

**DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE XI STUDENTS  
OF PATISSERIE STUDY PROGRAMME**

**E-Journal**

Presented as Partial Fulfilment of the Requirements for the Attainment of  
*Sarjana Pendidikan* Degree in English Education



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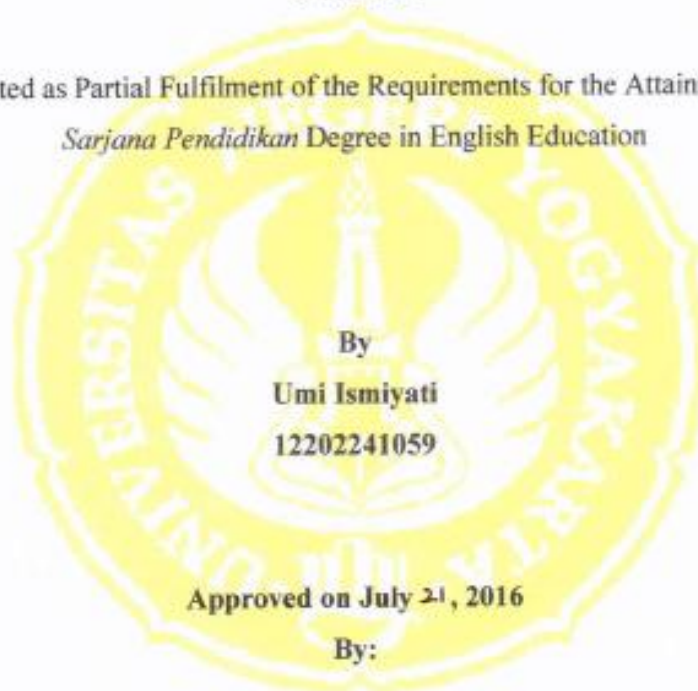
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## DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE XI STUDENTS OF PATISSERIE STUDY PROGRAMME

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**Abstract:** The objectives of this research were: (1) to describe the target needs of grade XI students of Patisserie Study Programme; (2) to describe the learning needs of grade XI students of Patisserie Study Programme; and (3) to develop appropriate English learning materials for grade XI students of Patisserie Study Programme. This study was a Research and Development (R & D) study. The subjects of this study were grade XI students of Patisserie Study Programme at SMK Negeri 1 Sewon, the English teacher, and a material development expert. The steps of this study were adapted from Jolly and Bolitho (1998)'s steps which were conducting the needs analysis, developing the course grid, developing the first draft of the materials, evaluating the materials or conducting expert judgment, and writing the final draft of the materials. The data was collected through distributing questionnaire and interviewing both the English teacher and the students. Two types of questionnaires were used to collect data. The first questionnaire was made to obtain the data for the needs analysis while the second questionnaire was used to obtain the data for materials evaluation through the expert judgment questionnaire. The data for both questionnaires were analyzed quantitatively using descriptive statistics. The data from the interviews was analyzed qualitatively using the data analysis model proposed by Miles and Huberman (1994). The products of the research were three units of English learning materials. Each unit reflected the Content-Based Instruction (CBI) and scientific approach. The topics were related to patisserie field and daily life. The tasks were varied, from individual tasks to small group tasks. Based on the results of expert judgement, the developed materials were considered appropriate. The mean score of all aspects of the developed materials was 3.82 and was categorised as "Very Good".

**Key words:** developing, English learning materials, patisserie

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### ABSTRAK

Penelitian ini bertujuan untuk (1) mendeskripsikan kebutuhan utama siswa kelas XI program studi patiseri, (2) mendeskripsikan kebutuhan belajar siswa kelas XI program studi patiseri dalam belajar bahasa Inggris, dan (3) mengembangkan materi Bahasa Inggris yang sesuai untuk program studi patiseri. Penelitian ini menggunakan pendekatan *Research and Development* (R&D). Subyek penelitian ini adalah siswa kelas XI di SMK Negeri 1 Sewon, seorang guru bahasa Inggris, dan seorang ahli pengembangan materi. Penelitian ini mengadaptasi model Jolly dan Bolitho (1998). Langkah-langkah dari penelitian ini adalah melakukan analisis kebutuhan, mengembangkan *course grid*, mengembangkan konsep awal materi, evaluasi materi oleh ahli, dan menulis

konsep akhir dari materi. Teknik pengumpulan data yang digunakan adalah distribusi kuesioner dan wawancara guru dan siswa. Ada dua jenis kuesioner yang digunakan dalam mengumpulkan data. Kuesioner pertama adalah kuesioner analisis kebutuhan siswa sedangkan kuesioner kedua adalah kuesioner uji ahli materi. Data yang diperoleh dari kedua kuesioner dianalisis melalui *descriptive statistics*. Data yang diperoleh dari wawancara dianalisis menggunakan model dari Miles dan Huberman (1994). Produk dari penelitian ini berupa tiga unit materi bahasa Inggris. Tiap unit merefleksikan *Content-Based Instruction (CBI)* dan pendekatan saintifik. Topik dalam materi berupa bidang patiseri dan kehidupan sehari-hari. Tugas-tugas bervariasi mulai dari tugas individu hingga tugas kelompok kecil. Berdasarkan hasil uji materi, materi yang dikembangkan dikategorikan tepat. Rata-rata seluruh aspek materi yang dikembangkan adalah 3.82 dan termasuk dalam kategori sangat baik.

**Kata kunci:** mengembangkan, materi bahasa Inggris, patiseri

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## **Introduction**

English is a compulsory subject taught in vocational high school (SMK). Based on BSNP (2006), vocational high school is aimed to improve knowledge, attitude, and skills of the students in order to equip them to live autonomously and to continue their education based on their skill programmes.

In accordance with the aims of vocational high school, the English teaching and learning has two purposes. The first purpose is to enable the students to master the basic knowledge and skills of English in order to support their achievement of vocational programme competencies. The second one is to enable the students to apply the mastery of basic knowledge and skills of English in order to communicate in both oral and written.

To achieve the aims of English for vocational high school, there are many factors needed to be taken into account. One of them is by providing relevant English learning materials. It is believed that learning materials take an important part in the process of teaching and learning. Materials give language inputs to the students in order to develop their knowledge and to improve their skills. Added to that, the tasks provided within the materials help students to practice English. Tasks also give exposures to the students in studying English. Unfortunately, English learning materials which are relevant for the students of vocational high school are limited since the change of curriculum.

In 2013, the Ministry of Education and Culture replaced the School-Based Curriculum or KTSP with Curriculum 2013. The most significant difference of Curriculum 2013 is the use of scientific approach as the basis of teaching and learning process. The change of the curriculum affects all the subjects including English. It is found that vocational high school and senior high school have the same course books as the English learning materials. It is also found that the course books used by them only cover the General English which is only suitable for senior high school students. This case happens at all vocational schools in

Indonesia including at SMK Negeri 1 Sewon especially Patisserie Study Programme.

In response to those things, the researcher conducted a study and developed the English learning materials for grade XI students of Patisserie Study Programme based on Curriculum 2013.

This research formulated some problems as follows:

1. What are the target needs of grade XI students of Patisserie Study Programme?
2. What are the learning needs of grade XI of Patisserie Study Programme?
3. What are the effective English learning materials for grade XI students of Patisserie Study Programme?

### **Research method**

This research was categorized into Research and Development (R&D). This research was conducted on February 2016 at SMK Neeri 1 Sewon which is located in Jl. Pulutan, Pendowoharjo, Sewon, Bantul. The subjects of this research were grade XI students of Patisserie Study Programme at SMK Negeri 1 Sewon, the English teacher of that class, and a materials development expert.

The research procedures were adapted from the materials development process by Jolly and Bolitho in Tomlinson (1998: 98). Those procedures were (1) conducting need analysis; (2) writing the course grid; (3) developing the first draft; (4) conducting expert judgement; and (5) writing the final draft.

The data of this research were gained through questionnaire and interview. There were two questionnaires used in this research. The first questionnaire was for the needs analysis and the second questionnaire was for the expert judgement. The data of the first questionnaire were collected in order to find out the target needs and learning needs. The second one which was for the expert. For the first questionnaire, the data was analyzed by calculating the percentage of each answer in the questionnaire and the answer of which was the highest which was considered representing the students' tendency. Meanwhile, for the second questionnaire, the researcher used a formula stated by Suharto (2005) to analyse the data. The data from the interviews was analyzed qualitatively using the data analysis model proposed by Miles and Huberman (1994).

### **Research findings**

The result of this research was an English learning materials. After the process of developing the materials, the materials were judged as appropriate for grade XI students of Patisserie Study Programme.

The first step of this research was conducting the needs analysis. This was conducted on February, 2016 by distributing questionnaires to the students. The questionnaire was in the form of multiple choice questions. It was aimed to find the students' target needs and learning needs. The target needs consisted of necessities, lacks, and wants of the students. Meanwhile, the learning needs consisted of input, procedure, learners' role, teachers' role, and setting.

After conducting the needs analysis, the next step of the research procedure was writing the course grid. Based on the result of the needs analysis, the course grid was being designed. The researcher was developing the course grid based on the core competences and basic competences of Curriculum 2013. The course grid consists of the core competence and the basic competence, unit and topic, learning objective, indicator, materials (input, vocabulary, expression, and grammar), and activity.

After writing the course grid, the next step of the research procedure was developing the first draft of the materials. Each unit was developed on two cycles, reading-writing cycle and listening-speaking cycle. There were three units with different topics. The topic of Unit 1 was baking problems. The topic of Unit 2 was patisserie ingredients, while Unit 3 discusses how to make pastries.

After the first draft of the materials was developed, the next step of the research procedure was conducting expert judgment. In this step, the researcher used the expert judgment questionnaire which covered the aspects evaluated by an expert. In the expert judgment, there were four aspects evaluated, i.e. the appropriateness of the content, the language, the presentation, and the layout. The results of the expert judgment revealed that the materials were considered as appropriate. The mean of all score is 3.82 which fall into category "very good". As the needed revision had been made, the materials were considered as the final draft.

## **Conclusions**

Target needs were what the learners needed to do in the target situation. The target needs were divided into three points. Those were necessities, lacks, and wants. Learning need was what the learners need to do in order to learn. There are five aspects which belonged to the learning needs. Those were input, procedures, setting, teachers' role, and learners' role.

According to the results of the expert judgment, the developed materials were considered appropriate. The developed materials consisted of three units with the same unit design including introduction, main lesson, reinforcement, and fun part. The topics were different for each unit such as baking problems, patisserie ingredients, and making pastries.

Based on the results of the expert judgment, the mean score of the whole aspects of the developed materials was 3.82 which was in the range of  $3.25 \leq x \leq 4$ , and categorized as "Very Good". It could be concluded that the materials were appropriate for grade XI students of Patisserie Study Programme.

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