

Developing Reading Materials For Sport Science Sophomores

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Abstract: This study aims to develop reading materials for the Sport Science Sophomores of Universitas Negeri Malang due to the unavailability of the materials. The design of her research is R and D (Research and Development) simplified from Borg and Gall design (1983). The result of preliminary study showed that the available materials were not in line with the syllabus since it still reflects the teaching of General English, while the syllabus emphasizes teaching English texts related to Sport Science. The final products of this research are ‘Student’s Book and Teacher’s manual’.

Key Words: reading materials, sophomores, sport science

Abstrak: Penelitian ini bertujuan untuk mengembangkan bahan bacaan untuk mahasiswa tingkat 2 jurusan Ilmu Keolahragaan di Universitas Negeri Malang karena tidak tersedianya bacaan bahan ajar. Desain penelitiannya adalah R dan D (Penelitian dan Pengembangan) yang disederhanakan dari desain Borg dan Gall. Hasil penelitian pendahuluan menunjukkan bahwa bahan yang tersedia tidak sesuai dengan silabus karena masih mencerminkan ajaran Bahasa Inggris umum, sementara silabus menekankan pengajaran teks bahasa Inggris yang berhubungan dengan Sains Sport. Produk akhir dari penelitian ini adalah ‘Buku Siswa dan manual Guru’.

Kata kunci: bahan bacaan, mahasiswa tingkat dua, ilmu keolahragaan

Reading activity is a must (UM Catalogue, 2013) for university students especially for sport science faculty due to the fact that references, supplementary texts, and the learning sources are mostly written in English. All high school graduates are facing an increased need for a high degree of literacy (the ability to read and write, Hornby, 1995), but reading comprehension outcomes are not improving.

Hedge (2003) states that any reading component of an English language course may include a set of learning goals for the ability to read a wide range of texts in English. This is the long-range goal most researchers seek to develop through independent readers outside EFL/ESL classroom. Rowntree (in Richard, 2001) thinks that good materials should arouse the learners’ interest, remind them of early learning, tell them what they will be learning next, explain new learning content to them, and relate these ideas to learners’ previous learning. In short, reading skill and reading materials are supposed to equip the readers with ability to understand reading text and give them experience.

Sport Science students are also in this level of literacy. Based on the syllabus in the Universitas Negeri Malang, Sport Science Students have to be able to understand basic reading texts related sports. The syllabus states that English I of Sport Science has an objective to equip the students with the basic skill in understanding English reading texts related to sport (UM Catalogue, 2013). They like it or not, they have to take English I in that semester. On the other hand, the researcher has had a problem related to the material selection since the Sport Science Faculty still does not have sufficient available materials, which are in line with the course description of English I. Therefore, the researcher believes that developing the reading materials is very important to make the materials available for the Sport Science students.

Students are supposed to understand not only the content but also the vocabulary items that follow the reading. It is the teacher’s responsibilities to motivate the students to be interested in reading by selecting the appropriate materials and especially for those at the early stages of learning (Alyousef, 2005).

Rowntree (in Richard, 2001) thinks that good materials should arouse the learners' interest, remind them of early learning, tell them what they will be learning next, explain new learning content to them, and relate these ideas to learners' previous learning.

Ulfa (2012) states that good materials will give some valuable contribution to the learners which will motivate them in learning English, and in turn, they will develop positive attitude towards English as they will associate it with something interesting, enjoyable and not burdensome. Attractive and interesting materials will encourage learning maximally; therefore, we cannot underestimate the materials in encouraging and improving the students' understanding in learning the language. Barón (2013) did a material development due to the lack of appropriate didactic resources for the ESP course she teaches, materials development is one of the main constructs that underpins this research.

Seright and Thompson (1986) state that many intermediate and advanced ESL learners, adults particularly, have specific needs in reading, needs which existing instructional materials do not properly address. There are two objectives established in developing reading materials, namely: a) skills to be developed and b) text-types to be presented. Following that, texts are selected, and skill-oriented exercises are developed.

Those studies show that developing material is very important in the teaching and learning process. It means that the researches done give a fruitful result which can be used as a reference to conduct other research dealing with reading material development. Teachers will always need to develop materials to improve the students' achievement. Developing materials plays a big role in making the students attracted and interested in learning a subject, especially reading subject. Therefore, teachers play an important role to develop the materials for their teaching to make the teaching and learning goals successful. Moreover, it is really refreshing when teachers not only instruct all the time, but also develop our own materials based on reflection and concern, and look for new experiences as teacher-researchers. We can produce solid and excellent material with the quality level of materials created in English speaking countries. By developing reading materials, teachers can also encourage themselves to improve their teaching of reading.

Referring to the real situation in the sport science faculty with limited materials for English I subject, the researcher feels encouraged to develop materials

to cover the condition in the sport science faculty by considering the syllabus of the sport science.

Other reasons that support the researcher to develop material especially reading materials are as follows: the growing demand for English for Specific Purposes (ESP) instruction in Indonesia (particularly Sport Science faculty) due to the growing industries which involved both products and services (Paniya, 2008). Sukarni (2013) states that in institutional setting in Indonesia, English is used as a means of communication among professionals and there was a great demand to improve one's English language competence. We can say that the demand of ESP in many institutions, work places, and industries both in Indonesia and abroad is getting higher day by day.

Hedge (2003) states that any reading component of an English language course may include a set of learning goals for the ability to read a wide range of texts in English. This is the long-range goal most researchers seek to develop through independent readers outside EFL/ESL classroom, that is building knowledge of language which will facilitate reading ability, building schematic knowledge, the ability to adapt the reading style according to reading purpose (i.e. skimming and scanning), developing an awareness of the structure of written texts in English, and taking a critical stance to the contents of the texts.

In conclusion, reading skill plays a great role especially for the college students since they have to face many kinds of texts in English. On the other hand, handling reading materials and teaching them also need special concern to make the reading activities meet the objectives of the course. Therefore, developing materials for reading skill will help the students who would like to understand English texts dealing with any subjects. For sport science that does not have reading materials, it really needs reading materials to develop to equip the students with the basic skill in reading.

The objective of this study is to develop English reading materials for the sport science sophomores. The researcher develops the reading materials due to the non-existence of the English reading materials for the sport science sophomores.

Practically, the result of this study is beneficial for the researchers, lecturers, sport science students, material developers and other researchers. For other English researchers who would like to develop materials including those who are from Universitas Negeri Malang and those from different universities or schools, the result of this study can be used to help

them solve their problem by providing the learning materials especially reading materials of sport science. Also, for other lecturers and researchers of different subjects, the result of this material development can be used to compare the materials they have made for teaching and learning in the classroom. Besides that, the result of the research provides the researchers with a model in developing materials for sport science.

In addition, for other researchers, the material development of this research can be used as valuable sources to conduct further research of the same types. Moreover, further researchers can use the findings in this study as one of the references to carry out research on different grades and levels of education.

Theoretically, this research contributes an interesting and fun activity to develop the reading materials. The material developers can take the advantages in comparing and developing any other kinds of materials. They can use this research as a reference to develop their own materials with one condition that the type of the students and their English ability background are similar.

The development of the material intends to meet the researchers and students' needs to support the teaching and learning process. Therefore, the final product of this material development is the reading book and the researcher's manual. The reading book for the students comprises six units which cover various topics related to sports science, such as a description of an athlete, risky sports, and others (see Table 1 for the detailed content map). Both the students' read-

ing book as well as researcher's manual are photocopyable.

This research was conducted at Universitas Negeri Malang, in particular the Sophomores of Sport Science Faculty 2012. The material development is applied to the subjects from Sport Science around 40 students of offering A in academic year of 2012/2013. The researcher takes this class since she teaches this class this semester.

METHODS

Since this study is aimed to design and develop a product of reading materials, the most appropriate research design is Research and Development (R and D). The design is taken from Borg and Gall (1983) who propose ten cycles for developing the materials; however, due to the limitation of time the researcher simplifies them into 8 (eight) steps. The eight steps in the R & D cycles are : (1) need analysis (in Borg and Gall's model it is called research and information collecting); (2) developing material (it is planning and developing preliminary form of the product) ; (3) Experts' validation ; (4) First revision (main product revision); (5) Try-Out (main field testing); (6) Revision (operational product revision); and (7) the final product; (8) Dissemination and implementation.

The Development Model

The stages of the development model are shown in Figure 1.

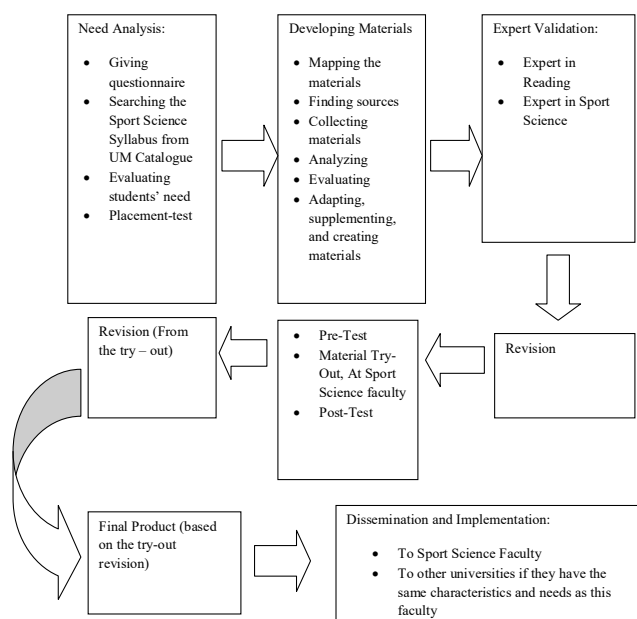


Figure 1. The Simplified Model of Development from Borg and Gall (1983)

Need Analysis

As the preliminary study the researcher distributed the questionnaire to the Sport Science sophomores. The subjects were the Sport Science sophomores of 2012/2013 since the researcher taught them that semester. Forty students got the questionnaires. From the questionnaire, the researcher found out the basic and general English background like how long the students had studied English, their difficulties in understanding English and their expectation if they got English materials. To sharpen the detailed information, the researcher also distributed a quiz to find out their ability in reading skills like scanning, skimming and finding references.

The next analysis was taken from the Sport Science Syllabus. The course of English 1 for Sport Science sophomores covers the basic skill in understanding the English texts related to sport. The materials deal with reading texts followed with the comprehension questions, grammar, and vocabulary items related to sport. It means that whether they like it or not, they have to take English 1 in that semester. The vision of the Sport Science Faculty is developing the study of the sport science that is excellent and able to yield professional sport science experts who devote their skills to our nation. The sport science mission is to prepare sport science experts who have skills in sports for health, physiotherapy, sport trainers, instructors of fitness center, and masseur. The purpose of this study program is to produce graduates who are competent in the sport areas for health as the physiotherapist, sport trainers, instructors of fitness center, and masseur.

Based on those data, the researcher believes that developing reading materials that support the vision and mission of the sport science faculty becomes a necessity.

Material Development

To develop the reading materials, the researcher followed some steps developed by Parris (2013) with some modification. The steps are choosing the materials, developing reading tasks, creating pre-reading, whilst reading, and post-reading exercises. The choice of materials was based on the needs analysis and the curriculum demand. In this research the researcher used the mapping based on the types of material and the basic skill of reading related to the syllabus. The mapping covers the units, functions, vocabulary areas, and exercises and follow up activity. The mapping used

by the researcher is adapted from Richard (1997) as shown in Table 1.

Validation

From the materials mapping, the researcher developed two products, they are Student's Book and Teacher's manual. Both student's book and teacher's manual were validated by two experts (Reading expert and sport science expert). There are ten (10) aspects to validate: 1) Aims and Approaches, 2) Design and organization, 3) Language and Content, 4) Reading Text, 5) Grammar, 6) Topics, 7) Instruction, 8) Examples, 9) Activities and Exercises, 10) Pictures. Those aspects are rated based on the criteria in Table 2.

After being validated, those two products (student's book and researcher's manual) were revised. Based on the revision, the researcher tried the material out at her class.

RESULTS

Result of Validation

Based on the validation criteria adapted from Cunningsworth (1995) and Brown (2001), the researcher got two results, the first was from the reading expert and the second was from Sport Science expert. Some feedbacks and suggestions were given to make the developed materials better. After the developed materials were revised, both validators gave approval to make the materials tried-out.

Try-Out

Before the researcher gave the try-out, she gave the pretest to know the students ability before they got the try-out materials. The try-out test items were taken from the reading section placement test from New Interchange (Richard, 1997). Furthermore, the purpose of the try-out was to find out whether the materials were effective, attractive and suitable for the students of the Sport Science. The try-out was conducted three times on 1st, 8th, and 15th April 2014 in the class of Sport Science. The subjects are 40 sophomores of the Sport Science. Three reading texts were tried-out. During the try-out sessions, the researcher delivered the reading materials. The strategies used during the teaching and learning process are: 1) the students read the reading text silently. 2)

Table 1. The Material Mapping

Unit	Skills	Title	Functions	Vocabulary Areas	Exercises and Follow up Activity
1	Skimming and scanning	What Does He Look Like?	Finding general, specific, explicit, and implicit information about an athlete biography.	The vocabulary deals with the words related to soccer athlete. Examples: huge, mates, accent, dazzling, scored, victory, advance, and fabulous	<ul style="list-style-type: none"> • Checking information (true or false) • Answering open ended questions • Completing the information • Finding an athlete biography
2	Skimming and scanning	Have You Tried Risky Sports?	Finding general, specific, explicit, and implicit information about some risky sports.	The vocabulary items relate to risky sports (hang gliding, mountain climbing, and scuba diving) Examples: injured, crashed, lack of oxygen, high altitude, dehydration, avalanches, bubbles, explore	<ul style="list-style-type: none"> • Checking information (true or false) • Answering open ended question • Finding other risky sport and finding the danger and fun things about it
3	Skimming and scanning	It's A Very Exciting Sport!	Finding general, specific, explicit, and implicit information about the history of soccer.	The vocabulary items are about the history of soccer. Examples: quotation, penance, archery, puritans, frivolous, varsity, consensus, engaged.	<ul style="list-style-type: none"> • Completing the questions • Finding the synonym of some vocabulary items • Finding an article about the history of soccer in Indonesia from year to year
4	Skimming and scanning	It Really Works	Finding general, specific, explicit, and implicit information about traditional remedy and its solutions.	The vocabulary items deal with the words related to remedies and sickness treatment. Examples: remedy, fever, illness, stings, bites, tenderizer, vinegar, soak	<ul style="list-style-type: none"> • Finding the solution for common illnesses • Finding other remedies for other sickness • Finding the treatment for sport accidents/injuries
5	Skimming, scanning, and finding reference	The Biggest and The Glorious	Finding general, specific, explicit, and implicit information about American Football	The vocabulary areas related to words dealing with American Football. Examples: defensive, offensive, pads, leather, stitches, to be televised	<ul style="list-style-type: none"> • Answering multiple choice questions • Finding the similar words for the vocabulary items • Finding the reference • Comparing two sports (soccer and futsal – volleyball and basketball)
6	Skimming and scanning	Sport Issues	Finding general, specific, explicit, and implicit information about sport issues that happen	The vocabulary items are about words related to sport issues. Examples: stampede, seater, fans, official, and hooligans	<ul style="list-style-type: none"> • Finding detail information from the text • Answering open ended questions • Finding solutions for sport issues/problems

Adapted from Richard (1997)

Table 2. The Scores Given By The Validators To Rate The Developed Materials

Score	Descriptions
1: very poor	There is none of the criteria of evaluation covered
2: poor	Only some of the criteria of evaluation are covered
3: good	Several main points in the criteria of evaluation are covered
4: very good	The main points in the criteria of evaluation are covered but fail to cover one particular point
5: excellent	All of the main points in the criteria of evaluation are well covered

Adapted from Cunningsworth (1995) and Brown (2001)

then, they worked in pairs to answer the comprehension questions that followed the reading text (they were not allowed to see the dictionaries), 3) the researcher facilitated them, 4) the researcher checked their understanding, 5) at the end of the reading session, the researcher gave optional activities like quizzes or speaking activity (adapted from Richard, 1997).

Result of The Try-out

After the researcher tried the materials out, she distributed questionnaire to find out the students' opinions towards the developed materials. There are ten (10) aspects to comment: 1) *tujuan dan pendekatan*, 2) *design and penyajian*, 3) *bahasa dan isi*, 4) *materi reading*, 5) *tata bahasa*, 6) *topik*, 7) *instruksi*, 8) *contoh*, 9) *aktivitas dan latihan*, 10) *gambar* (adapted from Cunningsworth (1995) and Brown (2001)). Those aspects were rated based on the criteria as mentioned in Table 2.

Based on the criteria above, 59.5% said that the materials were good (score 3) and 37% said that the materials were very good (score 4). Only 1% said that the materials were excellent (score 5). On the other hand, 2.5% said that the material were not very good. The conclusion is that 96.5% said that the materials were good. The researcher can conclude that the materials meet the Sport Science students' want and needs.

The Revision of the Tried-Out Materials

After the students got the tried-out materials, they gave the feedback. The researcher distributed the questionnaires with some aspects to comment. Based on the data collected, the researcher got feedback for the developed reading materials. The students suggested the researcher to give more pictures on the materials and more examples in doing the exercises in practices. They assumed that if there are more examples in doing the exercises they could do the exercises much more easily. Then, the researcher added

more pictures and exercises to fulfill the students' suggestion. After being revised based on the students' feedback, the developed materials are ready to publish and disseminate.

Final Products

The final product of this research is a reading material book, which is accompanied by the teacher's manual. The materials are developed based on the fact that sport science does not have materials, based on the students' needs analysis, and on the sport science syllabus as well. The learning objectives are exploring the reading skills, like scanning, skimming, and finding references.

DISCUSSION

The researcher discusses the strengths and the weaknesses of her developed materials as well as the conclusion in this chapter. It covers the strengths, the weaknesses and the conclusion based on the results of the development. They are described into two aspects, the strengths and the weaknesses. The strengths of this developed materials are 1) providing the Sport Science students with a book that helps them understand English 1, 2) fulfilling the unavailability of English materials which are in line with the syllabus of the Sport Science sophomores. On the other hand, the weaknesses of the developed materials are: 1) more pictures for the reading texts are needed to attract the students' attention. 2) more examples for the activities are also needed. The researcher had already revised the developed materials; therefore, the weaknesses can be solved.

CONCLUSIONS AND SUGGESTIONS

Conclusions

After the result and the discussion of the developed reading materials, the researcher can make the

conclusion based on those two aspects. It is true that Sport Science faculty does not have the book for English I subject, it means that the developed reading materials are really needed by the sport science sophomores to give them basic knowledge about sport science, and the basic information about sport science which covers the reading texts followed by the comprehension questions and exercises to make the students comprehend reading texts more easily.

Suggestions

For lecturers, the developed reading materials will be beneficial for them who have the same kinds of students, characters, and conditions in their own situation. They can use these materials as references to develop their own materials. Furthermore, they can also adapt or adopt the materials with one condition that they have the same problems as the researcher faces.

For students of the sport science faculty, they can use and apply the materials in their daily life as well as in their academic life in English I. They can make use of the book to explore English about sport science further. They can use the book as a hand book to help them study English I subject. Besides, they can also enjoy the learning in a fun way.

For material developers, this material can be developed further in case the purposes of the development are in line with the purposes of the needs of the developer. This materials can be used as references to improve the development.

For other researchers, the researcher believes that her developed materials will give contributions to enrich the existing materials to redevelop. The researcher will be willing to give supports and information needed in the future's material development.

For the researcher herself, she can use the developed materials as a guiding book to teach the Sport Science sophomores of Universitas Negeri Malang for English I. The developed materials can give the basic English which is already in line with the Sport Science Syllabus and the students' need as well.

The researcher can disseminate the student's book in her class for the next semester in her own class for teaching English I. The book can be used as a hand book for the students to learn basic English that deals with reading texts followed by some comprehension questions. On the other hand, the teacher's manual is useful for the researcher as a guide to teach English I of Sport Science Sophomores.

For future interests, the book will be much better if it does not only discuss reading texts. It will be much more useful if the developed materials are developed further to meet the students' need in learning English which includes not only reading skills, but also listening, speaking, and writing.

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