

DEVELOPING ENGLISH MATERIALS FOR TENTH GRADE OF CULINARY ART STUDENTS AT SMK DHARMA WANITA GRESIK

by

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Abstract

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At this moment, Indonesian society face MEA (asean economic society) which challenge them to compete in the working world in international scale. They will do a lot of interaction in economic field. English as international language can help them to communicate each others. Hence, mastering English is necessity to help them in working world.

The objective of this study is to develop English material for tenth grade of culinary art students at SMK Dharma Wanita Gresik. Besides, the researcher used research and devolpment as the research design which is employs ADDIE instructional design model to develop English material for culinary students. The steps of this research are: analyze, design, expert validation, developing material, revision, try out, and final product. In developing the English material, the resercher also used content based instruction.

The results of the study indicate that (1) students' motivation in learning English is to make the students easier to get a job which is related with their expertise, (2) The learning needs of the students is learning English material which related to culinary field. (3) The students have lack in reading and writting skill. syllabus and draft based on the need analyzes result. Besides, the researcher developed the English material and asked to the English teacher and Culinary teacher at SMK Dharma Wanita Gresik to give comment and suggestion to the module. The result was the English material was good. Further, the researcher implemented the module to the three students by giving exercises which continued to give questionnaire as the feedback. The result was the English module was good.

The conclusion is the learners are interest to learn English material. The researcher gives recommendation for the next researcher who wants to conduct the similar project to do the same research with different focus and level.

Keywords: Developing materials, Culinary Art, ESP, CBI approach.

I. INTRODUCTION

Nowadays, Indonesia is the member of Asean Economic Community (AEC). According to Johan (2015) the purpose of AEC is to improve the prosperity all member in the economic sectors. In addition, this cooperation also provides a good impact among ASEAN countries because in the Asean Economic Community (AEC) era, the whole of society is encouraged to do the interaction and transaction in various strategic area. As the part of Asean Economic Community, the Indonesian government should prepare the human resource that competent and professional and it can be realized through Vocational Education (Rofiq;2014).

Education, including Vocational Education level has a significant role in the development of Indonesian society. Marsigit (2008) said that Vocational Education has purposed to prepare the students for careers and sometimes, it is also called as Career and Technical Education (CTE) which involves the students in practical activities so, they can develop their skills. In Indonesia, Vocational High School have various of departments such as Marketing, Automotive, Tourism, Health, Engineering, APK, Culinary Arts and others. SMK Dharma Wanita is one of Vocational High School in Gresik which has Culinary Art major. Students of this study program are prepared to be ready in food industry. The graduates of this study program will get a job in the country and abroad such as restaurant, hotel, cruise ship, private homes, corporations, schools and much more. Besides, they will have interaction with foreigners and Indonesian so, they need to learn English well.

However, teaching English in Vocational High School is different from other education levels because teaching English in Vocational High School is more specific than teaching English in general. As stated by Farida in Anwar (2008) there are two main purposes in English teaching : the first, English is taught as a foreign language program which is consist of four skills (listening, reading, speaking, and writing) and it is known as English for General. The second, English is given to the special subject. Here, the teacher will select the skill that more needed by learners based on investigation and it is known as English for Specific Purposes (ESP).

Moreover, Barnard in Halina (2011) said that ESP should be seen as an approach in language teaching which is done to know the need of learners. While,

Nureffendhi (2013) said that in practice, there are variants of English use depending on the specific purposes. This specification of English use will help the students master English as well as what they need in term of specific purpose that they have. Through ESP, students will find appropriate materials which are related to their major. It means that the use of ESP can help the developer to create relevant material which is developed based on the student's need.

However, the English material that is given by English teacher in SMK Dharma Wanita Gresik is too general so, it influences student achievement in learning. Septiani and Gurning (2014) noted that there are several factors that can affect the success of teaching and learning process, one of them is by providing English materials which are suitable with students' need in each major. Furthermore, the interesting English materials can help the students to be more easily in understanding the English materials.

For the background above the researcher wants to adapt the problem to develop English material which may help the Culinary Art students increase their ability to face AEC.

II. METHODOLOGY

A. Research Design

This research used research and development as the research design. The researcher choice this design since she would like to develop English material for culinary art major at SMK Dharma Wanita Gresik.

The researcher took ADDIE design model for developing English material for Culinary Art major. Refers to Aldoobie (2015) said that ADDIE model is the common instructional design model in designing product or guidance of creating strategy to teach the students. There are five steps of this design, those are analyze, design, development, implementation, and evaluation.

In this study, the researcher tries to find the other ADDIE model which is suitable for this study, the researcher uses the ADDIE model which is adapted by Asmara (2012) there are some steps which are added such as expert validation, revision, limited try out, feedback from students, and final product.

B. Research Subject

The subjects of this research are the second-grade students of Culinary Art major at SMK Dharma Wanita Gresik. There were twenty seven students include male and female.

C. Instrument of the Study

To develop English material the researcher used three instruments which explained as follow:

1. Questionnaire : The researcher will distribute questionnaire to 27 students of tenth grade of Culinary Arts major in need analysis step and after conducting try out. The aim of giving questionnaire in need analysis step is to find out the target needs and the learning needs. The students are asked to answer 10 questions which include target need in no.1-6 and learning need in no. 7-10. They can choose one or more answer from several questions provided. Here, the researcher adopted questionnaire from Nureffendi that was made based on theory of needs assessment proposed by Hutchinson and Nunan (see appendix). The reason for adopted this questionnaire because, it has similar purpose and design.
2. Interview : The researcher conducts an interview to the English teacher and Culinary Art teacher of SMK Dharma Wanita Gresik. The researcher gives nine questions related the curriculum, students' difficulty, students' response during the lesson,etc (see in appendix). The aim of this interview is to clarify students' answer in questionnaire and to get deeper information regarding student's need in learning English.
3. Checklist : The last is validity checklist. It will be given to the experts to give correction, suggestion and validation and also to the students to get response for the materials which is developed by the researcher.

III. RESULT

A. Target Need

The researcher used two instruments in this study those are: questionnaire and interview. The questionnaire was distributed to 27 students of Culinary Art major at SMK Dharma Wanita Gresik before doing try out. Then, the researcher interviewed the English teacher and culinary art teacher to get deeper information about students' need. The questionnaire had the purpose to find out the target need and learning needs and it consists of 10 questions which are included 6 items of target need and 4 items of learning needs. In target need there are three elements, those are: necessities, lacks and wants.

Number one is about students' goal in learning English. 17 students answered that their reason for learning English was to support their career in the future (63%). 8 students answered the students' goal was to be able to communicate with foreign people (30%) and, 2 students didn't answer it. In conclusion, most students wanted to learn English because English is important to support their career in case they may get involved in communication with foreign people.

Item number two is about students' current proficiency level of English. There are 17 students answered beginner level (63%). 7 students answered intermediate level (26%), 3 students answered advance level (11%) and 1 student

didn't answer it. It concluded that most of culinary art students at SMK Dharma Wanita Gresik was beginner level.

Item number three was to know students' difficulties in learning English. There are 13 students said that they found the difficulties in reading skill (48%).

Besides, there are 10 students found the difficulties in speaking skill (37%), 2 students found the difficulties in listening skill (7%), and 2 students found the difficulties in writing skill (7%). It means that the students need more attention in learning speaking and reading.

Item number four is about the English proficiency level which is necessary for their future career. There are 20 students answered intermediate level (74%), 3 students answered advance level (11%), 2 students answered beginner level (7%), 2 students didn't answer it. In conclusion, most of students believed that they should on the intermediate or advance level so it can help them to survive in the work place.

Item number five is about students' want which is related to the learners' expectation after finishing their study at the school. There are 10 students want to master the vocabulary related to the culinary field (37%). besides, 8 students students who want to be able to communicate using English in oral communication (29%) and, 5 students answered they want to be able to communicate using English in written communication (18%).

Item number six was to know the most possible situation in which they might probably use the language. There are 15 of students who believed that they should be mastering culinary skill by reading text. (55%), and 6 students who believed that they will use English to communicate with their customers or colleagues (22%). It means that the students want to improve culinary skill by reading English text. Besides, they also believe that they will need to use English to help them communicate with their customers or colleagues.

B. Learning Need

Item number seven is about the type of class management which is wanted by students to do the task. 11 students answered group works (41), 7 students answered in pairs (26%), 6 students who want to whole class activities (22%) and, 3 students who want to individual work (11%). It concluded that, most of the students like group work and in pairs.

Item number eight is about the topic which is wanted by students. There are 18 students who answered culinary field (66%). 6 students answered daily activity (22%) and, 3 students didn't answer. It means, most of students preferred the topic which is related to the culinary field.

Item number nine is about learners' role which refers to what the learners need to do in completing the task. There is 15 students answered, discuss with

other friends to solve the problem in doing tasks (56%), 9 students answered listen teacher's explanation then make a note(33%), 2 students answered listen to the teacher's explanation (7%) and 1 student didn't answer. It concluded that they like to discuss with their friends to solve the problem in doing the task and make a note.

Item number ten is about teacher's role. there were 15 students wanted the teacher to give tasks to be finished and have a discussion about it (56%).9 students answered they want the teacher give examples about the topic which is learnt and give the students assignment about it (30%). In the other words, the students expected the teacher to be the mentor in the classroom. In conclusion, the result of need questionnaire above was used to develop course grid.

C. The Result of Need Analysis Interview to the English teacher

In this study, the researcher conducted the interview with the English teacher and culinary art teacher in order to get deeper information about students' need. There are seven questions that prepare by the researcher. The first item discuss about the curriculum which is used, the English teacher said that the School uses curriculum base competence. The second item about students' English competence, the English teacher said that the students of culinary art have many weaknesses such as they are not able to write the correct word or sentences. In addition, they are not able to speak English because feeling shy. The third item about students' weakness in learning English, the English teacher said that in my opinion, the culinary art students have difficulties in vocabulary mastery. The fourth item about students' attitude toward English lesson in the classroom and the English teacher said that some of students less interest during the English lesson. The fifth item about material that is taught, the English teacher said that most of the material he tooks from BSE and LKS, internet. The sixth question is "Are the English learning materials related to vocational subjects?" the English teacher said that the English learning material that used in the SMK Dharma Wanita Gresik same with Senior high school which uses general English. The seventh item about the most skill that needed by culinary art students, the English teacher said that I think, speaking and reading skill are needed by culinary art students but be better to give all the skill (listening, speaking, reading and writing) because they are less in all skill. The last question "Does the teacher develop English material for culinary students ?" and the English teacher said not yet.

The conclusion from an interview with the English teacher are the students need to increase their vocabularies because the students have lack of vocabulary so they difficult to understand the reading text, besides he also need to improve their speaking skill. Moreover, they need specific English material for their major.

D. The Result of Need Analysis Interview to the Culinary art teacher

The researcher also conducted the interviewed to the culinary art teacher. There are five questions that prepared by the researcher. The first item about the curriculum that used, the Culinary Art teacher said that the School uses curriculum base competence. The second item about the availability of job vacancies for the students of Culinary Art, the teacher said that after graduated from vocational high school they can work in a hotel, catering company, restaurant, cruise ship, bakeries etc. The third item is “What vocational subjects are taught in Culinary Arts study programme?” the teacher said that there are a lot of subjects that are taught such as sanitation, Indonesian food, pastry, continental food. They also do a lot of practice because they are students of Vocational School. The last item about the number of culinary art students in the tenth grade, the teacher said that there are 27 students who join this study programme.

The conclusion of the interview is the school uses curriculum based competence. The students of culinary are full of practice.

E. Expert Validation

1. The Result of English teacher Validation

The first expert was English teacher at SMK Dharma Wanita Gresik. The questionnaire consist of four aspects, those are content, vocabulary, design and layout and context. Besides, the questionnaire are prepared by the statements with four answers, ie; 4 (strongly agree), 3 (agree), 2 (neutral), 1 (disagree) and 0 (strongly disagree). The expert filled the content of material evaluation instrument by choice strongly agree for the materials are appropriate to the needs of the students of Culinary. Then, he chooses strongly agree for the content provides adequate materials to learn culinary students. Next, he chooses agree for the materials are appropriate to the learning goal. Besides, he chooses agree for the materials explore many texts which is relevant to the students’ daily lives. Item number number five is about the appropriate of words and the expert chooses strongly agree. The last point is context, he chooses strongly agree for the instructions are easy to follow besides, he chooses agree for the example and explanations are understandable. After that, he gave comments, critics and suggestions like the material is good enough for culinary students. The expert also asked the researcher to correct the grammar because there were some grammatical error. He also said that the researcher should add the source of the text and give more vocabulary with phonetic symbol. The conclusion of the material evaluation instrument is worth to try with revision based on the feedback

2. The Result of Culinary teacher Validation

The second expert was culinary art teacher at SMK Dharma Wanita Gresik. The questionnaire of four aspects, those are content, vocabulary, design and layout and context. Besides, the questionnaire are prepared by the statements with four answers, ie; 4 (strongly agree), 3 (agree), 2 (neutral), 1 (disagree) and 0 (strongly disagree). The expert filled the content of material evaluation instrument by choice strongly agree for the materials are appropriate to the needs of the students of Culinary. Then, She chooses agree for the content provides adequate materials to learn culinary students. Next, She chooses strongly agree for the materials are appropriate to the learning goal. Besides, She chooses agree for the materials explore many texts which is relevant to the students' daily lives. Item number five is about the appropriate of words and the expert chooses strongly agree. The last point is context, she chooses strongly agree for the instructions are easy to follow besides, she chooses strongly agree for the example and explanations are understandable. After that, she gave comments, critics and suggestions the expert said that the researcher should add more reading text. The conclusion of the material evaluation instrument is worth to try with revision based on the feedback.

F. Conclusion

1. The Target Needs

According to the result of this study, the researcher concluded that the goal of learning English of grade ten students of Culinary Arts at SMK Dharma Wanita Gresik was to support their culinary career in the future. They wanted to enrich the vocabulary which are related to Culinary field so, they can able to communicate using English in oral communication and written communication. In order to function properly in the target situation, they believed that their English proficiency level should be improved into intermediate or advanced level since their current level was still beginner. In addition, they believed that they were weak in reading and speaking skill.

2. The Learning Needs

The students needed the topics for learning English which related to Culinary field. Besides, The students wanted to carry out the tasks / activity by groups work and pair work. The students wanted to be problem solver which means solving problem or finishing tasks by discussion and make a note. In addition, for teacher's role the students wanted the teacher to be a mentor in the classroom who gave tasks and discussed them together.

G. Recommendation

From the result of developing English material of this study, the researcher gives a recommendation to the student of Culinary Art at SMK Dharma Wanita Gresik, the teacher and the next researcher.

For students of Culinary Art, this English material can be used as a guideline to learn all about culinary in English context. This English material provides some information in culinary term and exercises are included as well. For the English teacher, this English material can be used in teaching and learning English especially for Culinary Art students. This English material can help the teacher in teaching learning process. Moreover, the teachers can gain students' interest and attention by giving good examples in the learning process by using attractive media and exciting learning method.

For the next researcher, This research only focuses on developing the English learning materials for the grade ten students of the Culinary Arts study program at SMK Dharma Wanita Gresik. The other researchers are expected to be able to develop English learning materials for other study programs which have the problems with the availability of appropriate English learning materials. They are also expected to find the other characteristics of appropriate learning materials based on the students' needs.

