



DEVELOPING EXTENSIVE READING MATERIAL FOR SEMESTER 2 STUDENTS OF YOGYAKARTA UNIVERSITY OF TECHNOLOGY

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Abstract. this research study was aimed at developing extensive reading material for semester 2 students of Yogyakarta University of Technology. This research was a Research and Development study that included the steps of needs analysis, course grid design, product development, product validation, product revision, try-out, and study of the final product. This research developed ten units of extensive reading material. The extensive reading material was developed according to the needs analysis data. The need of semester 2 students of Yogyakarta University of Technology is to improve their reading skills. The appropriate extensive reading material are describe the language skills clearly, look nice, give a lot practice, give feedback and let the learners know how to complete the tasks, give examples and tell the learners how to learn best. The needs-related appropriate extensive reading material in terms of their components are: the goal of learning reading is to improve the students' reading skills; the input presents interesting pictures and vocabulary list; the procedure presents interesting and enjoyable activities; the learners' role is as the active reader; the teacher's role is the feedback giver; and the setting is individual work. The needs-related arrangement of the components of appropriate extensive reading material in terms of their organisations are arranged into three stages, namely: *introduction*, *exercises*, and *evaluation*.

Kata kunci: extensive reading, material.

Introduction

Reading is the basic skill in learning. Reading consists of gaining meaning rapidly and accurately from the printed page. Reading is a set of skills that involves making sense and deriving meaning from the printed word (Nunan, 2005: 69). Reading skills is emphasized since the students are expected to be able to understand and comprehend the English text related to their studies. To understand a written text, one should be able to extract the required information from the text as efficiently as possible. One of the problems in learning reading a foreign language is the gap of the mother tongue and the target language. In general, it can be said that if the gap is getting far, the learning is getting hard. On the other hand, if the gap is getting close, the learning is getting easy.

One of the subjects for semester 2 students of Yogyakarta University of Technology is extensive reading. Extensive reading applies more than one page of text including professional articles, essays, technical reports, short stories, and books. Extensive reading is used to assess the learner's global understanding of a text. Top-down processing is assumed for most extensive tasks (Brown, 2004: 215).

To attaining their target competence in extensive reading, students need the appropriate materials. Besides, the materials are able to improve their language skills. Tomlinson argues that many English language teaching materials currently make a significant contribution to the failure of many learner of English as a second, foreign or other language to even acquire basic competence in English and to other failure of most

of them to develop the ability to use it successfully (2008: 3). It means that material play important role in learning language. However, students did not find the appropriate materials to attain their target competence. Due to the problems above, it is necessary to develop extensive reading material for semester 2 students of Yogyakarta University of Technology. The extensive reading material motivates students to learn English.

The questions of this study are what are the needs of semester 2 students of Yogyakarta University of Technology in learning reading? And what is the appropriate extensive reading material for semester 2 students of Yogyakarta University of Technology? The objectives of the study are describing the needs of semester 2 students of Yogyakarta University of Technology in learning reading and developing the appropriate extensive reading material for semester 2 students of Yogyakarta University of Technology.

The outcome of this research and development is extensive reading material for semester 2 students of Yogyakarta University of Technology. The extensive reading material is used as learning material which is used in the teaching learning process. The extensive reading material consists of ten chapters which are developed according to the learner needs, and learning needs. It is expected that this research carries some advantages to the theoretical as well as practical uses of language. Theoretically, the results of this research may enrich and enhance knowledge of reading material. Practically, the research findings are useful for students to learn English.

Methodology

This study is classified as research and development. The research and development model which was adapted in this study was the model Dick and Carey (2001). The steps in this study are analysis, designing, developing, implementation, and evaluation. The developing extensive reading material is according to the target needs and learning needs of semester 2 students of Yogyakarta University of Technology. The subjects of this research were the semester 2 students of Yogyakarta University of Technology. The total subject of this research was 9 students. There were two kinds of data, qualitative data and quantitative data in this research. The qualitative data were the needs analysis data. There were gathered from questionnaires and interviews. The quantitative data were collected in the expert judgment and the try-out of the product design. The quantitative data were obtained from the closed-ended items of the questionnaire.

The qualitative data were obtained from the needs analysis questionnaire. The data were analyzed using the descriptive analysis. The needs analysis data were described systematically to increase understanding of them and to present what has been discovered to others. The collected data were identified, categorized, and analyzed based on the components of tasks. The descriptive statistics was used to analyze the quantitative data. Descriptive statistics was used as a means to present and to describe some of the data in the questionnaire (Sungkawati Kardi Wahyuningsih & Joko Priyana, 2013: 44). For this purpose, the researcher used the central tendency measure (means) and the variability measure (standard deviation) of the students' and the experts' responses to the questionnaire. This research used one number which was average to calculate the response using Likert scales.

Finding and Discussion

The need of semester 2 students of Yogyakarta University of Technology in learning reading is to improve their reading skills. The data of the students' proficiency level show that 60% of the students claimed that they were in the level of intermediate. It seemed that the students were able to locate and integrate information of the meaning and forms of the text. They were able to provide specific text support for inferences, interpretative statements, and comparisons within and across the texts. Meanwhile, 20% of the students were in the advanced level and 20% of the students were in the elementary level and it was the less prominent level.

According to the needs analysis data, there were 80% of the students stated that reading comprehension was useful for their next career. On the other hand, there were 4% of the students thought that reading comprehension unhelpful for their next career. In learning reading, students needed media to help them to understand the text. From the finding, it showed that 40% of the students preferred to use the picture illustrations to help them to understand the text, and 60% of the students chose the vocabulary lists.

Referring to the students' preference of the text types, the needs analysis data showed that the fiction stories were the most favorite for the students' reading materials where 70% of the students preferred to choose them. It was followed by newspaper/magazines articles (30%). In preferring the topics in learning reading, it was found that the most popular topics chosen by the students were about tourisms and arts, where 40% of the students preferred to choose them. It was followed by sciences (20%). Concerning with the authenticity of texts, there were 70% of the students needed authentic texts as the reading materials. On the other hands, 30% of the students did not need authentic texts as their reading materials.

Based on the results of the needs analysis and the curriculum of extensive reading, then the course grid of extensive reading material were designed. Here, the material was designed into ten units. Each unit is a 100 minute lesson. The texts were taken from journals. Each of the texts consisted of one to two page. However, there were some modifications of the texts to make them easier to understand as what the students' proficiency level were. Each unit had various activities, such as stating true or false, matching the questions with the clues, completing the paragraphs, and answering multiple choices and essay questions. The indicators in each activity were varied. The reading skills that developed were different in each topic. There were six to eight skills in each topic.

The extensive reading material used in this research were validated by some experts. There were six aspects that were asked, they were the appropriateness of the content, goal, procedure, input, layout, and presentation. In relation to the expert judgments data it can be conclude that the extensive reading material is appropriate. The content was appropriate according to the means was 4.00. The goals of the tasks are appropriate. It was indicated by the means ranges from 3.75 to 4.50. The procedure was appropriate which was indicated by the means was 4.00. The input of the tasks was appropriate according to the means ranges from 3.00 to 4.00. The lay-out was appropriate which was indicated by the means ranges from 4.00 to 5.00. The presentation of the tasks was also appropriate. It was indicated by the means ranges from 4.00 to 4.25.

The try-out was done to get the empirical feedbacks which later would be used to evaluate and revise the material. Each unit in the extensive reading material was implemented to the semester 2 students. After getting the feedbacks from that class, the researcher made some revisions of the material. There were twenty questions according to the components of tasks, namely goal, input, procedure, teacher's role, students' role, and setting. According to try-out data, it can be concluded that the reading tasks are appropriate. The goal of the tasks was achieved. It was indicated by the mean of the students' agreement ranged from 4.68 to 4.90. The inputs which were texts and pictures were comprehensible. The means of the students' agreement ranged from 4.20 to 4.64. In relation to the procedure, the mean of the students' agreement ranged from 4.00 to 4.20. It means that the students enjoyed doing the task. The activity of the task could also help the students improve their reading skills. The learner role was appropriate which was indicated by the mean of the students' agreement ranged from 4.26 to 4.32. The teacher as the feedback giver was appropriate. It was indicated by the mean of the students' agreement ranged from 3.74 to 3.97. The settings were also appropriate according to the mean of the students' agreement ranged from 3.77 to 4.16.

The tasks which fulfil the criteria of the effective tasks are appropriate and have good results. It can be seen that the goal of the tasks were achieved. The input of the tasks was comprehensible and authentic. The input which was comprehensible made the tasks easier to do. In addition, the content of the reading tasks is graded as the easier are placed in the beginning then it is followed by that which is more difficult and the most difficult place in the last part. The appropriate reading tasks are arranged into three stages, namely: *introduction*, *exercises*, and *evaluation*. Finally, it could be concluded that the appropriateness of the autonomous learning tasks was not only depending on the appropriateness of its component but also influenced by the sequence and the gradation of the tasks.

Conclusion

The findings of the research are (1) The need of semester 2 students of Yogyakarta University of Technology in learning reading is to improve their reading skills. (2) The needs of semester 2 students of Yogyakarta University of Technology in learning reading in reference to the learning needs are the input of the tasks helps students to understand the text, like picture illustration and vocabulary list. The topics which are the most popular in daily reading activity are tourisms with one to two pages in each text. The procedure of the reading tasks are varied from stating true or false, matching the questions with the clues, completing paragraphs, and answering multiple choices and essay questions. The learner role in learning is learner as the active reader to find information. The teacher role is the teacher as the feedback giver. (3) The appropriate extensive reading material for semester 2 students of Yogyakarta University of Technology are the content of the reading tasks is graded as the easier are placed in the beginning then it is followed by that which is more difficult and the most difficult place in the last part. The characteristics of the appropriate reading tasks for autonomous learning are: describe the language skills clearly, look nice, give a lot practice, give feedback or let the learner know how they are doing, contain examples, and tell the learner how to learn best. (4) The needs-related appropriate extensive reading material semester 2 students of Yogyakarta University of Technology in terms of their components are the goal of learning reading is to improve the students' reading skills.

Students are the basic factor. The teacher role is the feedback giver. In relation to the input, the vocabulary lists help the students to understand the information. The tasks present some interesting activities. By doing the activities, the students get the information and develop their reading skills effectively. In addition, they also enjoy the activity. They think that the activity is interesting and is not difficult. The tasks also can be completed by the teacher role and the learner role which are designed. (5) The needs-related arrangement of the components of appropriate extensive reading material for semester 2 students of Yogyakarta University of Technology in terms of their organisations are arranged into three stages. Those are *introduction*, *exercises*, and *evaluation*.

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