

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the interpretation of the data based on questionnaires that had been distributed and the interviews that had been conducted. This chapter also elaborates the result of evaluating the textbooks that were used the most by the teachers by referring to English basic competences in vocational school for eleventh grade students and by using objective analysis adapted from Hutchinson and Waters (1987).

4.1. Data Descriptions

This study was conducted to get the data about the relevance of reading materials to the reading needs of fashion students. The data were collected by distributing the questionnaires and conducting the interview in five vocational schools that have fashion major. The questionnaires were about the statement of reading in the classroom, reading needs, reading materials given, reading activities used in the classroom and the difficulties in reading. They were distributed to 125 fashion students and to five English teachers in five vocational schools, which are, SMK Negeri 1 Bekasi, SMK Negeri 32 Jakarta, SMK Negeri 37 Jakarta, SMK Negeri 38 Jakarta, and SMK Negeri 27 Jakarta. The data collection were collected in all vocational schools mentioned above. The interviews were also conducted to twenty five fashion students, to five English teachers and to fifteen practitioners in order to support the data gained from the questionnaires.

Besides that, the writer also analyzed English textbooks that were used the most by the teachers in five vocational schools. The book is *Get Along with English for Vocational Schools Grade XI in Elementary Level (Jilid 2)*, written by Entin Sutinah, dkk, which is published by *Erlanggayears2010*. From five schools, three schools used this textbook, while two other schools used various kinds of materials. The textbook was evaluated by referring to English basic competence of vocational school for elementary level and by using objective analysis adapted from Hutchinson and Waters (1987).

4.2. Findings of the Study

The table in these findings describes the results of the students' answer, the teachers' answer, and the practitioners' answer through the questionnaires given. The part I of the questionnaires represents the statements of learning reading. The table below is question number 1-13 part I about the purpose of learning reading according to fashion students.

Reading materials needed by fashion students													
Strongly Agree	4,8%	0,8%	16%	24,8%	12,8%	30,4%	0,8%	0%	27,2%	2,4%	0%	0%	29,6%
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Agree	75,2%	46,4%	71,2%	56,8%	73,6%	68,8%	52,8%	18,4%	67,2%	56%	26,4%	59,2%	70,4%
	100%	80%	100%	100%	40%	100%	80%	80%	100%	100%	100%	100%	80%
	13%	47%	13%	80%	67%	54%	20%	0%	67%	6%	0%	6%	100%
Undecided	16%	40,8%	12%	14,4%	12,8%	0%	35,2%	72%	5,6%	40%	64%	36,8%	0%
	0%	20%	0%	0%	0%	0%	20%	20%	0%	0%	0%	0%	0%
	20%	13%	27%	20%	20%	33%	13%	20%	20%	40%	33%	13%	0%
Disagree	1,6%	10,4%	0,8%	4%	0,8%	0,8%	11,2%	9,6%	0%	1,6%	9,6%	4%	0%
	0%	0%	0%	0%	60%	0%	0%	0%	0%	0%	0%	0%	0%
	67%	40%	60%	0%	13%	13%	67%	80%	13%	54%	67%	80%	0%
Strongly Disagree	2,4%	1,6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	memo	business letter	short messages	Instructions	SOP	application letter	report	complaint letter	job vacancy	announcement	advertisement	invitation letter	texts related to the major

students
 teachers
 practitioners

The result from students' questionnaire part I analysis shows that 75,2% students *agree* that they want to be able to understand memo, because through interview most of students answered that one of material which was delivered by their teacher in the classroom was memo. The highest percentage of the teachers' questionnaire is 100% *agree* that they chose memo, short messages, instructions, application letter, job vacancy, announcement, advertisement, invitation because the government were just focused on the language competencies which were

needed by the students to pass the national examination. By the interview, the teacher explained the reason why they did not give enough reading materials that were related to the students major. It was because the government has set the language competences to pass the national examination not based on the students' need from different major. The highest percentage of the practitioners' questionnaire is 80% *agree* that they want to be able to understand text relates their major because in their workplace they read about text relates their major, if they could not able to understand the text relates their major they cannot produce something or compete with other workers.

Talking about the materials, the writer wants to find out what the resources of the learning materials that are used by the teachers in teaching reading. The next table is the question number 30-34 in part I describes about the resources of the learning materials that are used the most by teachers in teaching reading and the learning materials that are used most by practitioners. Here are the result.

The materials are taken from					
Strongly Agree	0,8%	1,6%	4%	1,6%	1,6%
	0%	0%	20%	20%	0%
Agree	81,6%	80,8%	75,2%	84%	79,2%
	100%	80%	80%	60%	0%
Undecided	17,6%	16%	15,2%	13,6%	18,4%
	0%	20%	0%	20%	100%
Disagree	0%	1,6%	5,6%	0,8%	0,8%
	0%	0%	0%	0%	0%
Strongly Disagree	0%	0%	0%	0%	0%
	0%	0%	0%	0%	0%
	textbook	copied-material	internet	teachers' modification	workbook

 students  teachers

The materials are taken from...					
Strongly Agree	0%	0%	0%	0%	0%
Agree	74%	33%	80%	40%	33%
Undecided	13%	33%	13%	27%	33%
Disagree	13%	33%	6%	33%	33%
Strongly Disagree	0%	0%	0%	0%	0%
	book of pattern	copied materials	internet	modified materials	magazine

 practitioners

The high percentage is 84% students *agree* that materials teachers' modification as the learning materials used in learning reading. During the observation, the teachers did not use the textbook as the learning materials but they made the modification of materials, they took some materials in textbook, internet and from other books and mixed that in a presentation. 100% teachers *agree* that they used textbook as learning materials used in learning reading. And 81,6% students *agree* it too. This percentage has a little difference 2,4% with learning materials of modified materials. About 80% the practitioners agree that they used internet as the reading materials, because through the interview they said that they can read kinds of patterns, how to operate the sewing machine, kinds of sewing needle and the things that relates to fashion. The teachers should provide the materials from other sources, not only from the textbooks but also from internet, book of pattern or magazine in order to fulfill the students' need of resources that used as the learning materials.

The teachers also have a role to decide whether the students have made an improvement in reading or not. In order to know how well the students in reading, the teachers can make a test or some models of assessment to test the students' reading skills. It deals with what the teachers ask the students to do in order to know how well students in reading. And for practitioners, they assess their reading skills in order to know how well their comprehension in reading. It is needed to be found out because reading is the focused skill in this study. Here are the results for question number 11-15 part II.

How to assess reading skills					
Strongly Agree	3,2%	15,2%	8,8%	14,4%	8%
	0%	0%	0%	0%	0%
Agree	52%	60%	63,2%	54,8%	62,4%
	100%	100%	100%	100%	20%
Undecided	26,4%	16,8%	16,8%	19,2%	22,4%
	0%	0%	0%	0%	0%
Disagree	16%	6,4%	9,6%	8%	4,8%
	0%	0%	0%	0%	80%
Strongly Disagree	24%	1,6%	1,6%	0%	2,4%
	0%	0%	0%	0%	0%
	skimming	identify the main idea and supporting idea	scanning	answer the question related to the text	reading aloud

 students  teachers

How to assess reading skills					
Strongly Agree	0%	0%	0%	0%	0%
Agree	6%	40%	6%	67%	13%
Undecided	13%	47%	40%	27%	27%
Disagree	80%	13%	54%	6%	60%
Strongly Disagree	0%	0%	0%	0%	0%
	retell the text in written forms	skimming	identify the main idea and supporting idea	scanning	answer the question based on the text

 practitioners

The results show that 63,2% students and 100% teachers *agree* that the teachers assess the students for scanning. From the practitioners' answer shows that 67% *agree* that they assess themselves in reading by scanning. By the interview, some of practitioners said that they read something relates to fashion to get some information from the text after that they will start to design clothes. The number of 100% teachers *agree* that they assess their students for skimming, identify the main idea and supporting idea, and answer the question from the text. In interview, all the students said that actually their teachers had ever used all those kinds of assessment in reading activity. They said that their teachers mixed it. The teachers in interview agreed that they mixed those kinds of assessment such as they gave the students a text and then they asked the students to answer the questions based on the text as the criteria that the students had understood the texts, and then they asked for conclusion and asked the main idea and supporting idea of the text. In the observation, the results in the questionnaire and in interviews are relevant to what the writer had observed.

Through the observation in the classroom when the teachers were teaching reading, the writer found that there are two reading skills which teachers used in teaching reading: scanning and skimming.

The most reading skill that teachers used in teaching reading is scanning, because from the observation the teachers asked the students to find out some information from the text that given to their students, after that the students answered the questions based on the text. Besides that, skimming is also used by

the teacher in teaching reading. The teachers asked the students for finding out the conclusion of the text that teachers given in classroom

In learning reading, the students might have the difficulties in reading. The following table is the question number 1-7 part III about the students' perception, the teachers' perception toward the students' difficulties, and the practitioners' perception toward the difficulties in reading.

Students' difficulties in reading							
Strongly Agree	14,4%	10,4%	32%	20%	29,6%	9,6%	5%
	0%	0%	0%	0%	0%	0%	0%
Agree	66,4%	47,2%	62,4%	56,8%	58,4%	33,6%	43%
	100%	100%	100%	100%	100%	0%	0%
Undecided	11,2%	13,6%	3,2%	16%	8%	20%	35%
	0%	0%	0%	0%	0%	20%	0%
Disagree	8%	16,8%	2,4%	6,4%	3,2%	32%	39%
	0%	0%	0%	0%	0%	80%	100%
Strongly Disagree	0%	12%	0%	0,8%	0,8%	4,8%	3%
	0%	0%	0%	0%	0%	0%	0%
	unable to explain the main idea and supporting idea	difficult to make conclusion toward have been read	lack of vocabularies	the texts are too difficult	lack of grammar	the learning condition and situation in the classroom is not conducive	the clues given by the teachers are not enough

students teachers

Difficulties in reading							
Strongly Agree	0%	0%	0%	0%	0%	0%	0%
Agree	6%	67%	87%	80%	67%	0%	0%
Undecided	40%	13%	13%	20%	13%	20%	33%
Disagree	54%	30%	0%	0%	20%	80%	67%
Strongly Disagree	0%	0%	0%	0%	0%	0%	0%
	Unable to explain the main idea and supporting idea	difficult to make conclusion to what have been read	lack of vocabularies	the texts are too difficult	lack of grammar	the situation and condition in work-field is not conducive	the clues given in book is not enough

 practitioners

The results show that 32% students *strongly agree* that the difficulties in reading caused by their lack of vocabularies and 100% teachers *agree* it, not only the students and the teachers but also the practitioners 87% *agree* it that they the difficulties in reading caused by their lack vocabularies. In interviews, most of students said that they were difficult in understanding the texts because they did not know the meaning of some vocabularies. By the interviews, the practitioners said that in their workplace they will find the texts that contain vocabularies relates to fashion. 66,4% students *agree* that they difficult to explain the main idea and supporting idea and 100% teachers *agree* it, too. Besides that, 100% teachers *agree* that the difficulties in reading is making conclusion what they have been read, the texts are too difficult and lack of grammar. 100% teachers *disagree* that

the difficulties in teaching reading are caused by the clues given by the teachers are not enough and 3% students agree it.

During the observation, it was known that some of students although not all of them seemed like they did not know what the text was about when the teacher asked which was the main idea and supporting idea each paragraph and conclusion of the text. It was because those students did not know the grammar structure, so they were unclear about what the text about. It was just a number of students who could explain what the text about while the rest of them just kept silent.

That's all the results of the questionnaires about the purpose of learning reading according to fashion students, the resources of the learning materials that are used the most by teachers in teaching reading, how to assess reading skills and students difficulties in reading based on students' answer, the teachers' answer and practitioners' answer gained from the questionnaires and interview given.

4.2.1 Need Analysis

In this part of the findings, the writer analyzed the reading needs of fashion students. They need materials of reading that reflect how the language used in their future workplace. They are supposed to be able to understand written information before being able to do or produce something. The table below represents the details of needs analysis results about kinds of materials of reading needed by fashion students.

Reading materials needed by fashion students													
Strongly Agree	4,8%	0,8%	16%	24,8%	12,8%	30,4%	0,8%	0%	27,2%	2,4%	0%	0%	29,6%
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Agree	75,2%	46,4%	71,2%	56,8%	73,6%	68,8%	52,8%	18,4%	67,2%	56%	26,4%	59,2%	70,4%
	13%	47%	13%	80%	67%	54%	20%	0%	67%	6%	0%	6%	100%
Undecided	16%	40,8%	12%	14,4%	12,8%	0%	35,2%	72%	5,6%	40%	64%	36,8%	0%
	20%	13%	27%	20%	20%	33%	13%	20%	20%	40%	33%	13%	0%
Disagree	1,6%	10,4%	0,8%	4%	0,8%	0,8%	11,2%	9,6%	0%	1,6%	9,6%	4%	0%
	67%	40%	60%	0%	13%	13%	67%	80%	13%	54%	67%	80%	0%
Strongly Disagree	2,4%	1,6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	memo	business letter	short messages	Instructions	SOP	application letter	report	complaint letter	job vacancy	announcement	advertisement	invitation letter	texts related to the major

 students
  practitioners

According to the result of needs analysis above, there are three reading materials that are needed the most by fashion students; they are memo (75,2%), Standard Operational Procedure (73,6%), short messages (71,2%), and texts related to the major (70,4%). Based on the result, memo is the material needed the most by fashion students. The students need this material because they might want to be able to understand memo because if they work in a boutique or a company and there are some customers asked them to read a memo they will understand it. Besides memo, understanding Standard Operational Procedures and texts related to their major are also needed by fashion students. 100% practitioners *agree* that

they need to be able understand texts related to their major because they should master the texts which contains special terms of fashion in order to survive and compete in their workplace. Even though, other materials that are chosen by the students which are under 75,2% are still needed by the students to face the situation in their future work place. Teachers should prepare the materials and relate it to fashion major in order to make the students ready to compete and survive in their future workplace.

The material of reading related grammar is also needed to support the students to read a passage, without grammar a text cannot be formed. The next table is for question number 14-22 part I will be described about the reading materials related to grammar.

Reading materials related grammar needed by fashion students									
Strongly Agree	5,6%	7,2	2,4%	0,8%	32,8%	1,6%	31,2%	5,6%	24,8%
	0%	0%	0%	0%	0%	0%	0%	0%	0%
Agree	73,6%	64%	72%	65,6%	60%	68,8%	68%	64,8%	52%
	40%	33%	33%	54%	40%	0%	13%	47%	33%
Undecided	17,6%	24,8%	24%	30,4%	5,6%	27,2%	0,8%	26,7%	23,2%
	54%	33%	33%	13%	27%	33%	27%	33%	33%
Disagree	3,2%	4%	1,6%	3,2%	1,6%	2,4%	0%	3,2%	0%
	6%	33%	33%	33%	33%	67%	60%	20%	33%
Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
	0%	0%	0%	0%	0%	0%	0%	0%	0%
tenses	gerund & to infinitive	adjective clause	direct & indirect speech	question tag	objective pronoun	degree of comparison	imperative	conjunction	

 students
  practitioners

The result of questionnaire of reading materials given related to grammar needed by fashion students shows that the high percentage of 73,6% students *agree* that they need to be able to understand tenses. 72% the students need to be able to understand adjective clause and 68,8% students need to be able to understand objective pronoun. About 54% the practitioners *agree* that they need to be able understand to direct and indirect speech. Through the interviews, the practitioners said that grammar is unimportant to them; they just need to know special terms in fashion in order to support their career in workplace.

In interview, some of students said that their teachers ask to understand the pattern of tenses not to memorize, because if they are trying to memorize the pattern hardly without understand it, they cannot get the knowledge about grammar. If students cannot understand well about tenses they will difficult to decide whether this text or sentence using continuous tense or simple past tense or etc.

The teacher explained in interview that specific reading for students in fashion was important. It was because students who graduate from vocational school are becoming a fashion designer or tailor or the owner of clothing store spent most of their time to understand kinds of patterns or things that related in fashion before being able to do or produce something. However, it was admitted by the teacher that it was not easy to teach specific reading for their students who take fashion major. The teacher should have knowledge of clothing and fashion. The next table is for question number 23-29 part I will be described about the reading materials related to the vocabulary needed by fashion students.

Reading materials related vocabulary needed by fashion students							
Strongly Agree	15,2%	14,4%	20,8%	4,8%	1,6%	1,6%	33,6%
	0%	0%	0%	0%	0%	0%	0%
Agree	80,8%	73,6%	78,4%	56,8%	72,8%	79,2%	64%
	33%	67%	74%	54%	33%	33%	100%
Undecided	4%	11,2%	0,8%	31,2%	22,4%	18,4%	2,4%
	40%	20%	13%	13%	33%	33%	0%
Disagree	0%	0,8%	0%	4,8%	3,2%	0,8%	0%
	27%	13%	13%	33%	33%	33%	0%
Strongly Disagree	0%	0%	0%	0%	0%	0%	0%
	0%	0%	0%	0%	0%	0%	0%
	part of speech	tools related to work-field	verb related to work-field	adverb	prefix	suffix	special terms of fashion

 students
  practitioners

The result of questionnaire of reading materials given related to the students' vocabulary need shows that 80,8% students *agree* that they need reading materials related vocabulary in part of speech, about 79,2% suffix and 78,4 verb related to work-field. In interviews, some of the students said that they were confused to distinguish whether this word are belong to verb or adverb or noun, so they need reading materials related the vocabulary in part of speech. About 100% practitioners *agree* that they need special terms of fashion related vocabulary in reading materials, 74% *agree* that they need to be able understand verb related to work-field and 64% *agree* that they need to be able understand tools related to work-field. By the interviews, practitioners said that every day they spent their time to read the pattern of clothes, if they don't understand what is the meaning of special terms in fashion they could not produce or make clothes which are

demanding by their customers. The writer also used the vocabulary list that related in fashion in order to know what the vocabulary needs in reading is. From the students' vocabulary list shows that they only know some of vocabularies such as kinds of clothes; blazer, boxers, dress, jacket, jeans, school uniform, miniskirt, hem, pajamas, T-shirt, etc. There is some students who know some fabrics and accessories.

In interview to a famous designer Ivan Gunawan and Barli Asmara, the writer gave them list of vocabulary that related of fashion, if they knew about the vocabulary, he will put a thick. Ivan Gunawan did not know much about specific vocabulary in fashion. He only knew kinds of the basic vocabulary of clothing such as kinds of clothes and kinds of fabric to make a cloth. Barli Asmara is also same with Ivan. He just knew a few of specific term of fashion such as kinds of clothes, kinds of fabric to make a cloth, and some of accessories. Not only fashion designer that I have been interviewed, the owner of Arjuna and Dewi textiles in Tanah Abang market also were interviewed and filled the list of vocabulary. They just knew five until ten words. They just knew a few of words too and said that most of the name of fabric to make a cloth are in English such as satin fabric, velvet fabric, cotton fabric, denim fabric, brocade fabric, chiffon fabric, jersey fabric, tulle fabric, etc The writer also had an interview to a tailor in Pasar Senen, most of the tailors said that they need to be able understand the special terms in fashion because they didn't know what the meaning of those special terms are if they read a fashion magazine or book of patterns. Those facts do not show what vocational school students should be, in which they must know special terms of

their major because vocational school has specific purpose; one of them is preparing students with the appropriate competences of their major but in their school the materials that teachers are given is not specific but general so the vocational school cannot prepare the vocational school students with the appropriate competences of their major.

4.2.2 Materials Given

To fulfill the students' reading needs, the teachers should provide reading materials that are appropriate to students' reading needs. There are three tables below represents the results of the questionnaires in part I and II.

Reading materials given													
Strongly Agree	4,8%	0,8%	16%	24,8%	12,8%	30,4%	0,8%	0%	27,2%	2,4%	0%	0%	29,6%
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Agree	75,2%	46,4%	71,2%	56,8%	73,6%	68,8%	52,8%	18,4%	67,2%	56%	26,4%	59,2%	70,4%
	100%	80%	100%	100%	40%	100%	80%	80%	100%	100%	100%	100%	80%
Undecided	16%	40,8%	12%	14,4%	12,8%	0%	35,2%	72%	5,6%	40%	64%	36,8%	0%
	0%	20%	0%	0%	0%	0%	20%	20%	0%	0%	0%	0%	0%
Disagree	1,6%	10,4%	0,8%	4%	0,8%	0,8%	11,2%	9,6%	0%	1,6%	9,6%	4%	0%
	0%	0%	0%	0%	60%	0%	0%	0%	0%	0%	0%	0%	0%
Strongly Disagree	2,4%	1,6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	memo	business letter	short messages	Instructions	SOP	application letter	report	complaint letter	job vacancy	announcement	advertisement	invitation letter	texts related to the major

 students  teachers

The result from teachers' questionnaire part I analysis shows that the highest percentage of the teachers' questionnaire is 100% *agree* that they given the reading materials about memo, short messages, instructions, application letter, job vacancy, announcement, advertisement, invitation because the government were just focused on the language competencies which were needed by the students to pass the national examination. Meanwhile 80% teachers *agree* that business letter, report, complaint letter, and text related with their major. By the interview, the teacher explained the reason why they did not give enough reading materials that were related to the students major. It was because the government has set the language competences to pass the national examination not based on the students' need from different major. About 60% teachers *disagree* that they given the reading materials about SOP. It was because as stated in English basic competences, SOP was set for twelfth grade students which mean that these students would learn SOP when they had been in twelfth grade. In interview, the teachers explained the reason why they didn't provide SOP materials. It was because as stated in English basic competences in *SMK*, SOP materials were set for students in twelfth grade while the students in this study were in the eleventh grade. It means that SOP materials will be given later when the students have been in twelfth grade. Having all these matters, it shows that SOP materials are really needed by these students because since in the eleventh grade, these students have needed these materials.

When the observation was conducted, some of the teachers taught general English to the students, only two teachers from five teachers that taught English

for Specific Purpose (ESP). After observation, the writer interviewed the teacher that taught general English about her perception to the reading materials she had just given. She explained that the focus of English learning in vocational school was to achieve the basic competences stated in English curriculum.

The next table describes about the reading materials related to grammar are given to the students.

Reading materials given related to grammar									
Strongly Agree	5,6%	7,2%	2,4%	0,8%	32,8%	1,6%	31,2%	5,6%	24,8%
	0%	0%	0%	0%	0%	0%	0%	0%	0%
Agree	73,6%	64%	72%	65,6%	60%	68,8%	68%	64,8%	52%
	100%	100%	100%	100%	100%	100%	100%	100%	100%
Undecided	17,6%	24,8%	24%	30,4%	5,6%	27,2%	0,8%	26,4%	23,2%
	0%	0%	0%	0%	0%	0%	0%	0%	0%
Disagree	3,2%	4%	1,6%	3,2%	1,6%	2,4%	0%	3,2%	0%
	0%	0%	0%	0%	0%	0%	0%	0%	0%
Strongly Disagree	0%	0%	0%	0%	0%	0%	0%	0%	0%
	0%	0%	0%	0%	0%	0%	0%	0%	0%
	tenses	gerund & to infinitive	adjective clause	direct & indirect speech	question tag	objective pronoun	degree of comparison	imperative	conjunction

students teachers

The result of questionnaire of reading materials given related to grammar shows that the high percentage of 100% teachers *agree* that they given the reading materials related grammar are about gerund and to infinitive, adjective clause,

direct and indirect speech, question tag, objective pronoun degree of comparison, imperative, and conjunction. And 73,6% students *agree* it that they need to be able to understand about tenses. In interview, teachers said that the difficulties students in reading is not only lack of vocabulary but also their students did not understand well grammar especially in tenses. There are two teachers that always give exercise about tenses to the students so that the students can do the test.

The next table is for question number 23-29 part I will be described about the reading materials given related to the vocabulary.

Reading materials given related to vocabulary							
Strongly Agree	15,2%	14,4%	20,8%	4,8%	1,6%	1,6%	33,6%
	20%	20%	20%	20%	20%	20%	20%
Agree	80,8%	73,6%	78,4%	56,8%	72,8%	79,2%	64%
	80%	80%	80%	80%	80%	80%	80%
Undecided	4%	11,2%	0,8%	31,2%	22,4%	18,4%	2,4%
	0%	0%	0%	0%	0%	0%	0%
Disagree	0%	0,8%	0%	4,8%	3,2%	0,8%	0%
	0%	0%	0%	0%	0%	0%	0%
Strongly Disagree	0%	0%	0%	0%	0%	0%	0%
	0%	0%	0%	0%	0%	0%	0%
	part of speech	tools related to work-field	verb related to work-field	adverb	prefix	suffix	special terms of fashion

 students  teachers

The result of questionnaire of reading materials given related to the students' vocabulary need shows that 80% teacher *agree* that they given the material related vocabulary about parts of speech, tools related to work-field, verb related to work-field, adverb, prefix, suffix and special terms of fashion. In

interview, the teachers said that the textbook which they were used at school cannot fulfill their needs in vocabulary. Basically, the lists of vocabularies in textbook are not specifically for fashion students but also for engineer, accounting, secretary, etc. It makes their knowledge about the vocabulary related to their major are limited. The teachers should prepare another vocabulary material which can enrich their students about the vocabulary relates fashion especially in special terms of fashion so that their students can survive and compete in their future work place.

4.2.3 Reading Activity




In part II of the questionnaires number 1-10, the writer asked about the reading activities that are conducted in English classes of fashion students. Appropriate reading activities are needed in order to meet students' needs because if the materials are appropriate to the students' needs, but the activities are not suitable, the students' needs cannot be fulfilled well. The students need reading activities which represents the situation in their future workplace. In reading, based on the results in table of the students' reading needs, it was found that fashion students needed to recognize the communicative functions of written text.

In this study, the writer found that the students needed to be able to read short messages such as memo and functional texts such as application letter and Standard Operational Procedure. Based on the students' questionnaires, the reading materials given had fulfilled the students' reading needs in understanding application letter. Meanwhile, SOP materials were set for students in twelfth grade

while the students in this study were in the eleventh grade it means that SOP materials will be given later when the students have been in twelfth grade because it stated in English basic competences in vocational school. But in the questionnaire the teachers agree that they are given the materials about SOP.

The table below is the result of the questionnaires about reading activities used in English classroom according the students and the teachers.

Reading activities							
Strongly Agree	20%	16%	30,4%	18,4%	10,4%	16,8%	6,4%
	0%	0%	0%	0%	0%	20%	0%
	0%	0%	0%	0%	0%	0%	0%
Agree	80%	60%	63,2%	64%	56%	63,2%	61,6%
	100%	40%	80%	20%	0%	80%	100%
	40%	13%	67%	27%	6%	13%	13%
Undecided	20,8%	24%	4,8%	9,6%	20%	12%	16%
	0%	60%	20%	40%	60%	0%	0%
	27%	20%	33%	6%	27%	20%	13%
Disagree	3,2%	2,4%	1,6%	6,4%	13,6%	8%	12%
	0%	0%	0%	40%	40%	0%	0%
	33%	67%	0%	67%	67%	67%	74%
Strongly Disagree	0%	1,6%	0%	1,6%	0%	0%	4%
	0%	0%	0%	0%	0%	0%	0%
	0%	0%	0%	0%	0%	0%	0%
	finding main idea and supporting details	analyzing kinds of text	finding difficult words	identifying tenses	identifying parts of the text	answering the questions based on the text	reading aloud

 students
  teachers
  practitioners

The high percentage is 80% students *agree* that they need reading activity to find main idea and supporting detail and 100% teachers *agree* it. 100% teachers

agree that the reading activity given in class is reading aloud. The questionnaires' results was found that the reading activities used in the classroom were finding the main idea and supporting and answering questions based on the text. In interview, the students agreed that reading activities given the most were finding the main idea and supporting idea and answering questions based on the texts. The teachers also agreed that they gave answering questions based on the texts in reading activities.

In observation, the writer found the same that most of the teachers used answering questions based on the texts in reading activities. The results could be discussed together with the teachers or the students were asked to submit the results to the teachers. Reading comprehension by answering questions based on the texts can help students to recognize the communicative functions of written texts, according to form and purposes (Brown, 2004). In addition, micro skills covered in those reading activities are recognizing grammar rules by identifying tenses from the texts.

Appropriate vocabulary activities are needed in order to meet student's vocabulary needs because if the materials are appropriate to the students need, but the activities are not suitable, the students need cannot be achieved. The table below is the questions number 8-10 part II of the questionnaire about vocabulary activities that given by teachers in the classroom and vocabulary activity that practitioners did in their workplace. Here are the results.

Vocabulary Activity			
Strongly Agree	2,4%	14,4%	21,6%
	0%	0%	0%
	0%	0%	0%
Agree	59,2%	64,8%	67,2%
	40%	100%	100%
	60%	6%	80%
Undecided	20%	19,2%	8%
	60%	0%	0%
	6%	27%	20%
Disagree	12%	1,6%	2,4%
	0%	0%	0%
	27%	67%	0%
Strongly Disagree	6,4%	0%	0,8%
	0%	0%	0%
	0%	0%	0%
	Memorizing the new words	Filling in the blanks	Finding difficult words and translating with dictionary

students
 teachers
 practitioners

From the result of the table above that the high percentage is 67,2% students *agree* that students vocabulary needs in finding difficult words and translating with dictionary and 100% teachers and 80% practitioners 100% *agree* it, too. The teacher said in interview that most of students are lazy to memorize the new words. By the observations, most of teachers asked the students to find the difficult words and translate it by the dictionary in vocabulary activity. Some practitioners in interviews said that if they read a text, they will find the difficult words, then they will translate it using dictionary. From the result above, the

teacher must prepare the material and interesting activities related to fashion in order to meet the students' need in vocabulary.

4.2.4 Material Evaluation

The writer analyzed the textbooks that were used the most by the teachers by referring to English basic competences. The English textbooks that were used the most by the teachers was *Get Along with English for Vocational Schools Grade XI in Elementary Level (Jilid 2)*, written by Entin Sutinah, dkk which is published by *Erlangga* years 2010. From five schools, three schools used this textbook, while two other schools used various kinds of materials.

Each unit of the textbook is organized based on some activities related to the real-world used. It can be inferred that the organization of English learning materials in the textbook is competency-based syllabus. According to Richard (2001) that competency refers to the observable behaviors that are necessary for the successful completion of real-world activities. It is relevant to the vocational school students' needs that material organization development used in the textbook focuses on specific competencies.

In this study, the relevance of the learning material to the English basic competences can be seen from the availability of the learning materials in the textbook which refer to English basic competences. The following table is the results of materials review.

No.	Basic Competences	Materials	Unit, Page, Activity	R/N R
2.1	Understanding simple daily conversation in professional and non-professional contexts with non-native speakers (Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli)	Some expressions such as: - Dealing with daily activities - Dealing with hobbies and interest - Helping a guest	1, 6, 10 1, 6, 9 1, 7, 5	R
2.2	Understanding simple messages through direct and indirect communication (Mencatat pesan-pesan sederhana baik dalam komunikasi langsung maupun melalui alat)	Written simple messages such as: - Phone messages Some expressions such as: - Making and receiving a call	2, (25-26, 37), (4, 16) 2, (27-28), 5	R
2.3	Describing jobs and a background of studies both written and orally (Menggambarkan pekerjaan dan latar belakang pendidikan yang dimilikinya secara tertulis dan lisan)	Some expressions such as: - Asking and talking about someone's job description and educational background Written job-related texts such as: - Job advertisement - Application letter	3, 48, 4 3, (50-51, 55-56), (8-9, 12)	R
2.4	Describing past events and future working plans (Menggambarkan pekerjaan di masa lalu dan rencana kerja yang akan datang)	Some expressions such as: - Asking and talking about someone's plan - Telling past activities	4, (64-65), (5-6) 4, 67, 10	R
2.5	Telling different kinds of intention (Mengungkapkan berbagai jenis	Some expressions such as:		

	<i>maksud hati)</i>	<ul style="list-style-type: none"> - Offering something - Expressing preferences - Dealing with invitation - Making compliments - Expressing certainty - Dealing with bargaining for something - Expressing wants and needs - Giving opinion - Dealing with agreement and disagreement 	5, (86-87), (4 (dialog 1), 5)) 5, 87, (4 (dialog 7), 8)) 5, 87, (4 (dialog 5, 9)) 5, 88, 5 5, 89, (4 (dialog 6)) 5, (88-89), (4 (dialog 4), 5)) 5, (89-90), - 5, 90, (4 (dialog 7)) 5, 90,-	R
2.6	Understanding simple instructions (<i>Memahami instruksi-instruksi sederhana</i>)	Some expressions such as: <ul style="list-style-type: none"> - Dealing with obligation - Giving advice and suggestions Written instructions texts such as: <ul style="list-style-type: none"> - How to make a cake - How to make a chocolate - How to grow a plant in order 	6, 107, 10 6, 107-108, (11, 4 (dialog 1, 2 & 4)) 6, 108, (6, 4 (dialog 1 & 3)) 6, 109, 7 6, 116,	R

			13	
2.7	Understanding and writing short messages, instructions and directions using correct words and punctuation (Memahami pesan-pesan pendek, petunjuk dan instruksi dengan menggunakan kata, ejaan dan tata tulis yang berterima)	Written simple messages such as: - memo	6, 117, 15	R

In basic competence 2.1., it is stated that vocational school students in elementary level should be able to understand simple daily conversation in professional and non-professional contexts with non native speaker. The writer of the book provides some expressions that are related to its basic competence, which is, dealing with daily activities, dealing with hobby and interests and helping a guest. In basic competence 2.2., vocational school students are expected to be able to write simple short messages through direct and indirect interaction. The writers of the book provides some written messages materials like phone message form, and also some expressions related to its basic competence like making and receiving a call. In basic competence 2.3., it is stated that vocational school students need to be able to detail job description and educational background in spoken or written communication. The textbook discusses some expression related to its basic competence like asking and telling about one's job description and educational background. There are also written job-related texts such as job advertisement and application letter.

The next is basic competence 2.4. It is stated that students are expected to be able to tell past activities and future plans. The book contains of those materials which also discusses about past tense and future tense. It also deals with some

expressions about asking and talking about someone's plan. In basic competence 2.5, it is stated that students are expected to be able to telling intension. The writers of the book provide some expressions that are used to offer something, express preferences, deal with invitations, make compliment, deal with bargain for something, express certainty, express wants and needs, give opinion, and deal with agreement and disagreement. In basic competence 2.6., it is stated that students need to be able to understand simple instructions. The book contains some written instructions texts such as how to make a cake, how to make chocolate and how to grow a plant in order. The last basic competence is basic competence 2.7. It is stated that students are expected to be able to make short messages, instructions, and directions using correct words and punctuation. The writers of the book provide written simple messages materials such memo. Having all these description, it can be concluded that the textbooks that are used the most by the English teachers in fashion major are relevant to all English basic competences for vocational school.

In order to answer the research question about the relevance of reading materials to the reading needs of fashion students, in this part, it discusses the materials evaluation by using objective analysis adapted from Hutchinson and Waters (1987). Objective analysis is used to evaluate the materials used in the course. In order to find out the English textbooks that were used the most by the teachers, the writer asked to the teachers about what textbooks they were using in teaching fashion students. It was found that *Get Along with English for Vocational Schools Grade XI in Elementary Level (Jilid 2)*, written by Entin Sutinah, dkk

which is published by *Erlangga years 2010* was the textbooks that were used the most by the teachers in fashion classes. From five schools, three schools used this textbook, while two other schools used various kinds of materials. According to materials evaluation checklist adapted from Hutchinson and Waters (1987), there are five main points underlined in analyzing the book by using objective analysis. They are; audience, aims, content, methodology, and other criteria (price and availability). Here are the results of the reading materials evaluation.

1. Audience

As the title of the book, *Get Along with English for Vocational Schools Grade XI in Elementary Level (Jilid 2)*, is designed for vocational school students to learn English for communication purposes, not only for fashion students, but also for other majors like engineer, business and management, secretary, etc.

2. Aim

The aim of using this book is to create vocational school students able to use English for communicating with foreign colleagues or partners in their future workplace. However, when the writer analyzed this book, it was found that this textbook was relevant to the English standard of competence and the English basic competences for vocational school students in elementary level (grade XI). English basic competences are also used by the teachers or test-makers to develop the mid test or final test for students in the eleventh grade, so this textbook is relevant to the aim of achieving the English basic competences which also prepare

students to be able to pass the mid or final tests well. Meanwhile, the aim to make the students able to understand the specific language in their future workplace is not fulfilled. The aim of this book is to create vocational school students in all majors achieve the English basic competences as a requirement for elementary level students to learn that. It also has social function purposes for vocational school students, that are, in order to be able to understand the written information and communicate with foreigners in general contexts, not in fashion contexts.

3. Content

The writers of the textbook divide the topics in six units. Each unit is arranged based on the English basic competences and the topics are set for vocational school students in general. The first unit “Daily Activities” which concerns on daily activities that everybody does in daily life and about hobby. In part of reading section, the book provides a text about Bunaken: Breathtaking Underwater Life. Unit two is “Talking on the Phone” which is about making and receiving a phone call in right way as well as handling telephone messages. The context of this unit is for the students majoring in hotel management. In reading section, there are no suitable texts that are related to fashion. It is just a general text which gives information and tips how to write phone message. Next, unit three is “Looking for a Job” which is about description and educational background. In reading section, this book provides job advertisement and application letter, but the topics of them are designed for business and managements students, so they are not suitable for fashion students. Continued to

unit four, it is “What is your Plan?” which is about future plans and telling about past activities and experience. In reading section, it describes about trip to Uluwatu. The next is unit 5, it is “Which do you Prefer?” In reading section, this book provides about signals, this text supposed to be for engineer students. Next, in unit six, it is “What is the next step?” It is about how to make some food. This textbook supposed to be for food and nutrition students. In reading section, there is a text about how to make a cake, how to make chocolate and how to grow a plant in order which has social function purposes for the students. Having all descriptions about the reading materials in textbook used above, it can be seen that the language description in this textbook is functional and structural. The reading materials are designed based on the social purposes. The textbook also contains language points such as vocabulary and grammar. The provided vocabularies are needed by vocational school students in understanding the texts or written information in English, but fashion terminology is very limited. In grammar focus, it discusses yes-no questions, informative questions, gerunds, pronouns, reported speech, relative/adjective clause, simple present tense, simple future tense, simple past tense, concessive conjunctions, and degree of comparison. Each unit also provides a glossary to explain the certain words.

In each unit of this textbook, it provides skill-integrated materials. Because communication skill is the objectives of English learning in vocational school, four language skills are available in each unit. The subject-matters areas in this textbook are for fashion in general, business and management, secretary, including vocabularies and the materials like application letter, memo,

instructions, job descriptions, phone message, and advertisement. The materials given represent the situation in particular workplace but it is not specific for fashion. It is because the textbook is designed not only for fashion students but also for engineer, business and management, and other vocational school majors. Moreover, this textbook is designed based on English standard of competence and English basic competence. The materials are designed based on the function of spoken or written communication needs. The materials are organized based on the subject-matter and the function of the materials. Subject-matter is the materials which are designed based on theme of spoken and written communication that the students need to learn. The theme of the materials in each unit refers to English basic competences and the function of reading materials is considered for social purposes function. The subject-matter and the function of this book are not specific for fashion students. Meanwhile, the content organization in the each unit is set by the language skills because this textbook provides four language skills activities. Moreover, the content sequence in this textbook is based on the English basic competence of vocational school for elementary level students.

4. Methodology

The writer found that the reading materials are developed based on the theory of behaviorism and cognitive. The use of behaviorism theory can be seen from the exercises that ask the students to make sentences by using the same patterns and to rewrite the messages in forms or documents. Then, the cognitive learning can be seen from the problem solving task provided in activities in each

unit. In part of reading, the textbook also contains of cognitive-theory exercises. It provides questions or yes-no questions after the texts have been read. The writers of the textbook intend to make the students involved actively during the discussion, so cognitive theory is implemented in the exercises of this textbook.

The learning activities or exercises included in this textbook are in form of dialog, questions and answer, describing pictures, fill in the blanks, role play, and write a reply for some written messages in order to make an interaction and an effective communication such as writing a memo and a short message. In reading section, the exercises that are used the most are questions and answer, yes-no questions, and multiple choices. The exercises for reading can be done individually, while for other language skills, the exercises can be done individually, pair works, group works, and individual or group presentation. This textbook also provides learning objectives, questions taken from National Exam, share the knowledge, surf the site, free practice, glossary, evaluation and final exam.

5. Other criteria (price and availability)

Other criteria that also need to be considered are the price and the availability of the textbook. The textbook was published by *Erlangga*. After observation the researcher found that the students can borrow the book in the library. So, it can be easily access by the students.

4.3. Discussion

As mentioned in the research questions, the focus skill in this study is on reading skills. Based on the findings, it was found that fashion students needed to understand memo, Standard Operational Procedure, short messages and texts related to their major. Meanwhile, based on the students' questionnaires about the reading materials given, it was found that memo were the reading materials given the most by the teachers. It was relevant to the teachers' questionnaires that the reading materials that were given the most to the students were memo. However, the students' reading needs in understanding SOP was not fulfilled by the teachers. It is because SOP materials are set for twelfth grade students which mean that these students will get SOP materials later when they have been in twelfth grade.

Having the results that the students in the eleventh grade had needed SOP materials and texts related to their major, it shows that SOP materials and texts related to fashion were really needed by fashion students. The teachers should be creative. As Hutchinson and Waters (1987) explain that the results of needs analysis should be rechecked, therefore, the teacher may or may not teach SOP materials to the students in the eleventh grade. It is because in English basic competences stated that SOP materials are not for eleventh grade students, but for twelfth grade students. The teachers also must provide the texts that related to fashion because in their future workplace they will read the texts which contain special terms of fashion. However, if there is a possible time, the teachers may teach the basic of SOP to these students, so when they have been in twelfth grade,

they will learn the complex one. It depends on the situation and the teachers' creativity. The important thing that needs to be considered is the topic should be based on the students' major. In reading materials of application letter provided in the textbook, the topic was general, so it was not suitable for fashion students. In reading materials of memo, application letter and instructions provided in the textbook, the topic was general, so it was not suitable for fashion students.

The textbooks that were used the most by the *teachers Get Along with English for Vocational Schools Grade XI in Elementary Level (Jilid 2)*, written by Entin Sutinah, dkk which is published by *Erlangga years 2010*, provided the reading materials needed by the students, except SOP materials and texts related to their major; memo in unit 6. The writers of this textbook did not provide SOP materials and texts related to their major because this textbook referred to English basic competences where understanding SOP was not for elementary level students and this book are used for all the majors in vocational school so only some of texts related to major which are provided in this book such as the texts for food and nutrition students and tourism students. According to English basic competences, SOP should be learnt in twelfth grade of vocational school. This material was set for vocational school students in intermediate level. It means that eleventh grade of fashion students will learn SOP when they have been in twelfth grade. Having the results that the students in eleventh grade had needed SOP materials and texts related to their major, it means that those students really needed to understand SOP and texts related to their major.

Furthermore, based on the questionnaires, it was found that the teachers had fulfilled the reading materials related to the grammar of the students needs in tenses, adjective clause and objective pronoun. In addition, the teachers also had fulfilled the reading materials related to the vocabulary of the students needs in parts of speech, suffix, and verb related to work-field.

However, although memo materials were provided in this textbook, those materials were not specific for fashion major because the contexts were not for fashion students, but for all majors in vocational school like engineering, accounting, business and management, secretary and computer programming. The materials in this textbook had social purposes function for fashion students. Those kinds of materials were in line with macro skill of reading skills, which was, recognizing communicative written text according to form and purposes (Brown, 2004).

Learning activities that were given in learning reading were finding the main idea and supporting idea, identifying tenses and answering questions based on the text. The questionnaires' results of reading activities were relevant to what students chose and the teachers chose. Answering questions based on the texts was the reading activities that were used the most by the teachers. Meanwhile, finding the main idea and supporting idea, finding difficult words and identifying tenses were usually used by the teachers when they discussed the texts together. It was found during the observation that some of the teachers asked the students to find the main idea and supporting idea, find the difficult words and to identify the tenses that were used in the sentences or texts. Those kinds of reading activities

can help the students in understanding the texts which are suitable to the reading goal, that is, comprehension (Grellet, 1981). There were micro skills which were covered in those reading activities; understanding the grammar rules by identifying tenses in the texts (Brown, 2004). The questionnaires' results of vocabulary activities were relevant to what students chose and the teachers chose. In vocabulary activities, finding the difficult words and translating with the dictionary and filling in the blanks were the vocabulary activities which were given the most by the teachers.

According to the analysis of provided materials to the English basic competences, it was found that the textbooks that were used the most by the teachers were relevant to English basic competences for elementary level of vocational school. Although the reading materials needed by the students were provided in this textbook, the topics of memo materials were general. All the reading materials in textbook were not specifically made for fashion students. The vocabularies related to fashion were very limited while the students needed vocabularies related to their major to be taught in English class. In addition, there was a unit (unit 6) which discussed how to make a cake and how to make a chocolate. These materials in unit 6 were not relevant to fashion students because fashion students are not set to cook or make a cake and chocolate like a chef does.

As the results found in this study, it showed that the textbook did not discuss written texts needed by fashion students, while based on the interview, most of the students said they needed to understand specific reading materials in English to be used later in their future workplace. As the teacher explained in

interview, actually, fashion students needed to learn more in reading skills rather than in speaking skills. They would often have the time to read kinds of pattern, how to make dress or clothes, e-mail from the customers about the clothes, and Standard Operational Procedure in English. In addition, this textbook was not specific for fashion majors because it was designed not only for fashion students, but also for all majors in vocational school. Therefore, the materials provided in this textbook were general. The terminology of fashion was really limited. The textbook also provided materials which were not needed by fashion students. In conclusion, although the textbook was relevant to English basic competences for vocational school in elementary level, but it was not relevant to the needs of vocational school students majoring in fashion because the textbook referred to English basic competences where it was made for all majors in vocational school.