

Designing English Learning Materials for Grade X Students of Culinary Department in Semester 2 at SMK Negeri 2 Temanggung in the Academic Year Of 2014/2015

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Abstract: The objectives of this study are 1) to find out the target needs of the tenth grade students of culinary department, 2) to find out the learning needs of the tenth grade students of culinary department, and 3) to develop appropriate English learning materials for the tenth grade students of culinary department at SMK N 2 Temanggung. The study is a Research and Development (R&D) study. The procedures of this study were conducting needs analysis, planning (writing course grid), designing the materials (writing the first draft), completing expert judgment (evaluating the appropriateness of the designed materials), and writing the final draft of the materials. This study involved 33 tenth grade students of culinary department at SMK N 2 Temanggung as the research subjects. The instruments for collecting the data were questionnaires and interview guidelines. The data of this study were in the form of quantitative and qualitative data which were analysed by using descriptive statistic. The findings of this study indicated that the students believed that they used English as a medium of oral communication with native speakers and colleagues. They wanted to be able to communicate fluently using English in oral communication both formal and informal language, to understand meanings and functions of sentences and expressions in English and to master vocabularies related to their field. The findings revealed that the learning materials the students needed were related to the culinary topics. They also wanted to carry out the tasks in groups. The evaluation of the materials indicated that developed learning materials were appropriate. It was shown by the means (\bar{x}) value which was 3.4 of overall items which covered the appropriateness of content, language, presentation and layout of the designed materials. This study also found that appropriate English learning materials for the tenth grade students of culinary department in the second semester of SMK N 2 Temanggung consisted of five parts i.e. lead-in, main activities, evaluation, reflection, and summary.

Key words: English learning materials, culinary department, vocational high school

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Introduction

It is an undeniable fact that English is one of some most used languages around the world. Therefore, the popularity and the existence of English in the world cannot be doubted. People around the world share English as their lingua franca, meaning that English is used as the media of communication between groups or among groups using different languages. This is not only used for social communication but also any fields of communication such as professional, educational, and political communication. The above whys and wherefores show that mastering English becomes an important skill in today's lives which also makes English taught at schools in Indonesia. A vocational based school is a school which equips its students with specific skills to be used later on in their workplaces. What the students get from the schools is expected to be related to their future professions that will help them to

cope with the real work situations. This kind of school is believed as the producer of ready to work graduates. Nowadays, there are many vocational high schools with various majors including culinary, accounting, marketing, management, engineering and the like.

As stated above, students in vocational high schools are prepared to work in a particular field (UU SPN, 15). Therefore, the goals of vocational high schools are preparing students to the future professions, developing students' professionalism, and improving students' competencies. The students in vocational high schools are also prepared to work in line with the department they take and so the learning materials they learn. Therefore, learning materials in vocational high schools should be designed in line with the major the students take. Since English is one of lessons in vocational high school, it needs to be taught appropriately which means English in vocational high schools should be taught based on the students' needs.

SMK N 2 Temanggung is one of vocational high schools in Indonesia. It has seven different study programs. In this school, English is taught to all departments in all grades, from grade X to grade XII. One of the study programs is Culinary Department. General English is taught in all departments at SMKN 2 Temanggung, including in Culinary Department. This in fact does not really fit in the students' need.

Learning materials are an important element in the English teaching and learning process. According to UU No. 22 (2006), teaching and learning process should be taught based on standard of the content which includes standard of competencies and basic competencies (SK/KD). The teachers then use the same standard of competencies and basic competencies for the English subject in all study programs in SMK N 2 Temanggung. Unfortunately, they also use the same books to teach all study programs in the school. Books used in the school teaching and learning process do not focus on one vocational program only. Most of the English course books for vocational high schools combine some materials for several vocational programs. So the books used in the Culinary Department are also used in other departments. The lack of relevant English course books makes teachers have to adapt and adopt materials from several resources. Teachers' lack of time and ability, therefore, make students needs' and context based materials are away from reality. In several cases, teachers in the classrooms meet difficulties to develop the materials to enhance the students' English competencies, even to develop the materials that meet the standard of competencies and basic competencies in the current curriculum. Other contributing factors making English in the Culinary Department taught inappropriately is the limited teaching period and the students' inactive engagement. Because of those things, teachers really need to manage their time and their class-management well.

English teaching learning in the Culinary Department at SMKN N 2 Temanggung is taught inappropriately because it does not serve the needs of the students. Since, the learning materials are not appropriate, the goals of the learning are hardly achieved. In addition, government of Indonesia has already suggested competencies should be mastered by vocational high schools graduates. The regulation is known as Undang- Undang Sistem Pendidikan (UU SPN). UU SPN says that students of Culinary Department should be able to 1) process and serve both Indonesian and continental foods consisting of appetizers, main courses, and desserts, 2) serve foods and beverages in restaurant, guest room, dining table, and buffet, 3) handle and serve non-alcoholic beverages, and 4) organize services in restaurant. Those competencies should be the competencies that are thought in the school, since the vocational high school graduates are prepared to work after they finish the study. The materials, also, should be able to facilitate the achievement of the competencies. Then, the lack of appropriate English learning materials that support the students to have competencies they needs in their future careers is clearly against the objectives of the

Culinary Department at SMK N 2 Temanggung proposed by UU *Satuan Pendidikan Nasional*.

The above reasons lead and motivate the researcher to conduct a study dealing with developing English learning materials for vocational high schools, which promotes students' intrinsic motivation and is based on the students' needs, particularly for the tenth grade students of Culinary Department in the second semester at SMK N 2 Temanggung.

Research Method

This study is categorized as Research and Development (R&D) since the aim and result of the research is to develop a product (i.e. a set of materials) that can be used in an educational program. Wallace (2006, p. 114) in Karman (2011, p. 42) stated that Research and Development is a strategy that incorporates extant knowledge from theory and empirical research into a product that can be used for the improvement of practice. This research focused on designing English learning materials for the tenth grade students of culinary department at SMK N 2 Temanggung. The study was conducted at SMK N 2 Temanggung which was located at Jalan Kartini 34 B Temanggung. The research was conducted from April up to September 2015 covering all stages of the research i.e. collecting the information, developing the course grid, designing the first draft of the materials, conducting evaluation, revising and writing the final draft of the materials. The subjects of this research were the tenth grade students of Culinary Department of SMK N 2 Temanggung, an English teacher of SMK N 2 Temanggung, and an English lecturer of English Education Department of Yogyakarta State University. The instruments were in the forms of interview guidelines, and questionnaires. The data related to the problems and teaching and learning situation at the school were gained by conducting interview with the teacher. Besides, there were two kinds of questionnaire used in this study. The first questionnaire was the needs assessment questionnaire which was used to collect the information about the students' needs, both their target and learning needs. In this questionnaire the students were given several questions related to their target and learning needs. The questions were open-ended questions. Then, the second questionnaire was the questionnaire for the materials expert called as expert judgement questionnaire. The questionnaire was used to measure the appropriateness of the materials covering the appropriateness of the content, language, presentation, and layout. The questions were based on the materials standard proposed by Badan Standar Nasional Pendidikan. The questions were made in the form of Likert scale. The results of the questionnaires were analysed differently since the data were also different. The results from the first questionnaire were analysed through percentage and the highest percentage resulted was regarded as the students' needs. The second questionnaire, then, were analysed through mean score. The mean was categorised based on a quantitative data conversion. The categories were "very good", "good", "fair", and "poor".

Findings and Discussion

English teaching in the vocational high school aimed at developing learners' language skills which were useful for their future careers. In other words, the language taught should be relevant to the students' needs in the target situation. English teaching in vocational high schools belongs to English for Specific Purpose (ESP). It is claimed as ESP because the learners' needs are for a specific area of English i.e. culinary field. Therefore, this study employed ESP approach in assessing the student needs which is proposed by Hutchinson and Waters (1987).

The purpose of students' needs assessment or needs analysis was to make sure that the materials were relevant to the students and could facilitate the students' learning in English teaching and learning. As stated previously, the theory proposed by Hutchinson and Waters (1987) about target needs and learning needs was used to develop the needs assessments questionnaire. The questionnaire had two main objectives. They were to know the target needs of the grade ten students of the Culinary Department and the learning needs desired by the students to achieve the goals of the English learning.

The results of the needs assessment supported by the results of curriculum analysis are used as the basis to develop a course grid. The course grid was developed to provide a framework for the process of materials development. The information used to develop the course grid was also taken from the curriculum of vocational high school as well. This was essential since the materials would be used as the model for materials development in the formal school. Therefore, the materials would be appropriate according to students' needs and the demand of curriculum. A standard of competence was used in developing the course grid.

Furthermore, there were 4 basic competencies used in the course grid development. Based on the basic of competencies, there were four units designed. Each unit of the designed materials consisted of a consistent pattern, which include introduction, main activities and closing (reinforcement). The introduction section presented the unit title and an introductory paragraph which provided information about the learning objectives and learning context. The main activities section presented the tasks which were supposed to make the students achieve the objectives. In this section, there were three sub-sections which were Let's Start, Let's Listen and Speak, and Let's Read and Write. Finally, the closing section provided the students with follow-up activities. There were three parts in this section, i.e. Let's Review, Let's Reflect and Let's Summarize. This section also functioned as the evaluation activities to check the students' comprehension of the unit.

There were about 18 to 22 tasks which were developed in order to help the students achieve the objectives of the learning. The number of the task was drawn from the complexity of the basic competencies. The tasks were designed based on the theory proposed by Nunan (2004). Therefore, each task contained six components, i.e. goal, input, procedure, setting, learner role, and teacher role. In every unit, the tasks were sequenced from comprehension to production activities, from the easiest task to the more difficult task as the task based language teaching suggested. The tasks firstly required the students to comprehend the input then they were to do the semi-guided production tasks. At the end of the learning, the students are to do the free production stage which demanded them to perform authentic communicative interaction. The production tasks are done in both spoken and written cycle of the units.

In the process of designing materials, the results of needs assessment are used in order to achieve the appropriateness of the materials to students' needs. The research findings showed that the students wanted learning materials which could support them in the culinary field. Therefore, the context of the materials is related to the students' target situation. Since, giving engaging and interesting tasks for the student is essential, the topics are related to their future needs and their real world situation. Based on the results of materials evaluation, all units of the materials had already achieved the appropriateness of the contents. The experts agreed that the materials are appropriate to learning goals, curriculum of vocational high school, and the needs of students of culinary department. The experts also agreed that the materials provided texts which relevant to their daily lives activities. Moreover, the materials are accurate based on the objectives of learning. Therefore, the

students could improve their English competencies so they would be ready in the target situation.

The results of needs assessments presented the data about inputs desired by the students. The desired inputs cover the listening, speaking, reading, and writing inputs. Therefore, the process of selecting the appropriate inputs considered the needs of the students. The findings of the research showed that appropriate learning materials should give the correct and appropriate language use. The appropriateness of the language was related to the correct inputs in terms of its functions in the real world. This was relevant to the theory proposed by Hutchinson and Waters (1988) which stated that materials should provide models of correct and appropriate language use. However, the experts agreed with the appropriateness of the materials in term of appropriate and correct language use. Based on the results, the materials are appropriate to students' cognitive development. The language was also appropriate to students' level of proficiency. Moreover, the experts also agreed that the language which was used in the materials was presented clearly and understandable. The materials also showed the cohesiveness and the unity of ideas within the units.

According to the needs analysis, the students wanted to carry out the tasks by group discussion. This setting was effective to encourage classroom interaction. The group work activities are effective to promote pair teaching so the learning is more feasible since the learners are more confident to carry out the tasks. With group discussion, the students are also able to exchange and share knowledge they know. It means group works let the students learn more. In the expert judgment phase, the results showed that the materials gave enough opportunities for encouraging students' active interaction. The experts also agreed that the materials encouraged the students to participate actively during the learning process.

In conclusion, the materials generally meet the standards of appropriate learning materials for vocational high school. The results are proven by data of expert's evaluation questionnaire. Based on the descriptive statistic technique, the mean value is 3.4 for all units which is categorized as "Good". The results meant that the experts agreed that the learning materials accomplished the appropriateness which covered the standards of contents, language, and presentation.

Conclusion

There were four problems related to English teaching and Learning in the tenth grade students of culinary department in SMK N 2 Temanggung. Those problems were problems related to the learning materials, problems related to the teaching period, problems related to the students, and problem related to the teachers. To solve those problems and regard that appropriate learning materials for the tenth grade students of Culinary department at SMK N 2 Temanggung are highly needed by the students, the study was aimed at finding the target and learning needs of the tenth grade students of culinary department in the second semester at SMKN N 2 Temanggung and to design appropriate English learning materials for them. The data containing the students' needs are gained from a needs analysis questionnaire and an interview. Both instruments consisted of several questions related to the students' preferences, opinion, and interest in learning English.

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