials affect the students' reading comprehension.

However, authentic materials often contain difficult language and unneeded vocabulary items, which can be unnecessary distraction for the learners and teacher. In order to solve the problem the authentic materials should be used in accordance with students' ability, with suitable tasks being given in which total understanding is not important. In order to overcome the problems created by difficult

authentic material texts, one solution needed is to simplify them according to the level of the students.

Materials are anything that can help the teacher in teaching language. "Materials can be a form of textbooks, a cassette, videos, a newspaper, magazines, a paragraph written on a whiteboard" (Tomlinson, 1998:2). Materials development is planning process where the teacher designs the units, lessons, activities with goals and objective (Grave, 2009).

To sum up, materials development is a planning process in designing a product with some units, and also lessons with creating goals and objectives. As different learners learn in different ways. The aims of materials aims to provide all these ways of acquiring (Tomlinson 2012).

However not every materials provided are suitable with the condition in the classroom. Hence, sometimes teacher should develop in which appropriate for the classes i.e materials development is an effort to make appropriate materials that can be used in the teaching and learning including materials evaluation, their adaptation, design, production, exploitation and research. It means that material development is an effort to make appropriate materials that can be used in the teaching and learning processes based on what the students need.

Developing the materials in pedagogical principle is a process in creating lessons which carry out the goals and objectives.

The goals of language lesson can focus on one or more the following: language, ideas, skills or text (discourse). The goals are so fundamental and it must match to the students' needs. According to Grave (2000:75), goal are the purposes and intended outcomes of the product which have been put into words. Goals are in form of statements that consist of more than one objective. The goals and objectives must relate each other (Grave 2000:26). Richards (2002: 113) in in Nunan (2004:42) states that in developing goals, the designer of the curriculum must consider the long and present term needs of the learners and the designer's beliefs about the school where the curriculum will be applied.

Making the good contents is also very crucial in order the result of the teaching also good. The good content can be chosen after the designer knew the needs of students then designer must consider the sequencing of the tasks or it is called unit progressions, this steps the designer decides the task from the low level to the high level, for instance, starting from the language items in particular vocabulary the unit progressing would be the words, if the starting point is topic then units progression is also topic. Furthermore, (Grave, 2000) proposes some of the considerations when organizing tasks, they are as follows:

- a) Begin with what they know before give the new material.
- b) Engage what they have known to the lesson.

- c) Involve their interest.
- d) Activity should focus on students outside of the class needs.
- e) Activities should allow students to problem solve, discover, analyze.
- f) This activities students will be engaged in activities and students can practice the language.
- g) Activities should help students develop specifics skills and strategies.
This activity aims to make the students of their transfer skills and use the strategies.
- h) Activities should help students develop specifics language and skills they need for authentic for communication. So that students can learn and practice vocabulary, grammar, function. That they can use in real situations.
- i) Activities should be as authentic as possible.

II. NEED ANALYSIS

The fundamental principle which must be considered in designing ESP (English for the specific purpose) is needs analysis, need analysis is a way to get the information about what the learner know already and what they need to know (Nation, 2010). Hutchinson and Waters cited by Nation (2010: 24), they divided needs into target needs (what the learner needs to do in the target situation), and learning needs (what the learner needs to do in order to learn).

Nation describes 3 important main points in target needs they are:

1) Necessities.

It considers what is necessary for the learner's use of language. For example for a food science study program, they need for preparing them for their future job however they also in line with Necessities for high school students that have been defined in standard competences and basic competences.

2) Lack

To find out how good are the skill that the learner have now, this data can be gained by seeing their assignment, by interview of the teacher or by distributing questionnaires to the learners.

3) Wants

Wants is to know what the learner wish. Every learner has their own view about what is useful for them. In this case, the researcher can gather this information by questionnaire and interview to make sure the needs of students related to their majors.

There are many purposes of needs analysis, it depends on what materials that the researcher or developer want to design. For an example of the researcher will collect the information about food science, it means the purpose of the need analysis to seek the information about food science's need in learning certain skills.

Richard (2002) on his discussion toward needs analysis says that the first step in conducting a needs analysis is to decide exactly what its purpose.

Basically, needs analysis in language teaching may be used for a number of different purposes, such as:

1) to find out what language skills a learner needs in order to perform a

particular role, such as sales manager, tour guide, or university student.

2) to help determine if an existing course adequately addresses the needs of potential students.

3) to determine which students from a group are most in need of training in particular language skills.

4) to identify a change of direction that people in a reference group feel is important.

5) to identify a gap between what students are able to do and what they need to be able to do.

6) to collect information about a particular problem learners are experiencing.

The secondary education system in Indonesia is divided into junior and senior high school, each taking three years to complete. In senior high school in Indonesia has two types they are Senior High School and Vocational High School. In General, Senior High Schools do not usually offer vocational subjects, such as carpentry or machinery and food science. With regards to specialization, the general stream offers three majors: natural science, social science, and language. On the other hand, the vocational stream offers many vocations.

A vocational school usually focuses on just one or two majors. For example the major business management and technical, which includes machinery and information technology; agriculture and forestry; community welfare; tourism; arts and handicraft; health; and marine studies, food science and fashion.

According to Nicodemo (2012) Vocational School is the school that provides more training and a lot of practices rather than theories and also connections with jobs networking and work experience for students. Vocational school is a school that provides specialized professional knowledge and skills that attribute professional adequacy to the trainee and every vocational training program the school is provided students who have the willingness to go the directly in working work after graduate.

In conclusion, the results of the needs analysis help teachers or educator to identify the students' prospective professional needs, the students 'needs in terms of language skills and the students 'deficiencies in the area of language skills. Only after analyzing the students 'needs and determining the objectives of the language course, they can select a material that meets the needs of the students. Thus, needs analysis is the foundation on which we can develop curriculum content, teaching materials and methods that can lead to increasing the learners 'motivation and success.

III. METHOD

The research and development from Borg & Gall (2007) has some steps as follows:

1. Research and information collecting: Expert interviews, feedback.
2. Planning; literature review
3. Developing preliminary form of the product; Prototype development from
4. Preliminary Field Test; general and specific feedback from expert
5. Revision of the prototype; Analysis of preliminary field Test
6. Main Field Test; general and specific from practitioners
7. Operational Product Revision; revision based on analysis of main field test
8. Operational Field Test; Product given to about twice as many clients as step
9. Final product revision; revision based on analysis of operational field Test
10. Dissemination and implementation; share with other.

In analysing the data the researcher used percentages. The highest percentages were considered representing the students' needs. The percentage is calculated by dividing the total number of students then the result is multiplied by 100%. The formula of percentages is presented below.

$$\frac{n}{N} \times 100\%$$

Note :

n : The total number of students who chose certain answer

N : The total number of student

IV. RESULT AND DISCUSSION

As stated earlier, this study to develop reading material, so the result of students' analysis is fundamental before design the materials. The results of need analysis are provided in Table below. Table(.....)

Table 1. Necessities ??????

Students' need	N	Total answer	Percentage
1. What do you expect from learning reading			
a) To know about Food science	32	32	100 %
b) To master vocabulary	32	32	100 %
c) To write in English	32	7	21,8 %
2. What types of text related to your future job?			
Procedure	32	32	100 %
Exposition	32	0	0 %
Report	32	0	0 %
Description	32	32	100 %

Table 1 shows there are some important points from the respondents. As can be seen Question 1 (What do you expect from learning reading?): the intended purpose of this question was to discover the perception of their reason for studying English. All of the students, which is about 100% consider to know a lot of information about food science and also to master vocabulary as their reason for studying English. Question 2 (What types of text related to your future job?) the aimed of the question was to investigate the text they want to develop more. All of the students express their desire for improving procedure and description text.

The condition that happens nowadays the school still lack of materials to provide the students with their needs. According to the teacher they didn't have a specific material to help the students in learning reading. They also seldom used the reading materials from textbook, the teacher used internet as the alternative way to help the students.

Table 2. Lack

Students' need	N	Total answer	Percentage
1. How good are you in mastering vocabulary in English?			
a) Pre elementary	32	0	100 %
b) Elementary	32	32	100%
c) Intermediate	32	0	0 %
d) Advanced	32	0	0%
2. How good are you in reading the text?			
a) Very good	32	21	Descriptive text 68,75%
b) Good	32	12	Descriptive text 43,75 %
c) Fair	32	14	Report text 68 %
d) Poor	32	18	Report text 53 %
3. How good are your skill in reading the text?			
a) Very good	32	25	Finding detail information 78 %
b) Good	32	15	Communicative purpose 46 %
c) Fair	32	30	Specific information 90 %
d) Poor	32	26	Finding references 81 %
4. What is your difficulty in reading the text?			
a) Lack of Vocabulary	32	32	100 %
b) To find keywords	32	15	46 %
c) To know the meaning	32	25	78 %
d) Lack of grammar	32	28	87 %

The question in the table 2 above intends to measure student's lack in reading. The data shows questions 1 (How good are you in mastering vocabulary in English) aimed at examine their ability in reading. All of the students considered themselves that their level is still elementary in other words, the students still have limited vocabulary and only understanding simple words. Question 2 (How good are you in reading the text?) this question aims to know students' perception about their ability in reading specific type of text. The table shows most of students able to read descriptive text and more than a half still poor in report text. Although report text one of the difficulty that face by the students yet, the researcher will not provide the task about this because the students do not need them. Question 3 (How good are your skill in reading the text?) this question aims to know the skill of students in reading process. The table shows that more than a half the students very good in finding details information meanwhile, most of students struggle with finding the reference in the text. The last question for lack is questions 4 (What is your difficulty in reading the text?) this question intends to know what make the students difficult in comprehending the text. All of students claimed themselves are difficult in reading because they still lack of vocabulary, the second after vocabulary is grammar, the students still difficult in comprehending the grammar.

In line with Nunan (2003) who states in principle that reading before the students read they must be

provided with vocabulary. Vocabulary is one base which is fundamental that must be learnt by students before they are able to comprehend the text. Giving the activity which provides vocabulary will be one of the solutions to overcome the lack of the students and grammar also need to be improved in order they able to comprehend the text that they are reading.

Table 3. Wants

Students' need	N	Total answer	Percentage
1. What skill do you want to improve in reading?			
a) To know vocabulary	32	32	100 %
b) To find the key word	32	15	46 %
c) To know the meaning of words	32	27	78 %
d) To know grammar	32	28	87 %
2. What reading unit do you want?			
a) Text type	32	32	100%
b) Topic/Theme	32	0	0 %
3. What type of evaluation do you want?			
a) To complete the text	32	17	62 %
b) Multiple choice	32	15	46 %
c) Essay	32	23	68 %
4. What do you expect from teacher during the teaching and learning process?			
a) To guide	32	32	100 %
a) To involve	32	15	46 %
c) To give feed back	32	25	78 %
5. What do you expect to do in classroom ?			
a) To participate	32	7	21 %

The data shows in Table 3 in questions 1 (What skill do you want to improve in reading?) aims at decide their skill they need most. All of the students considered themselves in elementary level in other words; the students still have limited vocabulary. Question 2 (what type of unit reading do you prefer?) this question intended to find out student's interest in sequence in every unit in reading materials. The table shows that the majority of students want the unit based on the topic/themes. Question 3 (What type of evaluation that interesting for you?) this question

giving the option to the students to choose their evaluation they like the most.

The table shows that more than half students chose the evaluation is completing the sentence and multiple choices. Question 4 (What do you expect from teacher during the learning?) this question intends to know what the students want the teacher to do during the class. The table shows that the students need the teacher to involve and also to give feed back to them during the class. Question 5 (What do you expect to do in class?) this question to know their activity that they like during the learning. The table shows that majority of the students like to be participate during the class. Question 6 (What topic/theme that interesting for you?) this question to know the students option the topic that they like most. The table shows that all the topics that were provided as options were interesting for students only ingredients that were not really interesting for them.

From the description the table above??? mention the number of Table we know that the reason that made the students difficult in comprehending the reading was the students still lack of vocabulary, then they also have difficulty to know the communicative purpose of the text it can be proven there are less than a half of students chose this in the questionnaires. The last one, most of the students are unable to find the reference in the text. Because of those reasons, less than a half of students want their teacher to involve in their reading activity. They need their teacher to help them. They also expect to participate in the class, some of them need reading task with interesting topic in every unit in order they can participate in learning.

There are many types of reading the text, yet students only chose the one which is very important and related to their future. They?? are procedure and description texts. Although report text is the most difficult for the students, they did not choose it as one of the materials they needed to learn.

The interesting materials with the interesting topic will attract the students to learn reading. In this case, the students need materials, almost all of the students chose the menu; a half of students want letters and more than a half of them also want recipes, shopping list, and picture with the text. There are only a few of the students want ingredients to include in the topic. As a result, the researcher provided the materials that include those lists in the materials. For the last is evaluation in the unit. The students chose three types of evaluations they are complete the text and multiple choice.

V. CONCLUSION

This study identify the needs of students before design the authentic reading materials. The results revealed that all of the students needs authentic reading materials. The reason is to prepare them in their future job. In relations to the students' *lack* most

of them are poor in vocabulary and to find the main ideas. Meanwhile, for *wants* the students want to have material which builds their vocabulary with interesting topic where they can participate with the guide from teacher and also they want multiple choices for evaluation at the end of the material. In addition the design of the learning materials that suitable for the needs of the students was consisting of the topic, title, learning goals, grammar focus, glossary and evaluation. Furthermore, the activities that suitable to the students are activities that can enrich their vocabulary and also can engage their curiosity such as predicting, finding the main ideas and also doing some exercises to make they involve in reading actively.

ACKNOWLEDGEMENT (*Heading 5*)

All praise and thanks to Almighty God who donated me the health and wealth to carry out this work. I wish to express my sincere appreciation and gratitude to my supervisor Ashadi, Ed.D. for his thoughtful advice and assistance in completing this study. My thanks are also extended to head master in Food Science department and English Teacher for their help and support in implementing this study.

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