

DEVELOPING READING MATERIALS TO IMPROVE THE LEARNERS' COMPREHENSION OF SDGs CONCEPTS

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Abstract

Materials for the public administration department must be updated to address challenges connected to the SDGs. The previous research findings portrayed the student's preferences in strengthening their reading abilities in SDGs contents, which is the first emphasis of this research; the second is the absence of specific English for Specific Material (ESP) reading material related to SDGs. Using action research, the phases of analyzing, exploring, designing, constructing, and evaluating will be anchored in this study, resulting in suggested reading texts with learning activities and exercises illustrated in lesson plans. The study's participants are students who have completed 60% of their classes. The findings of this study will also be assessed by substance and language specialists in order to validate and gain input for necessary adjustments to suggested reading materials and activities. The findings show 30.5% of students said materials regarding SDGs issues are extremely important, and 58.5% said it is essential to include them in their reading text to enhance their English. With 90% on the 'agree' scale, the expert judgment results support the applicability of the materials and activities designed. This demonstrates that the materials and activities designed are appropriate for the students in order to improve their reading skills.

Keywords: SDGs; Reading Materials; Lesson Plan; Mastery; Classroom Activities

INTRODUCTION

As one of the major which much related to society and government, the Public Administration department has to be familiar with public issues. In one of the courses, the Public Administration department is English for Public Administration. This course is designed to improve students' language skills through issues that are related to their major. In their previous research, (Seva et al., 2022) conducted a study to analyze the needs of Parahyangan Catholic University's Public Administration (PA) students in uncovering the Sustainable Development Goals (SDGs) content in English class. The finding revealed the facts about the students' preferences in the mastery of the reading skills over the other three skills. This was quite predictable as it was also elaborated by both the stakeholders and the lecturers. In line with this, the research study concerning SDGs as the material integrated into the English for Public Administration course, which covers five issues that students regarded as their priority to learn, are *Poverty*, *Quality Education*, *Good Health*, and *Gender Equality*. In this study, the researchers also found that reading became students' focus to be mastered. The reading skill becomes one essential language skill as it requires and develops students' analytical abilities. It will further stimulate the other language's productive skills, such as speaking and writing. Nunan once suggested the cognitive process in reading, when the readers were trying to integrate one piece of information with the background knowledge to gain some meaning (Nunan, 2003). As opposed to the ideal fact about reading, most public administration students lack knowledge of the SDGs themes and the related vocabularies. The conducted pre-

survey showed that the students had not been knowledgeable about Sustainable Development Goals. This condition would make them struggle in writing and presenting material about those goals. This obstacle could create another problem in their performance in facing the real industry after graduation. In addition, Public Administration would relate a lot to public services, public issues, and public policies that require the students to have sufficient knowledge about SDGs to be in charge of improving certain strategies, as well as mobilizing resources related to public issues. Setting out from this background, it is important to design materials in English for Public Administration courses to be integrated into SDG issues to improve student's language skills, with the purpose to prepare them to be ready for the industry. This learning outcome is also in line with the faculty document curriculum as it will also be the main part of designing the syllabus and the learning outcomes documents.

Based on previous need analysis, students need more dug-up skills in reading. Good reading materials as well as relevant-need reading materials, are expected to improve students' reading skills. It is expected that good materials as well as fun learning activities could motivate the students to upgrade their skills. While the absence of the English for Specific Purposes (ESP) textbook which covered the SDGs themes, revealed the problems of the learners in mastering the reading skills. To illustrate, most of the SDGs books discussed 17 themes in general, or very specific ones like Gender Equality and Sustainable Development in (Leach & UN Women, n.d.), without focusing on language learning components. While some references focus on language use without discussing the SDGs in particular.

Authentic materials are vital in language teaching as they provide authentic materials to learners and learners can understand the process of communication much better (Berardo, n.d.) Therefore, this study will be anchored in steps of analyzing, exploring, designing, constructing, and evaluating which will result in suggested reading texts with engaging learning activities and exercises depicted in a syllabus and lesson plans.

Based on the above description, Public Administration students should master the SDGs material in terms of reading comprehension. Then, the study formulated two research questions to be investigated;

1. How can we develop appropriate reading materials to enhance learners' understanding of the concepts of the SDGs?
2. What types of learning activities are appropriate for students to become familiar with the reading material?

The study aimed at designing suitable reading material based on the student's needs in comprehending the SDGs concepts. The other output of this study concerns the new guideline and syllabus on SDGs-based reading materials and its learning activities in the form of lesson plans, based on the need investigated. Public Administration correlates with SDG issues as the Public Administration department would explicitly participate as a supporting system of public governance and is responsible for designing policy instruments to achieve the SDGs. Bouckaert (2016) stated the SDGs would mobilize in several specific areas, but that the PA would make a direct contribution to help the member states implement the agenda. Bobylev (Bobylev, n.d.) also supported that the Public Administrator are responsible to help the government achieve SDGs by participating to improve the programs and plans of SDGs. Therefore, integrating SDGs in reading material for PA students is essential to make them familiar with and knowledgeable about SDGs. In this designed learning, in line with previous research, (Seva et al., 2022), the material would be designed to accommodate the top five student choices: poverty, quality education, good health, and gender equality. The integration of reading materials as well as relevant activities in the Public Administration course is expected to enhance their reading skills ability as well their knowledge about SDGs. There was also a previous study who had investigated reading material development as our concern that this current study is relevant. The first study is conducted by (Sari & Atmanegara, 2018) entitled *Developing ESP reading*

materials for accounting students. This study which designed ESP reading materials for students in Accounting Department found that through need analysis, students of ESP could pass the minimum score of mastery criterion. This means that reading materials are important to be experimented with before delivering them to the students. The second study entitled *Material Development of English for Specific Purposes (ESP) for Tourism Program at SMKN 6 Surabaya* (Kusumawardani, 2019) found that the teachers gave good responses to the material developed from students' need analysis results. From the three previous studies, it can be stated that need analysis is important to be conducted before giving the materials in the classroom to both teachers and students.

Alwasilah (2002) emphasized the need to develop reading materials in ESP. The unsuitability of the curriculum to the student's needs and major can be one indicator of students' failure in achieving learning outcomes. This means that the comprehension of students' needs is necessary for English courses to be successful. This suggests the importance of students' needs analysis prior to running a course. Brown (2007) defines need analysis as the process of deciding on learning activities based on students' needs and priorities. In need analysis, students' demand means teachers' or educators' eminence.

According to Richards (2001), a requirements assessment is a critical component of ESP. ESP, according to Richards, begins with examining the demands of learners' abilities to attain desired results rather than creating courses on language analysis. Luka (n.d.)(2007), in addition to this viewpoint, underlined that students' professional competence might be reached through their requirements. Furthermore, Richards(2001, p. 52) stated that need analysis could a) assist in determining the appropriateness of students' potential with their needs, b) analyze the gap between students' ability and necessity, and c) discover more about the unique situation or reality they are confronted with. In this view, stakeholders are also parties who are inextricably linked to the demands of the students.

Brown (2007) defined five types of questions that can be utilized in need analysis. The questions can be about problems (what are the problems that the students are facing?), priorities (what are the topics, skills, or language uses that the students require?), abilities (how are the student's current abilities?), attitude (how are the student's feelings and attitudes toward the lessons?), and solution (how to get the solution to the problem that they are facing?).

The questions used to collect needs evaluations in this study were connected to the prioritizing of desired language component supplies. Participants' feelings and attitudes toward relevant materials, SDG-based materials used in teaching and learning, and information on students' needs and the solutions ultimately proposed were also elicited in order to generate ideas for perceived solutions to teach and changes in learning materials that may cause problems.

Richard(2001) presents a number of approaches for conducting needs assessments. Questionnaires, self-assessments, interviews, meetings, observations, task analysis, and information analysis. As a result, questionnaires were distributed to chosen public administration students, particularly those who completed the previous semester's English in the sixth semester. Interviews with these students, as well as interviews with stakeholders, were also undertaken. To round out the data, a file analysis for the triangulation method described by Richard was undertaken.

According to Hutchinson and Waters (1987), teachers or institutions should be responsible for the provision of teaching materials that are relevant for specific learners in specific subject areas, which can be internal materials or local design material, in order to achieve learning output. In ESP, teaching and learning materials are required to be produced depending on the needs of a specific set of learners based on previous need analysis. However, another barrier is the lack of textbooks for learning advice. According to Nunan (1991), only a limited number of textbooks or materials can provide learners with direction based on their actual needs.

According to Iswati and Triastuti (2021), teaching ESP is difficult for teachers since they must grasp multidisciplinary knowledge.

According to Richard (2001), materials should provide knowledge and exposure to the field of ESP taught, improve the teaching and learning process through evaluation and simulation, motivate students with achievable and enjoyable materials, and provide independent practice outside of lesson hours.

Tomlinson(n.d.) expressed a strong opinion on the basics of generating appropriate materials for language teaching: materials that have an impact and are doable, relating the material to the learner's situation, the use of illustrations, and inclusiveness are the points to help the learners feel comfortable with the goal of encouraging them to be more engaged. The material that improves the student's engagement may help them learn faster and develop self-confidence. The materials should expose the students to language in authentic use to achieve communicative purposes as well.

Reading can help us improve our vocabulary, pronunciation, spelling, and critical thinking skills. Lewin in Nur (n.d.)(2017) defined reading as the interaction of the eye and intellect to comprehend the message of a text. Reading is a receptive skill in the language. Learners would gain knowledge through reading and gaining information from texts or other resources. Reading comprehension improves pupils' cognition and critical thinking by allowing them to comprehend a text. Reading skills will assist learners in drawing the message from the sources they read and engaging with the scenario or circumstance they confront. Therefore, in order to be excellent readers, students must possess strategies such as the ability to read quickly and accurately. Reading is an essential language skill in English for Public Administration, according to the previous need analysis. To strengthen ESP learners' reading skills, their skills, and motivation must be upgraded through relevant needs and fields, including appropriate reading material and activities.

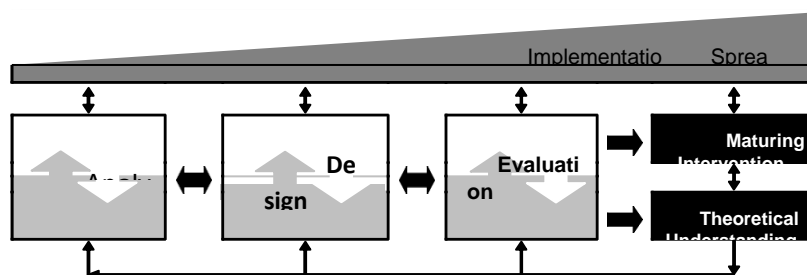
METHOD

The participants

This study focuses on public administration students' perceptions of available SDG teaching materials and suggests building SDG-related teaching materials to improve their reading comprehension. This recognition, however, is only available to students who have previously passed the TOEFL exam and will be enrolled in English programs beginning in the odd semester of 2022. These students were chosen because they completed 60% of the PA courses, which is deemed to have provided them with a deeper understanding of the SDGs. For a valid study, reading comprehension of the text, assessment, and feedback on learning activities, two experts were included: one to evaluate the use of SDGs themes in the reading materials, and another to provide her knowledge in English reading comprehension, language focus, and feedback on learning activities.

The Research Design

The integration of McKenney's (2014) educational research and development (R&D) proposal with Hyland's (n.d.)(2003) idea of nine processes in producing instructional material designs will serve as the foundation for this study research design.



**Figure 1. A generic model for conducting educational design research
(McKenney & Reeves, 2012:77)**

As shown in the graphic above, the research will begin by examining the gap and concerns outlined in the study's backdrop. This part will do a need analysis in order to identify linguistic emphasis vocabulary components in reading skills and then develop appropriate reading material based on the needs discovered. While evaluation and review of the design material will be done by one expert on Public Administration to validate the reading text content, and one English practitioner who will review the proposed reading text and learning activities. Furthermore, Hyland (n.d.)(2003) proposed the following nine steps in developing instructional materials design: (1) consideration of students, (2) consideration of learning context, (3) consideration of target context, (4) establishment of course goal and objectives, (5) planning the syllabus, (6) devising units and work lessons, (7) creation or evaluation and selection of materials, (8) teaching course, and (9) evaluation of learners. To be more specific, in conducting this research, the action research in language proposed by (Banegas & Consoli, n.d.) will be elaborated in the emergence, development, and conclusion of the class, driven by the teacher's questions about related problems, the practitioners' reflection, and the student's evolution in learning. In constructing the reading material, adjustments to the three models outlined above are applied to meet the individual needs of the student. The revised design will be broken down into several steps:

1. Reading assessment using rubrics as a pre-test, as suggested by Edwards and Burns (2016) in (Banegas & Consoli, n.d.)
2. A need analysis that includes Hyland's first through third steps, as well as (McKenney & Reeves, 2014)first step.
3. Mapping out the material is the arranging of course objectives, organizing the syllabus, developing units and work lessons (Hyland, n.d.), and designing the appropriate reading text based on the needs (McKenney & Reeves, 2014) (Banegas & Consoli, n.d.).
4. The next stage will be to evaluate, validate, and test the reading content underlying both models.
5. Revisions will be made in the final stage to ensure that all suggested resources are appropriate for the learners' needs, validity clearance, and learner improvement.
6. Implementation and post-testing
7. Constant evaluation and improvement

The data collections

To validate the reading material outcomes, this study will use two data collection techniques: sending questionnaires to PA students and interviewing experts. The created questions are based on(Hutchinson, 1987), with a few modifications to fit the phenomenon in this study. Part one's inquiries are designed to gather information about the pupils' identities. It has four closed questions with alternatives. In section two, the closed questions are about the target situation.

This closed questionnaire was given to students to assess their needs in the SDGs reading text and whether they believe this particular topic is required. The final element of the questionnaire is a present scenario analysis, which includes how students identify their language competency, their perceptions of the media, and the activities provided by the teacher regarding the linked material. A group interview was chosen to gather information from respondents and clarify the questionnaires that were sent. However, because of the short time frame for performing this research, only five respondents were interviewed purposefully in a classroom context. Other participants, such as experts, will be brought in to clarify the reading text and its associated learning activities.

The Data Analysis

Based on certain categories, data reconstruction is done in relevant categories. Comparing student perception data to current resources helps to identify student needs. Assessments that deliver at least one resource in the classroom will be examined to answer the second study question if the proposed materials fulfill students' needs for SDG-based materials. Students are polled at the end of the course about the suggested material and whether it meets previous demands. They will also be given reading assessments to demonstrate their comprehension of the material. Data analysis will reveal characteristics, trends, and connections between facts and the research process. This research will be able to uncover linkages between perceptual principles and acceptable resources that can be tried in the classroom for these aims.

The interview results were also utilized to validate the data from the questionnaires. This information is meant to give students with information regarding class activities, appropriate materials, and media that lecturers should utilize in the classroom. Similarly, data from questionnaires and interviews are classified and evaluated in order to answer the study questions.

RESULTS AND DISCUSSION

Results

Using Appropriate Reading Materials to Improve Students' Understanding of the SDGs

Prior studies clearly highlighted students' preferences in language skills, with over half claiming a need to improve their reading skills, with writing being the next most preferred talent. Surprisingly, the two options chosen were integrated into both productive and receptive skills. The remaining options, listening and speaking, have been evenly voted on. In keeping with this finding, all lecturers agreed that reading skills should be prioritized as the students' key skills in analyzing and recognizing difficulties. Most of them believed that supporting and assigning students with extra reading text will increase their knowledge of the specific language in SDGs, as recommended by Poedjiastutie & Oliver, 2017. Furthermore, the stakeholders' underlying reading ability is more significant since it provides additional information about SDGs in our surroundings. Furthermore, the curriculum material clearly indicated the department's learning result expectation on how they may have extended their outlook prior to evaluating based on the indicators, which can be accomplished by improving reading skills.

The Student's Understanding of the Sustainable Development Goals

The findings' data was constructed in a sensible way, with specified categories. A current analytical discussion of students' baseline understanding of SDG words and topics was the first area that contributed to the results. Previous data show that 76.5% of them had learned their SDGs in other disciplines prior to studying administrative English, and 79% had additional knowledge on their SDGs issues from the internet. Figure 3 shows that around 11% came from

faculty and other sources. This current needs assessment will not only serve as a starting point for finding relevant reading materials for government students, but it will also serve as a starting point for establishing appropriate exercises to increase reading comprehension using SDG-related resources.

5. Pada perkuliahan pada umumnya di jurusan Adm. Publik, apakah penyampaian materi yang bersinggungan dengan SDGs tersebut disampaikan d...n istilah-istilah yang berkaitan dengan SDGs ?
82 responses

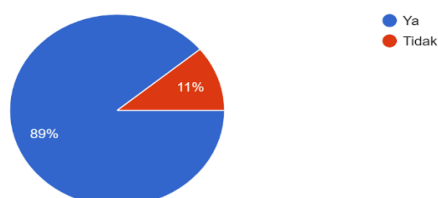


Figure 2. SDGs Material in Public Administration Major

Students were asked about their familiarity with SDG-related words in order to establish whether they were familiar with these terms and to assess their background knowledge of SDGs. The majority of respondents in Figure 4, or 89%, stated that they were familiar with SDGs terms from previous courses. According to an interview, the majority of students that chose English subjects are in their fifth semester, implying that they were already familiar with these phrases from earlier classes.

The survey also indicated that 70.7% of students are aware of the SDGs' expansion and growth through various English-language references (see figure below).

3. Apakah Anda mengikuti perkembangan tentang Sustainable Development Goals (SDGs) dalam perkuliahan pada umumnya di jurusan Adm. Publik,...a beberapa teks referensi dalam bahasa Inggris?
82 responses

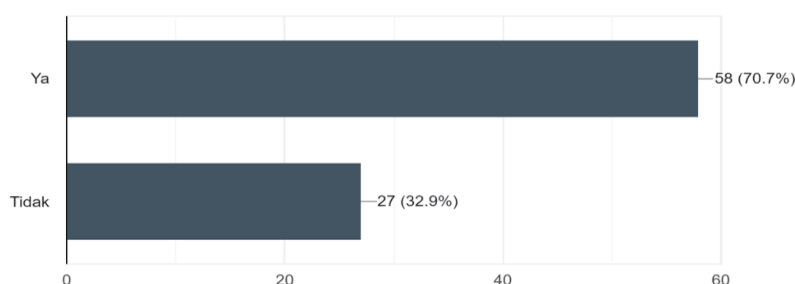


Figure 3. SDGs References in Public Administration Major

In practice, this means that the majority of them recognize SDG terminology and have general background information about them. In other words, the majority of them become accustomed to SDG terminology and have SDG background knowledge.

According to the data in Figure 5 on the opposite page, 45.1% of students comprehend the Sustainable Development Goals (SDGs), but cannot clearly or precisely elaborate on them in English. While 35.5% strongly stated that they do not have a clear understanding of the SDGs as well as detail in specific areas. The exposition of this comparison revealed that the majority of students are familiar with SDGs words from multiple resources, but struggle to understand the text and use the terms in speech. This discovery prompted the creation of a

reading text that meets the requirements.

6. Jika Anda diminta membaca bacaan terkait SDGs dalam bahasa Inggris, pilihlah salah satu jawaban ini yang mendekati pernyataan anda.

82 responses

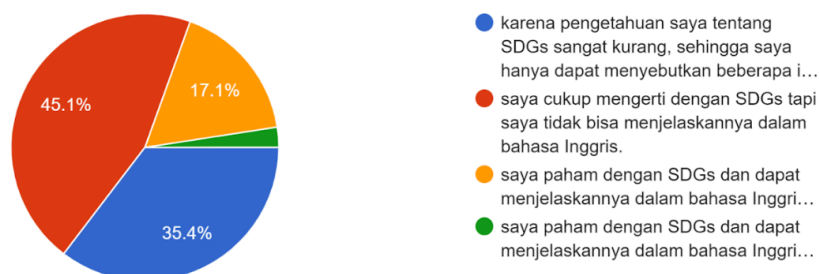


Figure 4. Student's Understanding of SDGs

Figure 6 depicts the students' confirmation that the relevance of SDG issues to be included in English topics was validated by the students' SDG content understanding. Because ESP is a content-based language curriculum, it expanded the pupils' knowledge of English. This relevance was a significant step toward mastering English with content-based requirements. This will help them hone their skills in understanding and managing public policy and bureaucracy by considering all of its implications for the SDGs. Another topic concerns students' wishes for important issues to be covered in their classes. According to the graph, the five top choices are poverty, health, education, gender equality, and decent work.

8. Pilih 5 prioritas dari SDGs berikut yang mempunyai menurut Anda paling banyak dibahas dalam perkuliahan di prodi Adm. Publik! *pilih 5 opsi berikut ini.*

82 responses

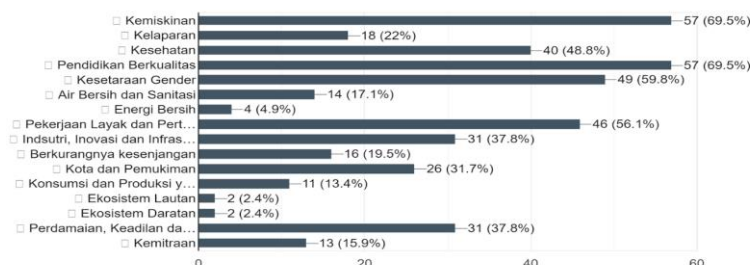


Figure 5. Students Preferences in Integrating SDGs in English Class

These five objectives would subsequently be developed and included in English teaching and learning resources. According to the research, almost 60% of the students chose the five because they were aware of the topic, related facts, and issues relevant to their major.

9. Apakah Anda setuju jika 5 prioritas tertinggi yg Anda pilih tersebut diberikan sebagai materi dalam matkul English?

82 responses

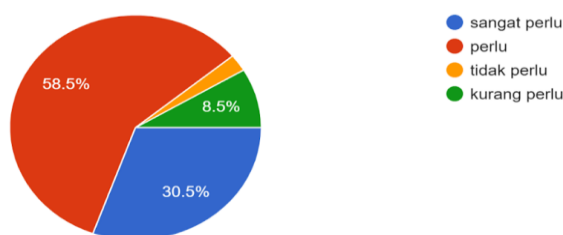


Figure 6. Students' Preferences for Issues to be Implemented in English Class

The Student's Reading Proficiency

It is vital to examine the degree of proficiency of students in order to produce effective reading content. The TOEFL Reading Score is a measure of one's English reading comprehension ability. To determine a student's reading aptitude, only the standardized and mandatory UNPAR Paper Based TOEFL (PBT) was used in this study. This PBT scoring table is modeled by the scoring system found at (*Toefl Reference*, n.d.).

Apakah Anda sudah mengambil TOEFL Test ? Jika sudah, silakan memilih range score Reading Test Anda (dapat dilihat di DPS)! *Jika belum, Anda tidak perlu menjawab.

24 responses

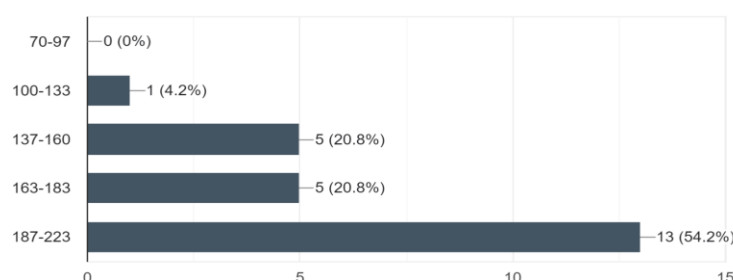


Figure 7. Student's Average TOEFL Reading Score

According to the graph, 54.2% of the 24 students are at the 187-223 level. This indicates that their English proficiency is quite high; 50% of them have advanced levels of reading comprehension, while the others have low or intermediate levels. To obtain more valid data on conducting action research, respondents with low or intermediate reading levels will be given constructed reading materials in order to participate in this study.

The Students' Preference on The Suggested Reading Text

The TOEFL PBT Reading test comprises of seven to ten readings ranging in length from 300 to 700 words. This standard accommodates students reading length preferences, as seen in the chart below.

7. Menurut Anda, panjang teks bacaan yang sesuai untuk menunjang pembelajaran bahasa Inggris Anda adalah
82 responses



Figure 8 . Student's Average TOEFL Reading Score

Figure 9 clearly depicted that the majority of students prefer to have a diagram or picture with their text, which was validated in the interview when they favored having pictures/diagrams connected with their passages. Because most standardized TOEFL tests were developed without any accompanying illustrations or diagrams, these were also absent from this suggested reading passage to familiarize students with the TOEFL.

11. Bagaimana strategi Anda menemukan kesimpulan dalam bacaan berbahasa Inggris?*boleh memilih lebih dari satu jawaban*
82 responses

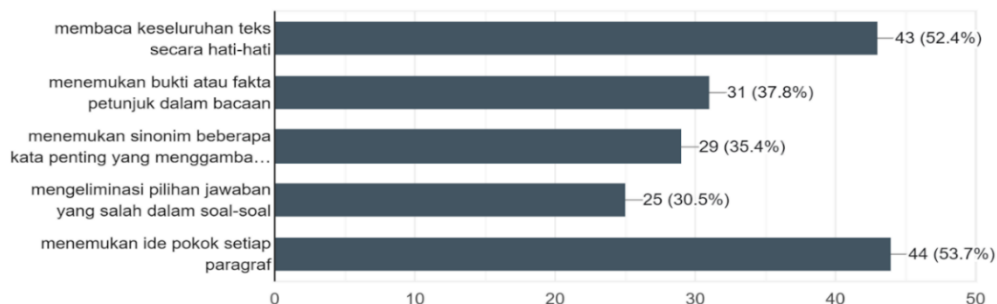


Figure 9. Student's Strategy in Reading Comprehension

While in Figure 10, a significant part of the students (more than 50%) thoroughly studied each passage, confirming that they read each passage more than once to ensure they understood it as one of the reading methods. This is consistent with their method for determining the key idea of each passage, which was noted by more than 50% of respondents as one of their tactics for grasping the passage.

The Student's Preferences on Reading Text and Learning Activities

The researcher then continued to assess the appropriate learning activities for enhancing the students' reading skills after discovering that SDGs concerns are relevant to be integrated into the Public Administration course and gaining relevant topics to be implemented in the materials. The third area included the suggested learning activity that meets the needs of the students based on their desire, skill, and lack.

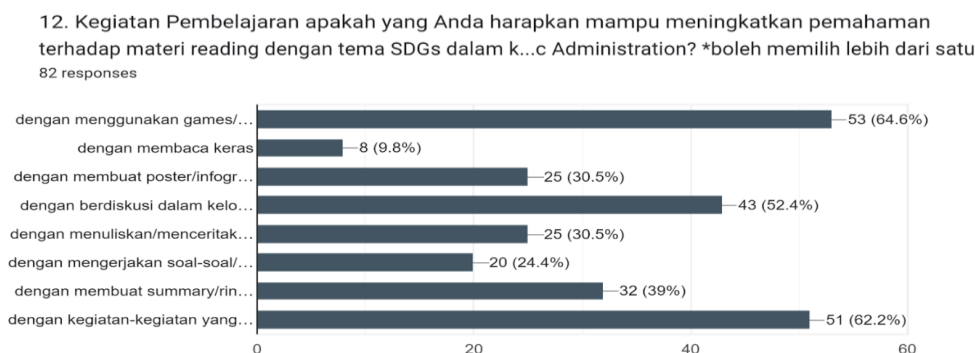


Figure 10. Students' Preference in Learning Reading Activity

The selected learning activity in Figure 11, was a reflection on the prior figure's preferred ability which is appropriate for activating reading skills. Improving reading abilities through gamification, using daily familiar issues, and having debates on the chosen themes were three of the student's preferred learning activities. However, making an infographic and posters, answering questions about them, and recounting their contents was becoming less popular than others. This is quite a contradiction because students confirmed that this phase of reading is difficult because you have to define your primary idea, yet these activities did not show any improvement in skills. Thornbury (2006), Darn (2006), and Masduqi (2016) stated that reading activity can activate the other three talents through learning and comprehension of the material. Therefore, there is one suggested learning activity for improving both reading and writing skills as productive and receptive skills.

13. Media apakah yang Anda harapkan menarik untuk digunakan dalam pemberian materi SDGs di matkul Bhs Inggris ? (Anda dapat memilih lebih dari satu jawaban)

82 responses

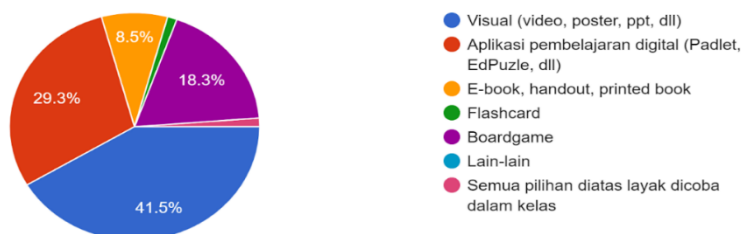


Figure 11. Students' Learning Activity Preference

According to the findings of this survey, students prefer to understand the reading material by using visual media, digital applications, and other resources. They claim that employing these tools makes it easier to locate the key idea, resulting in a speedier grasp of the text.

Discussion

Suggested Reading Text and Learning Activity

Examples of developed reading texts of 300-350 words and accompanying learning activities are provided below based on the need analysis and the previous insights. Four more reading texts are included in the appendix. The topic 'Gender' was chosen because it is one of the top four SDG themes that students prefer. The primary goals of learning exercises are to improve learners' reading comprehension, vocabulary building, and inference-making. While the lesson plan is available here.

Gender

Gender equality is one of the most important issues in the labor market. Therefore, observing the level of gender equality in Indonesia's labor market is becoming one of the ways to estimate the relationship between gender and salary. The target is to give women equally the same right as men in a professional environment. However, there are still many cases where gender discrimination in the workplace is heard. We are interested in observing the *ceteris paribus* impact of gender on salary in Indonesia, and perhaps its interaction with other variables that can affect salary.

We obtained a sample size of 1404 white-collar Indonesian employees, which consists of several variables such as salary, gender, age, education level, university, experience, job role, managerial role, and company size.

Based on the results, we can see that in general, after holding all other variables constant, a person's gender has no significant impact on his or her salary. These results show that in general, there is gender equality in Indonesia's labor market, at least in terms of their wages. This is an interesting result as we have only divided the job categories into engineering and non-engineering, but in general, we can be optimistic about the attitude of Indonesia's white-collar labor market toward gender equality. We can see that gender is not a significant predictor of salary for both engineering and non-engineering roles. On the other hand, a person's age does have a significant positive impact on their wages. As we investigate the relationship deeper, we found that for employees who are younger than 30 years old, women significantly earn less salary than men. As they get older though, the pay gap between men and women gets narrower. The relationship between age and salary is affected by gender, as we conclude that for workers who are younger than 30 years old, women tend to earn 27% less salary than men, after holding all other variables constant. Thus, gender can have a significant impact on salary for young workers, but not for older ones. However, when we subset the data set to only young workers, we found evidence of salary-based discrimination toward young women in Indonesia's labor market. Furthermore, we found that 39.91% of the difference in salary between young men and women is not explained by variables such as education and experience. This shows that perhaps, although there seems to be no salary-based discrimination toward older women in Indonesia, it is arguable that young women still suffer from cases of unfairness in Indonesian workplaces.

Source: Adapted from Erwin Bramana Karnadi / Is There Any Discrimination Towards Young Women in Indonesia's Labor Market?

TOPIC 1
Objectives of the meetings

- The students will be able to understand the example of gender inequality from the text.
- The students are expected to analytically reduce gender bias in language.
- The students will be able to raise awareness of gender inequality through the text.
- The students are expected to be critically response to the gender inequality.

Introduction

The United Nations is now focusing its global development work on the recently-developed 17 [Sustainable Development Goals \(SDGs\)](#). Women have a [critical role to play](#) in all of the SDGs, with many targets specifically recognizing women's equality and empowerment as both the objective and as part of the solution.

[Goal 5](#), to "Achieve gender equality and empower all women and girls" is known as the stand-alone gender goal, because it is dedicated to achieving these ends. Deep legal and legislative changes are needed to ensure women's rights around the world. While a record 143 countries guaranteed equality between men and women in their Constitutions by 2014, another 52 had not taken.

Language Focus:

- Adverb of Quantifiers
- Adverb of Frequency
- Expressing Opinion
- Gender Bias in Language

SDGs Focus:

- Pay-gap in professional work is reduced.
- Support the equal performance salary-based or both genders.

Figure 12. Reading Text and Lesson Plan 1: Gender

The Feasibility of The Developed Reading Text and Its Learning Activity

In addition to the students' replies regarding their reliance on SDG resources to improve their reading comprehension, expert judgment is gathered in this study to ensure the reliability of the reading materials before sharing them with the students. The reading materials are evaluated by two professionals. The first expert has knowledge of the SDGs because she is a senior lecturer in the Public Administration major and a practitioner. The second specialist specializes in English teaching and research. Their evaluation and judgment of the reading materials would be useful in improving appropriate reading materials and activities in the Public Administration course. There are four reading materials to be reviewed, as well as designed activities.

The table below summarizes the findings of the first expert on the reading texts and activities. highly disagrees (1), disagrees (2), neither agrees nor disagrees (3), agrees (4), and highly agrees (5) were utilized in the scoring.

Table 1. The First Expert's Judgment of the Reading Materials

Aspect	Text 1	Text 2	Text 3	Text 4	Mean
	Score	Score	Score	Score	
1 The learning objective of the material is appropriate to the syllabus/lesson plan.	5	5	5	5	5

2	The learning objective of the material is mentioned clearly in each section of the material.	5	5	5	5	5
3	Learning tasks are able to activate the students' background the knowledge that relates to the topic being discussed (SDGs)	5	5	5	5	5
4	Teaching materials contain learning tasks that are in line with the material and the learning goal and objective.	5	5	5	5	5
5	Learning tasks allow students to explore their specialized needs and interests in SDGs based on the result of the target situation analysis.	5	5	5	5	5
6	Learning tasks in the materials enable students to develop their reading skills for content competence.	5	5	5	5	5
7	Learning tasks integrate reading skills with other skills (listening, speaking, writing)	5	5	5	5	5
8	Learning tasks in the materials reflect real-life cases in daily interpersonal interactions toward SDGs.	4	4	4	4	4
9	SDG teaching materials make learners acquire the skill(s) or sub-skill(s) through a set of learning tasks or activities.	5	5	5	5	5
10	Teaching materials inform learners and teachers' roles in and out of the classroom.	5	5	4	5	5
MEAN		4,9				

The expert largely agreed with the fit of the five reading materials to the purpose in the lesson plans and connection to the SDGs contents out of the 10 elements to be reviewed. The expert 90% agreed on whether learning tasks in the materials mirror real-life instances in daily interpersonal interactions toward SDGs and whether SDG teaching materials make learners acquire English abilities. This indicates that the materials and activities created could match the relevance and suitability requirements for students. The second expert's opinion is also included in the table below for comparison.

Table 2. The Second Expert's Judgment of the Reading Materials

Aspect	Text 1	Text 2	Text 3	Text 4	Mean
	Score	Score	Score	Score	
1 The learning objective of the material is appropriate to the syllabus/lesson plan.	4	4	4	4	4
2 The learning objective of the material is mentioned clearly in each section of the material.	4	4	4	4	4
3 Learning tasks are able to activate the students' background and the knowledge that relates to the topic being discussed (SDGs)	4	4	4	4	4
4 Teaching materials contain learning tasks that are in line with the material and the learning goal and objective.	4	4	4	4	4
5 Learning tasks allow students to explore their specialized needs and interests in SDGs based on the result of the target situation analysis.	4	4	4	4	4
6 Learning tasks in the materials enable students to develop their reading skills for content competence.	4	4	4	4	4
7 Learning tasks integrate reading skills with other skills (listening, speaking, writing)	4	4	4	4	4

8	Learning tasks in the materials reflect real-life cases in daily interpersonal interactions toward SDGs.	4	4	4	4	4
9	SDG teaching materials make learners acquire the skill(s) or sub-skill(s) through a set of learning tasks or activities.	4	4	4	4	4
10	Teaching materials inform learners and teachers' roles in and out of the classroom.	4	4	4	4	4
MEAN		4				

The second expert's verdict revealed that the expert agreed with all ten features with an average score of $\Sigma 4$. The expert evaluated the materials and activities, stating that the learning activities should be based on the theories of Rothery's model, Bloom's taxonomy, or Feez & Joice (1998). Based on the mean score from the second expert, the proposed reading materials and activities are appropriate for distribution to students.

Table 3. Expert Judgments Comparing Scores

Aspect	SDGs Expert	English Expert	Mean
1 The learning objective of the material is appropriate to the syllabus/lesson plan.	5	4	4.5
2 The learning objective of the material is mentioned clearly in each section of the material.	5	4	4.5
3 Learning tasks are able to activate the students' background the knowledge that relates to the topic being discussed (SDGs)	5	4	4.5
4 Teaching materials contain learning tasks that are in line with the material and the learning goal and objective.	5	4	4.5
5 Learning tasks allow students to explore their specialized needs and interests in SDGs based on the result of the target situation analysis.	5	4	4.5
6 Learning tasks in the materials enable students to develop their reading skills for content competence.	5	4	4.5
7 Learning tasks integrate reading skills with other skills (listening, speaking, writing)	5	4	4.5
8 Learning tasks in the materials reflect real-life cases in daily interpersonal interactions toward SDGs.	4	4	4
9 SDG teaching materials make learners acquire the skill(s) or sub-skill(s) through a set of learning tasks or activities.	5	4	4.5
10 Teaching materials inform learners and teachers' roles in and out of the classroom.	5	4	4.5
MEAN	4.45		

The comparative score of judgment was $\geq 4,45$, as shown in the table above. It can be concluded that both experts' opinions fall somewhere between 'agree' and strongly agree'. This signifies that the materials and activities were well received by the professionals. Expert ideas and evaluations of the contents and activities are also used to improve the materials.

The recommendations of the experts are related to the adaptation of activities to the target readers, the relevance of reading text to the Indonesian context, the investigation of question types to support critical thinking (hypothesis, restatement, and inference), the reconsideration

of learning-teaching goals, and the application of GBA learning cycles (building context, text deconstruction, joint construction, and independent construction). Following the experts' opinions and suggestions, some re-evaluation and revision would be carried out in order to improve the reading materials as well as the activities.

CONCLUSION

Materials on Sustainable Goals (SDGs) topics are appropriate for teaching in Public Administration courses. This conclusion is based on the results of questionnaires distributed to students in order to determine their English needs and requisite skills. The problems with SDGs are not new. 45.1% of the students polled claimed that they already had some prior knowledge from previous classes. However, the information is not elaborated. 35.4% of students said they were unaware of the SDGs, while 45% said they were aware but couldn't explain it in English. Only 17.1% are proficient at explaining the SDGs in English. As a result of this requirement, a set of materials incorporating SDGs was designed, and 30.5% of students felt it was extremely important, while 58.5% said it was significant. Reading texts and activities are designed to meet students' material needs. Along with the exercises, texts of roughly 300 words are created, which are coupled with visual media, digital apps, and other resources. After designing the reading materials relevant to SDGs issues as well as the activities, expert judgments are made to analyze the text's applicability to Public Administration students as well as the materials' and activities' reliability to the students. From the ten factors presented, both experts mainly agreed on the importance of the intended reading materials. The results of the expert review support the adequacy of the materials and activities designed with 90% on the 'agree' scale. This indicates that the materials and activities created could match the relevance and suitability requirements for students.

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