DEVELOPING ELT READING SKILLS MATERIAL FOR PHARMACY AT UIN ALAUDDIN MAKASSAR

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ABSTRACT

The research was designed to develop the reading materials for the student of Pharmacy Department at UIN Alauddin Makassar. The Research and Development model implemented in this study was ADDIE (Analysis, Design, Development, Implementation, Evaluation) model which is a basic framework for materials development. This study involved 84 respondents i.e. 60 students, 20 graduates, 2 lecturer, and 2 experts from pharmacy department at UIN Alauddin Makassar. The research questionnaire was for students, graduates, lecturer, and experts in need analysis the interview guideline for the students. In connecting the data, the researcher used two method, questionnaire and interview. From this study revealed the students’ target needs in material of Reading for pharmacy. The Data from the students’ need becomes the basic of the syllabus design. Subsequently, the unit of the materials was developed as an output of this study. For further research, this research can be applied for both teachers and the next researcher. This research can be helpful to be the guideline in further research especially for the developing material. Also the result of this study can be the primary materials for pharmacy

Keywords: Research and Development, ADDIE, Reading Material

INTRODUCTION

At the university level, English become one of the compulsory subjects, which has been tough for every freshman student during their first semester. This rule also applied at the Uin Aluddin Makassar for example at the pharmacy and health department. This statement also have the accordance with the Government Regulation of Republic of Indonesia No. 19/2005 article 9 concerning the National Standard of Education sets out School Level Curriculum of Higher Education is required to include religious studies, civics, Indonesian, and English regarding the depth of curriculum is regulated by the higher education institution itself.
According to the government stated above, English become one of the main focuses. Most of the university students need English competence as the key to success in their major disciplines. As the result, English become one of the compulsory subject at the first semester in UIN Alauddin University. The students try to build up their English competence as a tool to gain more access to get more information that not exists in their native language.

Although English has officially been taught at the secondary and tertiary level for many years, complaints about the low learning outcomes still exist. Many studies show that the level of communicative competence in English demonstrated by many university graduates is still very low (Lowberg, P. H. 1991, Alwaislah, C. 2007, Bahar, A. K. 2013, Renandya, W. A. 2013, Bahar, K. 2014, Andi, K., & Arafah , B. 2017). The studies no only reveal information on the low communication competence in English, but also show some important factors contributing to the outcomes. At least, five main factors are taken into account, namely: the quality of curriculum and teaching materials (how curricula and teaching materials are designed), teachers’ competencies (level of knowledge, expertise and experiences) learning situations (number of students). Learning situations (number of students, room size, and learning facilities), learners’ attitudes (motivation, strategy, and learning styles and preferences).

Pharmacy and health department is one of the vocational majors in UIN Alauddin Makassar. The students of pharmacy itself concerning about drugs, especially about how to make, mix, formulate, identification, know the standardization of drugs, the treatments of the patients, know the characteristic of drugs, distributions and use drugs safely. However, mostly the English material has directed the students to analyze and understand English to pass the exam. where the reality is, there are no or very few opportunities for students to apply what they have learned or there is no English material that has accordance with their major.

Nevertheless, the interview of English lecture in the health department itself revealed that it is almost very difficult to teach the students based on their needs because there are several factors happen. The most important factor is still limited teaching material and the module made without need analysis and expert collaboration. (Aliyah: 8 January 2019).

In addition, to help the students of pharmacy department could achieve their need and future occupation, rather than using general English they need English for specific purposes (ESP). English for specific purposes itself, is an approach to language teaching which aims to meet the need of the particular learners (Hutchinson and water, 187:21). It means the teacher should design an appropriate course for learners. Which aims to help the students in the learning process optimally. In the ESP course itself there are several approach for instance--
centered course design, skill-centers course, design, learner-centered course design, learner-centered approach, learning-centered approach, and integrated approach. (Sitti Nurpahmi, 2014).

Therefore, the researcher believes that by applying the integrated approach, in developing the English for pharmacy. It will help the pharmacy students as well as the teacher in teaching English with appropriate material which suitable for the major. Referring to the explanation and being aware of the fact above, the researcher would like to make research as the title "Developing ELT reading skills maerial for pharmacy at UIN Alauddin Makassar. The purposes of this research is to give explanation how to design syllabus and eventually the reading material based on the need analysis in order to identify the students need. Therefore the English reading material could be more specific and effective.

REVIEW OF LITERATURE
Various researchers had conducted research related to English materials about designing materials and exercises and about ESP (English for Specific Purposes). First is Nur Yasik. Nur Yasik had conducted his research at Universitas Muhammadiyah Malang (UMM). The aimed of his research is design intended to assess ESP reading materials in English For Pharmacy. The subject as the respondent of the study was a 29 of second semester student of faculty of pharmacy, Universitas Muhammadiyah Malang in the academic year of 2006-2007, and size lecturers of English Departement, FKIP UMM.

Besides, the materials should also follow the student's" current level of the skills to avoid difficulties in adopting the transferring the ideas from the lesson material from one language to another. The material which the researcher will develop must match the students' needs. Because of that, the students can more easily to understand the material and the students will appreciate their time and they will make an effort to learn their materials (Nur Yasik, 2009:15)

Ruth Hills in his research, found that developing instructional materials should determine the procedures which will be used in our development. The procedures are selecting the theme, setting up criteria to serve as a guide in the preparation of new instructional materials and as a basis for evaluation, preparing first drafts of the materials, trying out the materials, and revising the materials for general use.

Based on some previous finding research above, the main different of this research is the researcher try to make English material that suited with the students need in this case English for pharmacy, which is there is no need analysis have been conducted before and this research
is categories as new project in UIN Alauddin Makassar. This reasons lead to researcher to take a whole of freshman student of pharmacy which is consisted 60 students, 20 alumnus and 2 lecturer as subject of this research. Based on the previus research also, the researcher concludes that designing the materials and exercises, it must be based on learners' needs. In addition, the material should follow the student's level and the student could be felt easily to understand.

**METHOD**

The researched adapted The ADDIE model to carry out this study. The ADDIE model as "a colloquial term used to describe a systematic approach to instructional development, virtually synonymous with instructional systems development" Molenda (2003:34), Addie is a generic instructional design model that provides an organized process for developing instructional materials (Shelton & Saltsman 2011:566). ADDIE is an acronym which stands for Analysis, Design, Development, Implementation, and Evaluation. The researcher chooses this model because the researcher is not an expert, this reason lead the researcher need a validation from th expert to make sure the product is matching with the students or not

**Respondents**

In this case, there are 60 participants, and the purpose of this research is to find out the need of the students, lecturers, and graduates. Therefore, this research employs multiple data sources by involving students, lecturers, graduates of the Pharmacy Department and experts.

1. Students (Target Group): 60 students of pharmacy department will be the subject of the experiment.
2. Lecturers (Audience Group): two lecturers of English Subject who teach English study program in Pharmacy Department.
3. Graduates (resource group): 20 graduates will be involved as respondents in this research. They all are graduated from the Pharmacy Department program of the institution and have worked.
4. Experts: two experts be involved in this research due to make sure the appropriateness of the materials.

**Instrument**

In this research, the researcher used three instruments. They are questionnaire, interview and evaluation checklist. This threes combination used to make this research be more effective in collecting the data of this research and also evaluate the product. In the questionnaire, the researcher used close questionnaire and open questionnaire to determine the content of
materials for each topic to make a syllabus. Open questionnaire and close questionnaire in this research as a function to know the comparison of effectiveness between the previous module and the researcher’s product. Then, the researcher used the result from the questionnaire as a source of data and as a question for the expert through an interview to get the expert evaluation. As the result, the interview is functionated as the supporting data of the quantitative data from the questioner.

The last is the evaluation checklis, in this is research used to check the quality of the product that researched have made are well design or still needed some revision. In order to make the questionnaire and interview guidelines appropriate in this research, the researcher validated the data to the expert I and II. Then the researcher distributed the questionnaire and also interview to the subject: the students, lecturer, alumnus, and the expert of the Pharmacy department. After the researcher gathers the data from distributed the questionnaire and interviewed the subject, the researcher analyses the data. As a conclusion from this process, it becomes the inventory needs.

**Procedure**

The next phase is designing the syllabus based on the inventory need which will become the prototype 1, in order to check as if this prototype appropriate enough, we conduct the self-evaluation and peer evaluation. From this evaluation process, the data become prototype II. Furthermore, the prototype that the researcher has been evaluated before will be hand over to the expert I and expert II in the case to validate the accuracy, reliability, and the students’ acceptability.

To clarify the data presentation, some of the data were analysed by using diagrams to see the distribution of the data frequency and level of importance using language skill. The overall data are analysed to recognize the need inventory of the target group in language learning which is then used as the basis for formulating aims and objectives of learning and designing syllabus of English material for students of pharmacy students.

**Data Analysis**

In this research, the researcher used qualitative and quantitative data analysis technique to analyze the data.

**Qualitative Analysis**

There are number of common features in analyzing qualitative data. In this research, the researcher used three steps to analyzed the data. Those are pre-coding, coding and
summarizing based on Gay R. Lorraine theory. The first step is pre-coding. Pre-coding is reading the data and trying to interpret the key idea or the issue related to the question of the research.

Next step is coding. at this stage, the researcher reviewed the information and categorized the key idea of each instrument. Moreover, each data compared separately in order the researcher found the relation among those issues.

The last stage is summarizing. Summarizing is a process to make a synthesis from the previous data. On the other-hand, it is also done to draw a final statement to answer the research question. In this research summary are described based on data distribution.

**Quantitative Analysis**

In gathering information from the students and experts the researcher used the need analysis questionnaire and observation sheets, types of questions are present situation and target situation used for assessing the whole needs of the target.

The proficiency score, the important score the frequency score and the qualitative score of linguistic need and learning need are derived by giving each category score from one to four as indicated below.

<table>
<thead>
<tr>
<th>Scores</th>
<th>Proficiency Level</th>
<th>Importance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Poor</td>
<td>Not important</td>
</tr>
<tr>
<td>2</td>
<td>Fair</td>
<td>Less important</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
<td>Important</td>
</tr>
<tr>
<td>4</td>
<td>Excellent</td>
<td>Very important</td>
</tr>
</tbody>
</table>

The researcher used the formula below as the quantitative data technique:

\[ \bar{X} = \frac{\sum fx}{\sum f} \]

Explanation:

\( \bar{X} \): Mean score

\( \sum fx \): Frequency

\( \sum f \): Number of respondents

The mean score of respondents' perception and expectation toward students need of English material were then described by the following scale:

1. Not important refers to 1-1.75
2. Less important refers to 1.76-2.50
3. Important refers to 2.51 - 3.25
4. Very important refers to 3.26 – 4.00

To clarify the data presentation, some of the data were analysed by using diagrams to see the distribution of the data frequency and level of importance using language skill. The overall data are analysed to recognize the need inventory of the target group in language learning which is then used as the basis for formulating aims and objectives of learning and designing syllabus of English material for students of pharmacy students.

FINDINGS AND DISCUSSION

Analysis Phase

Need analysis possesses a crucial role in the process of designing language course syllabus. In English specific purposes need analysis become the first phase to develop a language course syllabus. The researcher made this research by conducting three systematic process to get the information about the students’ needs based on brown (1995:36) in (kaharuddin 2018) those are making basic decision about the need analysis, gathering information, and using information.

Making Decision About the Needs Analysis

There are some decision the researcher should think before designing the syllabus such us: who will be the scorer in this research, the types of information that must be collected, and point of view should be presented. As the research have stated before, this research using ESP to carry out this reseach which is the component of ESP.

1) Target Situation Analysis (TSA)

West in Nurpahmi (2013: 79) target situation analysis (TSA) is a form of needs analysis which focuses on identifying the learners’ language requirements in the occupational or academic situation they are being prepared for.

According to Dudley-Evans and St. John in Nurpahmi (2013) both states that TSA includes objective, perceived and product-oriented needs.

2) Present Situation Analysis (PSA)

According to Robinson (1991:8) the term “Present Situation Analysis” (PSA) seek to establish what the students are like at the start of their language course, investigating their strengths and weaknesses”

In defining need analysis, Hutchinson and water in Yassi. H and Kaharuddin (2018:34) distinguish into target needs and learning needs. Target needs refers to what the learner need
to do in the target situation what learning needs cover all the learners need to do in order to learn.

According to both of them, target need seen as an umbrella term to identify the necessities, lacks and wants. Necessities is the type of need which is focused on what the learner has to know in order to function effectively in target situation. Lack is happened as the second term in which focused on the gap between the target proficiency needs and the existing proficiency of learner. Wants itself mean as the learner view as what their needs are. In other word, the learner actual motivation in language learning.

To sum up, target situation analysis basically discover what knowledge and abilities the learners require being able to perform the required degree of competence. While on the other hand, learning needs analysis tries to reveal the learners need to learn the language and the skills.

Gathering Information

In this phase, after collecting all the data and analyze the students’ needs the researcher gathering all the information. The researcher gave a questionnaire to respondent in order to know what the students need in English materials for Pharmacy Departement. The researcher gives a questionnaire to the respondent which consists of 7 questions, where the results further describes the students need for English materials in their department.

The researcher gets the data from giving questionnaire and interview of the student, lecture, and expert. In this phase the researcher use four main questions:

1) Identify the problem: in this question the researcher ask to the respondent about the problem in learning English especially the weaknesses in English skills. This question given to identify the problems that are being experienced by respondent.

2) English priority: in this question focus on what the student priority in learning English. That questions help the researcher to find the student needs in English skills.

3) English ability: that question deliver to know the students level or ability in English. By knowing the students ability help the researcher to develop materials based on the student level in English.

4) Learning style: by asking the student learning style, the researcher get information and help the researcher to design the materials based on the student learning style.

Using Information

A need analysis process can generate much valuable information to be utilized within curriculum or syllabus to first of all states goals and objectives, which can also be used as the
basis for developing syllabus, materials, and teaching strategies. After conducting the questionnaire and interview, the researcher get the data analysis above

Table 2. The Result of the Question

<table>
<thead>
<tr>
<th>How Important are the following English skill for you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents</td>
</tr>
<tr>
<td>Students</td>
</tr>
<tr>
<td>Graduates</td>
</tr>
<tr>
<td>Lecturers</td>
</tr>
<tr>
<td>Experts</td>
</tr>
<tr>
<td>Average</td>
</tr>
</tbody>
</table>

1–1.75 = Not important; 1.76–2.50 = Less important
2.51–3.25 = Important; 3.26–4.00 = Very important

The table above shows that all the skills in English is important for the student of pharmacy. Where Listening was 3.70, speaking 3.81, writing 3.60, reading 3.60, vocabulary 3.62, grammar 3.59. The students think that all the English skills is important. It also show on the charts below:

Table 4. The Result of the Question

<table>
<thead>
<tr>
<th>Question</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are your strengths in English</td>
<td></td>
</tr>
<tr>
<td>(Reading)</td>
<td></td>
</tr>
<tr>
<td>Able to understand all types of reading material</td>
<td>23.1%</td>
</tr>
<tr>
<td>Able to understand the type of reading material that is short or simple</td>
<td>37.8%</td>
</tr>
<tr>
<td>Able to understand simple reading material little by little</td>
<td>35.4%</td>
</tr>
<tr>
<td>Others</td>
<td>3.7%</td>
</tr>
</tbody>
</table>
The data of table above, as many as 37.8% respondent answered they have a strength in *able to understand the type of reading materials that is short or simple*. The conclusion from this question was many students especially in Pharmacy Department that able to understand the type of reading materials that is short or simple.

**Chart 3: The result of the question**

Next question was about the students’ weaknesses in reading. This table below shows the result of the question:

<table>
<thead>
<tr>
<th>Question</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are your weaknesses in English (Reading)</td>
<td></td>
</tr>
<tr>
<td>Not able to understand all types of reading material</td>
<td>35.4%</td>
</tr>
<tr>
<td>Not able to understand the type of reading material that is short or simple</td>
<td>26.8%</td>
</tr>
<tr>
<td>Not able to understand simple reading material little by little</td>
<td>17.0%</td>
</tr>
<tr>
<td>Others</td>
<td>20.8%</td>
</tr>
</tbody>
</table>

The data of table above, as many as 35.4% respondent answered they have a weaknesses in *not able to understand all types of reading materials*. The conclusion from this question was many students especially in Pharmacy Department that not able to understand all types of reading materials.
Next question was about the students’ materials needs in pharmacy. This table below shows the result of the question.

**Table 6. The Result of the Materials needs**

<table>
<thead>
<tr>
<th>Language Functions</th>
<th>Students</th>
<th>Graduates</th>
<th>Lecturer</th>
<th>Experts</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ilmu Dasar Farmasi</td>
<td>3.60</td>
<td>0.80</td>
<td>4.00</td>
<td>4.00</td>
<td>3.10</td>
</tr>
<tr>
<td>Biologi Farmasi Dasar</td>
<td>3.66</td>
<td>1.40</td>
<td>2.00</td>
<td>4.00</td>
<td>2.76</td>
</tr>
<tr>
<td>Pengantar Ilmu Farmasi</td>
<td>3.66</td>
<td>1.00</td>
<td>4.00</td>
<td>4.00</td>
<td>3.16</td>
</tr>
<tr>
<td>Kimia Organic</td>
<td>3.40</td>
<td>3.60</td>
<td>2.00</td>
<td>4.00</td>
<td>3.25</td>
</tr>
<tr>
<td>Farmasi Etika Dasar</td>
<td>3.66</td>
<td>0.80</td>
<td>4.00</td>
<td>4.00</td>
<td>3.11</td>
</tr>
<tr>
<td>Anatomi Fisiotologi Manusia</td>
<td>3.66</td>
<td>3.80</td>
<td>4.00</td>
<td>4.00</td>
<td>3.86</td>
</tr>
<tr>
<td>Pengobatan Islami</td>
<td>3.40</td>
<td>0.40</td>
<td>4.00</td>
<td>2.00</td>
<td>2.45</td>
</tr>
<tr>
<td>Farmakologi dan Toksikologi</td>
<td>3.73</td>
<td>3.40</td>
<td>2.00</td>
<td>4.00</td>
<td>3.28</td>
</tr>
<tr>
<td>Biokimia Klinik</td>
<td>3.60</td>
<td>3.40</td>
<td>4.00</td>
<td>4.00</td>
<td>3.75</td>
</tr>
<tr>
<td>Kimia Analisis</td>
<td>3.60</td>
<td>3.40</td>
<td>2.00</td>
<td>4.00</td>
<td>3.25</td>
</tr>
<tr>
<td>Farmasi Fisika</td>
<td>3.46</td>
<td>2.60</td>
<td>4.00</td>
<td>4.00</td>
<td>3.51</td>
</tr>
<tr>
<td>Teknologi Farmasi</td>
<td>3.73</td>
<td>3.40</td>
<td>4.00</td>
<td>4.00</td>
<td>3.78</td>
</tr>
<tr>
<td>Analisis Farmasi</td>
<td>3.73</td>
<td>2.80</td>
<td>4.00</td>
<td>4.00</td>
<td>3.63</td>
</tr>
<tr>
<td>Farmakognisi</td>
<td>3.80</td>
<td>0.80</td>
<td>4.00</td>
<td>4.00</td>
<td>3.15</td>
</tr>
<tr>
<td>Sistem Informasi ke-Informasian</td>
<td>3.73</td>
<td>0.60</td>
<td>4.00</td>
<td>4.00</td>
<td>3.08</td>
</tr>
<tr>
<td>Farmakologi Molekuler</td>
<td>1.80</td>
<td>3.40</td>
<td>4.00</td>
<td>4.00</td>
<td>3.30</td>
</tr>
<tr>
<td>Biofarmasi</td>
<td>3.33</td>
<td>2.60</td>
<td>4.00</td>
<td>4.00</td>
<td>3.48</td>
</tr>
<tr>
<td>Etika dan Perundang-Undangan</td>
<td>3.20</td>
<td>0.60</td>
<td>4.00</td>
<td>2.00</td>
<td>2.45</td>
</tr>
<tr>
<td>Dasar-Dasar Asuhan Farmasi</td>
<td>3.33</td>
<td>0.60</td>
<td>4.00</td>
<td>4.00</td>
<td>2.98</td>
</tr>
<tr>
<td>Fitokimia</td>
<td>3.53</td>
<td>0.80</td>
<td>2.00</td>
<td>4.00</td>
<td>2.58</td>
</tr>
<tr>
<td>Analisis Keamanan dan Kehalalan Obat dan Pangan</td>
<td>3.46</td>
<td>1.00</td>
<td>4.00</td>
<td>4.00</td>
<td>3.11</td>
</tr>
</tbody>
</table>
The table above showed the result from the students’ materials need in English for pharmacy. The researcher take only for 13 materials and it should be average in 3.25 until 3.86.

**The Data Obtained Troughs Interview Guide**

As the data get from the interview guideline. It comes to conclusion that the interest in learning English is very important because it could increase the students’ motivation when they learnt. An example of why learning English is interested because it is challenging to be learnt. This reason is supported by some followed statements.

As followed from Respondent 1 statement.

*I choose very interested because in my opinion, first I like to learn English even thought I have not mastered it. Second, because English is related to my major; Pharmacy.*

(Respondent 1: 02/09/2019)

The second came from Respondent 2 by supporting Respondent 1 statement.

*I am interested because at the end of my study I will enter the pharmacist world so I must master English in order to go abroad so that I could interact with new people.*

(Respondent 2: 02/09/2019)

Additional statement which interested in learning English is very important to learn English. As followed from Respondent 3 statement.

*I believe with learning English, there will be a lot of beneficial that I will get, for example applying for scholarship.*

(Respondent 3: 02/09/2019)

The importance level of learning English is varied. In pharmacy department for example, most of the student see English is very important because it could help the students whether to increase their knowledge or implement it for their future job. All of these reasons were proved in followed statement:
As followed in Respondent 2 statement.

*It is very important to learn English because almost all of the pharmacy material reference field in English.* (Respondent 2: 02/09/2019)

Supporting respondent 2 statement, Respondent 1 stated that

*Learning English is very important because we need to learn and understand it to learn some journal that using English which related for my future.* (Respondent 1: 02/09/2019)

The last statement came from Respondent 3, she stated that

*We should master English if we want to work in pharmacy major, especially in drugs store and hospital.* (Respondent 3: 02/09/2019)

To be much concerned why learning English is important, it will guide to several aims for future planning. English could be used as the media to communicate or it could be a reason to get a job easily. These aims are proved by followed statements:

Respondent 2 wants to learn English so that she can get a job someday, as proved in her statement.  

*By mastering English, it would be easier to get a job. It's like when you have English skill they will be consider to choose you for the job.* (Respondent 2: 02/09/2019)

Addition for Respondent 2 statement, Respondent 1 thought that mastering English could also help her to achieve her dream which she want to go abroad. As stated in her statement.

*Get success in education is good for now, we can get some achievement. If I and my friends keep improving to master English, it will be easier to get a job someday, moreover in pharmacy. We also can continue our magister in abroad, because I myself dreamed to visit many countries, get learnt with many people and get success.* (Respondent 1: 02/09/2019)

Different with Respondent 1 and 2 statement, Respondent 3 gave more focuses on her Speaking improvement. As stated in her statement.

*If I mastered English, someday I could speak with tourist as well as I could also help who need me to get medicine on the field.* (Respondent 3: 02/09/2019)

*The four skills in English are very important. The skill that I like most is Reading, because I love to read. Even, I have not master English yet.* (Respondent 2: 02/09/2019)
The obstacle that students got in learning English was lack of vocabularies and reading material. That is why with giving English material which is related to their needs will help the students to learn English well.

**Designing Phase**

After several analysis of students needs and number of activities of planning it comes to designing phase which is based on Richard 2001 in (Kaharuddin 2018). Need analysis, situational analysis, planning learning outcomes (aims and objective), course organization selecting and preparing teaching material. In this stage of ADDIE model, the approach in this phase should be systematic with the process of identification the student need analysis, the development and evaluation of planned strategies which could be attain the target of the project’s goal.

The first thing is choosing or even making the Syllabus design. whereas the process of selecting and organizing the course content will be. Furthermore, the researcher have to know what kind of syllabus that will be suited and appropriate with the students need. According to Richard 2002 in (Kaharuddin 2018). There are 8 kind of syllabus design. Which is functional syllabus, situational syllabus, topical or content based syllabus, competency based syllabus, skill based syllabus, task based syllabus, text based syllabus, and integrated syllabus. As research purpose to develop the English language teaching based on tree skill where is vocabulary, reading and speaking. And supported by the result of need analysis which the inventory needs it show that the skill based syllabus is appropriate with research purposed.

**Development Phase**

After designing the syllabus, the next phase is developing materials. Based on the inventory needs and the interview, the researcher has a high interest to develop vocabulary material. Along with vocabulary, Reading also have high score in students learning priority it got 3.60% after vocabulary which classified as very important. Where is it also supported by the interview from the students. The students stated that they want to learn more about reading especially reading that related to their major or a reading text in pharmacy term. In order, they could be get used to it when their teacher order they to read another resource which is field in English language.

In this research, the researcher conducted two phases in the developing materials based on Hutchinson and water (1987) state:
Selecting from existing materials

In this step, the researcher developing materials based on existing materials related to the pharmacy. The researcher adopted material from the pharmacy students’ book and journal pdf. The researcher only takes the reading text but the question is made by the researcher.

Write your own material

Materials that not exist in pharmacy books and journal become the one obstacle in conducting materials. The researcher developed the materials based on the researcher interview and seeking the situation in pharmacy learning and teaching process. In Hutchinson theory it named as developing materials by own.

In order to create learning opportunities based on students need, the materials must contain three main pedagogical procedures:

a. Providing Language Skill

In this procedure, the researchers prepared the learners with English integrated skill namely; speaking, reading, vocabulary which composed English language ability for later English material and worksheet. Afterwards, a set of activities to make the students able to know and to practice the knowledge (skill getting methodology) must be given such as preparing a topic to be read and then answered associated with the pharmacy department, arranging the words to memorizing vocabulary based on the reading context, providing a dialogue script to practice their speaking within specific language grammar rules in pair. These activities may be viewed as skill getting methodology.

b. Giving Opportunity to Use the Integrated Skill

In this phase, the researcher tried to connect between the student needs and their capacity and social interactional activity. Therefore, functional activity and interactional activity must be given. Functional activity aimed at equipping students with the ability to function the integrated skill in conversation, intensive reading, arrange the word and memorizing the vocabulary. On the other hand, the social interaction activity is intended to give the students stimulus for implementing the integrated skill with several methods such as role play and discussion in which the students must interact each other using a certain situation provided by the researchers. These activities as skill using methodology

c. Reviewing Learning Outcomes

This procedure is aimed at reviewing the student achievement in English language competence by giving them an interactive exercise for each unit e.g. “find a couple”.

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Through this game, the students will have opportunities to express their knowledge of language in a particular topic, ability to know specific vocabulary for pharmacy department.

**Evaluation Phase**

The Expert will get the syllabus, inventory needs, the product and the review checklist in order to give comment and suggestion related to the product. This phase carried out to make sure that the teaching materials have been well developed.

**Self-evaluation**

Self-evaluation means that the researcher evaluated the material after designing and developing based on the need analysis. The researcher makes sure that the materials based on the need analysis. It also included with the considered decision and revision from my consultant.

**Peer evaluation**

The results of the evaluation were quoted from the observation sheets that have been given to the peer. The observation sheet consisted at several items such as the content of the materials, activities/tasks/exercise, supplementary materials, and illustrations are already checked with a good mark. After all the items marked and resulted good, the learning materials then claimed valid as reflected to the peer suggestions: The teaching materials have been well designed due to the followed reasons: The objectives and goals were stated, it has development framework, and it systematically present the idea of integrated skills on the basic of communicative approach.

**Experts evaluation**

The results of the evaluation were quoted from the observation sheets that have been given to the Experts. The observation sheet consisted at several items such as the content of the materials, activities/tasks/exercise, supplementary materials, and illustrations are already checked with a good mark. After all the items marked and resulted good, the learning materials then claimed valid as reflected to the expert suggestions: The teaching materials have been well designed. The objectives and goals were stated, it has development framework, and it systematically present the idea of integrated skills.
CONCLUSIONS

After conducting this study, the researcher found that the good English material is the English material that suited with students’ needs. Moreover, the English material contains what exactly the students require, in order the students are properly prepared for their real life. The English learning material that the researcher has made called reading material. Moreover, the materials consist of 13 topics and each consist 1-2 activities to develop and improve the students’ reading ability. It is also presented with a short yet simple content that relevant with student of pharmacy which contains an illustration to make the students not feel bored as if only serve a text.

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