

Enhancing English Reading Proficiency in Agriculture Vocational High Schools: Developing ESP-Based Supplementary Materials for Grade X Students

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ABSTRACT

This research study aims to develop suitable supplementary English reading materials for tenth-grade students in the agriculture vocational high school program. The study utilizes the Research and Development (R&D) approach, focusing on the Analysis, Design, and Development stages of the ADDIE model. Data is collected through document analysis, questionnaires, and interviews from a class of 16 X-grade agriculture students and their English teachers at SMK Gotong Royong. Two types of questionnaires are employed: one for the needs analysis and another for expert judgment. The data is analyzed quantitatively and qualitatively, with mean central tendency measurement used to categorize the developed materials. Suharto's theory is utilized to determine the intervals and categories based on the scores obtained. The data analysis process involves organizing and preparing the data, reading and reviewing all the data, coding the data, generating descriptions and themes, and representing the findings. The research findings indicate the following target needs of the students: (1) understanding agriculture science texts and types of agriculture tools, (2) improving reading skills for agricultural work and acquiring relevant vocabulary, and (3) expanding their vocabulary related to the study program. The findings serve as the basis for the development of appropriate supplementary English reading materials. English teachers are

encouraged to understand students' needs and add relevant sources or develop materials in collaboration with other teachers. Other materials developers are suggested to consider the learners' needs and the practical context of their field to create valuable materials for vocational high school students.

Keywords: English reading proficiency, agriculture vocational high schools, ESP-Based supplementary materials, grade X students

INTRODUCTION

In the world of education in Indonesia, there are two categories of secondary schools, namely, the senior high school and the vocational high school. The vocational school is one of the formal education instances that offer a senior high level advanced junior high school program. Furthermore, in Indonesia, vocational schools are known as Sekolah Menengah Kejuruan (SMK) and Madrasah Aliyah Kejuruan (MAK) or other equivalent schools (Sikdinas No.20. 2003). The vocational school attempts to prepare pupils for a specific employment within their division. Students in vocational school are exposed to the world earlier and more precisely.

According to Kotsikis (2007), vocational school education includes any type of

education that aims to provide students with the necessary training, appropriate skills, and technical knowledge to allow them to exercise a job, art, or activity regardless of their age or training level, even if the training program also includes geology elements. Vocational instruction, according to Kotsikis (2007), is "the element of vocational education that provides specific professional expertise and abilities that define vocational competence to the student and are the primary objective of every professional development program." Vocational education can be described as one course of study or a set of courses that attempt to teach conceptual knowledge as well as the abilities needed for specific occupations.

However, in the framework of Indonesian vocational education, the fact revealed that the 2013 (K13) curriculum of vocational educational institutions and general school's public has identical English learning resources. Actually, the both vocational and general English teachers use identical instruction texts provided by government. In some cases, instructional resources are inadequate to fulfill the requirements of occupation students in schools. These might be a problem for students entering a vocational school because the English material is unrelated to their curriculum. The vocational high school education is incorrect. The material and requirements should be applicable to English teaching and learning. To fulfill the needs of the students, the learning materials must also be contextualized. While a classroom education can begin, decisions concerning what students are going to learn must be decided. For the purpose of to develop an instructional design, this research requires a curriculum, which is particularly crucial for vocational high school students. This could be useful to create or develop materials to help students enhance their English skills.

A preliminary observation was conducted to determine the level of comprehension of English material by students. The observer was conducted during an interview with an

English teacher at SMK Gotong Royong; during the interview, the teacher mentioned that the agriculture program students require specific material relating to their division, particularly reading abilities. The materials should support increasing their reading comprehension. They use the same book as senior high school (SMA). The reading material in students' books is not related to their department, so it not yet improve their comprehension of English reading material, especially about Agriculture. In the syllabus of grade X for vocational school, students in the first-semester basic competencies are

- 3.1. Identify social functions, text structures, and linguistic elements of spoken and written interpersonal interaction texts about self-introductions according to the context.
- 3.2. Identify social functions, text structures, and linguistic elements in the expression of praise and its response, according to the context of its use.
- 3.3. Identify social functions, text structures, and linguistic elements in asking and giving information according to the context.
- 3.4. Identify social functions, text structures, and linguistic elements on statements and questions about actions/events that were carried out/occurred in the past which refers to the time of its occurrence with those referring to its ending, according to the context of its use.

Based on the preliminary analysis of the textbook, they used a book with the title English for SMK 1, where this is the primary text used by the teacher and students in teaching and studying English in X grade. The book was published in 2008 and is already 14 years from the current paradigm of learning English. In their textbook, the topic of reading text tells about the restaurant's place, hotel business, physical appearance, time, days, mounts, robots, etc. Also, every unit has forty activities that they must do. For example, on page 7, activity 11, the reading text talks about an international standard school with

the character of fostering. Activity 20 talks about introducing self, but they explain about a professional dancer. Actually, it is currently not relevant for vocational agriculture students. Students require appropriate English reading material linked to their profession to drive them to learn and master the language. In order to solve the problems above, English for specific material will be the one that can motivate and enrich their knowledge about their vocation. Teaching material for vocational high school focuses with preparing students' abilities in their field of interest to employment after graduation, that means students attending vocational schools have to master English for Specific Purpose (ESP) that has relevance to their the future emphasize place of employment, as specified by the national educational standard board's materials standard or Badan Standard Nasional Pendidikan (2006), The goal of an English subject in a vocational school is for students to master the basic fundamentals and abilities of English in order to support them in getting the level of proficiency of their degree develop it, and to apply their understanding and abilities of English in written as well as oral communication.

The agriculture vocational school is a school that educates students for a structured job, both academic and professional. As a result, the ESP textbook must meet some of the students' needs (Karimi and Sadeghi, 2013). Although it focuses to educating students on suitable material based on their needs for ESP has to be provided. The English specification, according to (Hutchinson & Water, 1986), will aid students in acquiring English according to requirement for the particular reason they had. Previous studies on developing English material for reading based on ESP showed this.

First, English for agriculture vocational school students; A Need Analysis study at SMK 2 South Bengkulu as cited in Desi, (2017). The result of the research shows the first important skill that students need are speaking and reading. Moreover, the

second is the English topic for the students of agriculture were the English topic related to agriculture term. Second, in the study by Nayra Hafiza (2016) about the development of English reading materials for grade XI of agriculture vocational high school. The result of the study was the developed teaching materials that contained English for agricultural vocation. The products have been validated by experts, with an average score of 4.25 from English teachers and 4 English lecturers. Third, the study by Nnunun (2013) developing of English material for agriculture students at SMK Muhammadiyah 2 Mertoyudan. The study aims to describe target needs, learning needs, and development of English material for agriculture students of SMK Muhammadiyah 2 Mertoyudan.

Those previous research, the development of English material for agriculture vocational high school has been done for several studies and years in education life. However, based on the background above, the development of English supplementary reading materials is needed for agriculture students in vocational school, and this research focuses on developing English reading text materials for the tenth grade of agriculture vocational high school (SMK Gotong Royong).

LITERATURE REVIEW

1. Need Analysis in ESP

Needs analysis has long been regarded as the foundation of English for Specific Purposes (ESP). ESP could not exist without it (Brown, 2016). Richards and Schmidt (2010) describe English for Specific Purposes (ESP) as "the role of English in a language course or programmer of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of the learner." According to Graves (2000), needs analysis is a systematic and continuing process of acquiring information about students' needs and preferences, evaluating the data, and then making course selections to meet the requirements based on the interpretation.

Furthermore, Chambers (1980) writes in Wilhelmistate18) that requirements analysis should focus on established needs derived from an analysis of communication in the target environment. Nunan (1988) describes requirements analysis as the processes used in syllabus design to obtain knowledge about learners and communication tasks.

The purpose of the need analysis is to find out the data, such as the problem, and next will be analyzed to develop a product that is linked and suitable with the problem that the researcher gets based on need analysis.

The current material falls well short of the absolute necessity for partners. To some extent, both parties (teachers and students) are aware of their needs. Teachers require analysis for every session to help them with the subject, and they may witness the effect of the material in the long term, sometimes immediately after the study. While students can sometimes see or feel if the class plan and material help them learn. They normally analyze things through their emotions or sometimes through communication. According to Kaur (20Kaur (2007), teachers choose appropriate tasks and content, and teachers' statements of goals and a better comprehension of the purpose of teaching

for the learners. Reading the explanation above, need analysis is first the thing to be done by the researcher. Need research will help the researcher in developing the material. Furthermore, need analysis also find the target need and learning need to start treating a good material for students.

Hutchinson and Waters (1987:55) distinguish between target and learning demands. Target needs encompass necessities, deficiencies, and desires, whereas learning needs address what the learners must perform. The initial analysis should be done to identify target needs, which are defined as things that learners will need in the future, particularly language use (Hutchinson & Waters: 1987). They categorize the target needs into three categories: necessity, lack, and want.

Aside from completing need analysis through necessities, lacks, and wants to determine the learners' target needs, course designers must also understand what learning needs are. Learning needs refer to what students should accomplish in order to obtain the desired outcome. Hutchinson and Waters (1987, pp. 62-63) present a framework for examining learning needs in order to do need analysis in ESP.

Table 1. Framework for examining learning needs in ESP

Why are the learners taking the course?	<ul style="list-style-type: none"> - Compulsory or optional - Apparent need or not - is status, money, and animation involved? - What do learners think they will achieve? - What is their attitude towards the ESP course? Do they want to improve their English or don't
How do the learners learn?	<ul style="list-style-type: none"> - What is their learning background? - What is their concept of teaching and learning? - What methodology will appeal to them? - What sort of techniques bore/alienate them?
What are the sources available?	<ul style="list-style-type: none"> - Number and professional competence of teacher; - The attitude of the teacher to ESP - Teacher knowledge of and attitude to subject content; - Materials; - Aids; - Opportunities for out-of-class activities.
Where is the learner	<ul style="list-style-type: none"> - Age/sex/nationality; - What do they already know about English? - What subject knowledge do they have? - What is their interest? - What is their socio-cultural background? - What teaching styles are they used to? - What is their attitude to English or the cultures of the English-speaking world?

Although the needs of learners may guide to a creation of relevant material, it is important to do a need analysis in the

earliest steps before building the ESP course. They are relevant to extra reading for grade 10 students entered in an

agriculture study program at SMK Gotong Royong in Gorontalo.

2. The Concept of Contextual Teaching and Learning

In this part the subject of discussion will be discuss because the theory of contextual teaching and learning will be the basis for designing books that are contextually characterized. The theory discuss in this part will lead the researcher to design book that have contextual values based on the nature of contextual and contextual principles.

In teaching process book is not the main basis that must be owned but also the teacher has to find out an approach in delivering the material in order to be easily accepted by the students. Although the material is good but if there is no innovation it will not maximal. Therefore, teacher needs an approach in delivering the materials, and one of many approaches that can be applied is contextual teaching and learning.

Contextual teaching and learning are defined as a way to introduce content using a variety of active learning techniques designed to help students connect what they already know to what they are expected to learn, and to construct new knowledge from the analysis and synthesis of this learning process. In general, contextual means connection with, relevant, a direct relation, following context and bringing purpose, meaning, and meaningfulness. For example, the student of nursing program, in applying contextual learning by letting them show themselves to be a worker based on their major, such as a nurse. Based on this CTL activities not only can be done in the classroom but also in laboratories and in the workplace (Davtyan, R, 2014) cited in Duda 2020.

Another definition promoted by Johnson (2002, p.25) is that CTL is an educational process that help student see meaning in the academic subject with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. Therefore, it requires the teacher's

innovation to construct the learning activities by connecting to the students' life. Contextual teaching and learning as a concept that helps teachers and students relate the meaning and real-world situations with the subject matter in the right way (Johnson, 2002).

In other words, CTL motivates the learners to take charge of their own learning and to relate between knowledge and its application to the various contexts of their lives. By learning contextually, the students must be connected to the event or situation that they will find after. Furthermore, contextual teaching and learning help students connect the content they are learning to the life contexts in which that content could be used. Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real-world situations; and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers; and engage in the hard work that learning requires (Berns and Erickson, 2001).

In line with the implementation of contextual teaching and learning, there are some strategies that can be used by teacher in classroom based on Crawford (2010). He stated a set of five strategies called REACT: Relating, Experiencing, Applying, Cooperating and Transferring. (1) Relating, relating is important element in contextual teaching and learning. It also suggests that students get the knowledge in the context of one's life experiences or prior knowledge. It tends to lead the students to relate their prior knowledge with the new knowledge. (2) Experiencing, in experiencing, students get the knowledge by doing through exploration, discovery, and invention. (3) Applying, applying strategy can be defined as learning by implementing the concepts to be used in real-life situation. (4) Cooperating, this strategy leads the learners to learn in the context of sharing, responding, and communicating with other learners. (5) Transferring, Contextual

learning emphasizes the ability of students to transfer knowledge, skills, and attitudes that they already have in other situations. In a contextual or constructivist classroom, the teachers' role is expanded to include creating a variety of learning experiences with a focus on understanding rather than memorization. Transferring strategy can also be defined as the ability to transfer the understanding to the new knowledge.

As the conclusion, contextual teaching and learning occurs when student learn by connecting the material to their own knowledge. Thus, the teacher should create a classroom environment where students can encourage the real-world situation. It can help student connect the content they are learning to the life context in which that content could be used. Additionally, through this approach students are expected to learn through experiencing not by memorizing the subject matter. Based on the number of contextual teaching and learning theories above, this approach can be used in instructional material and teaching reading for Agriculture study program, which confront them in the context. Therefore, the material will be connected to the real situation that the students will face. It means that the instructional material must contain about agriculture environment.

3. Development Supplementary Materials by ADDIE Model

ADDIE is an abbreviation for the instructional system development procedures of Analysis, Design, Development, Implementation, and Evaluation (Molenda et al., 2003). According to Molenda (2015), ADDIE is shorthand for any process-based method to generating instructional content. He further contended that the same acronym is essentially an interchange model with the word instructional design, and that many distinct design frameworks are encompassed by this umbrella abbreviation. The iterative nature of ADDIE necessitates review and revision throughout the design process. The ADDIE model is an iterative instructional

design approach in which the findings of each phase's formative evaluation may lead the instructional designer back to any previous step. The ultimate result of one stage is the beginning point for the next (McGriff, 2000).

Furthermore, according to Welty (2007), the ADDIE model is an iterative feedback model, which implies that the results of the Evaluation phase are returned to the origination point (fed back), closing the loop and allowing for further refining of the learning product. Assume the evaluation reveals that the module has flaws. For example, the module's objectives do not correspond with those of the organization. In that instance, the flaws are returned for further examination. Various design and development activities are undertaken until the module fits the needs of the organization.

In this research, the ADDIE model will be used is from Lyn Taylor. ADDIE is chosen because the lesson designed by ADDIE is more effective learning and better performance for students. ADDIE itself is an acronym for Analyze, Design, Develop, Implement, and Evaluate. Like the acronym, there are five steps in ADDIE Model. Each phase has its role in creating or developing the appropriate product.

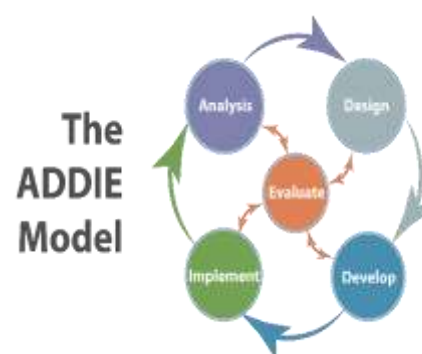


Figure 1. The ADDIE Model

This section delves into the five stages of ADDIE instructional design. According to Hess (2016), the most commonly utilized instructional design framework is ADDIE. It consists of five steps. The initial step is to analyze a learning setting, including the demands of the target learners. The second

step is to create objectives and principles to address the difficulties in the learning environment. The third step is to create a resource to meet the specification by creating a coursebook. The following step is to apply the learning resources in the learning situation. The final phase is to assess how well the materials meet the instructional needs. However, in this research, the ADDIE model will be used if from Lyn Taylor. ADDIE is chosen because the lesson designed by ADDIE is more effective learning and better performance for students.

MATERIALS & METHODS

The objective of this study is to develop appropriate supplementary English reading material for Agriculture vocational high school X grade students. As a result, this study used R&D to assist the researcher in developing extra English reading material for X grade students in Agriculture vocational high school based on ESP. This research conducted in the agriculture department of SMK N Gotong Royong. The subject is X-grade agriculture students of SMK Gotong Royong. In academic years 2021/2022. There are 16 students in the class and English teachers. Taylor (2004) developed the ADDIE model, which stands for Analysis, Design, Development, Implementation, and Evaluation. Due to the less of time the researcher simplifies this model by choosing three steps, namely Analysis, Design, and Develop. Further, document analysis, questionnaires, and interviews were utilized to collect data for this research.

This research will employ two types of questionnaires. First, the questionnaire used in the step of need analysis. The data from the first questionnaire analyzed using qualitative data analysis in the form of frequencies and percentages. The student's needs represented by the highest percentage. The second questionnaire is expert

judgment stage. The data from the second questionnaire analyzed using quantitative and qualitative data analytics. The qualitative data analysis will take the shape of a mean central tendency measurement. The category of developed materials was chosen by the value of the means. The researcher employs Suharto's (2006) theory in identifying the means category. He claims that in order to make qualitative data easier to comprehend, it should be divided into mean value intervals on a scale of 1 to 4 utilizing a range of factual scores. The range of factual scores can then be utilized to generate score conversion by dividing it by the objective categories as shown below;

$$R = \frac{Xh - XI}{4}$$

- R = Range (interval value)
- Xh = Highest score
- XI = Lowest score
- 4 = Scale

Based on the data the highest score was 4 and the lowest score was 1.

Table 2. The score categories

Scales	Categories	Interval of mean
4	Very good	3.28 – 4.03
3	Good	2.52 – 3.27
2	Poor	1.76 – 2.51
1	Very poor	1.0 – 1.75

There are several steps in analyzing the data based on Creswell theory (2018, 268-270), including (1) organize and prepare the data for analysis, (2) read or look at all the data, (3) start coding all of the data, (4) generate a description and themes, (5) representing the description and themes.

RESULT

1. Need Analysis

To be clearer about target needs and learning needs, the sum up of the data will be presented in the table below:

Table 3. Target needs and learning needs

Need Analysis Component	Aspect	Question	Item	Percentage
Target Need	Goal	English subject for Agriculture is important for students	kinds of agriculture science text and types of agriculture tools	67%
	Necessities	To support my reading skill in accordance with my English for Agriculture of work then I ...	Need to have number of vocabularies related to agriculture and need to practice to read fluently the text about agriculture	47%
		My English proficiency that I need in my Agriculture career is in the level...	Intermediate	60%
	Laks	My ability to read in relation to my English for Agriculture is	Able to read in English for Agriculture but not able to know the meaning	53%
	Wants	By learning English reading skill for agriculture, it is expected to be able.	Understanding the vocabulary.	47%
Learning Needs	Input	In learning English reading skill for Agriculture, the material/input that I want is ...	Dialog about agriculture with the list of new vocabulary and dialog/monolog about agriculture using a picture	47%
		In learning English reading material for agriculture, the length of text input that I want is	150-250 words	47%
	Procedure	To measure my understanding of the material so the test types that I need is	Short answer, in pairs and small group	47%
		The type of activity for vocabulary in its application for English for agriculture that I want is	Match the word related to agriculture with its picture	53%
	Setting	In the process of learning English, I prefer to do English learning task/activities in ...	Short answer, in pairs and small group	60%
	Learner's role	In the process of English reading for agriculture, I prefer if I ...	Discuss to solve the problem	67%
	Teacher's role	In the process of English reading for agriculture, the role of the teacher in giving the task that I want is ...	Explaining the topic then giving the task	53%

2. Develop preliminary from of product

In this part, the step comes to the product that has already developed. This phase introduces the book developed after collecting the information and planning phase. Besides, this part discusses the description of each unit, validation of expert judgment.

3. Validation of Expert Judgment

After the first draft of materials was developed, the materials were then evaluated by an expert. The validation of expert judgment aims to measure the quality of the book developed. It is related to how the book is qualified to be used by the student at school. The evaluation was conducted by providing a questionnaire to the expert. The questionnaire was adapted from the Standard of Course Book Assessment for Vocational High School by BSNP the instrument consist several aspect they are legality and moral feasibility, content feasibility components, presentation

and language components, book completeness components, contextual teaching and learning components.

4. Expert judgment and revision

This presents the revision of expert judgment evaluation has done through giving the validation sheet of the book developed. In this case, the validation sheet covers several aspects that needed to be evaluated in the book developed. They were content which evaluated the material of the book developed, and the language which evaluated the use of language in terms of giving the instruction and information. Then, the presentation that related to how the material presented, and the graphic which validated the consistency of the layout, and also particular picture, shape and font in the book developed. The last was teaching and learning where evaluated systematic of the book develop based in contextual teaching and learning.

Table 4. The evaluation and revision of product development

No	Component	Evaluation	Revision
Legal and Moral Feasibility			
1.	Text and or images are free from plagiarism	There is a source for every text and pictures. (Expert I)	No need revision
		Put the resource at the text (Expert II)	The text has a resource
2.	The text and illustration material in the book is appropriate to have with the values and norms of Pancasila	The text and the lustration are appropriate (Expert I)	No need revision
3.	Text and illustration materials in the book are free from elements of discrimination against SARA, pornography, violence/sadism, slander, and hate speech	The book is free from SARA, phonography, violence/sadism, and hate speech (Expert I)	No need revision
4.	The books material both text and illustrations is free from extremism, radicalism, and advertising/campaign content.	The book is free from extremism, radicalism, and advertising/camping (Expert I)	No need revision
Content Appropriateness component			
5.	The objective is correlated with the basic competencies.	Added basic competencies in the book map (Expert I)	Basic competencies have been added to the book map
6..	The depth of the material is correlated with the objectives.	-	-
7.	Facts, concepts, principles and procedures are accurately described	-	-
8.	Learning objectives, narration, exercises, illustrations, and questions are aligned		
9.	The information in the material corresponds to real life and events	-	-
Presentation and Language Components			
10.	The material is presented based on learning activities and student-centered	-	-
11.	The material is presented logically, coherently, and systematically	-	-
12.	Presentation of text and images is appropriate for developing students thinking.	-	-
13.	The language used is grammatically and easy to understand	Change the structure text at page 3 and 30 (Expert II)	Already changed
14.	The presentation of images is relevant and supports the clarity of material	Some unclear picture/resolution (Expert I and II)	The picture was changed into high resolution
15.	The presentation of text and images is exciting and creative to interest students in reading and curiosity.	Some font color unclear (Expert I and II)	The font color was changed
Book Appropriateness Components			
16.	The book contains the title page.	Write down the authors at the cover (Expert II)	Already changed
17.	The book contains instructions for using the book	-	-
18	The book contains references	-	-
Contextual teaching and Learning component			
19.	Facilitating students to actively understand their own material, based on previous knowledge and from previous learning experiences	Add reflection at the end of unit (Expert I)	reflection was added at the end of the unit
20.	Facilitate students to learn to find something through the process of thinking in general	-	-
21.	Facilitate students to ask and answer	-	-
22.	Facilitate students to be able to work together	Show instructions for questions that are do in pairs, small groups, and individually (Expert I)	The question instructions are clearly done in pairs, small groups and individually

The table above shows the expert judgment evaluation toward product development. Concerning to the result expert evaluation in the table above, there are some point that needed to be revised. First, the content that needs to be revised about the basic consideration, where there is no basic

consideration on the map book. Second, the presentations and language component there are unclear picture and the font color. Third, at CTL component, student reflections need to be added to facilitating students to actively understand their own material and

the last, the instruction activity should be clear.

5. Students' validation of

Implementation the book material

Students' validation is required during this phase before the product is used in the learning process. In terms of product validation, it only used a small class of 16 students from the X grade Agriculture program at Gotong Royong Vocational High School. The validation sheet validated three aspects modified from Rasuna Thalib's (2019) study. The first aspect is presentation

which covers how well the elements of the book develop are presented, such as the presentation of the pictures, the caption, and the text. The presentation aspect is important because it can motivate and interesting the students to use the book by themselves. Moreover, the second aspect is content that finds out the quality of the material presented. This is very significant because it the core of the research, then, the third aspect that need to be evaluated is the benefit of the book developed. In notices the beneficial of the book developed for students' competence in reading skill.

Table 5. Students' validation results

No	Statement	Assessment		Percentage
		Frequency Agree	Frequency Disagree	
Presentation				
1	The text is readable	16	0	100%
2	The pictures is clear	16	0	100%
3	The picture is enough (not too much or less)	16	0	100%
4	The picture are interesting and familiar	11	5	68%
Content				
5	The material is interesting and easy to understand	16	0	100%
6	The book material increase the reading skill	16	0	100%
7	The book material use the easy language to understand	14	2	87%
8	The material is related to everyday life activity	15	1	93%
9	The book developed encourages students to do more with friend activity	16	0	100%
10	The book presentation is systematic and consistent	16	0	100%
11	The book developed can increase the student vocabulary	16	0	100%
12	The book developed can help the students problem in reading	16	0	100%
13	The book developed can motivate the students' to reading the material	16	0	100%
14	The instructional in the book is clear and understandable	15	1	93%
15	The picture, sign or symbol in the book is clear and understandable	16	0	100%
Benefit				
16	The book develop is beneficial	16	0	100%
17	The book developed make the students easier to learn English especially in reading	16	0	100%
18	The students are interested in using the book developed	16	0	100%
19	The students prefer to use the book developed in improving reading skill	16	0	100%
20	The highlight in each unit can increase the students motivation in learning English especially in reading	16	0	100%

Regarding the table above which presents the students validation of the product development, it can be known that almost the indicators in each aspect reached 100% which means there were 16 students claimed to agree to those indicators. However, there were four indicators in the presentation and content aspect that gained the percentage below 100%. Those indicators are the picture are interesting and familiar, the book material use the easy language to understand, the material is related to everyday life activity, and the instructional in the book is clear and understandable.

DISCUSSION

English language is an international language that used by other country as their first language. Meanwhile, in Indonesia English is a foreign language that needs to be master by Indonesian students in order to make them to be able to communicate with people all around the world. Furthermore, in the process enhancing Indonesian students' English skill, English become one of the subjects that must be taught in all levels of education in Indonesia. The role of English everyday life is so significant. It is because the mastery of English becomes the

requirement of getting a job nowadays. In other words, the mastery of English is very important for the carrier. Therefore, teaching English based in specific major is beneficial in order they can apply it when they come in real work. That is what exactly needed by the students of vocational high school because they are the output that is prepared to be ready to work after graduation. Therefore, to face this fact English for specific purpose is very important.

The aim of this research is developing English specific purpose where the material developed can reach the target situation. This research is a kind of research and development (R&D), that was done to develop the material based on contextual teaching and learning for X grade Agriculture students of SMK Gotong Royong. This book development aims to connect the material based on the syllabus curriculum 2013 with the major in this case is agriculture. The development of the book was on the 16 students' need that already gained through questionnaires. Moreover, in developing the book, it systematically used ADDIE models from Lyn Taylor (2004). There were 5 steps of developing the material based on ADDIE model. They are analysis, design, develop, implement, and evaluate.

To begin the developing of the material, it was started by collecting the information. The information collecting was done through the observation in learning process which was handled by the English teacher of X grade Agriculture students at SMK Gotong Royong. Then, doing an interview to the teacher about the learning process, curriculum developing of the material must fulfill and cover the students' necessities entirely. However, the development of the material must be appropriate whit the demand of the curriculum.

The curriculum become the crucial thing of education, so it means that what material and how the material is presented must be appropriate to the standard of curriculum 2013. Therefore, the material was developed

based on the syllabus curriculum 2013 but the way the material presented in this book development was link to the agriculture. The development of the material must be appropriate with the demand of the curriculum because of the book become the main book. However, the course gird was developed based on the contextual teaching and learning which was proposed by Crawford (2001). In terms of developing the material based on contextual teaching and learning by Crawford (2001), it used REACT procedure. The first stage was relating where he students correlate the material with the environment. The second stage was experiencing where the students got involved in gaining the information. The third was applying, where the students were able to apply the concept they already got. The fourth stage was cooperating and transferring where the students were able to apply their concept practically with community. Those stage must be presented in all unit of the material development.

There were four materials that were developed. They were self-introduction and other, compliment and congratulation, describing tools, announcement. The introduction of each unit presented the topic that will be discussed and objective of learning.

The expert took a role in book development. In this case, the first expert was headmaster in junior high school, and the second expert is a postgraduate lecturer at the University of Gorontalo. They both responsible to assess every single part of the book such as content, presentation, graphic and approach in developing the book where those indicators were formulated by using the standard of the material proposed by Hutchinson and Water (1987). The validation of the book was done by giving the questionnaire which was adapted from BSNP (. Regarding to the evaluation, it was obtained that the book almost fulfill every indicator of validation sheet, it means that the book already goes well with curriculum 2013, learing objective, and need of the students at X grade Agriculture study

program in SMK Gotong Royong. The expert also agreed that the material presented already fulfill the contextual teaching and learning approach, it was proved through the follow up activities contain the book.

The development of the book is done for the students need in order they are interested to use the book, it is supported by Hutchinson and Water (1987, p.8) the rise of ESP is relevant to the students need and motivation which aims to develop the students interest to make the learning process effective. Therefore the book not only validated by the expert in education but also validated by the students when using the book. To face the first, it needed to validate the readability of the book; in this case, 16 students filled the form of readability of the book. The readability validated the content, presentation and benefit to read. It was found that the book already accomplished the appropriateness of content, presentation, and also it was beneficial for the students.

CONCLUSION

The goals of this research study are to identify the target needs and the learning needs of the students' grade X of Agriculture study program at SMK Gotong Royong and to develop appropriate English Reading learning materials for the students of the department. Based on the research findings, the conclusions of the target needs can be drawn as follows. (1) The main goal of the tenth grade students of agriculture study program at SMK Gotong Royong in learning English is to able to understand kinds of agriculture science text and types of agriculture tools. (2) Most of the students to support their self in reading skill in accordance with their English for agriculture of work and then they need to have number of vocabularies related to agriculture and they need to practice to read fluently the text about agriculture. (3) Most of the students want to have number of vocabularies related with their study program.

The learning needs of the students can be grouped into some components. The first one is the input used in the developed materials. The students think that the effective length of the texts is no more than 350 words. They also state that they need vocabulary related to the discussed topics in each of the units. In terms of types of activities, most of students agree that they prefer to do the tasks by doing comprehensive tasks based on the provided texts. The students also want to get exposure in terms of grammar by doing grammar exercises and they want to do the tasks individually and in pairs. Regarding to learners' roles, the students prefer to be involved and become active participants in the learning and teaching process while in terms of teachers' role, the learners prefer the teacher to give explanation first about the materials before asking them to do the tasks. Teachers are also expected to guide the students to comprehend the texts and to introduce new vocabulary.

In addition, there are some suggestions for some parties in relation to the English materials. (1) English teachers are one of the important points to make the teaching and learning process become successful. To achieve the goal of study, the teachers should understand well the students' needs in learning English. The researcher suggests the teachers to add more sources related to the students' major if the English materials they use are not appropriate enough. It is even possible for the teachers to develop the appropriate materials by conducting observation and needs analysis. The teachers can coordinate with other teachers to create their own products and the results can be implemented to the students to know whether the materials can improve students' skills or not. If the materials can support students' needs, they can make further development of the materials. (2) To other materials developers, they can develop English materials for agriculture study program for other skills, such as writing, speaking, listening or materials with integrated four skills. It is also suggested for

other developers to emphasize the needs of the learners since the essential point in developing materials for vocational high school students is laid to the relevant content to their study. It is important to understand the needs of the students and consider the real context of their field so that the products will be useful for their future carrier.

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