DEVELOPING ENGLISH READING DESCRIPTIVE TEXT MATERIALS BASED ON SCIENTIFIC APPROACH FOR GRADE X STUDENTS OF COMPUTER AND NETWORK ENGINEERING STUDY PROGRAM AT SMKS HARAPAN AL-WASHLIYAH SIGAMBAL

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ABSTRACT

The objective of this study was to develop materials of reading descriptive text as supporting learning for grade X computer and network engineering students at SMKS Harapan Al-Washliyah Sigambal. The research was conducted by using the simplification of Research and Development theory by Borg and Gall (2003) which simplified by PuslijaKnov (2008). The data were taken through observation, questionnaires, and interview. The materials were validated by an English lecturer and an English teacher by using validation sheets which is adapted from BSNS. The materials were collected by using descriptive analysis and the materials were arranged based on Scientific Approach. The study results revealed that: (1) the materials used do not support the students' study program because the topics of the materials are still considered general, (2) relevant reading materials are needed by students in vocational school especially in computer and network engineering study program, (3) the developed reading materials based on Scientific Approach have been validated with the score 3.52 from the first expert and 3.65 from the second expert which is in the range of 3.25 ≤ 4.00 and categorized as “Very Good”. The reading descriptive text materials have been developed in accordance to the students’ needs based on Scientific Approach.

Keywords: Research and Development (R&D), English Reading materials, Descriptive Text, Scientific Approach, Vocational School, Computer and Network Engineering Program.
INTRODUCTION

Reading is an action carried out by the reader to acquire information from the writer through words or written languages. As one of the receptive skills alongside listening, reading performs a vital role in English Language Teaching (ELT). It enables the students to understand the learning materials and improve their knowledge, comprehension, grammar, vocabulary and fluency. Even further than that, reading can also enhance students' cognitive skills, such as working short-term and long-term memory (Abusamh et al., 2020).

The English language basic skills are consisted of speaking, listening, writing, and reading. In the English Foreign Language (EFL) countries context, the focus of ELT is usually more on reading skills. It is because English is not used or spoken daily so that the students tend to prefer information in the form of written texts. Moreover, Hidayat and Setiawan (2020:176) imply that reading is a fundamental English language skill that EFL learners must possess because by reading, they can get more information and vocabulary to strengthen their English skills, expand their knowledge and insight in other fields.

As a country that taught English as a foreign language, schools in Indonesia also focus more on reading skills in their learning activity. It can be seen from the dominant activities of reading in the classroom where the teacher usually taught their students to read the materials and answer the questions. In addition, from school to national examination, reading is the most dominant type of English examination, which requires the students to understand the text and question. Thus, in regard to the position of English as a foreign language in Indonesian context, it is essential to review the essence of English reading and readers in Indonesia (Rahyuningsih, 2016).

When it comes to reading, it cannot be separated from the texts as materials. There are at least 13 basic types of text in English. Those texts are narrative, recount, descriptive, report, analytical exposition, hortatory exposition, discussion, news item, review, explanation, procedure, anecdote, and spoof. Each text has different purposes and specific functions that can be applied by the teacher as learning materials in the classroom. However, paying attention to the contents of the texts used as materials in the learning process are crucial.
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