

**DEVELOPING READING MATERIALS OF
MKU BAHASA INGGRIS FOR MUSICAL ARTS MAJOR IN
STATE UNIVERSITY OF JAKARTA**



**MAHATAMTAMA DIRGANTARA DEWATA PUTRA
2215126201**

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LEMBAR PENGESAHAN

Skripsi ini diajukan oleh:

Nama : Mahatamtama Dirgantara Dewata Putra
No Registrasi : 2215126201
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : **DEVELOPING READING MATERIALS OF MKU BAHASA
INGGRIS FOR MUSICAL ARTS MAJOR IN STATE UNIVERSITY OF
JAKARTA**

Telah berhasil dipertahankan di hadapan Dewan Penguji, dan diterima sebagai persyaratan yang diperlukan untuk memperoleh gelar Sarjana Pendidikan pada Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

DEWAN PENGUJI

Pembimbing I



Dr. Ratna Dewanti, M Pd
NIP. 196211071988032001

Pembimbing II



Dr. Siti Drivoka Sulistyningrum, M.Pd
NIP 197804282008012018

Ketua Penguji



Dr. Darmahusni, M.A
NIP 195807251987032001

Penguji Ahli



Dr Muchlas Suseno
NIP 195706111985031004

Jakarta, Februari 2017

Dekan Fakultas Bahasa dan Seni



Prof. Dr. Aeng Rahmat, M Pd
NIP. 195712141990031001

LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini :

Nama : Mahatamtama Dirgantara Dewata Putra

No. Registrasi : 2215126201

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi : **DEVELOPING READING MATERIALS OF MKU BAHASA
INGGRIS FOR MUSICAL ARTS MAJOR IN STATE UNIVERSITY OF
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NIM. 2215126201

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No. Registrasi : 2215126201

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Jenis Karya : Skripsi

Judul : **DEVELOPING READING MATERIALS OF MKU BAHASA
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Mahatamtama Dirgantara Dewata Putra

NIM. 2215126201

ABSTRAK

Mahatamtama Dirgantara Dewata Putra. 2017. *Developing Reading Materials of MKU Bahasa Inggris for Musical Arts Major in Universitas Negeri Jakarta*. Tesis, Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini bertujuan untuk mengembangkan materi ajar membaca dari MKU Bahasa Inggris untuk Jurusan Seni Musik berdasarkan kebutuhan dari mahasiswa Seni Musik. Metodologi di dalam penelitian tersebut berbasis desain dengan dua tahap yang berbeda: penelitian pendahuluan dan taraf pembentukan dasar. Kedua tahap tersebut akan dilaksanakan di dalam proses analisa data. Sumber data dalam penelitian tersebut merupakan materi ajar membaca bahasa Inggris di dalam buku latihan MKU Bahasa Inggris. Instrumen dalam penelitian tersebut menggunakan sesi wawancara dan analisa dokumen. Menurut analisa tersebut, terdapat ketidakselarasan antara materi ajar membaca yang sudah tersedia di dalam buku latihan MKU Bahasa Inggris dan kebutuhan dari mahasiswa jurusan Seni Musik. Maka dari itu, hasil dari penelitian ini adalah dengan menyediakan materi ajar membaca bahasa Inggris yang telah dikembangkan dengan topik yang berhubungan dengan pengetahuan musik dan sesuai dengan standar kompetensi di dalam silabus MKU Bahasa Inggris.

Kata kunci: MKU Bahasa Inggris, pengembangan materi, materi ajar membaca, Jurusan Seni Musik, penelitian berbasis desain

ABSTRACT

Mahatamtama Dirgantara Dewata Putra. 2017. *Developing Reading Materials of MKU Bahasa Inggris for Musical Arts Major in Universitas Negeri Jakarta*. Thesis, English Education, Faculty of Language and Art, State University of Jakarta.

The study was purposed to develop the reading materials of *MKU Bahasa Inggris* for Musical Arts Major based on what Musical Arts student need. The methodology of this research used design-based research with two different stages: preliminary research and prototyping phase. Those stages were conducted in the process of data analysis. The data source was the English reading materials in *MKU Bahasa Inggris* coursebook. The research instrument used interview session and document analysis. According to the analysis, there is disharmony between the existing reading materials in *MKU Bahasa Inggris* coursebook and the need of Musical Arts Major students. Therefore, the result of this research was providing developed English reading materials with the topic of music knowledge in accordance with competency standard in the syllabus of *MKU Bahasa Inggris*.

Keywords: MKU Bahasa Inggris, material development, reading materials, Musical Arts Major, design-based research

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M. D. D. P

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CHAPTER I

INTRODUCTION

1.1 Background of Study

These days in this globalization era, English education is really needed, mainly by Indonesian students. Suppose that students could understand English systematically, a number of allowed opportunities would approach them, especially related to employment. Due to its tendency to be international, educational, and universal aspect, English is not only necessary for English language students, but also for other students in the entire department; in this case, Musical Arts students in Universitas Negeri Jakarta (UNJ). Therefore, UNJ provides the general course of English (MKU BING) that pave the way for those who want to widen the wings in the global era without having to worry if English is not workable in the world they live and go about. MKU BING focuses more on integrated reading and writing skill and meanwhile, listening and speaking skills are developed in tune with classroom activities.

Talking about MKU BING in UNJ certainly will not come off English for Academic Purposes (EAP) which is worthwhile for non-English students there. According to Robinson (1991: 2), EAP is a branch of English for Specific Purposes (ESP) that focuses on the materials which adjusts the requirement of students in certain study program. EAP along with English for Occupational

Purposes (EOP) makes an output for ESP as described by Hutchinson and Waters (1987: 17) through the “Tree of ELT (English Language Teaching)”. Obviously, EAP differs with General English that always be found in every school and led learners to study grammatical tenses, part of speech, or lexical categories. EAP adjusts the teaching materials of common English with circumstances of certain majors such as “English for Musical Arts” during the study program activity.

Musical Arts students in UNJ study numerous subjects related to all aspects of music, such as: vocal, guitar, piano, percussion, choir, harmonization, traditional music, also music scales and music history. Besides practical learning, the materials found in Musical Arts course are frequently using theory, mainly in learning music history and comprehending music scales and furthermore, the students always find the musical terms written in Italian which is not able to be absorbingly translated either in Indonesian or English, such as: *andante*, *cantabile*, *fermata*, *giocoso*, and *staccato*. The definition is better served in English, because besides the students can understand the meaning of those terms, they also can evolve their English reading and comprehending skill.

However based on the interview session with limited Musical Arts students in UNJ, they tend to assume that English is not important in their field and only linguist own the skill, whereas they live in global era and possibility does exist. This is likely true that MKU BING contains syllabus with the materials which are not related to Musical Arts field, especially in its reading activities. In order to adjust the application EAP during the classroom activity, the reading

materials must be related to Musical Arts field with the purpose of being useful for students' knowledge, either in English lesson or in their study program itself.

Consequently, there should be obstacles from Musical Arts students in UNJ during studying English reading materials that would be analyzed. Additional materials and proposals for MKU BING syllabus could be arranged based on what students need without changing the purposes and authentic reading materials created before.

1.2 Research Questions

Based on the statement above, the research problem can be defined as:

1. What do Musical Arts students need regarding to *MKU Bahasa Inggris*?
2. How are the existing reading materials of *MKU Bahasa Inggris* coursebook?
3. What the English reading materials should be provided for Musical Arts major?

1.3 Purposes of the Study

Based on the statement of the problem, purposes of the study as follows:

1. To investigate what Musical Arts students need regarding to *MKU Bahasa Inggris*.

2. To investigate the existing reading materials of *MKU Bahasa Inggris* coursebook.
3. To analyze proposed English reading material for Musical Arts students.

1.4 Scope of the Study

The scope of this research is for all the students in the class of year 2014 of *Jurusan Seni Musik FBS Universitas Negeri Jakarta* who have already taken course of *MKU Bahasa Inggris*.

1.5 Previous Studies

The first relevance study is "*Designing ESP Reading Materials for Philosophy*" which is conducted by Dra. Josefa J. Mardijono, M.Pd. Gao from Petra Christian University Surabaya in 2012. This study investigated the application of ESP reading materials toward Philosophy study program. Philosophy is considered as the independent course more complex than the other courses existed in Petra Christian University whereas the ESP reading materials are demanded to make students capable to comprehend philosophy text in English. This research is deduced that in order to fulfil the "learning needs" and "target needs" of Philosophy students while learning English reading lesson, the materials should be specific and scaffolded depends on the course in Philosophy major and the references might be taken are such as: "*Ethics: Contemporary Readings*" by Gensler, Spurgin, and Swindal (2005) to learn the ethics of human and "*Western*

Philosophy: An Anthology” by Cottingham (1997) to learn Western philosophy and Plato’s philosophical dialogue.

The second study is “*Medical ESP Coursebook Evaluation in Shiraz Medical College*” arranged by Shiva Ghalandari and M. Reza Talebinejad from Islamic Azad University, Iran as a research journal released in 2012. This analyzed several coursebooks related to ESP in medical context taught in Shiraz Medical College by the non-native lecturer, such as “*Improving Reading Skills*” used for low-intermediate students and “*Reading Science and Medicine*” for intermediate students existed for the purpose of enhancing students’ reading skills. The journal concluded that these coursebooks should be developed, exactly giving sorts of a medical dialogue or conversation.

Compared to these previous studies mentioned before (English reading materials related to philosophy and medic), this thesis will emphasize the material development of English reading materials in Musical Arts major. English and Musical Arts are something functionally differ each other, therefore it has to be a defiance to find out how the reading materials should be provided towards Musical Arts students based on their needs.

CHAPTER II

LITERATURE REVIEW

2.1 Material Development

The term of material development represents the process of making teaching materials in the syllabus which is based on students' needs in order to be useful in their daily needs, not only in classroom. It would refer to all the teaching materials: lesson plans, activities, projects, coursebooks, or work sheets.

Pursuant to Salvendy and Kawowski (2001: 42), material development intends to unite some aspects or inputs into the result of outputs which is useful to be learnt and the student will be more perceptible. He also said that the quality of output material is equal quality of inputs and process of making this be applied in classroom. Moreover, Tomlinson (2014: 11) stated that the importance of material development is to be proper choice which could be applicable based on classroom condition and reality. Some references can be acquired from the surroundings and the student's difficulty in learning something, so that it may become a problem-solving improves teaching material. Many things are already presented and have to be renewed or replaced, but also must be developed depending on the progress in knowledge.

2.1.1 Principles of Material Development

There are some propositions toward application of material development written by the education figures. These propositions are intended to further explore what kind of function should be.

Nunan (1988) unfolded the six principles of material development. Firstly, materials should be related to the existed curriculum. The curriculum was designed according to the standards of education and the students' skill. It has some learning materials served to students, either theoretically or practically. In developing the material, it should not decrease the essence of curriculum in certain level because it must influence the growth of every student. Secondly, materials should be created through text and task. In developing the material, the curriculum must be contained of theory and practice lesson. These are necessary for students as a guide in comprehending any given material that one day could be applied and used in daily life. Theory lesson takes effect to the student's knowledge, while practice lesson is designed to ease student understanding the material and applying the instruction. Thirdly, materials should lead students and teacher interact each other. Stimulating the interaction works in improving communication skill between student and student also student and teacher regards to help each other in solving the problem, or in other words, the atmosphere of cooperative learning. Furthermore, interaction between all who are embroiled in classroom can facilitate learning process in order to achieve its aim.

Fourthly, materials should lead learners in comprehending grammatical aspect of language. In learning language, the grammar and structure aspect cannot be missed due to the role as the standard of learning English. These must be noticed by students in case they will interact with someone or write something in English. Tenses and part of speech are the example of English grammatical material can be focused on either theory or practice. Fifthly, materials should guide learners to develop skills in learning. Every meeting in classroom, the students will get and learn new material and knowledge given by teacher. That something new probably never be heard by the students before. Therefore, the served materials must have no learning confusion, stimulate students to learn, and apply what they have learned in the future. Lastly, materials should guide learners to apply what they have learned beyond the classroom. Purpose of learning English toward students is to make them used to speak, write, read, and understand English which are useful to be applied someday in the future, either in workplace or daily life. The materials existed in the curriculum have to carry students by hand in accepting and applying new knowledge of English lesson practically or theoretically. Speaking of the core, Nunan said that material development is dealing with selection, adaptation, and creation of teaching materials but it has to guide learners to develop their skills in order to compete in the next level of life (Nunan 1998: 1-24).

Not only that, specifically for general courses, teaching materials must be able to be adjusted with various courses aimed to intensify English ability without forgetting the learning environment of student's study program being undertaken,

in other words: using sample scripts, stories, and articles relating to certain majors. For example, in the course of musical arts and needed skill is writing in English, then every student has to write something related to theory in musical arts majors has been taught, such as in the subject of music history: the characteristics of music based on certain era, either Renaissance or Baroque.

2.2 Academic Reading

Reading is one substantial aspect in learning which has the purpose that students can deal with comprehending written or printed text and conceiving its meaning. In English learning activity, teacher provides the material of academic reading besides of writing, speaking, and grammar and usually uses either coursebook or e-book.

According to Seidman (1955: 266), academic reading is something that the material determines how far the student's reading competence is. Meanwhile, Celce-Murcia (1991: 196) declared that academic reading is the combination of strategies in the process of study involved reading skill, vocabulary skill, and writing skill. The process of reading by students is in order to capture the knowledge found in the learning material begins through the eyes and then toward the brain to keep what students have read in mind. Then, students usually outpour their thought into the writing, either through stenotyping, summarizing, or underlining.

2.2.1 The Principles of Academic Reading

The principles of academic reading must be conceived by either teacher or students. Harmer (2010: 101-102) divided these into six principles. Firstly, make students be pushed to read as much as possible. In a reading material, there must be some knowledge useful for students, so it is suggested to combine extensive and intensive way during the reading process. Secondly, make students be engaged with the reading material. That means students have to involve themselves in the reading material in order to keep in mind and conceive every single point of what they read. Furthermore, the situation must give the pleasure and passion for students when they read something because the reading session might be tedious and full of pressure while concentrating. Thirdly, make students encouraged to give an opinion after reading the material. Teacher has to give an opportunity for students to deliver the feedback of what they have read and make students active to speak up during classroom activity. The respond of students is actually using their own language and thought, then teacher will determine how much they understand the material.

Fourthly, make students able to predict what the point of the reading is. Students might be curious of the new reading material they got and try to guess what will be coming after looking at the media attached in the reading, like cartoon picture or snapshot. In this case, teacher has to inform what the topic of the reading is first and afterwards, let students read and comprehend its content. Lastly, make students intend to read the text fully. The content of the reading material includes point of view, idea, and description, either implicitly or

explicitly found in every paragraph. Therefore, teacher has to encourage students to read the text to full and as already written in third aspect, teacher will ask students to give a thought after reading whole text while teacher will assess the reading skill and understanding skill of students.

2.3 Reading Materials

According to Tomlinson (1998), the learning materials used for teachers and students which support the implementation of learning activity. Meanwhile, Mbamba (1992: 253) pointed out the learning materials to the object organized for supporting learning and teaching process. The materials to learn is inseparable to the learning activity and becoming the requirement to measure how far the competence of students during learning.

The learning materials; in this case, the reading materials purposed to fulfil the needs of reading competence for students are usually provided in the form of written or printed text, such as article and topic. Afterwards, students analyze the article they have read before through various ways, such as scanning to find out the main idea and making some summaries with their own language.

2.3.1 English Academic Reading Materials for University Level

The reading material for university level actually differs with high school level because in providing the material, reading skill also combines with thinking

skill and communication skill, also related to EAP that is the English learning standard for the students during their college activity. Therefore, there are some factors initiate the selection of reading material for university level, as described by Rungpat Roengpitya, the student of Mahidol University, Thailand in his paper *“Can Reading Selections Positively Influence Reading, Thinking, and Writing Skills?”* belong to Centre of English Language Communication’s third international symposium titled *“Global Perspectives, Local Initiatives: Reflections and Practices in ELT”* organized by National University of Singapore.

Firstly, the purpose of conducting EAP course in university. Some of the universities that conducts EAP course for non-English major students evenly emphasizes into four skills: writing, speaking, listening, and reading. These skills will be taught and trained further and pointedly, also depends on proficiency and standard competency organized by curriculum in certain university. Lecturer who teaches EAP also has a right to determine what reading material will be used based on the purpose for university level. Secondly, the students take an EAP course. Previously during their school days from kindergarten until high school, they have obtained Basic English lesson. Its standard competency usually includes the application of these four skills mentioned before and accompanied by grammatical lesson, such as tenses. Therefore in university level, the English material is taught further, even if it is also in the form of reviewed lesson students got since high school. Especially in the reading aspect, students will get the reading material which looks detailed and lengthy and then, their reading skill will be sharpened more in order to achieve the purpose of EAP course.

Thirdly, the duration of the class meeting of EAP course. Its course is usually held 2 times for a week with total of at least 24 meetings. Therefore, the material focused on reading comprehension must be compacted and get around with the amount of meeting due to the other skills which must be provided too. Fourthly, the reading material can be advanced-level depends on the number of students. If the class consisted of only 12-20 students, then they will get the chance to communicate each other regarding to the reading materials they have read, instead of larger scales of 40 students that might take a time-consuming. The discussion of one reading material which also involves lecturer can give a bright spot for students because they obtain the point of view and idea or opinion that make them engaged with the material. Lastly, the approach of teaching for lecturer. While serving the lesson, lecturer has a right in determining their teaching method and determining how the reading aspect will be given toward students that initiate the reading material selection (Centre for English Language Communication, National University of Singapore 2011: 134-135).

2.4 Mata Kuliah Umum Bahasa Inggris Universitas Negeri Jakarta (MKU BING UNJ)

Mata Kuliah Umum Bahasa Inggris (MKU BING) is a course which is available in all the departments outside English and managed at the university level. Based on “*Buku Pedoman Akademik*” (2008: 62), the purpose of MKU BING UNJ is in order that students have the English skills concentrating on reading and writing

skills in accordance with the occupied areas of study. This learning approach is student-centred learning, where students are required to be more active in expressing English in the classroom with the duration of 16-time meeting @ 100 minutes. There are also the presentation session, role play conversation, and class project to enhance cooperation among students in learning English.

There are some exercises which are being invoice must be done and submitted by students during class time, such as: daily exercise which is doing the exercise must be done and submitted by students during this course's class time; quiz which is given every four material discussions in this coursebook; mid-term test and end-term test; class performance or class presentation. There are also the sub-competences for students during taking part in this course as follows: students could practice the skill of writing something such as the descriptive paragraph, argumentative paragraph, the summary of an article, and biography of someone.

2.4.1 Coursebook of MKU BING UNJ

MKU BING UNJ has a coursebook written in 2015 by UPT MKU UNJ titled "*Integrated Reading and Writing*" which can be obtained by all students who take this two-credit course. The coursebook only focuses on integrated reading and writing skill and whereas, reading and speaking skills are developed in tune with classroom activities.

The materials are discussing about: student life, daily routines, newspaper article, and modern technology. This coursebook leads students to develop

integrated skills mentioned before by the quiz concept as follows: fill in the blank, word matching, and predicting content which are simple for non-English students to do. Particularly for the reading skill, students will learn how to do intensive and extensive reading. Intensive reading guides students to read in detail and highlight important points for future reference. Otherwise, extensive reading makes students decide what they want to know through readings for a single knowledge.

The contents of this coursebook enclose the discussion of English grammar such as: parts of speech, linking ideas, and use of pronoun through small text box with outline border in order to facilitate students in conceiving the material. Furthermore, there are also pictures which support and correspond to each chapter. For the example, in the chapter of “Food, Drink, and Culture”, there is a paragraph about Moroccan tea, thus the picture of glasses of Moroccan tea belong with a teapot and Moroccan-style table cloth is inserted to give an overview to the students and also conformable to the title of this chapter.

The coursebook will become the property of data analysis procedure because there is a syllabus or *Satuan Acara Pembelajaran* (SAP) which the attached materials can be the references during analysis process.

2.5 Musical Arts

The term of “Musical Arts” is originated from two words, “Music” which is a sound swelled by harmony and melody with sorting, kind of tone, and a certain tempo, also “Art” which means the expression of artist through emotion and

feeling to be shown off toward the people. Thus, “Musical Arts” can be explained as the expression of artist in composing a sound of harmony and melody called music. The music has actually a story sounded in certain melody, either Major for good feeling or Minor for sad emotion, and it would be expressed by composer as another way to translate his mood.

Besler (2007: 825) has her own opinion about musical art which means portraying the aesthetic of musical aspect that cannot be separated. Meanwhile, Tarasti (1995: 279) stated that it is a result of aesthetical behavior from the artist who works on music. Aesthetic and music certainly two terms which are inseparable each others because these still relate to the context of art. Music is just like other kinds of art, it has an aesthetic that gives a joy for its listeners and it cuts a figure, which is a synonym of arresting people’s attention.

2.5.1 Musical Arts Major

It can be explained that musical arts major becomes the aspect of education in expressing music. Music is something that is not only to be heard or enjoyed, but also to be learnt if the students have an interest and admired to discover its knowledge. Mathers (2015: 274) clarified musical arts major produces the bachelor which can combine music with business, education, or another majors. Therefore, the graduate of musical arts major can utilize their musical competence in certain career, such as teacher in music school, wedding singer, or artist from recording company.

The courses which usually comes in musical arts major encompass: theory and history of music, reading and writing musical scales or notes, practicing basic skill of musical instruments like guitar, percussion, or piano, vocal harmonizing, and making a music composition. This major also holds a performance test called recital as an examination.

2.6 Seni Musik Universitas Negeri Jakarta

Seni Musik is one of the majors in *Fakultas Bahasa dan Seni (FBS) Universitas Negeri Jakarta* and focuses on education to become a music instructor. According to "*Buku Pedoman Akademik*" (2008: 62), some subjects are taught as follows: course of vocal, guitar, piano, percussion, choir, harmonization, traditional music, also music scales and music history. The students will be taught either through traditional method or modern method. Traditional method contained some theories and practices of the conventional music such as Karawitan from Minang, Java, Sunda, and Bali. Moreover, modern method contained computerization in process of writing music through software.

In the first and second term, students are required to attend vocal class and two instrument classes which are guitar class and piano class. These basic classes are needed in order to develop students' ability and also obtain the knowledge either theoretically or practically. Afterward in the third term, students will choose their majority between vocal, guitar, and piano which will be deepened in the next

course. In every final exam, this major holds recital test that is performance guided by lecturer and conducted either close or open test.

In this major, students are not only learning about music, but also learn the required course or the general course divided into two: MKU (*Mata Kuliah Umum*) and MKDK (*Mata Kuliah Dasar Kependidikan*). MKU is the general subject contained the course such as: *Bahasa Inggris*, *Bahasa Indonesia*, *Pendidikan Kewarganegaraan* (Citizenship), and *Pendidikan Agama* (Religion). Meanwhile, MKDK is the subject related to pedagogy, such as: teaching planning, competence coaching, and practicing teaching skills in order to achieve its purpose as the educational major, considering that UNJ is an education-based university and *Seni Musik UNJ* is not a pure musical art major but still in the circle of education. In the graduation day, the Musical Arts graduates will earn the title of S.Pd (*Sarjana Pendidikan*) or Bachelor of Education.

2.7 English for Academic Purposes

English that has become a general subject at school or college turns into a superior position in the education of students due to the conditions in global era and its great benefits. According to Hadley (2014: 7), EAP means the skill needed by students in higher Education through English language.

In other words, EAP can be an approach that contained of the teaching material or methodology to fulfill learner's needs. Material in EAP differs with General English that always be found in every school and led learners to study

grammatical tenses, part of speech, or lexical categories. EAP tends to adjust the teaching stuffs of general English with circumstances of certain majors. For the example, “English for Musical Arts” contained of music education stuff, like: notation, score, sheet, or harmonization, then combining to integrated skills of English, such as: reading or writing.

The existence of EAP occurred even since Greek and Roman Empires (and said that various influences became an output to make a discipline of EAP (Dudley-Evans and St. John 1998: 1). In the same stuff, Strevens (1997: 10) said that EAP occurred at least half a century ago. Going to the modern era, according to Swales (1988: 17), the leading of EAP area have been looked since the early 1960’s towards English as a Foreign Language (EFL) based on a research in UK. At that time, this focused on register analysis and English for Science and Technology (EST) became the analyzed one due to their idiolect and language use, even though formerly, this research aim is to analyze language system in different register in English of Electrical Engineering. This growth is followed by the existence of EAP courses for the non-English students in English-majority speaking countries in order to enhance conveying skill.

Hutchinson and Waters (1987: 17) created the “Tree of ELT (English Language Teaching)” showed the aspect and classification of EAP:

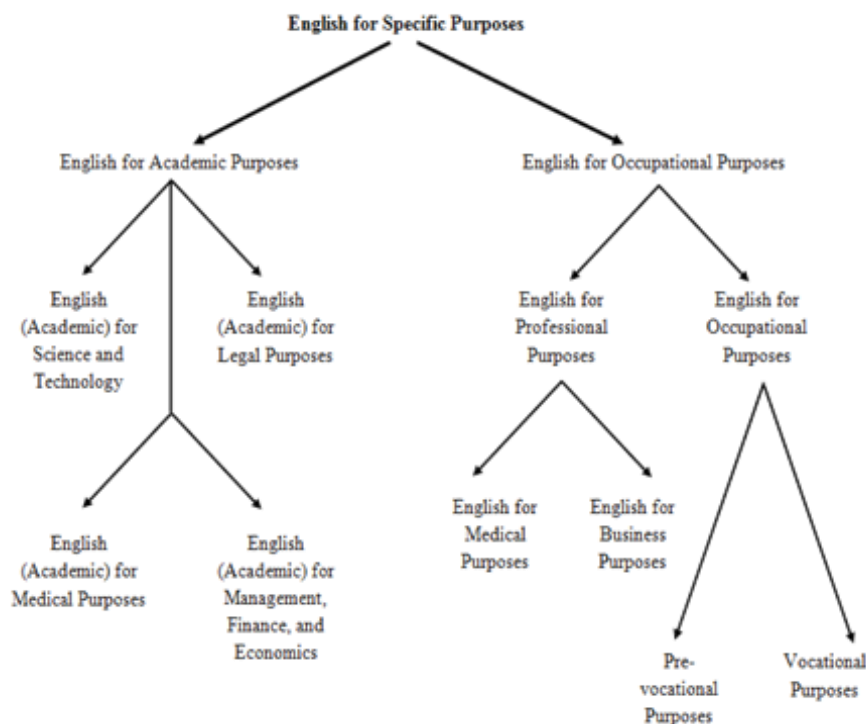


Figure 2.1: Tree of ELT (English Language Teaching)

They believed that English for Academic Purposes (EAP) with English for Occupational Purposes (EOP) cannot be separated to form English for Specific Purposes (ESP), beside for education and communication needs, it is also leading learners to get more knowledge in their work area. Therefore, teacher should notice the relevance of English material to the certain majors by being sensitive toward learner's needs and even adversity for the sake of gaining an end of education.

2.8 Needs Analysis

According to Long (1985: 207), needs analysis is important to find out why students engage in learning a course. Moreover, Bhatia and Bemner (2014: 258) inferred that this intends to gather information regarding to the needs of students in a lesson contribution. A lesson in school or institute is occurred for a reason, so it has to be examined how important a lesson is by finding out its characteristic and importance.

EAP cannot be separated with needs analysis because there will be a question for needs of English lesson in certain majors, either beneficial or not. In order to find out what makes EAP different with General English based on the learning materials; there must be the approaches of target situation and needs to know the necessities, lacks, wants, and also the 5W+1H question of ESP ongoing.

2.9 Theoretical Framework

English is the communicative language and is on duty to share a term that cannot be absorbed and apprehended if translated locally. English is not only important for language teachers, but also art people, including Musical Arts students in education-based university. They often find terms in English on their theory book and they must be at least able to understand and read. However, not all musical arts students consider English as a necessary aspect for them, because perhaps in his mindset, they only express themselves through music and forget about the

language realm that may be a requisite to communicate particularly if there is an opportunity to collaborate with foreign musician.

Therefore for this thesis, the writer intends to enquire how the existed material of MKU BING in *Jurusan Seni Musik UNJ* can be developed and also the musical arts major students' need regarding to English lesson.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research for this study adjusted design-based research and took some steps in this research in order to investigate the needs of Musical Arts students during the study of MKU BING and to achieve the development goals. The data acquired after giving subjects a treatment and then analyzed by the writer.

3.1.1 Design-based Research

Barab and Squire (2016: 5) defined that Design-based Research (DBR) is the utilization of design in developing the system or based on involvement of human in thinking, learning, and taking action. The design could be the broad planning included of idea after noticing problem occurred in a practice and needs analysis in running the lesson materials.

Meanwhile, Reeves (2000: 8) stated that DBR tends to collaborate with practitioner in hypothesizing concept of design to solve the problem in a system, make a trial through test, and later refine that concept after the examination.

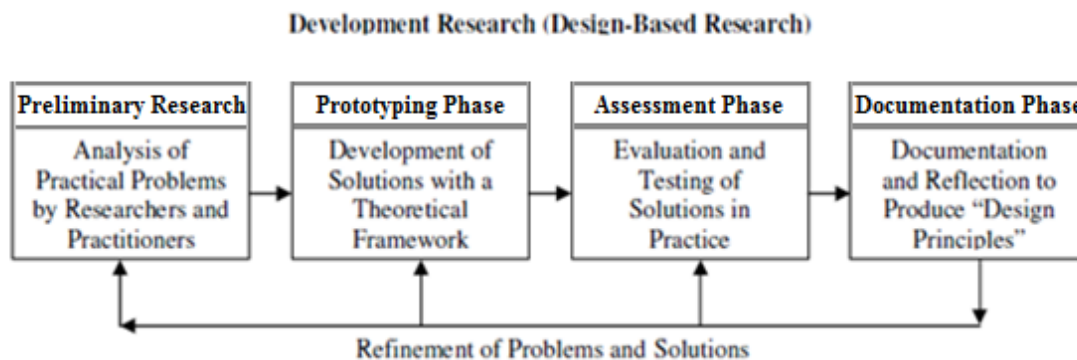


Figure 3.1: Reeves' Four Stages of Design-based Research

Based on the figure above, Reeves (2006) divided the stage of DBR into four stages: preliminary research, prototyping phase, assessment phase, and documentation phase. Preliminary research is the process of conducting the research and analysis of the data source through analysis of practical problems or existed document. Prototyping phase is the process providing the concept of demanded material or proposed material as a solution of the problem based on result of the preliminary research. Assessment Phase is the process of evaluation through implementation or solution testing in the classroom in order to conclude how the proposed material can be adequate to be applied. Documentation Phase is the process of enhancing and refining the solution after being evaluated and considered feasible to be used in the classroom for the future.

Due to its limited time of study implementation, researcher only took two stages from the original four phases arranged by Reeves (2006): preliminary research and prototyping phase. Researcher uses preliminary research through conducting two process: implementing the interview session with Musical Arts

students and analyzing the document of existing reading materials in every unit of MKU BING coursebook based on the criteria of academic reading material analysis. Afterwards, researcher proposes the English reading material for Musical Arts students in the stage of prototyping phase.

3.2 Data Sources

Sensing (2011: 194) defined the data source as the set of observation and interpretation used in implementation of research study. In order to support this study, there will be two data sources involved by the researcher.

The first data source was Musical Arts students who have already take MKU BING course during their collegiate days in UNJ. Those of the students also have to obtain the knowledge concerning Musical Arts study program in charge of the application using English and later become the data asked in the interview session.

The second data source was the English reading materials found in MKU BING coursebook. The documents were analyzed based on ten criteria of academic reading material analysis arranged by Barzaq (2007) and Littlejohn (2000). Afterwards, the material would be developed as the proposed material.

3.3 Research Instrument

To gather the data for this thesis, researcher used interview session and document analysis in order to find out what Musical Arts students need in English lesson, what the relevance between the criteria of reading material and the existing materials in MKU BING coursebook, and also to draw out what materials on MKU BING lesson should be developed by renewing and adding the topic regarding to the needs analysis, with the result that the reading materials would be relevance for Musical Arts major based on its standard competence.

3.3.1 Interview

Interview was held as an additional reference to deeply find out what Musical Arts students need in English lesson and relevance of English materials toward Musical Arts major. The interview session involved students from the class of 2014 year of Musical Arts major in UNJ. The question focused on their impression after taking course of MKU BING, what they need regarding to MKU BING lesson, and what they suggest to develop its reading materials in order to be suitable for Musical Arts students. Due to the conflicting time, the interview session conducted through the application of Google Forms with the deadline for two days.

3.3.2 Document Analysis

Mills, Durepos, and Wiebe (2010: 319) stated that document analysis is “a helpful research tool that can be used in as wide a variety of ways as a researcher has the imagination to create”. Meanwhile, Cadle, Paul, and Turner (2010: 51) inferred that this intends to examine, analyze, and report the data source also the existing system. A lesson in school or institute is occurred for a reason, therefore it has to be examined how important a lesson is by finding out its characteristic and importance.

In the aspect of EAP, it is needed to apply the document analysis because there will be a question for needs of English lesson in certain majors, either beneficial or not. Therefore, the researcher analyzed the existing reading materials in MKU BING coursebook through the criteria of academic reading material analysis.

3.3.2.1 Criteria of Academic Reading Material Analysis

There is the combination of two thought of academic reading material analysis criteria. According to Barzaq (2007), those criteria are divided into eight, as follows:

3.3.2.1.1 Interest

In order to stimulate student while developing reading skill, one thing needed is raising the interest. William (1986: 42) defined interest as the most important aspect for students to bring motivation while conveying the reading skill. Without motivation, student will get any obstacles while reading because student must gather volition first before doing the reading, whereas reading the knowledge they never know before. Moreover, Cunningsworth (1984: 72) urged that the reading materials must be contained of interesting information and fact in order to raise student's interest, especially when the student learns something new.

3.3.2.1.2 Lexical Knowledge

Lexical knowledge means a group of vocabulary contained in the text student never heard before. English vocabulary takes the main role in the existing English reading materials because it has a relation with reading comprehension in order to make student understand about what they read. Calixto (2004: 74) emphasized if vocabulary knowledge has been achieved by students, the reading comprehension might be practical and applicable. Carrell (1988: 266) assumed that lexical knowledge is the requirement to fluent reading skill because student will recognize every single word and information that later will be reminded in their mind.

3.3.2.1.3 Authenticity

Harmer (1991: 185) opined that authentic material is designed by native speaker, reserved as native speaker's consumption, either in the topic, context, or inserted picture, and also based on foreign language curriculum. The authentic material is actually the standard of learning can be beneficial for students to practice their skill, notably in reading. Cunningsworth (1993: 36) also emphasized that authenticity in the material can lead students to develop their competence while learning and raise their motivation likely when they read the context.

3.3.2.1.4 Variety in the Topics of Reading Texts

Every reading material has actually the topic or subject will be learned by students based on the standard competency. According to Day (1994: 27), what the point of existing topic variety in the reading materials is to lead students keep up the motivation and interest while developing reading ability. Therefore, the content of reading material has to attract students' attention; then later students will be curious and motivate themselves to read whole information. The topics in every chapter also must be different in order to make students learn and achieve the new knowledge and experience of what which exists in the world.

3.3.2.1.5 Cultural Background Knowledge

Besides the variety of topic, the reading materials also must be based on certain cultural background depends on where the study is held and who the learners are. Vaezi (2006: 13) opined that the reading materials must be appropriate depends on age range, religion, gender, and culture background of students because not all the cultural knowledge can be accepted and appreciated. For example, the reading materials with the topic of religion defamation but given for Junior High School students. The misconception of selecting reading materials can bring the bad influence and less motivation for students in reading because reading comprehension is not about vocabulary or grammar, but also how to merge with cultural background of the learners.

3.3.2.1.6 Text Layout

Text layout in the reading materials cannot be underestimated for it can influence the readers, either they can understand or not. Lunzer and Gardner (1979: 76) divided the standard of text layout into: font type, font size, font color, spacing, margins, and paper quality. The font type and color must be clearly read by students, especially for the paragraph. Furthermore, larger font size can help students decode what they read and commonly used in EFL. These fulfilled standards of text layout can provide the motivation and interest to students while reading and indirectly give a door to the new knowledge and students just imagine as they involved in the reading article.

3.3.2.1.7 Text Visuals

Besides the context, the reading materials in coursebook must also insert visual media, such as drawings, photos, graphics, tables, or diagrams, in order to give the shade to students about what they have read, mainly they never know before. According to Griffiths (1995: 52), text visuals can turn on students' imagination and prior knowledge of the reading materials they have read. The visuals will be better served brightly, clearly, and colorfully in order to attract their attention and later find the motivation in reading.

3.3.2.1.8 Values

The reading materials must have the value and message served explicitly or implicitly for the sake of students' kindness. Ryle (1949: 25) emphasized the reading materials purposed to specific structure, task, and scheme of behavior. The school is not only for making students achieve the knowledge and competency, but also elevate their behavior, moral, and attitude. Therefore, the materials must support that purpose, either giving the message or attention, mainly in reading activities. Consequently, students automatically can involve themselves in reading materials and maintain it in their mind in the future, not only be prevailed while leaning in school.

Therefore, in accordance with Littlejohn (2000), those criteria are ramified into two, as follows:

3.3.2.1.9 Critical Language Awareness

According to Archakis & Tsakona (2012: 33), Critical Language Awareness is based on the purpose of Critical Discourse Analysis which makes a language as a social-based and shaped by critical thought. The students have to know how the way language use and how the language can be used in particular time and place.

3.3.2.1.10 Significance of the Content

Bion (1984: 91) stated that Significance of the Content can be determined by the use and purpose of the language itself and worthy to be learned. The content of reading materials must be beneficial for students because beside of becoming the new knowledge of them, there is also the purpose of building and developing the attitude of students.

The documents of the reading materials of every unit in MKU BING coursebook were analyzed through table framework based on ten criteria of academic reading material analysis as, follows:

Table 3.1 Table Framework of Document Analysis

Unit Title	
Activity Description	
Objective Description	
Criteria of the Analysis	
Topic	
Interest	
Authenticity	
Significance of the Content	
Critical Language Awareness	
Lexical Knowledge	
Cultural Background Knowledge	
Text Layout	
Text Visual	
Value	

3.4 Data Collection Procedures

- 1) Arranging the question for the interview session, focusing on relevance between MKU BING and Musical Arts student needs.
- 2) Conducting the interview session toward the class of year 2014 students of Musical Arts major in UNJ through Google Forms.
- 3) Analyzing the result of the interview in order to arrange the material development of MKU BING coursebook in line with Musical Arts student's needs.

3.5 Data Analysis Procedures

- 1) Conducting the document analysis of the reading materials in MKU BING coursebook based on ten criteria of academic reading material analysis.
- 2) Describing the result of the analysis through table framework contained of: unit title, activity description, and criteria of the analysis.
- 3) Providing the material and learning outcomes based on its students' needs and standard competence in the syllabus of MKU BING coursebook.
- 4) Concluding the answers of research problem regarding to relevance between MKU BING and Musical Arts major also how should MKU BING coursebook be developed based on its students' needs.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the needs analysis data were described and discussed based on data analysis procedure has been explained in previous chapter. The data including document analysis analyzed through three stages of Design-Based Research (DBR) arranged by Reeves (2005).

4.1 Findings

The findings were analyzed through two stages of DBR including: preliminary research and prototype phase (Reeves 2005).

4.1.1 Preliminary Research

In the stage of preliminary research, the needs analysis process was undertaken including the interview session and document analysis that was elucidated through framework table. This research is purposed to answer the first and second research questions of *“What do Musical Arts students need regarding to MKU Bahasa Inggris?”* and *“How are the existing reading materials of MKU Bahasa Inggris coursebook?”*.

4.1.1.1 Interview

The interview session was conducted for the purpose to find out what Musical Arts students need regarding to the English reading materials of MKU BING coursebook. Researcher had gathered samples of total five students in the class of year 2014 of Jurusan Seni Musik FBS Universitas Negeri Jakarta who have already taken MKU BING course. The interview process was using Google Forms due to the conflicting time from the students. Researcher had asked eight questions concerning the existing reading materials of MKU BING coursebook, the benefit for each student, and the obstacle while in the learning process (see Appendix 1).

4.1.1.1.1 Students' Impression during Following MKU BING Course

MKU Bahasa Inggris is a general course absolutely owned by the entire of non-English study program in UNJ, mainly by Musical Arts major. This course has indeed no connection with students' major which led to the emergence of various impressions during learning.

Three students said they have a delightful impression during following MKU BING course and one of them recognized the funny incident of the student has made a mistake in speaking English that which instead made learning process supremely much fun. However, two other students remarked they feel indifferent and claimed the lessons are tedious while they know those are close enough to what they have got in Senior High School.

4.1.1.1.2 The English Reading Material Lesson Students Obtained

English education and knowledge are needed for all the students considering of the benefit in the future. This statement leads to the form of purpose in conducting MKU BING course which is in order to make students capable in learning English, mainly in reading skill during their collegiate days, as well as the aim of English for Academic Purposes (EAP). The reading lesson is one of the aspects served toward Musical Arts students to enhance their English reading skill as expected by its purpose based on the syllabus.

Three interviewed students stated the knowledge of reading session they obtained during following MKU BING course are doing skimming, scanning, and making the summary based on what they have read. Furthermore, each of the two other students said they have obtained the lesson of vocabulary and the way to answer the question regarding to the reading topic.

4.1.1.1.3 The Students' Obstacle during Learning the Reading Materials

In the implementation of the reading lesson in MKU BING course, there is actually a difficulty from Musical Arts students. This might be caused of unfamiliarity of the topic with their major because MKU BING coursebook uses some general topics in each of the unit. Moreover, students have to do the tasks and exercises after reading the article.

There are three students stated that they have found obstacles during learning the reading materials and each one of them mentioned the difficulties are: finding no conclusion after doing skim through the reading text from beginning to end, having lack of vocabulary knowledge, and the materials are sometimes fathomless to read. However, two other students admitted they did not have any obstacles during learning English reading materials.

4.1.1.1.4 Suitability of the Reading Materials toward the Needs of Musical Arts Students

The English reading materials in MKU BING coursebook are expected to be understandable for non-English students, mainly in Musical Arts major and also university-based. Besides of making students capable in enhancing their reading skill, the lesson must provide the benefit for students in the future. In this case, students might involve themselves into every paragraph of the text they read and later evaluate whether the knowledge they acquired during reading process can fulfil their need.

Two interviewed students stated the reading materials have been suitable toward their needs as students who studied English lesson at Musical Arts study program. Nevertheless, the answer of finding no suitability of the reading materials is admitted by three other students.

4.1.1.1.5 Requirement of the Relation between the Reading Materials and Musical Arts Field

In connection with the detection of general topics found in every unit in MKU BING coursebook, this can be a distinct impression for each student in Musical Arts major. The topic related to musical arts field might be more interesting for them while in the reading lesson because they can review what lesson they have learned before while enhancing their English skill. This also has to be university-based which means besides of being specific for certain study program, the standard competence must be improved and divergence from English lesson in Senior High School.

Three interviewed students agree with requirement of the nexus between the reading materials and the field of musical arts. Each of them give the reason such as: in order to be accustomed when reading the book of music theory which sometimes difficult to be translated, in order to be different from what they have obtained during Senior High School era, and in order to stimulate themselves in studying English. However, two other students disagree due to the concept has been arranged by the designing team of MKU which afterwards, they as non-English students just follow properly.

4.1.1.1.6 Musical Art Students' Suggestion towards Development of the Reading Materials in MKU BING Coursebook

Some of the interviewed students provide the thought and suggestion toward either development of the reading materials of MKU BING coursebook or the implementation of MKU BING lesson. First, the lecturer who teaches MKU BING course should be supple and interactive to students because there are a number of students who still has a lack of competence during following the course. Second, there should be more practice of reading English in order to enhance reading skill as expected in the purpose of MKU BING enforcement. Third, even though MKU BING course focuses on reading and writing skill, there also should have a grammar lesson because this aspect is important to ease students in understanding English. Forth, the reading materials should have a relation with the field of musical arts, such as the way in reading a musical notes in order to interest students while studying.

Nevertheless, there is only one student who did not give a suggestion and probably has no problem with either the existing reading materials or implementation of MKU BING course.

4.1.1.2 Document Analysis

In the aspect of document analysis, English reading material in MKU BING coursebook was analyzed based on ten criteria of academic reading materials arranged by Barzaq (2007) and Littlejohn (2000). This analysis purposed to check

whether the reading materials in MKU BING coursebook have fulfilled the criteria and standard of academic reading evaluation. From eight units in MKU BING coursebook, researcher took two units, “Unit 3 - Daily Routines” and “Unit 4 - Food, Drink, and Culture”. In Unit 3, the reading activity features the article of “Work and Stress”. This article explains how an occupation can be considered as a “healthy job” and how we can find a “healthy job”. Meanwhile in Unit 4, the reading activity features the article of “Food Miles: From Field to Plate”. This article examines how long food mile or food travel run from the farmer’s field to the market and arrive to the consumer. This also discusses the positive and negative effect of food mile that can influence the food’s freshness and quality depends on its distance time.

After checking the Unit 3 and Unit 4 in MKU BING coursebook through the criteria of academic reading analysis, it can be implied whether the aspect is sufficient (S) or non sufficient (NS) based on the use for non-English students, mainly for Musical Arts Major students (see Appendix 3).

Table 4.1 The Criteria of Academic Reading Analysis in Unit 3 – Daily Routines

Criteria	S	NS
Topic	✓	
Interest	✓	
Authenticity		✓

Significance of the Content	✓	
Lexical Knowledge	✓	
Critical Language Awareness		✓
Cultural Background Knowledge		✓
Text Layout	✓	
Text Visual	✓	
Value		✓

Table 4.2 The Criteria of Academic Reading Analysis in Unit 4 – Food, Drink, and Culture

Criteria	S	NS
Topic		✓
Interest		✓
Authenticity		✓
Significance of the Content		✓
Lexical Knowledge	✓	
Critical Language Awareness		✓
Cultural Background Knowledge		✓
Text Layout		✓
Text Visual		✓
Value		✓

4.1.1.2.1 Topic

Through the reading article in Unit 3, students conceive what more important is in choosing a job: with a big salary or ensure them to be healthy. The topic is

suitable for college students who someday would look for a job depends on their interest.

Nevertheless, the reading article in Unit 4 which discusses pros and cons of food mile is too heavy for non-English college student, mainly for Musical Arts students because it explains something extraneous for them and no relation with their major.

4.1.1.2.2 Interest

The reading article in Unit 3 contained of simple elucidation and convenient-to-conceive vocabulary which can make students take the main point out and directly raise their interest in reading because this reading is so important for them in considering a job appropriate to their interest and conscience.

Meanwhile in Unit 4, the article is ensured to give a lack of learning interest for non-English students, especially for Musical Arts students due to its heavy topic that would be difficult to be understood by them, notably if they will do skimming or scanning activity.

4.1.1.2.3 Authenticity

Both of the article in Unit 3 and 4 are designed for pedagogic purpose and cannot be considered as the authentic material. However, unlike the reading material in

Unit 3 which has the common topic, the topic in Unit 4 discussed food mile is not appropriate to certain students, especially for Musical Arts students because the field of that topic has no relation with Musical Arts Major.

4.1.1.2.4 Significance of the Content

The content of article in Unit 3 is significant for college students because it discusses how a job can be assumed as a “healthy job”. Beside of describing occupations with those characteristic and consequence, it also can be consideration for students who will turn from college students to worker in choosing their future path.

Nevertheless in Unit 4, there is no meaningful and Significance of the Content for students instead of knowledge about food mile and effect for the market and consumer.

4.1.1.2.5 Critical Language Awareness

There is no use of Critical Language Awareness either in Unit 3 or Unit 4 that means students have no need to consider the way language is used in whole of paragraphs. Those reading article only discuss the topic without caring the linguistic aspect.

4.1.1.2.6 Lexical Knowledge

The vocabularies in article of Unit 3 are simple and common usually found in anywhere and easy to be conceived by non-English major college students, especially in explaining what to do in certain job. There is also no idiom and heavyweight phrase found in this article.

However in Unit 4, there are some new yet ancillary vocabularies found in this article and might never been heard by students before but can contribute lexical knowledge for them.

4.1.1.2.7 Cultural Background Knowledge

There is no culturally relevant discussion in article of both the units and whole of this context are explained generally because speaking of people's occupation in Unit 3 and the effect of food mile toward the market and consumer in Unit 4.

4.1.1.2.8 Text Layout

In Unit 3, the text size in the title of that article is big enough. Also, whole of the context are slightly larger than usually found in newspaper with just three paragraphs. It can influence students to raise their interest in reading this simple article and easy to find the viewpoint, especially in the aspect of job description.

Nevertheless in Unit 4, the text size of that article paragraph is too small for the authentic text and for pedagogic purpose. Furthermore, the discussion is irrelevant with Musical Arts students and can decrease their interest in reading this article.

4.1.1.2.9 Text Visual

In the reading article in Unit 3, there are four pictures supported: florist, taxi driver, fireman, and gym trainer and all of them describing the activity of certain job. Therefore, those pictures are related to the reading article and can raise students' interest to read overall because they might be curious about how "healthy job" look like.

Unlike Unit 3, there is only one picture inserted as the supporting media of the reading article in Unit 4 which is a map of countries such as: Germany, India, and Australia with the arrow mark the dissemination of food mile. That picture is not enough to support this article and must add another picture like food truck or process of food production. Therefore, students cannot predict what the article discusses about judging with the text visual and will take it boringly.

4.1.1.2.10 Value

There is no meaningful moral value for students found in the reading material either in Unit 3 or in Unit 4. However in Unit 3, there is the line of "people with

stressful jobs often get good salaries” that explains not all jobs can be considered as “healthy job” and those actually has stress level in activity.

Meanwhile in Unit 4, there is the reminder that food mile can bring the bad effect for the food itself toward the market and the consumer due to its long journey and different climates in certain country.

4.1.2 Prototyping Phase

Prototyping phase is the process providing the concept of proposed material based on result of the document analysis. This phase is purposed to answer the third research questions of “*What the English reading materials should be provided for Musical Arts major?*”. After considering the data through the process of preliminary research, the proposed reading material would seem in relevance with Musical Arts Major in accordance with the criteria of reading material analysis (see Appendix 4 and 5). The provided reading material had a source of the book “*Basic Music Theory*” by Jonathan Harnum with the addition of task and exercise. The data of prototyping phase concept as follows:

4.1.2.1 Topic

Through the provided reading article, students will conceive the reason of musical term usually written in Italian and three kinds of musical term. The topic is actually appropriate to the field of music and suitable to be learned by Musical Arts students and in the other side, students can achieve the knowledge of musical term provided in English.

4.1.2.2 Interest

This article is ensured to provide the interest of reading toward Musical Arts students due to the topic discusses about the directive use of musical terms which is still in tune of student's field and previously they have learned the musical note. Therefore in MKU BING course, they will merely review in order to remember the topic that can make students raise their interest in reading.

4.1.2.3 Authenticity

This reading text is designed for learning purpose and might not considered as the authentic material. However, whole of the paragraph are explained simply and commonly to make Musical Arts students easy to understand. Meantime, there are also the supporting media, such as picture and table of musical term category.

4.1.2.4 Significance of the Content

The content of this provided material is significant for Musical Arts Major students because it gives the knowledge about musical terms usually written in Italian. Students who have learned the musical term before can review and at the same time, students also can develop their reading skill in English.

4.1.2.5 Critical Language Awareness

Beside of explaining the topic of musical terms, the reading article has also implicitly shown the use of grammar in English that Musical Arts Major can learn the structure through reading about the field they mastered. For the example, in the line of “*in the late 1500’s, there was a lot of music-making (that was) going on in Italy*”, besides of using of past tense, there is also introducing restrictive clauses that give essential information about the preceding noun, showed in the term of “*that was*” and can be invisible in the sentence, depends on its utilization.

4.1.2.6 Lexical Knowledge

The vocabularies in this article are common and easy to be understood by Musical Arts students, especially in describing the category of musical terms in Italian. For the example, in the line of “*The performer needs to know this information about musical terms that most of them are written in Italian*”. As in the grammar aspect, this sentence is ensured to be easily conceived by Musical Arts students. There is also no overrated idiom to avoid student’s misinterpretation while reading the text.

4.1.2.7 Cultural Background Knowledge

There is cultural background knowledge in this reading text which discusses about Italian and the history of the emergence of musical terms from Italian language.

The cultural aspect can be seen in the section of “Why Italian?” that is describing the background and the process of how the terms be written in Italian.

4.1.2.8 Text Layout

The font size in whole of text in this reading article are 14 that is enough to be read and understood by Musical Arts Major students, considering of the containing of simple paragraph with brief explanation.

4.1.2.9 Text Visual

There are some supporting media in this reading article. First, there are pictures related to the topic, such as the vector of musical note and symbol with the musical terms written in Italian and the photograph of three Italian girls in 1500’s played musical instrument. Second, tables which are the form of musical terms category with its meaning.

4.1.2.10 Value

There is indeed no moral value in this reading topic instead of Musical Arts students will achieve the knowledge appropriate to their field of music, such as understanding some musical terms written in Italian.

4.2 Discussion

According to the findings, the result of this study had answered its research questions. The application of MKU BING is based on ESP or EAP which provides the concept of learning English for non-English students. In accordance with the previous studies, in order to fulfil the needs of students who learn English, the lesson should be cooperated with certain study program, such as: the reading materials for Philosophy students which contains of philosophical text in English and the reading materials for Medical students which arranges the context in medic field.

Therefore in the first research questions, the involvement of students from Musical Arts study program in UNJ was needed through becoming samples for the interview session regarding to the reading materials in MKU BING. The interview session was conducted as the part of preliminary research. The interviewed students on the average suggested that the reading materials in MKU BING should be university-based and developed to be adequate to certain major in order to gain non-English students' interest in reading English text. For the example, the text explains how to read musical notes or strings.

For the second research questions, the document analysis is needed in order to investigate the existing reading materials of MKU Bahasa Inggris. The document analysis was also implemented for the need of preliminary research. The reading materials existed in MKU BING coursebook on the average discussed common topic, such as: occupation, biography, and countries in the world. The units of the coursebook taken for this study are Unit 3 discussed “*Work and Stress*” and Unit 4 discussed “*Food, Drink, and Culture*”. However, even though the units are general to learn, the topics are ineffective and dissonant while being applied as collegiate lesson for Musical Arts students according to the answer of what they need regarding to the reading materials of MKU BING.

Besides of the materials have to be relevant with the field of musical arts, the material content of every unit in the coursebook should be based criteria of academic reading material analysis. The criteria are as follow: the simple topic which can raise students’ interest, the authentic material which designed for pedagogical purposes, the valuable and significant content for students, the vocabulary-rich context, the cultural content for students’ knowledge, and the interesting text layout and visual contains of supporting media, either photograph or drawing in order to bring students into the passion of reading text in English.

Therefore in order to answer the third research question, the prototyping phase was conducted through proposing the reading material with the topic related to musical arts field. The prototyping phase was used to develop the solution of the problem, mainly in applying the lesson for non-English students. The reading material with the theme of “*Musical Terms are Direction*” was arranged with the

purpose to fulfil the needs of Musical Arts students and review of what musical lesson they have learned before in their college days.

The text was also adjustable based on criteria of academic reading material analysis, as follow: the topic was simple for Musical Arts students who previously had learned the terms of music, the use of language in the text is interactive toward students which can achieve their interest, the concept of the text was designed for learning purpose in order to bring the knowledge through reading, the text was valuable and beneficial for students, the text provided the lexical knowledge to enrich their vocabulary skill, and there were several pictures as the supporting media to gratify students in the process of reading. However, the demanded material was still based on standard competence in the syllabus of MKU BING in order to be adequate to apply in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The conclusion is based on the process of findings which utilized the stages of preliminary research and prototyping phase. The first conclusion is the need of Musical Arts students while reading English in MKU BING lesson. Based on the interview result, the students suggested that the topic of the materials should be appropriate to the certain non-English major. Therefore, MKU BING lesson is able to facilitate the need of students regarding to English and review what they have learned before.

Opposite to the finding above, the second conclusion is on the average, the reading materials in every unit of MKU BING coursebook are unadjusted toward non-English students, especially for Musical Arts students. Moreover, the materials should be university-based means being appropriate to certain study program in order to expedite the process of achieving English reading skill for college students.

Therefore, there is the process of suggesting the reading materials which might be suitable for Musical Arts students to learn. This material arranged based on the standard competence in the MKU BING syllabus is expected to provide the

opportunity for non-English students to facilitate their English skill through reading and answering the task and exercise after reading. Meanwhile, students are also able to reminisce what they have read and learned before regarding to the lesson related to musical arts.

5.2 Suggestion

After implementing this research study, the researcher suggests toward the MKU BING coursebook designing team that learning material of MKU BING in certain major to be supposed based on the major itself and apply the concept of English Academic Purposes (EAP) that is university-based and structured by the syllabus.

This research also can be a reference for another researcher who will conduct the research study discusses about material development of *MKU Bahasa Inggris* course. The suggestion for the next researcher regarding to this study is the implementation of evaluation or assessment phase of the demanded reading materials in the classroom in order to measure how non-English students can accept the influence of the text in English they have read while they can review of what they have learned before in certain study program.

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APPENDICES

Appendix 1

The Result of Interview Session with Musical Arts Students in *Universitas Negeri Jakarta*

TANGGAPAN 5

5 tanggapan



Mengembangkan Materi Membaca (English Reading Material) dari MKU Bahasa Inggris untuk jurusan Seni Musik UNJ

Nama - NIM (5 tanggapan)

Dina Christina M. - 2815140496

Raynold - 2815142377

Desandra Puspita Nada - 28151404964

Risa Idzni Majid - 2815142374

Nikki Bella Pratami - 2815142216

Apa kesan kalian selama mengikuti kelas MKU Bahasa Inggris? (5 tanggapan)

menyenangkan.. karena masih banyak mahasiswa yang tidak lancar berkomunikasi dengan bahasa inggris sehingga ketika speaking banyak hal-hal lucu yang terjadi

Senang

Menyenangkan , terkadang ada rasa takut tidak bisa mengikuti pelajaran

Membosankan

Biasa aja sih, kaya ngikutin pelajaran Bahasa Inggris pas SMA aja

5 tanggapan



Apa yang sudah kalian dapatkan setelah mengikuti kelas MKU Bahasa Inggris?

(5 tanggapan)

cara berkomunikasi yang baik, cara membuat soal MC maupun essay serta membuat sebuah lagu dengan lyric bahasa inggris

Lebih bisa berbahasa inggris dengan baik

Setidaknya menambah vocab sedikit.

Menulis dengan Bahasa Inggris, seperti membuat paragraf deskriptif menggunakan Bahasa Inggris

Pengetahuan ttg grammar sama kosakata, cara mengarang bahasa Inggris, sama bikin summary dari bacaan

Apa saja yang kalian pelajari tentang pelajaran membaca dalam Bahasa Inggris / materi membaca (English Reading Material) di MKU Bahasa Inggris?

(5 tanggapan)

cara membedakan teks yang di skimming dan di scanning serta melakukan skimming ataupun scanning..

Belajar vocab dan grammar

Diajarkan membaca cepat

Membaca paragraf dalam bahasa Inggris lalu mengisi soal mengenai paragraf tersebut

skimming, scanning, sama bikin summary dari artikel yg kita baca

Apa kesulitan kalian dalam mempelajari materi membaca di MKU Bahasa Inggris?

(5 tanggapan)

Tidak ada

Tidak ada

mencari kesimpulan yang ternyata tidak ada di awal maupun di akhir kalimat saat skimming

Kurangnya vocab yang saya ketahui

Materinya kadang susah dimengerti utk dibaca, lihat sekilas aja bawaannya udah males bacanya

TANGGAPAN 5

5 tanggapan



Apakah materi membaca yang diberikan oleh MKU Bahasa Inggris sesuai dengan yang kalian butuhkan sebagai mahasiswa jurusan Seni Musik?

(5 tanggapan)

iya

Sudah sesuai

Iya

Tidak begitu sesuai

Tidak.

Apakah kalian merasa materi bacaan dari buku MKU Bahasa Inggris tersebut harus ada hubungannya dengan jurusan Seni Musik? Mengapa?

(5 tanggapan)

iya, agar lebih terbiasa saat membaca buku seni musik yang terkadang sulit untuk diterjemahkan

Tidak, karena itu merupakan MKU

Iya, agar lebih semangat lagi belajarnya

Tidak harus

Ya, karena bacaannya musti sesuai dgn bidang kita dan biar beda aja dari pelajaran di SMA

Apa saran kalian bagi pengembangan materi membaca di MKU Bahasa Inggris?

(5 tanggapan)

semoga untuk kedepannya, dosen mku bahasa inggris yang memegang jurusan seni musik haruslah dosen yang supel, interaktif dan tidak kaku pembawaannya.. karena pada dasarnya masih banyak mahasiswa seni musik yang kurang dalam mata kuliah ini, sehingga saat belajar mahasiswa lebih enjoy dan tidak merasa terbebani..

Lebih banyak praktek membaca

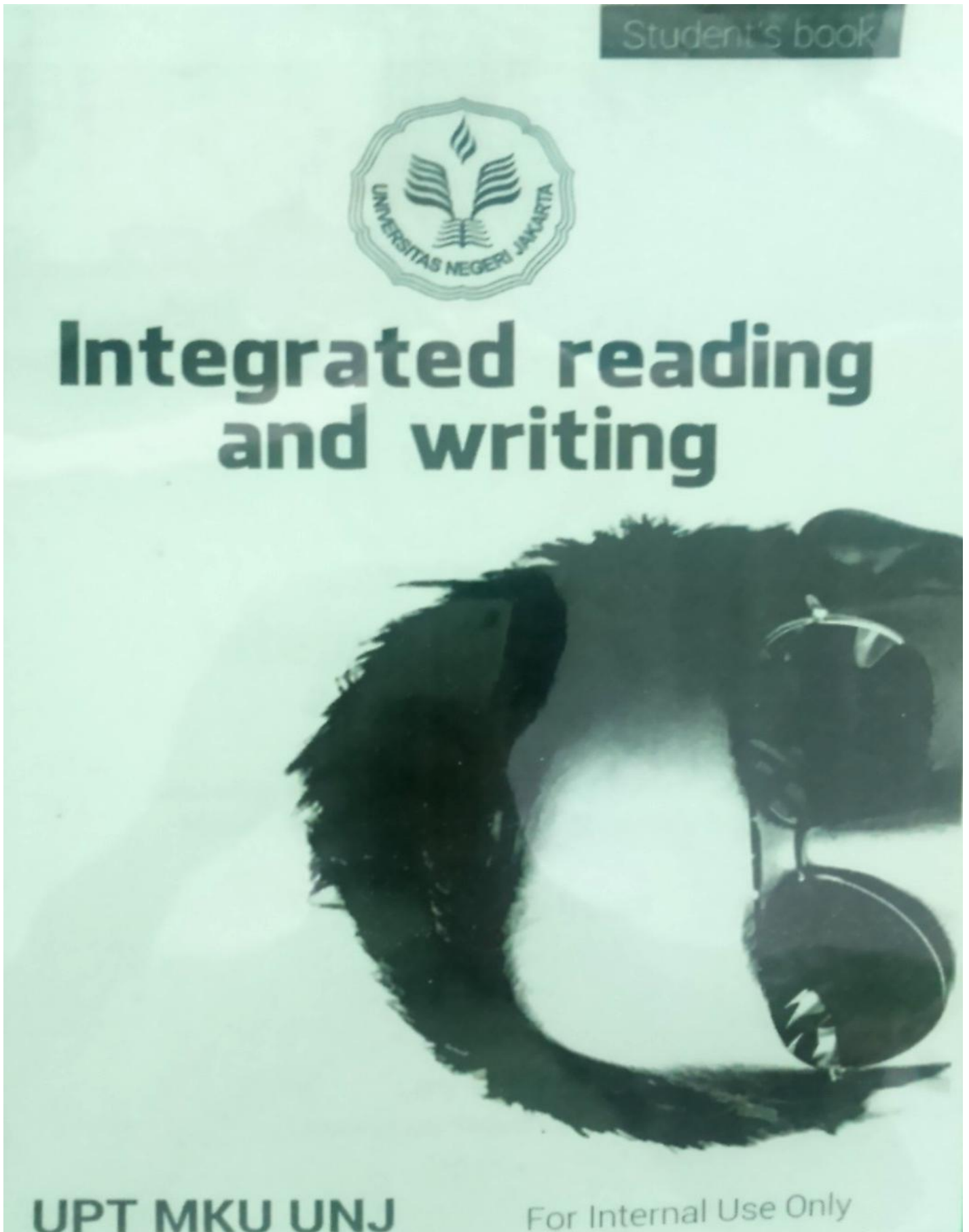
Tidak ada

Materi yang diajarkan mungkin terlalu sederhana, karena masih serupa dengan materi yang diajarkan pada tingkat SMA. Walau berfokus pada reading dan writing, seharusnya ada pembelajaran tentang grammar. Mengingat pengajaran sangat penting untuk diberikan dalam pembelajaran bahasa Inggris karena akan lebih memudahkan mahasiswa untuk menguasai dan mengerti bahasa Inggris.

Materi buat bacaannya kalau bisa berhubungan dgn jurusan tertentu, seperti kalau khusus jurusan seni musik, bacaannya musti berhubungan dgn seni musik, kayak cara membaca nada / not balok, agar mahasiswa seni musik makin minat belajar bahasa Inggris.

Appendix 2

MKU Bahasa Inggris Coursebook



Appendix 3

The Framework Table of Criteria of Academic Reading Material Analysis for Unit 1-8 in *MKU Bahasa Inggris Coursebook*

Unit Title	
Unit 1 – Student’s Life	
Activity Description	
Read the text about reading methods and recognize different strategies of reading.	
Objective Description	
The reading activity describes how generally reading methods are adapted, kinds of reading strategy, and purposes of reading.	
Criteria of the Analysis	
Topic	The topic discusses of “Student’s Life” and “Effective Reading” which is beneficial for students to convey reading skill, even though there is no relationship with the aspect of Musical Arts.
Interest	The topic may give interest for student because there are some ways to convey reading skill, even though not related to the aspect of Musical Arts.
Authenticity	This article has no authenticity because it is actually designed for learning purpose along with steps in effective reading.
Significance of the Content	The content of reading activities is significant because focusing of the steps of conveying reading skill with some ways beneficial even for Musical Arts students.
Critical Language Awareness	There is no use of Critical Language Awareness in this article that means students have no need to consider the way language is used in whole of paragraphs.
Lexical Knowledge	There are some new vocabularies which make student try to predict the content of this text.
Cultural Background Knowledge	There is no culturally relevant discussion in this article, instead of guiding Musical Arts students to introduce various reading skill.
Text Layout	The text size is bigger and ensured to make students raise their interest and understand about the text.
Text Visual	There is only one picture inserted on the reading article because focused to make students read how to do effective reading.
Value	There is no value delivered in this reading text. However, students can take an advantage of recognizing some reading skill.

Unit Title	
Unit 2 – Where in the World?	
Activity Description	
Scan and skim three different paragraphs to find information about three different countries.	
Objective Description	
The reading activity included description of three countries: Singapore, Morocco, and Wales. Those notify the reader the characteristic, geographic location, tourist destination, and language use.	
Criteria of the Analysis	
Topic	The topic asked students to identify three countries based on those characteristic. However, the topic is not related to Musical Arts students and outside of musical aspect.
Interest	This reading text does not present significant interesting topic because it is not suitable with what Musical Arts students has learned before.
Authenticity	There is no authenticity in this text, which means the text has been modified for pedagogical purpose.
Significance of the Content	There is no significance of the content since there is not related to Musical Arts Major, instead of students can convey their skill in skimming and scanning the text.
Critical Language Awareness	There is no use of Critical Language Awareness in this article that means students have no need to consider the way language is used in whole of paragraphs.
Lexical Knowledge	There are some new vocabularies which make student try to predict the content of this text.
Cultural Background Knowledge	The topic is merely describes some countries with those characteristic without focusing to the cultural discussions and promote those cultural aspect.
Text Layout	The description of three countries showed in the simple paragraph with those characteristic yet readable content that ease Musical Arts students to read properly.
Text Visual	There are three pictures inserted in the reading article appropriate to the described countries and those are enough to support the descriptive text.
Value	There is no value delivered in this reading text. However, students can do the skimming and scanning text to conceive the characteristic of each country.

Unit Title	
Unit 3 – Daily Routines	
Activity Description	
Read about choosing a job or occupation and daily activity.	
Objective Description	
The reading activity features the article of “Work and Stress”. This article explains how an occupation can be considered as a “healthy job” and how we can find a “healthy job”. This is inserted by four photographs of the activity of occupations such as: florist, taxi driver, fireman, and gym trainer.	
Criteria of the Analysis	
Topic	Through this reading article, students will conceive what more important is in choosing a job: with a big salary or ensure them to be healthy. The topic is suitable for college students who someday would look for a job depends on their interest.
Interest	This article contained of simple elucidation and convenient-to-conceive vocabulary which can make students take the main point out and directly raise their interest in reading because this reading is so important for them in considering a job appropriate to their interest and conscience.
Authenticity	This article has no authenticity because it is actually designed for learning purpose. The language is contained of simple grammar and unlike found in newspaper or magazine.
Significance of the Content	The content of this article is significant for college students because it discusses how a job can be assumed as a “healthy job”. Beside of describing occupations with those characteristic and consequence, it also can be consideration for students who will turn from college students to worker in choosing their future path.
Critical Language Awareness	There is no use of Critical Language Awareness in this article that means students have no need to consider the way language is used in whole of paragraphs.

Lexical Knowledge	The vocabularies in this article are simple and common usually found in anywhere and easy to be conceived by non-English major college students, especially in explaining what to do in certain job. There is also no idiom and heavyweight phrase found in this article.
Cultural Background Knowledge	There is no culturally relevant discussion in this article and whole of this context are explained generally because speaking of people's occupation.
Text Layout	The text size in the title of this article is big enough. Also, whole of the context are slightly larger than usually found in newspaper with just three paragraphs. It can influence students to raise their interest in reading this simple article and easy to find the viewpoint, especially in the aspect of job description.
Text Visual	There are four pictures supported in this article: florist, taxi driver, fireman, and gym trainer. All of them describing the activity of certain job. Therefore, these pictures are related to the reading article and can raise students' interest to read overall because they might be curious about how "healthy job" look like.
Value	There is no meaningful moral value for students in this article, except the line of "people with stressful jobs often get good salaries". This only explains that not all jobs can be considered as "healthy job" and those actually has stress level in activity.

Unit Title	
Unit 4 – Food, Drink, and Culture	
Activity Description	
Read about food mile or food travel.	
Objective Description	
The reading activity features the article of “Food Miles: From Field to Plate”. This article examines how long food mile or food travel run from the farmer’s field to the market and arrive to the consumer. This also discusses the positive and negative effect of food mile that can influence the food’s freshness and quality depends on its distance time.	
Criteria of the Analysis	
Topic	This reading article discusses pros and cons of food mile. However, this topic is too heavy for non-English college student, mainly for Musical Arts students because it explains something extraneous for them and no relationship with their major.
Interest	This article is ensured to give a lack of learning interest for non-English students, especially for Musical Arts students. The information might be probably provided to them through their first language but would be difficult to be understood by them if explained in English, notably if they will do skimming or scanning activity.
Authenticity	This article is designed for pedagogic purpose and cannot be considered as the authenticity. However, it is not appropriate to certain students, especially for Musical Arts students.
Significance of the Content	There is no meaningful and Significance of the Content for students instead of knowledge about food mile and effect for the market and consumer.
Critical Language Awareness	There is no use of Critical Language Awareness in this article that means students have no need to consider the way language is used in whole of paragraphs.
Lexical Knowledge	There are some new yet ancillary vocabularies found in this article and may never been heard by students before but can contribute lexical knowledge for them.

Cultural Background Knowledge	There is no culturally relevant discussion in this article and whole of this context are explained illustratively because speaking of the effect of food mile toward the market and consumer.
Text Layout	The text size of this article paragraph is too small for the authentic text and for pedagogic purpose. Moreover, the discussion is irrelevant with Musical Arts students and can decrease their interest in reading this article.
Text Visual	There is only one picture inserted as the supporting media of this article which is a map of countries such as: Germany, India, and Australia with the arrow mark the dissemination of food mile. That picture is not enough to support this article and must add another picture like food truck or process of food production. Therefore, students cannot predict what the article discusses about judging with the text visual and will take it boringly.
Value	There is no moral value found in this article, instead of the reminder that food mile can bring the bad effect for the food itself toward the market and the consumer due to its long journey and different climates in certain country.

Unit Title	
Unit 5 – Newspaper Article	
Activity Description	
Read about unexpected holiday in Dubai.	
Objective Description	
The reading activity served the story of a Dutch student worked as a baggage handler at Schipol Airport who has enjoyed an unexpected holiday in Dubai.	
Criteria of the Analysis	
Topic	The topic of this reading is the story of a Dutch student who has accidental journey in Dubai. The topic is not really related for Musical Arts Major. However, it allows student to predict the content of the story.
Interest	The content of the reading might gain student's interest due to the unique story telling, but still not related for the direction of Musical Arts.
Authenticity	The reading text is authentic based on the source of newspaper.
Significance of the Content	There is no significance content in this text, instead of there are some particular tenses could be applied by Musical Arts students.
Critical Language Awareness	From whole of the text, students can be given a chance to think critically and predict the content of this story.
Lexical Knowledge	Some lexical knowledge are found in the text which Musical Arts students never heard before, mainly for the word which is typed as bold.
Cultural Background Knowledge	There is no culturally relevant discussion in this article, instead of story telling of Frank Vreede's unexpected journey in Dubai.
Text Layout	From six paragraphs in this reading, there is no spacing in every row of the text which may make Musical Arts students difficult to read. Moreover, there are some new vocabularies
Text Visual	The text visual contained of three photographs related to airport activity and appropriate to the context. However, all the aspects of the article has no relationship with Musical Arts students.
Value	There is a social value in this text showing how to help and respect each other.

Unit Title	
Unit 6 – Brain Power	
Activity Description	
Read about the brain power and how to keep the brain healthy.	
Objective Description	
The reading activity provided the discussion of “How to Keep Your Brain Healthy”. This instructs people the steps to make brain healthy, such as: socialize in the community, try to get plenty of exercise, avoid fatty foods, and sleep enough.	
Criteria of the Analysis	
Topic	The topic discusses of brain power and that has no relationship with the aspect of Musical Arts. However, Musical Arts students still can learn the using of tenses through this reading.
Interest	The content of this text is ensured to give a lack of interest for Musical Arts students due to the concept of EAP suggested the reading text must be related to certain study program.
Authenticity	There is no authenticity in this text, which means the text has been modified for pedagogical purpose.
Significance of the Content	The content of the reading activities is significant for their social aspect, but no significance for their study in Musical Arts Major.
Critical Language Awareness	The topic provides chances for Musical Arts students to think critically about the language used in the text mainly in finding the implicit meaning of words.
Lexical Knowledge	Some lexical knowledge are found in the text which Musical Arts students never heard before, mainly for the word which is underline-typed.
Cultural Background Knowledge	There is no culturally relevant discussion in this article, instead of discussing brain power.
Text Layout	The text layout shows bigger size of reading text which can make Musical Arts students easy to conceive.
Text Visual	There is a visual of brain structure and vector of mechanic item in the brain that are related to the story.
Value	There is a social value which is the information of how to keep your brain healthy.

Unit Title	
Unit 7 – Modern Technology	
Activity Description	
Read about modern technology and innovations.	
Objective Description	
The reading activity provided two texts of innovation may be happened in the future: The Silent Plane and The Car That Drives Itself.	
Criteria of the Analysis	
Topic	The topic of this reading is the innovation in the future. However, it is not related to Musical Arts aspect.
Interest	The reading text might be interesting for students due to the eccentric topic supported by the illustration which makes students imagine if it occurred. However, this topic might not be appropriate to Musical Arts Major considered of the topic itself.
Authenticity	There is no authenticity in this text, which means the text has been modified for pedagogical purpose.
Significance of the Content	There is no significance of the content since there is not related to Musical Arts Major, instead of students can convey their skill in skimming and scanning the text.
Critical Language Awareness	The reading activity in the first section give the readers opportunity to think more critically how they can make inference about the topic sentence
Lexical Knowledge	There is general vocabulary in this text which Musical Arts students feel easy to recognize and help them to imagine those things described in the article.
Cultural Background Knowledge	There is no culturally relevant discussion in this article, instead of discussing technology today and innovation.
Text Layout	The text size is too small and not readable for students, mainly for Musical Arts students.
Text Visual	There are two photographs of a plane and a guy drives a car match with the topic.
Value	There is no value found in this reading text. However, students can do the skimming and scanning text to conceive the characteristic of the innovative things.

Unit Title	
Unit 8 – People: Past and Present	
Activity Description	
Read about biography of three famous writers.	
Objective Description	
The reading activity included biography of three famous writers: William Shakespeare, Agatha Christie, and Ahmad Shawqi. Those notify the reader their masterpiece, experience, and personal life.	
Criteria of the Analysis	
Topic	The topic discusses the biography of famous writers. However, there is no relationship found from the text toward Musical Arts students.
Interest	This reading text does not present significant interesting topic because it is not suitable with what Musical Arts students has learned before.
Authenticity	The biography is considered as the original source, so it has the authenticity, even though it is not appropriate to Musical Arts students.
Significance of the Content	There is no significance of the content since there is not related to Musical Arts Major, instead of students can convey their skill in skimming and scanning the text.
Critical Language Awareness	The reading text gives the readers' chance to think more about the meaning of a new vocabulary found based on the context.
Lexical Knowledge	The text consisted of some new vocabularies which Musical Arts students never heard before.
Cultural Background Knowledge	There is no culturally relevant discussion in this article, instead of the biography of famous writers.
Text Layout	The text size is too small and not readable for students, mainly for Musical Arts students.
Text Visual	There are three pictures inserted in the reading article appropriate to the described famous writers and those are enough to support the descriptive text.
Value	There is no value delivered in this reading text. However, students can do the skimming and scanning text to conceive the characteristic of each writer.

Why Italian?

Way back when, beginning in the late 1500's, there was a lot of music-making going on in Italy, and at the time, some bright soul thought to write these detailed instructions on the music. Because the composers were Italian, the instructions were actually written in Italian. You'll occasionally see some terms in German and French and even English (especially if you play a piece by Percy Grainger), but the vast majority of musical terms are in Italian.



Following are many Italian terms that are applied to music. They're grouped by category: *tempo* (how fast to go), *dynamics* (how loud or soft to play), *articulations* (how short or long a note is), and general terms.

Tempo

Tempo is an Italian word which comes from the Latin *tempus* that means *time*. In order to understand the tempo, we will refer the metronome and how many beats per minute each tempo is.

Here are the most common tempos, from slowest to fastest:

Tempo Name	Beats Per Minute
Largo	40-60
Larghetto	60-66
Adagio	66-76
Andante	76-108
Moderato	108-120
Allegro	120-168
Presto	168-200
Prestissimo	200-208

Here are also tempo-related terms that affect the tempo of a piece:

Tempo Name	Means
Accelerando	Speed up gradually
Allargando	Slow down and grow louder
Ritardando	Slow down gradually
Rallentando	Slow down gradually

Dynamics

Dynamics is another word for how loud or soft to play. The base words to remember for dynamics are *piano* (quiet) and *forte* (loud). All of the dynamic markings are variations of these two words. Often in music, you will see an abbreviation of the dynamic:

Dynamic Marking	Meaning
Pianissimo (pp)	Very quiet
Piano (p)	Quiet
Mezzo piano (mp)	Medium quiet
Mezzo forte (mf)	Medium loud
Forte (f)	Loud
Fortissimo (ff)	Very loud

Articulations

Articulation is a fancy way to say *note length*. Depending on your instrument, there are many ways to change the length of a note. For example, with wind instruments the breath and the tongue are used; for bowed instruments like violin, viola, cello, double, bass, the bow is used; for piano (the instrument, not dynamic) articulation is controlled by how long the keys are held down.

Articulations are indicated with a symbol which appears either above or below the note head. It can also be shown by simply writing out the whole word under the notes to be affected.

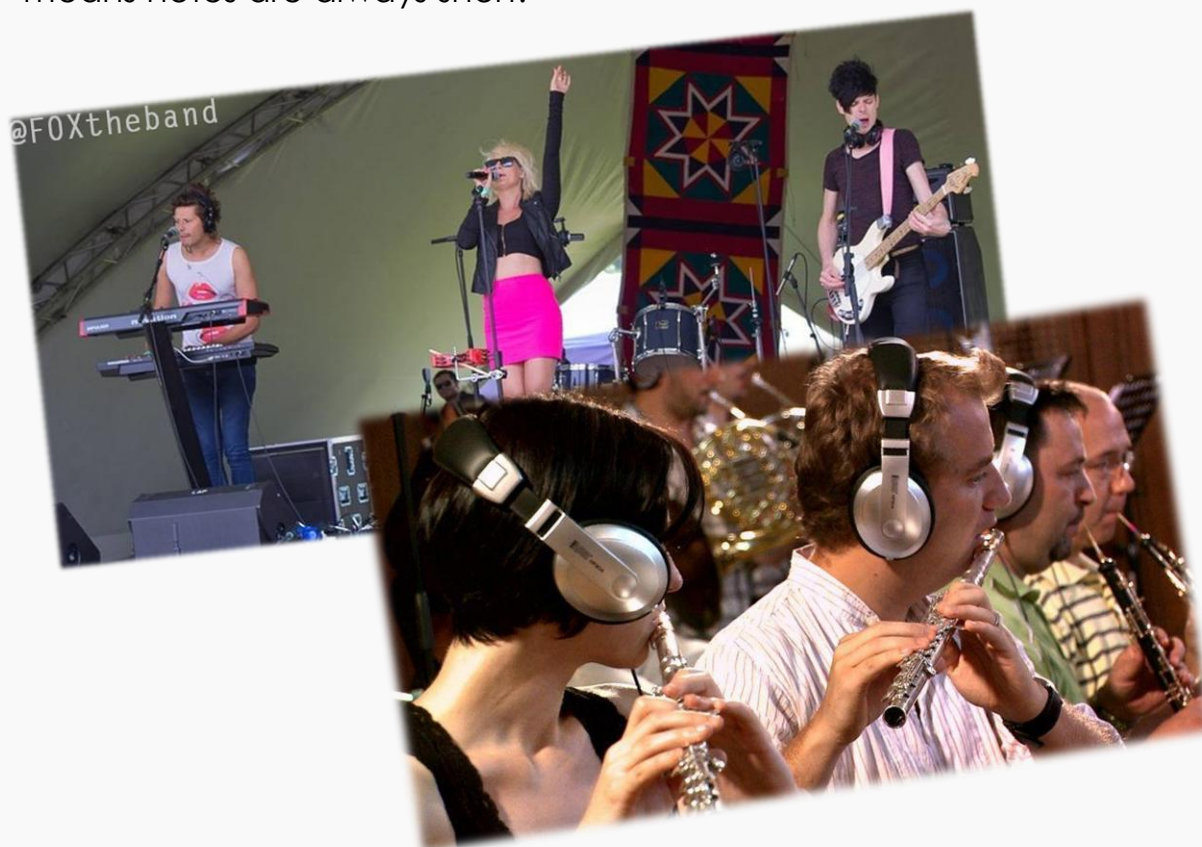
Articulations (Symbol)	Meaning
Accent (>, ^)	Note given more emphasis
Legato (--)	Play the note full value
Staccato (.)	Short

General Music Terms

The terms you've been introduced to in the last few pages are often paired with other Italian words, giving you more specific directions. Below are the most common ones.

Term	Meaning
Al	to the
Con	With
Molto	Very
Poco	Little
Sempre	Always

For example, *molto ritardando* means slow down a lot; *sempre staccato* means notes are always short.



If you find a term you don't know, you can look it up in the glossary of terms at the back of this book. It's a good idea to have a pocket dictionary of terms in your instrument case.

2. Complete the summary of the article below

Slow	Secondly	Length	Divided	Terms
Mostly	Quietly	Note	Symbol	Structure

The musician needs to know the (1.) _____ of music. Those are (2.) _____ written in Italian because in the late 1500's, the Italian composer made a lot of music-making and the (3.) _____ were actually written in Italian. The musical terms in Italian are (4.) _____ into three groups. Firstly, Tempos which means how (5.) _____ or fast the beat of music to go, from very slowly as Largo to very fastly as Prestissimo. (6.) _____, Dynamics that is how loud or soft to play, from (7.) _____ as Piano to loudly as Forte. Lastly, Articulation or (8.) _____, shows how short or long a note is and usually indicated with the (9.) _____ appears either above or below the note head, like Legato (--) means play the (10.) _____ full value or Staccato (.) means play the short note.

3. Make questions about the article using the 5W+1H in the box.

Why.....?	When.....?
Where.....?	What.....?
Who.....?	How.....?

4. Skim the text to get a general idea of the story.

Were your ideas right? Does the text answer your questions?

5. Determine the Italian music terms based on the meaning below.

_____	= play in a very slow tempo (BPM 69)
_____	= play in a very fast tempo (BPM 200)
_____	= always play loudly
_____	= always play the short note
_____	= gradually slowing down for a little

Appendix 5

The Framework Table of the Provided Material for Musical Arts Major

Unit Title	
Musical Terms are Direction	
Activity Description	
Read about musical terms written in Italian.	
Objective Description	
The reading activity features the article of “Musical Terms are Direction”. This article explains why the musical terms are usually written in Italian. This also discusses groups of category of musical terms in Italian.	
Criteria of the Analysis	
Topic	This reading article discusses about the musical terms usually written in Italian. The topic is actually appropriate to the field of music and suitable to be learned by Musical Arts students.
Interest	This article is ensured to provide the interest of reading toward Musical Arts students due to the topic related to their field of music.
Authenticity	This reading text is designed for learning purpose and might not considered as the authentic material. However, it is actually provided with the simple discussion and supporting media, such as picture and table.
Significance of the Content	The content of this article is significance for Musical Arts Major students because it discusses the reason why the musical terms are written in Italian that can be musical knowledge for them.
Critical Language Awareness	The reading article has implicitly shown the use of grammar in English that Musical Arts Major can learn the structure through reading about the field they mastered.
Lexical Knowledge	The vocabularies in this article are common and easy to be understood by Musical Arts students, especially in describing the category of musical terms in Italian.

Cultural Background Knowledge	There is a cultural background knowledge in this reading text which discusses about Italian and the history of the emergence of musical terms from Italian language.
Text Layout	The font size in whole of text in this reading article are enough to be read and understood by Musical Arts Major students, considering of the containing of simple paragraph.
Text Visual	There are some supporting media in this reading article, such as pictures related to the topic and also tables which are the form of example of musical terms category.
Value	There is indeed no moral value in this reading topic but Musical Arts students will achieve the knowledge appropriate to their field of music.

BIOGRAFI PENULIS



Nama lengkap penulis ialah Mahatamtama Dirgantara Dewata Putra, lahir di Denpasar, 17 Juli 1994, dan merupakan anak kedua dari dua bersaudara dari pasangan Drs. Didiék Widigdo dan Christy Soca Waruni. Penulis berkebangsaan Indonesia dan beragama Islam. Kini penulis bertempat tinggal di Jalan Cempaka Putih Barat XIX No. 1, RT 006/RW 011, Kel. Cempaka Putih Barat, Kec. Cempaka Putih, Jakarta Pusat.

Adapun riwayat pendidikan dari penulis. Pada tahun 2000, lulus dari TK Bhayangkari Kotabaru, Kalimantan Selatan. Kemudian melanjutkan di SDS Tunas Harapan Jakarta dan lulus di tahun 2006. Lalu pada tahun 2009, penulis lulus dari SMPN 82 Jakarta dan melanjutkan di SMAN 25 Jakarta hingga lulus di tahun 2009. Setelah itu, penulis meneruskan pendidikannya ke jenjang universitas di Universitas Negeri Jakarta jurusan Pendidikan Bahasa Inggris. Pada semester sembilan di tahun 2017, penulis telah menyelesaikan skripsi yang berjudul "*Developing Reading Materials of MKU Bahasa Inggris for Musical Arts Major in State University of Jakarta*". Sampai dengan penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa program S1 Pendidikan Bahasa Inggris di Universitas Negeri Jakarta.

Penulis