

DEVELOPING READING MATERIALS FOR PHYSICAL EDUCATION STUDENTS

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Abstract: This present study intends to develop reading materials for physical education students' of STKIP PGRI Jombang as an effort in improving students' English ability especially on reading skill. The research and development procedures of this present study are obtained by adaptation the combination models of Borg and Gall (1983), Dick and Carey (2001) and Hyland (2003). It is adapted simplifier into four stages, those are: (1) need analysis; (2) developing material; (3) validation; (4) revisions. The material developed was based on the real field condition which is suited to the students' and the lecturer's need. It is also considered by the syllabus used by the lecturer.

Keywords: research and development, reading materials, physical education

Abstrak: Penelitian ini bertujuan untuk mengembangkan materi reading untuk mahasiswa jurusan pendidikan jasmani dan kesehatan di STKIP PGRI Jombang sebagai salah satu usaha untuk meningkatkan kemampuan bahasa Inggris mahasiswa khususnya pada *reading skill*. Metode pengembangan yang digunakan dalam penelitian diadaptasi dari Borg and Gall (1983), Dick and Carey (2001) and Hyland (2003) yang dikombinasikan dan disederhanakan menjadi empat langkah, meliputi (1) analisis kebutuhan; (2) pengembangan materi; (3) validasi; (4) revisi. Materi yang dikembangkan disesuaikan dengan kebutuhan mahasiswa dan dosen. Pengembangan materi juga didasarkan pada silabus yang digunakan oleh dosen.

Kata kunci: penelitian dan pengembangan, materi membaca, pendidikan jasmani dan kesehatan

There are four skills in language learning, they are; listening, speaking, reading, and writing. Among four language skills (listening, speaking, reading, and writing), reading is a more suitable skill for academic purpose (see, Saville-Troike, 2006:136). This notion is strengthened by some recent researcher (Krashen, 2011; Sulistyono, 2011; Weisi, 2012; Amirian, 2013). The power of reading is explained clearly by Krashen (2011:23) as follows:

“The evidence is overwhelming that reading for pleasure that is, self-selected recreational reading is the major source of our ability to read, to write with an acceptable writing style, to develop vocabulary and spelling abilities, and to handle complex grammatical constructions. The evidence holds both for English as a first language and for English as a second and foreign language”.

In accordance with the statement above, Sulistyono (2011:24) admits that specifically reading comes up by understanding the written text than reading it aloud. When students understand the written text as a whole body, they can be assured that the meaning inside is automatically reachable. In other words, reading becomes the most important skill that should be mastered by students in learning English (Weisi, 2012:146). It allows the students to get experiences and knowledge comprehensively and supports the language ability development of the student in mastering other skills. What they read truly becomes main background knowledge to what will be explored in other skills (Amirian, 2013). Therefore, it is necessary to give extra attention concerning the development of reading materials in order to get positive results

In higher education, including STKIP PGRI Jombang, English is not only learnt by the English major students but also by non-English major students. But there are some differences in teaching English to English major and English for non-English major (see, Schleppegrell & Bowman, 1986:1). Firstly, teaching English for English major students is to strengthen the main four skills equally. The students learn the four skills wider and deeper as a whole unity of many particular items. Secondly, teaching English to non-English major students fundamentally help the students to reach English capability in a specific discipline based on the actual need of the students.

Non-English major consists of various specific disciplines which have different English capability needs each other. For example, mathematic students may need the understanding of mathematical terminologies in English. And so as the non-English major students else, they need the understanding of their own interest field society terminologies in English.

Essentially, the non-English students need the appropriate material based on their needs of their field, as Saville-Troike (2006:136) revealed:

“Learners with such a goal should concentrate above all on acquiring the specific vocabulary of their field or subject area, and on developing knowledge that enables them to read relevant texts fluently in that subject area.”

In line with the above statement, Strangman, Hall and Mayer (2004) state that students have to be adept at activating prior knowledge, integrating it to the new information and constructing new understanding in order to master reading skill. Mikulecky (2008) also agrees that students need to employ the top-down process by making connections between what they already know and what they are reading in order to read well. However, if the students are lack of background knowledge, they will struggle to participate to the teaching and learning process.

Strangman et.al (2004:5) suggests that teacher have to employ indirect way to activate students' background knowledge by immersing the students through their field experiences. Yet, the real practice showed that the teacher faced difficulty to lead the students to master the reading passage because of the unfamiliar terms related to the setting and topic for the students.

Combining the students' background knowledge with the process of learning is also mentioned by Brown (2007). Brown (2007:358) claims that readers bring information, knowledge, emotion, experience, and culture called “schemata” to the printed world. Further, he mentioned that more information is contributed by the reader, not by the book. In order to get full understanding of the passage, the readers have to know “content schemata” and “formal schemata”. According to Brown (2007: 358) “content schemata” refers to the knowledge of people, world, culture, and the universe, while the “formal schemata” refers to the knowledge of language and discourse structure. In the case that the non-English major students have difficulties in comprehending both schemata during the reading process as they do not know culture as well as the terms or vocabularies employed within the passage which are not related to their field society needs. In concluding, the general English material which are not suitable with the students' need result to the difficulty of digesting passage.

However if it is insisted to equate the English material for all major or discipline programs, the English will be worthless. Due to that fact, even if students have good English ability in a class they can't use it in their theoretical and/or practical field. Likewise when they find English term in their field they have difficulties to understanding then. Whereas most of the sources and newest issue in their field to the class through materials might be as articles, books, modules, etc are written in English.

Thus, the non-English students have to have reading skill to allow them to learn well. Mastery of reading skill help them to build up their knowledge about the current issues in their field by understanding many references and sources written in English. To increase the reading skill, students need the ESP (English for Specific Purposes) reading material which is appropriate with their specific discipline. ESP (English for Specific Purposes) refers to a language course which is the goal and material depends on need of students (Richard & Schmidt, 2010).

Since the 1960s, ESP has become a vital innovative activity within the teaching of English as a second or foreign language movement (Evans& St John, 1998 cited in Suspartiana, 2014). ESP is an enterprise which involves education, training and practice, and draws upon three major realms of knowledge: language; pedagogy and students' “participants” specialist area of interest. It intends that ESP can be solves students' adversity in their English necessity of the subject they want to deal with in society.

Increasing the reading ability of non-English major students (commonly referred to as ESP students) by developing reading material appropriately is commendable. Previously, there some related studies which succeeded in improving students' English ability by developing appropriate reading material for ESP students. (see., Achmaddulana,2015; Aviyanti, 2015; Maulana, 2015; Pertiwi, 2015; Rayuningtya, 2015).

Unfortunately, not all ESP students get the appropriate reading material, such as ESP students of STKIP PGRI Jombang. Based on the preliminary study which was done on 9th February, 2016 by interviewing some English lecturers of STKIP PGRI Jombang, it is known that all of ESP students in STKIP PGRI Jombang are taught in general.

The English lecturer said that there is no different material in teaching English for all major except English major. They (non-English major) are taught English in basic. It means that there is no specify teaching materials in each discipline programs. Currently, STKIP has six discipline educations programs: English, Mathematics, Economics, Civics, Bahasa Indonesia, and Physical. Of course, it is not appropriate with students' needs if they all are taught the same material. Therefore, the aim of this study is to develop the appropriate reading material for ESP students at STKIP PGRI Jombang.

Due to the limited time of the research, I as the researcher, decided to develop one of discipline program's material in STKIP PGRI Jombang, it is physical education discipline program. This selection is based on some considerations. Firstly, based on the observation which shows that the English scores of physical education students is the lowest between other ESP students (Mathematics, Economics, Bahasa Indonesia, and Civic education). Therefore the material development is needed as the effort to increase physical education students' score by improving student's English ability.

The reading materials in this present study exist as a textbook. It is set due to the various functions of textbook. Textbooks play a prominent role in the teaching-learning process as they are the primary agents of conveying knowledge to learners. Besides, one of the basic functions of textbooks is to make the existed knowledge available and apparent to the learners in a selected, easy and organized way.

Hutchinson and Torres (1994) argue that any textbook has a very important and positive part to play in teaching and learning of English. They state that textbooks provide the necessary input into classroom lessons through different activities, readings and explanations. Thus, textbooks will always survive on the grounds that they meet certain needs. Richards (2001) states any learning program may have no impact if it does not have textbooks as they provide structure and a syllabus.

Besides, the use of a textbook can guarantee that students in different classes will receive a similar content and therefore, can be evaluated in the same way. In other words, textbooks provide the standards in instruction. Detailed, Parrish (2004: 227) describes the benefits of using textbook as follows; (1) assures a measure of structure, consistency, and logical progression in a class (2) minimizes preparation time for teachers (3) allows learners to review material or preview other lessons (4) meets a learner's needs or expectations of having something concrete to work from and take home for further study (5) provides novice teachers with guidance in course and activity design (6) may provide multiple resources: tapes, CDs, videos, self-study workbooks etc. The advantages of using text book as mentioned by the experts above become the writer's consideration to develop reading materials as text book. Reflecting on the explanations above, the present study is projected to develop task-based reading materials as a text book for the physical education students of STKIP PGRI Jombang.

METHOD

As mentioned before, the objective of this research is to develop reading materials for physical education students of STKIP PGRI Jombang. Therefore, the appropriate research design for this research purpose is Research and Development (R&D). Educational research and development (R&D) is one of research design aimed at developing and validating educational products. The process involves identifying problems which is need to be solved by educational products, such as text book, syllabus, assessment instrument etc, (Borg and Gall, 1983: 772; Latief, 2011:171).

Earlier, some experts have proposed models of developing instructional materials in their own way design. One of the instructional models is proposed by Borg and Gall (1983) which has ten stages. Those are (1) Research and collecting information, (2) planning, (3) developing prototype model, (4) preliminary testing, (5) revision, (6) field testing, (7) revision, (8) field testing, (9) final revision, (10) dissemination.

Another model is developed by Dick and Carey (2001). It suggested systematic instructional design that involves ten steps, namely: (1) identifying instructional goals, (2) conducting instructional analysis, (3) analyzing characteristics of learners, (4) deciding performance objectives, (5) developing assessment instrument, (6) developing instructional strategies, (7) developing and selecting instructional materials, (8) designing and conducting formative evaluation of instruction, (9) revising instructional materials, and (10) designing and conducting summative evaluation.

In addition, Hyland (2003) suggest nine steps in developing instructional materials design, they are: (1) consideration of the students, (2) consideration of learning context, (3) consideration of target context, (4) establishment of course goal and objectives, (5) planning the syllabus, (6) devising units and work lessons, (7) creation or evaluation and selection of materials, (8) teaching course, and (9) evaluation learners.

All models mentioned earlier above might be applicable and well employed in developing language instructional material. However, it is possible to make some modifications in the model of material development by combining some models as mentioned above to suit the particular needs, purposes, and the available resources. Therefore, the research and development procedures of this present study are obtained by adaptation the combination models of Borg and Gall (1983), Dick and Carey (2001) and Hyland (2003). It is adapted simplifier into four stages, those are: (1) need analysis (research and collecting information); (2) developing material (planning and developing preliminary form of the product); (3) validation (expert validation, try-out); (4) revision (final product). The simplify stages of this adapted model can be shown in following figure.

RESULTS AND DISCUSSION

In this study, need analysis is the first stage carry out the process of developing the suitable reading materials. Need analysis is done in order to find more information about students' and lecturer's need. There were three ways to conduct the need analysis. First is lecturer interview. It was done by interviewing Dina Kartika Sari, S.Pd as the English lecturer of the physical education discipline program. The result of the lecturer interview showed that the physical education students' reading skill was poor. It caused of the lack of the students' vocabulary knowledge. In lecturer's opinion, the lack of students' vocabulary knowledge might be the reason why the students were lazy to learn English especially in reading. It also known that the lecturer does not have any text-book for teaching. Therefore she needs a suitable English book.

The second phase of the need analysis is student questionnaire. The first part of the questionnaire is related to the reading material used in students' learning process. Based on the data collection of the questionnaire, most of physical education students had no English reading materials for their study. They also added that they need an English book which is appropriate with their discipline program. Some of them wrote the reason, it because they thought that it would be more

interesting to learn English around their world (sport). The second part of the questionnaire is related to the students' problems in English learning especially in reading skill. The result shows that the students have any difficulties in reading. Here are the detail result about students' difficulties in reading that are answered by 25 students.

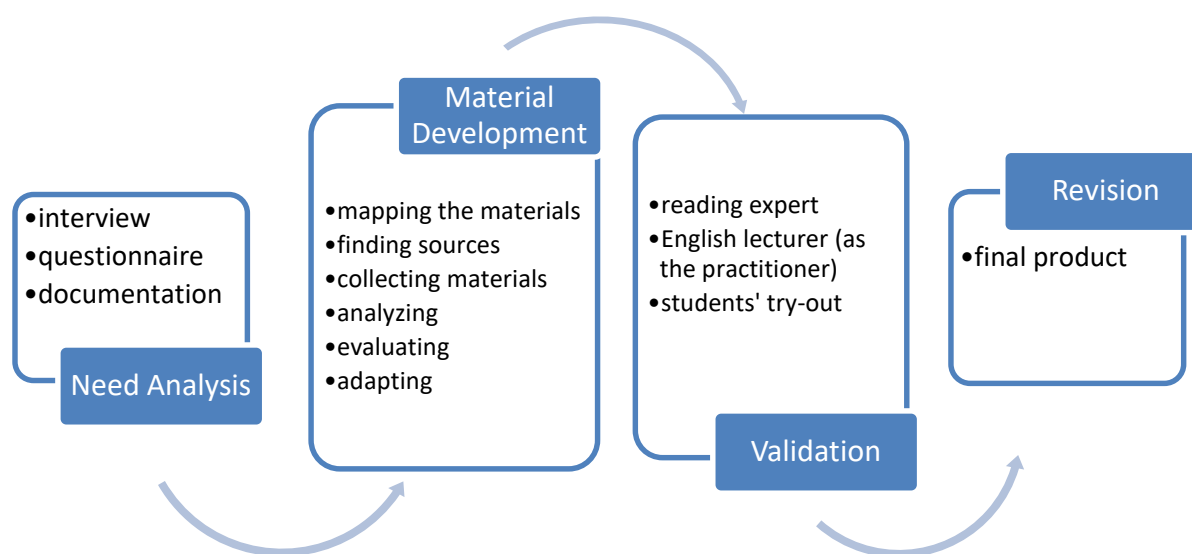


Figure 1. Simplified research and development model adapted from Borg and Gall (1983), Dick and Carey (2001) and Hyland (2003)

Table 1. Result of the Students' Questionnaire on the Need Analysis

| No | Komponen/Strategi | Kesulitan Yang Dihadapi | | | |
|----|--|-------------------------|--------|--------|--------------|
| | | Selalu | Sering | Jarang | Tidak Pernah |
| 1 | Menentukan ide pokok teks | 12 | 13 | | |
| 2 | Membaca teks dengan cepat untuk memperoleh gambaran umum (skimming) | 23 | 2 | | |
| 3 | Membaca teks secara perlahan dan cermat untuk memahami teks secara rinci | 11 | 12 | 2 | |
| 4 | Mengidentifikasi informasi tertentu dalam teks secara cepat (scanning) | 22 | 3 | | |
| 5 | Menebak makna kata yang terdapat dalam teks (guessing the meaning) | 12 | 9 | 4 | |
| 6 | Memahami informasi yang tersurat dalam teks (literal reading) | 11 | 14 | | |
| 7 | Menyimpulkan informasi yang tersirat dalam teks (inferential reading) | 9 | 13 | 3 | |
| 8 | Membandingkan Informasi yang Terdapat dalam teks dengan pengetahuan Secara Kritis (Critical Reading) | 14 | 11 | | |

The third phase of the need analysis is documentation. It is done by examining the syllabus. Examining the syllabus intends to know the curriculum used in English learning to get the appropriate material developed.

After getting information about students' and lecturer's need in need analysis, the next stage is developing the reading materials. Here is the material mapping of the product.

Table 2. Material Mapping of the Product

| Aspects of the Material | Details | Learning Objectives |
|-------------------------|-----------------------|--|
| Unit | Professional player | To find general specific, explicit, and implicit information about some interesting sports. To learn the structure and linguistic feature and to apply it to the real life. |
| | Sport changed my life | To find general specific, explicit, and implicit information about some popular athletes. To learn the structure and linguistic feature and to apply it to the real life. |

| | | |
|-------------------------------|--|--|
| | What's news? | To find general specific, explicit, and implicit information about past experience in sports. To learn the structure and linguistic feature and to apply it to the real life. |
| Reading passage | The reading passage integrated to sport topics | To provide the information and exposure of English material which are related to the students' need which are wrapped in the form of reading passage |
| Exercises | The exercises of the reading text examine the literal knowledge of the students as well as their opinion towards the text. | To examine the students' understanding by answering the comprehension questions related to the text, and to give their opinion about the text given |
| Vocabulary Section (Glossary) | A list of unfamiliar words related to the text deserved, which is completed by the definition. | To provide some unfamiliar vocabularies to be learned by students and to familiarize the students' vital words for the process of comprehending text |
| Grammar Bites | A grammar explanation related to the text completed by the examples and exercises | To develop students' understanding and using English grammar. |
| Vocabulary Development | Various exercises contains of sport terms and the meaning of it. | To enrich students' knowledge about the terms of physical or sport |
| Language Skill development | A reading will be deserve related to the topic in each unit which had to retell by the students with their own words | To increase students' reading skill and the language used. |
| Self-reflection | A space will be provided at last of each unit for the students to write down what they have learned. | To know the extent of the students' understanding and the difficulties of the material they have learned |

The exercises of this product were suited with the International standardization of students' accomplishment by comparing the syllabus (see, appendix 8) and the Common European Framework of Reference for Language (CEFR). After being analyzed, it can be seen that students' accomplishment is including A2 to B1.

Next after the materials have been developed, it is ready to get the validation. The validation divided into three parts, reading expert validation, practitioner validation and students' try-out. Reading expert and practitioner validation were done by completing the validation check list adapted from Skeirso (1991); Brown (1995); Cunningsworth (1995); and Garinger (2001) which includes some criteria to evaluate such as: aims and approaches, design /organization, language content, study skills, topic, methodology, teacher's book, and practical considerations.

The result of the reading validation is shows that the product is good enough. However, there are still many grammatical mistakes should be revised. After being revised the product is validated by the practitioner. It is the English lecturer of the physical education students. The result of the validation indicates that the product is suitable enough, so there is no revision needed.

Last is students' try-out. The researcher needs to know whether the developed materials were applicable, appropriate, efficient, and attractive (Brown, 2007). The product is applicable if it can be applied in the classroom. It is appropriate if the product is suitable for the students' level. It is efficient if the lecturer can use the product in the planned time. It is attractive if it can attract students' attentions in the learning activities. The students' try-out phase was done by completing the two parts of questionnaire. First is about the lay out of the text-book, and the second is about the content of the text-book. Both of the parts show the same result that there are applicable, appropriate, efficient, and attractive enough. Therefore no more revision needed.

CONCLUSION AND RECOMMENDATION

Conclusion

The result of this present research was a product for reading materials provided as a textbook. The product was developed based on needs analysis which was done before by interviewing the lecturer, students' questionnaire and documentation. Students' questionnaire was proposed to know what are the lecturer and students' needs to get the appropriate materials. It was in line as Nutall (1996) noticed that suitability of the content becomes the main important criteria when choosing text to be taught. It also explained by Savile-Troike (2006) that learner with such a goal should concentrate above all on acquiring the specific vocabulary of their needs or subject area. Brown (2007) and Mickuleky (2008) also agree that students need to employ the top-down process by making connections between what they need and what they are reading in order to read well. The relation above could be evidenced by the result of the students' try-out which showed positive responses.

Beside, the developed material is also based on the students' level and the syllabus applied in order to make it appropriate with the prevailing curriculum. It was matches with what Tomlinson (2003) states that in developing materials, the needs and wants of a learner and the lecturer should drive the materials in view of syllabus.

The positive response of the suitable material was also given by the English lecturer who stated that the product could help the students to learn English easier. This notion affirms what Dochy et.al, (2002) had states that is the suitable material would make students' English learning easier. This is because of the suitable materials increase students' ability to elaborate their prior knowledge to the English material they were learning.

Further, the result of this present study indirectly add the lists of some related studies which succeeded in improving students' English ability by developing appropriate reading material for ESP students such as Suspartiana (2014); Achmaddulana (2015); Aviyanti (2015); Maulana (2015); Pertiwi (2015); Rayuningtya (2015).

Recommendation

Considering to the findings of the research, some recommendation are given to the English lecturer especially who teach physical education students and also to the future material developer. Basically, the product of this present study was expected to contribute to the students' English skill improvement especially on reading skill as a source of reading material which is suited to the students and the lecturer's need. So it might help the lecturer to convey the learning material easier and acceptable and acceptable to the students. The reading material developed can be used by the lecturer to teach other skills by combing it to the other class activity.

This present study has been completely perfect yet, it was limited by the lack of experimental research to get the superiority material. Therefore, it is recommended to the following researcher and the future material developer to overcome it. The other recommendation is come to the following researcher and the future material developer to develop the other skills materials for the other discipline program studies which is dedicated to English learning improvement

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