

**A MODEL OF READING MATERIALS FOR
PUBLIC HEALTH STUDENTS, FACULTY OF HEALTH
SCIENCES, MUHAMMADIYAH UNIVERSITY OF
PONTIANAK**

AN ARTICLE

by
YUNIARTI
F52212003



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**A MODEL OF READING MATERIALS FOR
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Yuniarti, Sudarsono, Clarry Sada

Masters Study Program of English Language Education, Teacher Training
and Education Faculty, Tanjungpura University, Pontianak
Email:yunivijaya@yahoo.com

Abstract:Teaching reading for specific purposes requires proper teaching and learning materials as the materials play significant roles in teaching process. The present, reading materials for Public Health students of Muhammadiyah University of Pontianak are still very far from students' need. This study aimed at developing a model of reading materials for Public Health students. Using a development study of ADDIE instructional design of Dick and Carrey, twenty five second semester students of Health Sciences Faculty, Muhammadiyah University of Pontianak, participated in this study. The results revealed that the reading materials that were developed in ADDIE model were accepted by both experts and the students. The materials aligned to the learning aims, covered the student-centered activity, Public Health topic, easy to difficult vocabulary level, student-centered activity and glossary study, and provided in graded and assorted tasks. It is highly expected that this study will encourage the lecturers of English subject to be more active in developing qualified teaching materials as both lecturers and students will be helpful and facilitative with the product.

Key words: **Reading Materials, Students' Need, Developing Materials, English For Public Health.**

Abstrak:Pengajaran Reading untuk keperluan khusus memerlukan materi pengajaran yang sesuai dan tepat karena materi memiliki peran yang sangat penting dalam proses pengajaran dan pembelajaran.. Penelitian ini bertujuan untuk mengembangkan materi Reading bagi mahasiswa jurusan fakultas Ilmu Kesehatan, Universitas Muhammadiyah Pontianak. Penelitian ini menggunakan model pengembangan bahan ajar ADDIE oleh Dick & Carey. Sebanyak 25 mahasiswa semester 2 jurusan Kesehatan Lingkungan di pilih secara acak sebagai peserta penelitian. Hasil penelitian yang dilakukan melalui 5 tahap prosedur pengembangan ADDIE membuktikan bahwa materi yang dikembangkan diterima baik oleh validasi ahli, dosen, dan mahasiswa. Hal ini dapat dilihat dari adanya kesesuaian materi dan tujuan pengajaran, ketepatan pemilihan topik, kesesuaian tingkat kesulitan (mudah ke sulit), adanya *glossary study*, keragaman latihan dan aktivitas yang berbasis pada *student-centered learning*. Hasil penelitian ini diharapkan dapat meningkatkan kreatifitas dosen bahasa Inggris untuk mengembangkan / mendisain bahan ajar yang berkualitas sehingga dapat digunakan secara efektif oleh dosen maupun mahasiswa.

Kata kunci: Bahan Ajar *reading*, Kebutuhan Peserta Didik, Pengembangan Materi, *English for Public Health*.

Studies have shown that reading materials play significant roles in teaching learning process. A preliminary study conducted by Any (2010) indicated that the set of reading comprehension materials was effective and efficient in improving students' reading ability. She claimed that the need of analysis-based materials could complete the reading materials and assist the students activity in the learning process as it was designed based on the students' need. Further, Hutcinson and Torres (1994:315) argue that learning materials play a vital and positive part in the everyday job of teaching and learning of English. The use of well-prepared teaching materials which are designed / developed by the teachers will function as a guide for both teachers and students to anticipate what will be done in a lesson as well as to recall on what has been done. Also, the well-prepared materials teach students to learn and can be the resource books for ideas and activities for instruction/learning Allwright (1990).

Reading materials will be more practical and effective if they contain student-centered learning activities as the students of university level are demanded to be more independent and active in teaching learning process. As Constructivists suggest that students with opportunity to construct their own sense of what is being learned by building internal connection among ideas and facts being taught. The availability of reading materials is expected to facilitate the students with a set of various activities that will lead them to be more active in class rather than be to be passive just absorbing the information from the teacher. This type of activity triggers students to share ideas and information with others as they engage in learning activities, and provides a rich environment which helps to focus the attention of the participants and enriches the thought processes as a by-product of the interactions (Evangelisto, 2002). Additionally, Brook (1993) and Jordan, et.al (2008:62) describe the activities in costructivist learning as encouraging communication between the teacher and the students and also between the students, encouraging student critical thinking and inquiring by asking them thoughtful, open-ended questions, and encouraging them to ask questions to each other.

This study aimed at developing reading materials for Public Health students, Muhammadiyah University of Pontianak. It is initiated from the facts that the available reading materials used by the students are still far from being proper. Due to the lack of the lecturer's attention of the appropriate learning materials development, the lecturers tend to merely compile them. As a result, many of the compiled materials are still unorganized. Lecturers are also important to be creative in designing their own teaching materials as Tomlinson (2003:2) suggests that teacher-made materials is better as the materials contain more specific needs for students.

METHOD

A development study of ADDIE, Dick and Carrey, was conducted in this study. There were five procedures included: analysis, design, development, evaluation, and implementation.

In analysis and design phases, the researcher identifies the students' needs, the English lecturers' expectation, the study program purposes, and the learning goals. Then, the researcher begins the draft by designing the course summary of map of the models and description of the model.

In the development phase, the researcher reviews the instructional strategy for each objective in each reading chapter and develops the process of adapting the materials that have been selected in the previous stage. After that, the researcher determines the instructor's role in facilitating instruction, and makes a rough set of the prototype of reading materials as complete as reasonably for each instructional activity, as well as reviews each complete lesson for clarity.

In Evaluation and implementation phases, the model of reading materials is validated. The validation process is performed by the experts who are skillful at materials development, and teaching and learning field. Then, the product is tried out materials to the second semester students of Public Health Study Program. There are twenty five students as the participants of the try out process. The try out process is conducted to measure readability and the content of the prototype out the result of the try out.

FINDINGS AND DISCUSSION

Findings

The findings are presented in five phases of analysis, design, development, and implementation, and evaluation. The first phase is the need analysis. In this stage, the students preferred the reading texts that dealt with Public Health field, contained easy to difficult vocabulary, and provided with glossary study and average length of text. In addition, the results of the teachers' interview stressed that most students had difficulty in understanding the texts due to the unfamiliar words. The lecturers also mentioned that the students needed to be accustomed to read English texts that are interesting and appropriate to their level and field of study. Furthermore, the results of study program purposes and university's vision indicated that the learning process should be conducted with strategies that were based on the active, creative, student-centered, and innovative learning method, as well as the competence-based learning system.

The second phase is that the materials were designed and developed by considering the existing syllabus, determining the topic, constructing the course summary, and creating the entire activities. These phases covered the whole tasks of pre, whilst, and post activities. The product was accomplished by providing the user's guide, table of content, front cover, and the references.

The prototype, then, validated by two experts. The experts were the materials development practitioner and English language teaching expert. The results of the expert validation can be concluded that the product is worth using. From the fifteen aspects of evaluation, only one expert required the designer to revise three points; reference of age, student-centered examples, and background info of students' level in the introduction sheet.

The last phase is the product try out/implementation. Most of the students were fascinated and curious about the product. Once, the students mentioned that they were happy with the topic as the topic triggered them to get involved with the text and it was appropriate with their field of study. Further, most students felt that the glossary study, the word choice, and the exercises were not difficult even though few students couldn't deal with these. Additionally, the product layout was interesting; eye-catching and readable.

Discussion

To discover the students' needs, the designer administered questionnaires that were distributed to the 25 Public Health students. The results were analyzed and considered as the inputs in developing the materials. The coverage of the questionnaires were the topics preferred by the students, the importance of Health topic in reading, the vocabulary, the role of *Glossary Study* in reading activity, the reading tasks/activities expected by the students, the problems faced by the students, and the materials lay out. Each aspect consisted of 2 up to 3 choices. Each choice was worth a hundred percent as there were possibility for the students to opt more than one choices or alternative answers. Then, the results of the questionnaires were described as follows.

The first aspect was the topic preferred in reading. From the three choices provided (general topic, Public Health topic, different field of study), 2 students (8%) preferred to have general, 24 students (96%) preferred to have Public Health topic, and 2 students (8%) preferred to have topic on different field of study.

The second aspect was about the importance of Public Health text as the topic discussed in reading modules. From the two choices that the designer offered, the entire or 25 students (100%) considered Public Health issue could increase their knowledge and contributed them new terms of English, and 3 students (12 %) regarded that they could get such an issue from another sources.

The third aspect was the vocabulary used / word choice in Reading. The result revealed that 9 students (36%) tended to have easy level of vocabulary or the words that commonly used, 21 students preferred to have low to difficult level of vocabulary so that their vocabulary could increase, and 2 students (8%) opted to deal with difficult level of vocabulary in order to challenge them.

The fourth aspect was the role of *Glossary Study* in Reading. from the three choices, 22 students (88%) felt that *Glossary Study* really help them in understanding the unfamiliar words, 2 students (8%) thought that it didn't assit them in understanding the words, and 2 students (8%) considered that *Glossary Study* didn't affect them in understanding the unfamiliar words.

The designer also investigated the types of reading activities/tasks. The result indicated that 4 students (16%) chose to have the the easy and simple reading activities that didn't burden them to explore their skill, 20 students (80%) tended to have various activities, and 19 students (76%) preferred to have reading activities that lead them to explore their reading ability.

Lastly, the designer included the problem faced by the students in reading. This aspect covered three alternative answers and one empty choice that could be filled by the students. The result showed that 7 students (28%) felt unmanageable

with the long text, 24 students (96%) couldn't deal with difficult words, and 9 students (36%) preferred the texts that associated with their field of study. Also, 8 students (32%) had problem with unfamiliar words and 5 students (20%) didn't really familiar with new terms.

In conclusion, the reading text should correlate with Public Health issue as they expected to work in Public Health field, be various in vocabulary used, be provided with glossary study, and included easy to difficult level of vocabulary.

The second data of the needs analysis were obtained from the interview with the lecturers. The interview covered three basic questions as follows: (1) the students' reading competencies; (2) the problems faced by students in reading activities; (3) the types of reading activities in reading expected.

According to the lecturer, the students' reading competencies were considered average to low since they were accustomed to read simple, easy and common English text. They seldom read English text in such a way outside the classroom. She also stressed that the students preferred the reading text that correlated with their interest or the text that deal with Public Health field, so that they felt the authenticity of the topic being discussed. Thus, she affirmed that her students required the reading texts that were interesting to arouse their motivation to read.

The second point that she explicated was the students difficulties in reading activities. She said that the dominant obstacle faced by the students was vocabulary difficulty. In particular, the words that they felt unfamiliar with. The lack of reading experience as mentioned in the previous paragraph was also the trigger of this problem. Hence, she promoted the material designer to provide *vocabulary study* or *vocabulary corner* in every chapter is it could assist the students to get the meaning of the unfamiliar words. She further elucidated that the words selected in vocabulary study should be various and represented the difficulty level of each chapter.

The last point she explained was about the need of assorted activities in reading section. As the aim of reading activity was to understand the text, the activities followed should be joyful, various, and stimulative because these activities gave major contribution in enhancing students reading ability if they could carry out the tasks properly. She added that the students would be passive if the tasks given were monotonous. Therefore, she expected the material designer to design the reading activities that lead the students' activity as the concept of learning activity was students-centered learning.

As a result, it was significant to design the reading materials which covered interesting topic and dealt with Public Health issue. The language and vocabulary used should be various in term of the level. Additionally, in improving the students reading ability, the reading activities should be joyful, various, and stimulative.

The next data were about the vision and mission of Environmental Health study program of Health Sciences Faculty, Muhammadiyah University of Pontianak. Some of the vision and mission were conducting teaching learning process with strategies and system that were based on the active, creative, joyful, and innovative learning method, as well as the competence-based learning system. The aims were specifically supported by the course description of each subject.

Every subject must have course description to trace the detail purpose of the subject and this must be relevant to the study program vision and mission. The course description of English subject for second semester students was *“This course offers students the opportunity to improve reading, listening, writing, and speaking skills in Public Health context. Within the the process, the students learn how to understand the English reading text, use appropriate expressions in communicating with pairs/groups, and present Public Health topic in class.”*

In realizing the course description, the lecturers of English subject were asked to construct the syllabus. The syllabus constructed was based on the competence-based curriculum 2010. Additionally, the curriculum of the faculty of Health Sciences covered 151 credits. These credits were compulsory to be accomplished in 4 years. Specifically English subject took two semesters at this faculty; first and second semesters. The first semester was General English (2 credits). While the second semester was English for Public Health (2 credits).

Design was the basic form in developing the model of reading materials. It was the draft that based on the analysis phase. The design started from determining the topic, constructing of the course summary and model description of each chapter, and selecting the reading text.

In determining the topic, the designer paid high consideration on the level of difficulty. It is important as the model of the materials only covered three chapters and they should represent the overview of reading materials in a semester. The topic chapters were Healthy Eating, The Dangers of Smoking, and Vaccination.

Healthy life as the first topic dealt with the information about health in general. This topic was firstly chosen as it’s important to introduce the reading text of a basic health information. Healthy life topic was also expected as the trigger of the students’ curiosity in Health field as the information provided in the text was associated with the students’ daily life. The second topic was The dangers of passive smoking. The level of this topic was considered medium. It was opted as the students of Public Health must pay attention on the personal and environmental health problems. One of which was smoking. The last topic of the model was Vaccination. It was chosen as vaccination became viral issue in public health field. Also, it covered detail information about this issue that would pay students’ attention to be more active in learning process.

In constructing the course summary and map of the models, the designer concerned on the goals and objectives of the syllabus of Public Health Program. It covered basic competence, performance objectives, and map of the models. Map of the models was designed to figure out what was actually laid in each chapter. The course summary and the map of the models were conceptualized as follows:

Table 2 Course Summary

Course Summary	
Goal and Objectives	
Instructional Goal	
The students will be able to understand lectures and reading given in English	

Performance Objectives

The students are able to identify main idea, specific and detailed information, and conclusion in academic descriptive and narrative reading texts

Terminal Objectives

The terminal objectives are available at the beginning of every unit.

Model	Theme	Reading Focus	Activity	Level
1	Healthy Life	Reading for comprehension, scanning and skimming, and drawing conclusion	Responding warming up questions, getting familiar with the target words, reading the text, completing the sentence, answering comprehension questions, finding the synonym, identifying information , using part of speech , and expressing opinion	Beginning
2	The Dangers of Passive Smoking	Reading for comprehension, scanning and skimming, specific information, and drawing conclusion	Responding warming up questions, getting familiar with the target words, reading the text, completing the sentence, answering comprehension questions, finding the synonym, identifying information , using part of speech , and expressing opinion.	Pre Intermediate
3	Vaccination	Reading for comprehension, scanning and skimming, specific information,	Reading the passage, getting familiar with provided words, matching the synonym,	Intermediate

and drawing conclusion	completing the sentence, answering comprehension questions, analyzing the reference, and expressing opinion
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After the course summary and the materials mapping were accomplished, the designer developed the materials by doing adaptation process. In this process, the reading texts derived from the several websites and sources were adjusted in terms of the text length and the unnecessary parts. Then, the next step focused on designing the reading activities. In this phase, the designer constructed the entire tasks/ activities (pre, whilst, and post reading activities). The activities included responding warming up questions, getting familiar with the words, matching the words, completing sentence, answering comprehension questions (WH-Questions), and working with group activities.

In addition to the process of developing the activities of the model, the designer provided pictures that were relevant to the topic being discussed. Thus, the students could be more attracted and interested with the materials. Lastly, the designer completed the reading models by providing the user's guide, table of contents, as well as the front cover.

The reading materials for Public Health students were evaluated and validated by the experts. The experts were English lecturers and materials development practitioner. According to the experts the materials have met the standards, outcomes, and objectives. The materials explicitly identified the learning goals for students and asked students to examine and consider the learning goals at the beginning of the chapter. The experts also agreed that the topics presented were at an appropriate reading level of the students and attracted the students' interest so that they could actively engaged in learning.

From the learning activities point of view, the experts concurred that the activities in every chapter triggered the students to understand the passage and offered them opportunities to receive peer, and teacher assessment. The students were assisted by the questions that lead up and follow the pre, whilst and post reading activities as well.

Another aspect that were considered accepted by the validators were the logical flow of the text that supported comprehension, the easy-to-use patterns materials with nothing to confuse the users, and the proper time allocation. However, there were few aspects that still required to be revised. First, the reference to age in the model book. Second, the examples of student-centered learning. Lastly, the background info about the students' English in relation with the vocabulary study and students' level.

After the expert validation completed, a try-out was conducted to twenty five students of Public Health Faculty, Muhammadiyah University of Pontianak. There were several aspects covered in the try-out. They were topic, reading text,

vocabulary, tasks, and lay out. The first aspect that required to be investigated from the students was the topic. Most students (23) were interested in the chosen topic. They commented that the topics were suitable for their field of study. The second was about the text understanding. As many as 18 students could understand the reading text well. There were 7 students felt that they only could understand the text a bit, and 2 students felt difficult in understanding the text. The third point was the word selection. Fifteen students considered that the words used in the texts were familiar for them. Eight students considered that they were not too familiar with the entire words in the text. Two students felt difficult in getting to know the meaning of the words used in the text. The fourth point was the role of vocabulary study. Most students (19) regarded the vocabulary study as the helpful section in the materials. They were helpful by the provided description / the meaning of the words. The fifth point was the instructions. As many as 21 students could understand the instructions easily without having to ask them to the lecturer or friends. Even so, four students still couldn't really understand the instructions due to the meaning of the words. The sixth point was the tasks / exercises. Most students (22) could deal with the given various tasks. Only 3 students confirmed that they couldn't really do the tasks. The next points were the font size and the general lay out of the materials. The students (21) agreed that the materials' lay out was interesting; eye-catching and readable. The font used was also good- looking.

Nevertheless, the materials still need to be completed. Several students commented that the materials should be accomplished by the games/quiz section to reduce the boredom during the learning process. They also suggested that listening section needs to be included in the activities.

CONCLUSION AND SUGGESTION

Conclusion

The prototype of reading materials for Public Health students is regarded beneficial, important, and effective for both lecturers and students. The idea of developing materials arouse lecturers to be more creative in designing the similar materials for different faculties and skills so that they can be more prepared in equipping themselves before delivering the materials. They are also more confident as administratively they have their own teaching modules that have been validated by the experts. In addition, students have more opportunities and are challenged to do graded and various tasks / activities as that will give more understanding towards the texts provided. They are given particular experience to understand the Public Health texts in several reading strategies as well.

Suggestion

As the model of reading materials for Public Health students only covers reading skills, further researcher is expected to deal with the listening skills and explore more grammar review that relevant to the context. Listening section will be significant to complete the materials because the students will feel the joyful English learning activity by having listening section. Another important points to be considered are the additional student-centered activities and the task variation.

Based on the results of findings, this product still need to be completed with more student-centered activities. So that the students can be more active and the English learning atmosphere can be achieved. In addition, as the students' recommended, the joyful tasks such as games or quiz need to be added to gain students' attention and to raise students' motivation during teaching learning process. Furthermore, the product is going to be much better if it is completed by, at least, two more reading texts that will automatically cover two chapters; so that the product can be effectively used for one semester. The extra texts are expected not only to complete the product but also to train the students to be more skillful in reading.

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