

## Developing Reading Learning Materials for Grade XI Students of The Patisserie Expertise Program of Vocational High School

Laely Rachmawati, Drs. Suharso, M.Pd.  
rlaely@gmail.com

**Abstract:** The objectives of this research were to describe the target and learning needs of Grade XI students of the Patisserie Expertise Program of vocational high schools in terms of the reading teaching and learning context and to develop the appropriate reading learning materials for Grade XI students of the Patisserie Expertise Program of vocational high schools. This was a Research and Development (R&D) study. The subjects of this research were Grade XI students of the Patisserie Expertise Program of SMKN 6 Yogyakarta. The research procedure was adapted from the model of materials development proposed by Jolly and Bolitho in Tomlinson (1998). To collect the data of the research, two types of questionnaires were used as the instruments. The first was the needs analysis questionnaire which was made to obtain the data about the students' target and learning needs and the second was the expert judgment questionnaire which was made to obtain the data about the appropriateness of the materials developed. The data from the needs analysis and the expert judgment were analyzed quantitatively through descriptive statistics. The results of the needs analysis showed that the target and learning needs of Grade XI students of the Patisserie Expertise Program were as follows. The students wanted to be able to communicate in English fluently and efficiently and increase their English vocabulary mastery. In the future working fields, they would use English to communicate actively in written and oral form. The current students' reading ability was average. They preferred texts which are related to patisserie as the input. They wanted texts which consist of 151-250 words and are equipped with pictures. They liked to analyze the meanings of particular words based on the context in the texts. They expected that their teacher gives examples before asking them to do tasks. They liked to make some notes from their teacher's explanation. They preferred to work individually and not always in the classroom. The products of this research were three units or reading materials. Each unit consists of 17 to 19 tasks. The topics were related to the field of patisserie. Based on the results of the expert judgment, the developed materials were considered appropriate and the mean score of all aspects was 3.83, which was very good.

**Keywords:** *materials, reading, Patisserie Expertise Program*

**Abstrak:** Tujuan penelitian ini adalah untuk mendeskripsikan tujuan dan kebutuhan belajar siswa Kelas XI SMK Program Keahlian Patiseri dalam konteks pembelajaran reading dan untuk mengembangkan materi yang sesuai untuk pembelajaran reading bagi siswa Kelas XI SMK Program Keahlian Patiseri. Penelitian ini dikategorikan sebagai Research and Development (R&D). Subjek penelitian ini adalah 24 siswa Kelas XI SMKN 6 Yogyakarta Program Keahlian Patiseri. Prosedur penelitian ini mengadaptasi model pengembangan materi yang dikemukakan oleh Jolly dan Bolitho dalam Tomlinson (1998). Dalam penelitian

*ini, ada dua jenis angket yang digunakan sebagai instrumen pengumpulan data yaitu angket analisis kebutuhan belajar siswa dan angket penilaian kelayakan materi oleh ahli atau expert judgment yang digunakan untuk mengetahui kesesuaian materi yang telah disusun. Data yang diperoleh kemudian dianalisa menggunakan statistik deskriptif. Berdasarkan hasil analisa kebutuhan siswa, diperoleh data mengenai tujuan dan kebutuhan belajar siswa Kelas XI SMK Program Keahlian Patiseri. Siswa belajar Bahasa Inggris agar dapat berkomunikasi dalam Bahasa Inggris dengan lancar dan meningkatkan penguasaan kosakata mereka. Dalam dunia kerja nanti, siswa akan menggunakan Bahasa Inggris untuk berkomunikasi secara lisan dan tertulis. Kemampuan siswa dalam membaca teks berbahasa Inggris termasuk dalam kategori sedang. Siswa memilih teks yang berkaitan dengan bidang patiseri sebagai input. Panjang teks yang mereka inginkan adalah 151-250 kata dan dilengkapi dengan gambar. Siswa menyukai aktivitas untuk menganalisa arti dari kata-kata tertentu berdasarkan konteksnya dalam sebuah teks. Siswa menginginkan agar guru dapat memberi contoh terlebih dahulu sebelum meminta mereka mengerjakan tugas. Siswa menyukai kegiatan mencatat penjelasan dari guru mereka. Siswa lebih memilih untuk mengerjakan tugas secara individu dan tidak selalu di dalam kelas. Kemudian, produk dari penelitian ini adalah tiga unit materi reading yang setiap unitnya terdiri dari 17 hingga 19 tugas. Setiap unit dalam materi mencakup topik yang berkaitan dengan bidang patiseri. Berdasarkan hasil expert judgment, materi yang dikembangkan telah dinyatakan layak dengan nilai rata-rata 3,83 dari semua aspek dan termasuk dalam kategori sangat baik.*

**Kata kunci:** bahan ajar, membaca, Program Keahlian Patiseri

## Introduction

Vocational high schools are secondary education which aims to prepare the students to be ready to work in particular fields after they graduate. Thus, the focus of the learning process is on developing the students' skill and knowledge which is in line with their study programs. Though the students' hard skills will be highly needed in their future work, having a good language skill is also important since language covers almost all aspects in people's life including professional works. In relation to this, foreign language mastery, especially English as an international language, is important to learn. There are many jobs which demand a good English competency. Thus, English is one of the compulsory subjects to be taught in a vocational high school.

The Patisserie Expertise Program is one of the majors in vocational high schools which prepare the students to be professional pastry chefs. To attain this, they should be well-informed about current development of their field. Since one of their concerns is about continental pastry, there must be many references written in English. In this situation, they need to have a good English competency to understand the information. In addition, after they graduate, they might continue their study or apply for a job overseas. If so, they also need English to succeed.

To achieve a good English competency, appropriate materials are needed in the teaching and learning process. Materials play important roles such as initiating learning and providing input for students. Dealing with input, relevant reading materials are important since they provide much exposure to vocabulary, technical terms, and information related to a certain discipline. Furthermore, the appropriateness is one of the important things to be considered. Those which are involved should be related to a particular students' field so that the learning process will be meaningful.

Based on the preliminary observation in SMKN 6 Yogyakarta, especially in the Patisserie Expertise Program, it is found that the available materials, especially for reading, do not completely meet the students' needs. Since the implementation of the new curriculum, the only source of learning the students have is the English textbook provided by the government based on Curriculum 2013. These books are actually allocated both for vocational and senior high schools. Moreover, the contents being covered are general English. On the other hand, the materials which are relevant to the needs of the students are very difficult to find. Those kinds of materials are not available in the market and very limited on the internet. Even if there are some, they should also meet the requirement of Curriculum 2013. This makes it harder to find such good ones. Probably, the teachers can develop materials that suit the students' needs by themselves as one of the solutions for this problem. However, they cannot do that for their lack of time and knowledge.

Regarding the problems which have been identified, appropriate materials are needed to develop to support the students' learning process. For this reason, this research focuses on developing English learning materials for the students of the Patisserie Expertise Program. Due to time constraints, the materials which are developed are specified for the aspect of reading of Grade XI students of the Patisserie Expertise Program. This research focuses on describing the target and learning needs of Grade XI students of the Patisserie Expertise Program in terms of the reading teaching and learning context and developing the appropriate reading learning materials for Grade XI students of the Patisserie Expertise Program of vocational high schools.

### **Research Method**

This was a Research and Development (R&D) study. It was conducted in May 2016 in the even semester of the 2015/2016 academic year in SMKN 6 Yogyakarta. The subjects of this research were 24 Grade XI students of the Patisserie Expertise Program of SMKN 6 Yogyakarta. The research procedure was adapted from the model of materials development proposed by Jolly and Bolitho in Tomlinson (1998). The steps of this research were identification and exploration of needs, contextual realization, pedagogical realization, production, evaluation, and revision.

To collect the data of the research, two types of questionnaires were used as the instruments. The first was the needs analysis questionnaire which was made to obtain the data about the students' target and learning needs and the second was the expert judgment questionnaire which was made to obtain the data about

the appropriateness of the materials developed. The quantitative data from the needs analysis were analyzed manually by the researcher using frequency and percentage. Meanwhile, the quantitative data from the expert judgment were analyzed by using the central tendency measure especially the mean. Furthermore, the means of the data (M) which had been calculated were converted into a descriptive analysis. In classifying the category of the means, the researcher used the quantitative data conversion proposed by Suharto (2006).

### **Research Findings and Discussion**

The findings of this research consist of the results of needs analysis, course grid, the first draft of the materials, and the expert judgment data. For the results of needs analysis, in terms of the target needs, there are four aspects to be observed. They are goals, necessities, lacks, and wants. In relation to the first aspect, mostly, the student's goal of learning English was to be able to communicate in English fluently and efficiently. Meanwhile, their goal of learning reading skill was to increase their English vocabulary mastery. For the students' necessities, they would use English to communicate actively in written and oral form. Then, they also thought that the use of texts related to patisserie in the teaching and learning process of reading was very important. Furthermore, based on the results of the needs analysis, the current students' reading ability was average. From the aspect of wants, the students preferred texts which are related to their field of study to be provided in the teaching and learning process of reading.

On the other hand, the questions related to the task components proposed by Nunan (2004) were given to find the information about the students' learning needs. In relation to the input of reading, the students preferred texts which consist of 151-250 words or are about a half of a page. In addition, the texts are also need to be equipped with pictures. For the procedure, the students like to analyze the meaning of particular words based on the context in the text, matching words with provided meanings, and memorizing grammar formulas. Next, according to the students, from the aspect of teacher's roles, it was better if the teacher gives examples before asking the students to do the tasks. Meanwhile, as the learners, they like to make some notes from the teacher's explanation. Then, for the settings, the students liked to work individually and do the learning tasks sometimes in the classroom and sometimes outside the classroom.

The results of the needs analysis were then used as one of the considerations in designing the course grid. Besides, the basic competences which are mentioned in Curriculum 2013 are also taken into account in determine what should be covered in the course grid. The course grid consists of the identity of the course grid, the basic competences, the number, topic, and title of the unit, the learning objectives, the input texts, the language focus, and the learning activities. The course grid of each unit focuses on three different texts. They are explanation, analytical exposition, and formal invitation.

Since the course grid had been designed, the next step was developing the materials. The developed materials consist of three units. The materials were developed by applying the model of content-based instruction (CBI) especially the theme-based model proposed by Snow in Celce-Murcia (2001). There are 19 tasks in Unit 1, 17 tasks in Unit 2, and 18 tasks in Unit 3. Each unit consists of introduction, let's read or the main lesson, reinforcement, and intermezzo. In organizing the steps of how the students carry out the task in the main lesson, the scientific approach stated in Curriculum 2013 was adapted.

According to Jolly and Bolitho in Tomlinson (1998), after the production step, the materials evaluation or the expert judgment was conducted. The instrument used in the expert judgment was questionnaires adapted from *Instrumen Penilaian Buku Bahasa Inggris Sekolah Menengah Kejuruan* by BSNP (2011). In this questionnaire, there are qualitative data which are used as the bases to revise the materials and quantitative data which are used to validate the materials. The quantitative data were converted into some categories by using the quantitative data conversion suggested by Suharto (2006). The results of the expert judgment for all units are presented in the following table.

Table 1: **Validation of the Developed Materials**

Unit	Aspects	Mean	Mean of Each Unit/Category
1	Content	3.89	3.78/Very Good
	Language	3.4	
	Presentation	3.82	
	Layout	4	
2	Content	3.89	3.87/Very Good
	Language	3.6	
	Presentation	4	
	Layout	4	
3	Content	4	3.9/Very Good
	Language	3.6	
	Presentation	4	
	Layout	4	
Mean/Category		3.83/Very Good	

Based on Table 1, the developed materials can be categorized as very good and considered appropriate for Grade XI students of Patisserie Expertise Program especially for their reading learning process.

## Conclusions

Based on the results of this research, the researcher can conclude that in terms of target needs of Grade XI students of the Patisserie Expertise Program, most of

the students' goal of learning English is to be able to communicate in English fluently and efficiently and to increase their English vocabulary mastery. Then, the students will use English in the working fields to communicate actively in written or oral form. Furthermore, they think that their current reading ability is average. In relation to the students' wants, the kinds of input that they want are texts which are related to patisserie.

Meanwhile, the learning needs of the students are as follows.

The students prefer texts which consist of 151-250 words as the input. They like texts which are equipped with pictures. The activity that they like is analyzing the meanings of particular words and their use based on the context in the text. Next, in the teaching and learning process of reading, most of the students think that it is better if the teacher gives examples before asking them to do some tasks. Then, they prefer to make some notes from the teacher's explanation and carry out tasks individually.

The final draft of the reading learning materials was considered to be appropriate for Grade XI students of the Patisserie Expertise Program. It consists of three units and each unit consists of 17 to 19 tasks. Each unit was developed using content based instruction. Each unit covers different text types to explore. They are explanation texts in Unit 1, analytical exposition texts in Unit 2, and formal invitation texts in Unit 3. Furthermore, each unit of the developed materials has four main parts, namely introduction, main reading activities, reinforcement, and intermezzo.

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