

CHAPTER 1

INTRODUCTION

This chapter discusses some points including background of the study, problem statement, purpose of the study, significance of the study, scopes and limitation of the study, and definition of the key terms.

1.1 Background of the study

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 Darma 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.

Hence, Many previous researchers develop appropriate English material for Vocational Schools. Murtafi'ah (2014) developed an English learning material for students of Nautical Fishing Vessel program because there was no appropriate English Learning material for this major yet. The result showed that it helps students to increase their vocabulary related to their field of study.

Next, the study conducted by Nureffendhi (2013) with the title "Developing English Learning Materials For Students Of Culinary Arts Study Program At Smk Muhammadiyah Wonosari In The Academic Year Of 2012-2013" found that material which is relevant to students' daily life activities and met the standards of appropriate learning materials for vocational high school can increase their English competencies. It means, developing an appropriate English material can help the students to comprehend the material well.

The second journal with the title "Developing Reading Text Materials For Vocational School" by Septiani and Gurning (2014) noted that reading text

materials in form of procedure text which developed for vocational school will make the students not only learn English but also enrich their prior knowledge about culinary art.

Next, study conducted by Dini (2015) study on “Developing English Supplementary Speaking Materials Based on the Contextual Teaching and Learning for the Tenth Grade Students of Senior High Schools” found that the English materials were categorized as good by the experts and suitable for the students.

Based on the previous studies above, the researcher would like to develop English materials for tenth grade of Culinary Art major which are consist of four skills (listening, reading, speaking and writing) but the researcher will give many portions in the skills which are needed by students. The researcher takes the tenth grade as the subject. It is one of major in SMK Dharma Wanita Gresik which is learn English like Senior High School (General English). In other hand, specific English language skills are needed to enable students to successfully in their academic settings and to support their future career. Here, the researcher uses CBI approach as thye guideline in developing English material.

1.2 Problem Statement

According to the background above, the problem statement of this study is *to develop English material for tenth grade of Culinary Art major at SMK Dharma Wanita Gresik.*

1.3 Objectives of the Study

The objective of this study is to develop appropriate English materials for Culinary Art students at SMK Dharma Wanita Gresik.

1.4 Significance of The Study

The result of this study is hoped to give contributions theoretically and practically. For theoretical aspect, the result of this study is hoped to provide theory in designing the appropriate learning materials for specific major which are also in line with the curriculum.

In relation to practical side, it is also expected to give some contributions. First, for the teachers; the product of this study is hoped to be source of the materials in teaching. Next, for the learners; the product of this study can improve students' English proficiency which relevant to their major. And the last, for the future researchers; to seek for the effectiveness of this product in assisting SMK Dharma Wanita Gresik students to improve their competence.

1.5 Scope and Limitation of The Study

With the intention of specifying the discussion of this study, the researcher limits this study only attempted to develop appropriate English learning materials for first grade of Culinary art students.

1.6 Definition of The Key Term

- **ESP** : ESP was developed to fulfil students' need of Vocational High School for students of Culinary Art study program which have specific need of learning English in relation to their future careers.
- **Material Development** : Materials can be used as tools to help the English teacher of Culinary Art study program at SMK Dharma Wanita Gresik in teaching learning process.
- **Culinary Art** : Culinary Art major is one of majors in Vocational High School which has main purpose to produce graduates who ready in the food industry .

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 English for Specific Purpose

Hutchinson and Waters (1987) stated that ESP should be seen as an approach that focuses on learner's needs. As we know, ESP itself is a branch of English Language Teaching (ELT) that learn English as foreign language. As seen on the tree of ELT, ESP divided into three branches: (a) English for Science and Technology (EST), (b) English for Business and Economics (EBE), and (c) English for Social Studies (ESS). Each of the subject areas is divided into two main areas: (a) English for Academic Purposes (EAP), (b) English for Occupational Purposes/English for Vocational Purposes which is called by EOP/EVP. Furthermore, according to Barnard and Zemach in Halina (2011) argued that ESP refers to the an approach that used in language teaching which is based on learners reason for learning so, all the content of ESP course should be based on need of learners for example: If they are automotive students, they are have to know English which is related with automotive. In practice, there are variants of English use, depending on the specific purposes. This specification of English use will help students to master in term of specific purpose (Nureeffendhi;2013).

In education, The use of ESP approach is relevant to the purposes of teaching English in Vocational High School that are to make the students increase their skills and achievements especially in English. As we know, English language

takes importance role in the society, business, economic and etc so, it is reasonable if we prepare the learners with English language skills (Nureffendhi;2013).

2.2 English for Vocational

a. The Curriculum

In Vocational High School, English is taught as adaptive subject that has two purposes, the first is to make the students able to achieve the specific English proficiency so, they can improve their skills, and the second is to make them able to use the skills in the target situation for now their future life (Depdiknas:2006). The curriculum which is used at SMK Dharma Wanita Gresik is school based curriculum (KTSP).

In order to reach the purposes of teaching English in vocational school above, Standard Competence and Basic Competence are used by the teacher as the guiding in teaching and learning process. In vocational high school, English is taught in three levels of proficiency those are; novice, elementary and intermediate levels. Each level consists of some basic competences. In teaching and learning process, those basic competences are developed into syllabus and lesson plans that consist of classroom activities, learning materials, and indicators of students' achievement and all about teaching and learning process(Nureffendhi;2013). Besides, Standart competences and basic competences are used as the basis to create the materials.

The table below present the SK and KD for vocational high school.

Standards Competence	Basic Competences
1. Communicating in English at Novice level	1.1 Understanding basic expressions in the social interaction 1.2 Mentioning things, people, characteristics, times, days, months, and years 1.3 Describing things, people, characteristics, times, days, months, and years 1.4 Producing simple expression for basic functions 1.5 Explaining activities which are being held 1.6 Understanding memo and simple menu, schedule of public transportations, and traffic signs 1.7 Understanding foreign words and terms and simple sentences based on some patterns 1.8 Writing simple invitation letters.

2.3 Culinary Art Study Program

The culinary art study program which prepares the students to be ready in food industry. In this study program, the teacher will teach them about hygiene, sanitation, ingredients, food preparation, cooking techniques and table setting. Besides, the work field of this department is relatively wide and varied, such as in restaurant, hotel, cruise ship, private homes, corporations, schools and much more (Nureffendhi; 2013). In addition, the rise in tourism and hospitality markets around the world also provides good opportunities for students so, they can work in other countries and develop their knowledge (Hou; 2013).

The wide opportunities for the students to work makes English has an important role for their achievement. Their competences and skills of English must be ready to support them in the global competition when they are graduated from Vocational high school. Therefore, there is a specific English area which should be they mastered so, it can be concluded that ESP approach is appropriate as the basis for developing English materials for Vocational high school (Nureffendhi; 2013).

2.4 Content-based Instruction

There are some definitions of Content-based Instructions by the experts. Khotimah in Snow (2017) said that content is connected to the subject matter which uses to do teaching learning process and subject matter includes topics of students' need which usually learn by the students at their school.

In addition, Brinton (1989) argued that CBI is used to teach the students by combining the teaching content of subject matter with English. In addition, Richards and Rodger in Murtafi'ah (2001) said that CBI is one of approach which is used to teach second language where teaching is organized around the content or information that students will acquire. It means that CBI is used for authentic materials in the classroom processes. Besides, Richards and Rodger (2001) in Murtafi'ah (2001) also said that Content-Based Instruction has close relationship with ESP since it is drawn in one of principles which states that Content-Based Instruction better reflects learners' needs for learning. Whereas, the Content-based Instructions for language learning is not based on grammar or functions, but contents which are related to the subject matter. It means that CBI should focus on real communication. While Brinton in Nunan (2003: 201) noted that one of the characteristic of Content-Based Instruction is the students can learn language through exposure to content that is interesting and relevant. In addition, Nunan in Murtafi'ah (2004: 131-132) said that the advantages of CBI are syllabus design and materials development which are generated from students' interests and needs besides, it also can increase students' motivation.

Based on the definitions above, it concludes that CBI is one of approach in teaching English which is combine the content of the subjects with the using of English in order to students are able to communicate the ideas that relevant with their subjects so, teaching English can be used in their subjects especially in culinary art subjects. Besides it help the students to increase their motivation in learning process.

2.4.1 The Principle of Content-based Instruction

There are three principles in CBI; they are learners' necessity, learners' live and learners' interest. Nunan (2004) stated that there are five principles in CBI.

Those are:

1. The teaching learning process is built based on the content of subjects not based on the language aspect.
2. Integrated skills.
3. The students should be active and involved in the process of teaching learning..
4. The materials should be chose based on the students' need.
5. Authentic materials.

The students can learn English by the topics in their majoring subjects throught CBI besides, they also can discuss the subject matter with their friends in speaking and listening skill. In addition, they can use writing skill to tell the subject matter in written form. With this approach, the students are hoped to be able to communicate both of orally and written.

According to Khotimah in Richards and Rodgers (2017) said that the students can be successfully in learning English language when they use the language as a means of obtaining information, and CBI better reflects students' needs in learning second language.

Eventhough the students are actively involved in the processs of teaching and learning, the teacher also has importance role in CBI classroom. Richards and Rodger (2001: 214) in murtafi'ah said that the teachers should be knowledgeable,

should be able to select and adapt the materials which reflect the target and learning needs, vary the format of classroom instruction, use group work and team-building techniques, and should be able to define the background knowledge and language skills required for student success.

Based on the explanation above, it concluded that CBI more reflects students' needs for learning English as second language, it involves students actively in the process of teaching learning, it chooses content which is relevance to students' interests, and it uses authentic texts.

2.5 Stages of Material developments

According to Hutchinson and Waters (1987) the use of materials is to help teachers organize teaching-learning process. Moreover, Tomlinson (1998) defined materials as set of product which can be used by teacher or students to facilitate them in language teaching and learning. Therefore, Nureffendi (2013) said that developing materials for the ESP classroom is a sort of interchange between learning needs, language content and subject-matter content. It means that before developing English materials the teacher should analyze several questions which related to the issues of material development which can be used as a consideration in this study. They are described as:

- What is the target topic/what will be the carrier content?
- Is this topic relevant for the students/the discipline?
- What are the students supposed to know about the carrier content?
- What are the learning goals?

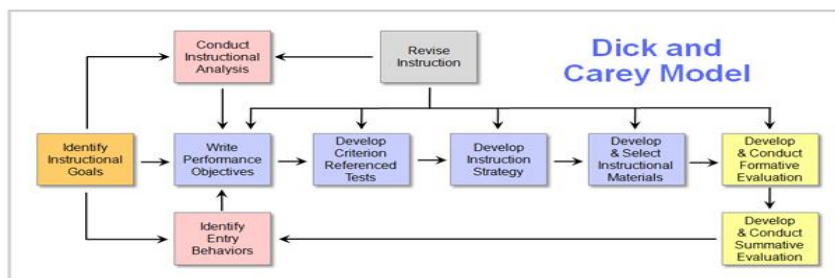
- What are the target language forms/functions/skills?

Richards (2001) generally, instructional materials serve as the basic for much of the language input that learners receive and the language practice that occurs in the classroom. In conclusion, materials are things which are used by teacher or learners in teaching and learning process that give students chance to improve their skill, knowledge and experience.

For developing materials, the researcher can choose one of instructional design models which have been developed by some experts.

2.5.1 Dick and Carey Model

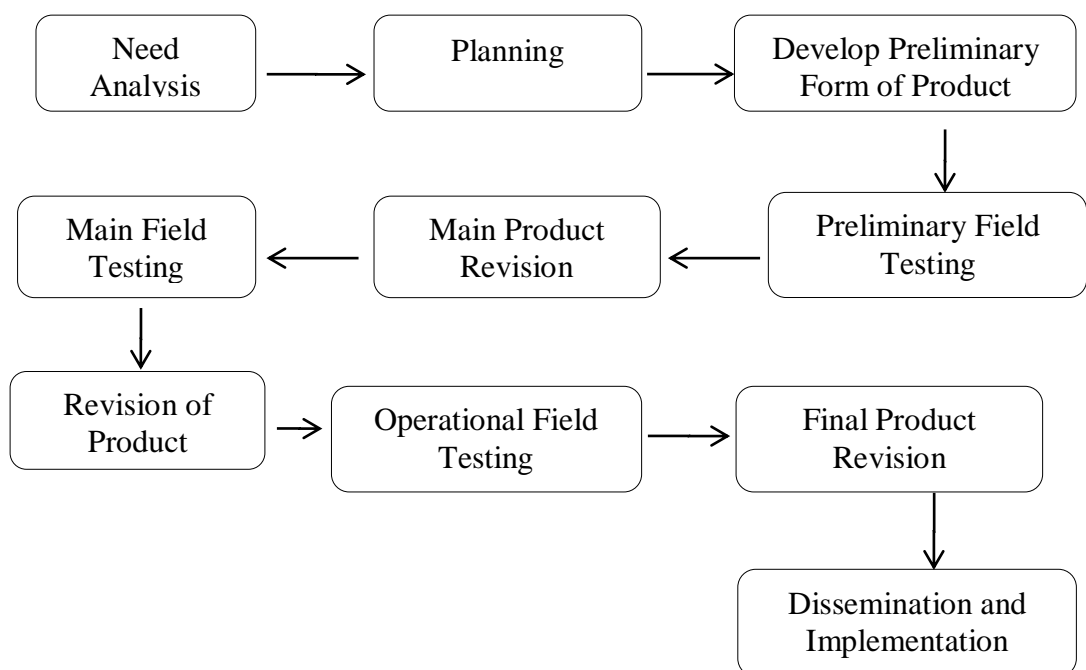
The Dick and Carey model was developed in 1978 by Walter Dick, Lou Carey, and James Carey. Linh (2005) said that this model as a system approach that consist of teacher, learners, instructional materials and the learning environment as the component system which are interact each other and work together in bring the success of students' learning. According to Darryl (2014) the systematic approach of the Dick and Carey model is an effective approach because it focuses on learners' objective and final achievement prior to the planning implementation stage.



2.5.2 Borg and Gall

Borg and Gall's model is one of instructional development model which is structured in program and student-centered learning in a systematic order.

Generally, the steps of this process are called as the R & D cycle that consist of studying research findings pertinent to the product to be developed, developing the product based on the finding, field testing it in the setting where it be used eventually, and revising it to correct the deficiencies found in the field testing stage (Aldoobie; 2015).

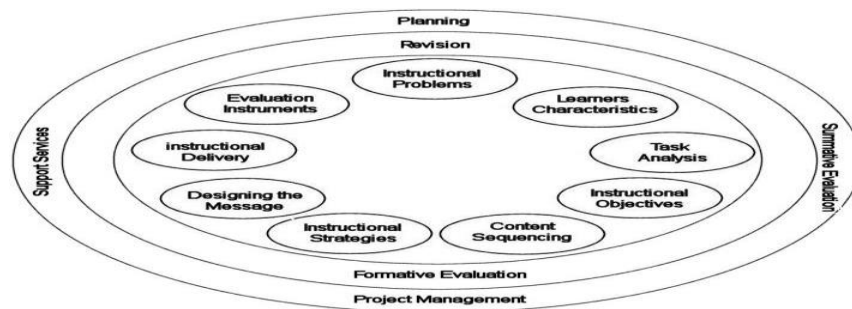


2.2 Figure. Borg & Gall

2.5.3 Kemp Model

The third instructional design approach is from Morrison Ross & Kemp. The model has a rounded shape which is showing that it has a relationship that can't be separated and each one has a dependency to one another, but it can be

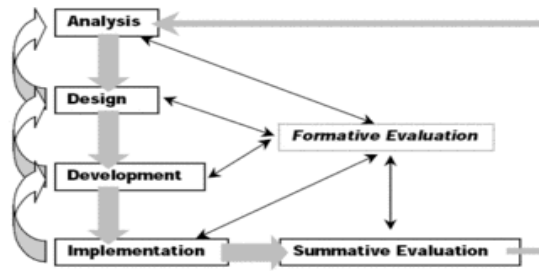
started from anywhere according to the needs of the developer. Moreover () The Kemp model is particularly useful for developing instructional program that mixes technology, pedagogy, and content to deliver effective, reliable and efficient learning (Aldoobie; 2015).



2.3 Figure. Kemp Model

2.5.4 ADDIE

ADDIE model is one of Instructional Design that consist of five steps, they are Analysis, Design, Development, Implementation, and Evaluation (Aldoobie:2015). Moreover, Among five phases of the model, analysis is the most important phase (Linh in Sugie:2015). This instructional design is commonly used by developer or teachers to help them in creating an effective teaching design. linh (2015) said that Instructional Design can be said as a system of procedures that determining the planning, design, development, implementation and evaluation of effective and efficient instruction in a variety of educational environments. Moreover, there are so many kind of Instructional Systems Development (ISD) model but almost all are based on ADDIE models.



2.4 Figure of Steven J. McGriff's ADDIE model

Based on some of instructional models above, the researcher uses ADDIE model because ADDIE model is a systematic methodology and easy to learn. As we know, the ADDIE model consist of five phases which are related to each other and the result of each phase will be the initial product for the next phase.

2.5.4.1 Analyze

In this phase, there are four things that should be analyzed, like we have to analyze the learners (where they are at, their skills and needs, etc.), develop an instructional analysis (to provide the necessary steps and present opportunities to learn and use new information in an instruction), create instructional goals (aimed at specifying the end desired result), and analysis's learning objectives (how to measure the attainment of goals). That means you have to be clear about your goals and where you want your learners to be (Aldoobie; 2015).

According to Richards (2001) need analysis has an important role in the process of designing language course, whether it is as an English specific purpose or general English. Besides, it can be used to identify the students' perceptions of the problems and difficulties in learning English. While, Hutchinson and Waters (1987) explained that need analysis is very needed to be done before designing the

course. Generally, the term of need analysis refers to the activity in gathering information that will serve as the basis for designing or carry out the course (Songhori ;2008). Besides, it help the developer to create an idea in designing the language teaching and learning (Haqiqi;2014). Furthermore (Songhori ;2008) said that need analysis should be a continuing process because the need of every period always changing.

In addition, Hutchinson and Waters (1987) define needs as the ability to comprehend and to produce the linguistic features of target situation. They divided needs into two categories: target needs and learning needs.

2.5.4.1.1 Target Needs

Based on Hutchinson and Waters (1987) the target needs are what knowledge and abilities that wants to achieve by students. In target needs there are three points that can help in gathering data information, Those are: necessities, lacks, and wants.

- **Necessities** is refers to what students should be know so, it can be used effectively in the target situation. For Example: in order to work in food industry, students should know cooking tools and the functions, table manner, cooking steps and the others.
- **Lacks** is the gap between what the learners already know and what the learners do not know. It can be defined as abilities or competencies which are not possessed by the students to get the best performance in the target situation.

- **Wants** is what the learner actually wants to learn or what they feel they need. For example: about the material of students Vocational High School, the students want English material which is appropriate with their major so it can support their knowledge.

2.5.4.1.2 Learning Needs

Knowing the learners' need is important to do because it can help students reach the goals in learning process. Learning needs is what the student needs to do in order to learn. Here, students become the center of learning process so, they are not only receive anything that given by their teacher. On the other hands, the developer can design an interesting course based on the information which they have. Hutchinson and Waters (1987) suggested the framework for analysis of Learning needs are why the students taking the course?, how do the students learn?, what sources are available?, who are the students?. Those questions are needed to know the students' situation and their need in the learning process.

2.5.4.2 Design

The second phase of the ADDIE model is design. This phase is really about the instruction. as stated by aldoobie (2015) the instructional designer in this step thinks about how design instruction can be effective so, it can be used to facilitate students learning. Furthermore, in design phase the instructional designer arrange and focuses on designing assessment for researcher topic, select a form of the course, and creating their own instructional strategy.

2.5.4.3 Develop

The third is development. In this phase, the course developer is going to build learning content, learning assignments, and assessment. The course developer will also need to identify which media, approaches that should be chosen to enhance her learning experience.

2.5.4.4 Implement

Implementation is the fourth phase of ADDIE model. The implementation phase includes overview of course by testing of prototypes where training for the instructor happens followed by learners participating in the instruction. In this phase, the course developer gets feedback from the participants and also from expert validation.

2.5.4.5 Evaluate

The next process is Evaluation phase. It is very important to evaluate each step in order to make sure that we achieve our purposes using the instructional design and materials to meet the learner needs.

In conclusion, we can use one of instructional design models which developed by some experts or modified the models which suitable with our study. In this study, The researcher uses ADDIE model.

CHAPTER III

RESEARCH METHOD

In this chapter, there are discussions about the methodological steps which underlie this study. Moreover, the research design, research subject, data collection techniques, and research procedure will be presented.

3.1 Research Design

This researcher uses research and development (R&D) as the research design. She chooses this research design since she would like to develop English Material for students of Culinary Arts major at tenth grade of vocational high school.

In developing products or materials, the researcher must do some steps. There are many kinds of instructional development models but the researcher chooses ADDIE model as the design of developing English materials. ADDIE model is one of instructional design model which can be used as guidance for designing materials. In ADDIE model, there are five steps those are : analyze, design, development, implementation, and evaluation.

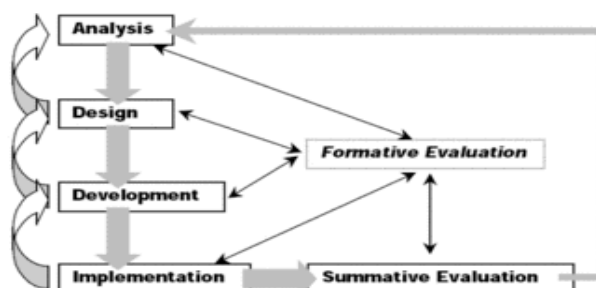


Figure 3.1. of Steven J. McGriff's ADDIE model.

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. The process of developing model can be seen as follow:

This is the modified of the ADDIE model.

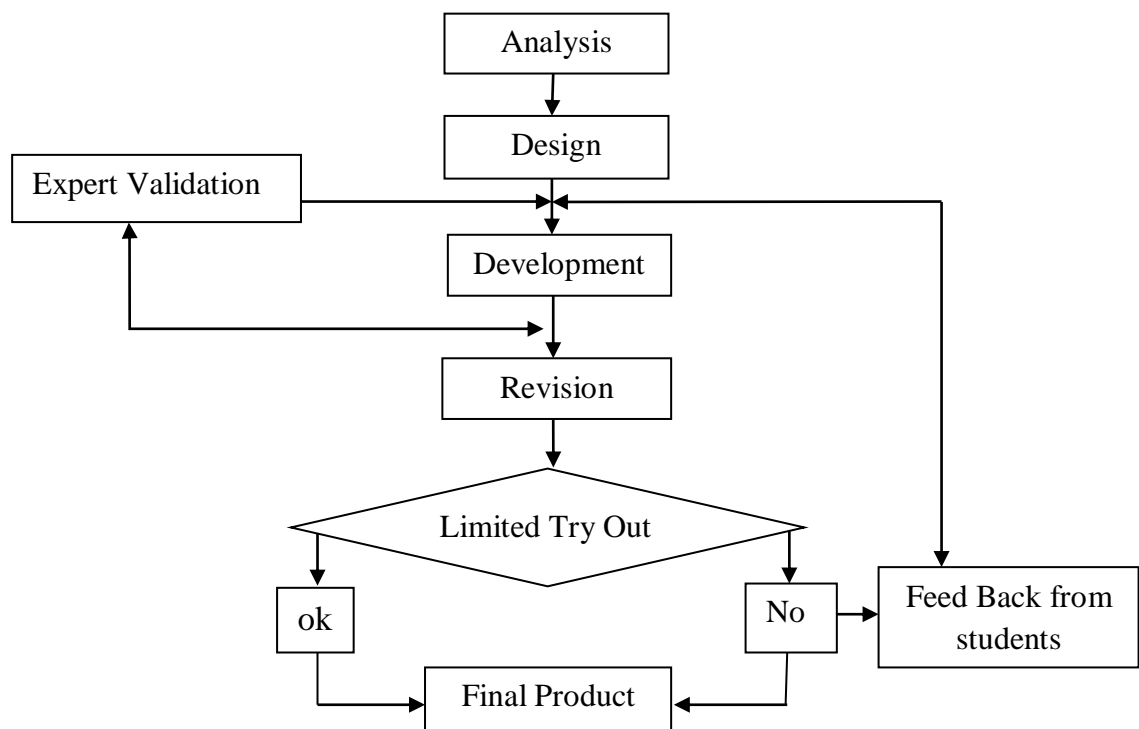


Figure 3.2. Candra Hadi Asmaras' ADDIE Model

3.2 Research Subject

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

3.3 Data Collecting Techniques

In this study, the data are collected through questionnaires, interview, and checklist. Firstly, the needs analysis questionnaire is used to gather the data of the target and learning needs . The learners are asked to answer several questions related to their characteristics and needs in learning English by choosing one or more options from several options provided. However, they are also allow to give other answer related to the questions. The English teacher and culinary teacher are interviewed to support the data from the questionnaire.

However, opinions and suggestions from the experts are asked through the expert judgements checklist to find the appropriateness of the designed materials. Last, after try out the materials, the researcher asks the students who have already join try out to fill the checklist. It is to know the students' feedback for the materials.

3.4 Data Analysis Techniques

a. Data from Questionnaires

There are two kinds of data in this research, i.e. quantitative data and qualitative data. Both data were collected through questionnaires, checklist and interview. The data were analyzed using percentages.

b. Data from Interviews

The qualitative data obtained from the interviews were recorded and then transcribed. The qualitative data were analyzed in four steps. The first step was collecting the data. The second step was data reduction. In this step, the researcher selected limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts. The next step was data display. The last step was drawing the conclusions.

3.5 Procedure Of Developing English Materials

3.5.1 Analyze

In this study the researcher uses three instruments to collect the data; interview, questionnaire and checklist.

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 clarifie 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.

3.5.2 Design

In this step, the researcher have three steps, those are:

a. First step

According to the need of students, the researcher creates culinary art syllabus which is based on the findings in the need analysis step.

b. Second step

Then, the researcher makes the draft of the English materials based on culinary art subject. Hence, the researcher will use school based curriculum (KTSP) that used in that school in developing material.

c. Third step

The researcher only focuses on First grade of Culinary Art major. Then, the researcher tries to make planning of the materials according to the

syllabus which is created. After that, the researcher will ask experts to give suggestions or comments.

3.5.3 Expert Validation

The product should be validated to the experts. In this study, the experts are the English teacher and culinary art teacher. The English teacher will check the content of English language and the Culinary Art teacher will check the content of materials. Here, the researcher gives rubric which consist of four aspects (content, vocabulary, design and layout, contex) each contenet consist of some criteria so, they can give assesment, suggestion or comment. After the experts have been checked the materials, the researcher tries to originate a list of the lack and advantages of the English materials from the assesment and comments that given by the experts. It aims to know the part of the English material that needs revision so, the researcher can make an improvement.

3.5.4 Developing Material

After passing design instructional phase, the researcher continuous to the next step, that is development. In this phase, she develops the English materials based on culinary art subject by the guidelines from the draft that have arranged previously. In developing the materials, the researcher uses CBI approach to relate subject materials to their major.

Besides, in developing the material the researcher would like to develop three units which include of four skills, those are : speaking, listening, reading and

writing but the more portion will be given only on the skills which needed by students. Besides, the English material will be adapted from culinary arts' book and other sources. It is expected to help students to easier in building their comprehension when they comprehend the material which is related to their major. Moreover, in developing each chapter the researcher will ask the experts to give comments and suggestions.

3.5.5 Revision

The researcher revises the material based on comments of the students and suggestion from the experts. Besides, the revision have done in the design step. It is done to make the product better than before.

3.5.6 Try Out of the Material

In the implementation of classroom procedure, the researcher will conduct try out of the product. The subjects of this study is students in the first grade of Culinary Art major which consist of three students. At the end of the try out, The questionnaires are distributed to the students. It is done to know whether the material is satisfying or not. In addition, the questionnaire is taken as feedback for the researcher to improve the material that has been created by her.

3.5.7 Final product

The final product of the research and development is English material based on Culinary Art subject which is developed for first-grade students of Culinary

Art major. After doing revised, the English materials will be ready to be implemented at the tenth grade of SMK Dharma Wanita Gresik. The contents of English material will be more specific based on students' need and their major.

CHAPTER IV

RESEARCH FINDING

4.1 Research Findings

4.1.1 The Result of Analysis

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.

4.1.2 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 took 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.

4.1.3 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.

4.2 Design

After identifying the needs of students, the researcher designed the English material that based on the students’ needs. According to the result of questionnaire and interview with the experts the researcher made a syllabus as a guide in developing the material. In developing the syllabus, the researcher did the consultation with the experts (English teacher and Culinary Art teacher). The culinary art teacher gives a suggestion about the material. Moreover, it should consist of four skill.

The researcher planned four chapters in developing English material for Culinary Art students. In developing the English material the researcher used content based instruction (CBI) approach. The explanations below are the detailed information about the course grid for each unit.

a. Chapter 1

The course grid for Chapter 1 developed based on the standards of competences and basic competences of English subject in vocational high school, and the results of needs analysis. The standard of competences is “Communicating in English at Novice level”. The choice was based on the fact that subject are all grade ten students. Meanwhile, the basic competence used is KD 1.5. “Explaining activities which are being held”. The first item of the course grid for Chapter 1 is the unit title. Based on the chosen topic, Unit 1 title is “She is cooking in the kitchen”. The second item is achievement indicators. The indicators were formulated based on the objectives of Unit 1. The objectives of Unit 1 were generated from the basic competences of English subject in vocational high school 1.5. Based on the syllabus, the students are expected to learn words and expressions used in the context of telling or describing events. The third item is learning activities. It’s divided into two parts Spoken cycle and written cycle. And for the language focus the students will learn about presents continuous and future continuous which help them to express about describing event. The last item of the course grid for Chapter 1 is the procedures. The procedures are related to the activities which carry out the tasks. In other words, they are related to what students should accomplish for achieving the objectives. The procedures are divided into three parts i.e. pre activity, whilst activity and post activity. Each part shows a list of activities to perform the achievement indicators. The procedures were developed based on the objectives of Unit 1 and needs analysis results.

b. Chapter 2

Similar with Chapter 1, the course grid for chapter 2 shows the detailed information about the unit title, indicators, learning activities, language focus, and, procedures. They were also generated from SK and KD of English subject and needs analysis results. In Chapter 2 the basic competence is 1.7 “understanding foreign words and terms, and simple sentence based on patterns”. Firstly, it is about the title for chapter 2. The title for chapter 2 was chosen based on the expressions which are going to be learnt by the students. Therefore, the title for this unit is “Could you tell me the way to the restaurant?”. The purpose of the title is to introduce to the students that they will learn how to ask and give for direction. The next item is achievement indicators. The indicators formulated from the objectives of Chapter 2. The objectives are also written based on the basic competence. Therefore, in this unit the learner are expected to learn the expressions of asking for and giving direction, finding information in dialogue and passages about preference, using preposition of place correctly and learn about conditional sentences type 1. Next item is language focus, the grammar focus of this unit are preposition of place, and conditional sentences type 1. The last item is the procedures. For Unit 2, the procedures consist of three parts: Pre, whilst and post activities. Such as Chapter 1, the procedures of chapter 2 also developed based on the objectives of the learning and the results of needs analysis.

c. Chapter 3

Similar with Chapter 2, the course grid for chapter 3 shows the detailed information about the unit title, indicators, language focus, and, procedures. They also generated from SK and KD of English subject and needs analysis results. In Chapter 2 the basic competence is 1.7 “understanding foreign words and terms, and simple sentence based on patterns”. The first item of the course grid for chapter 3 is the unit title. The title of chapter 3 is “I am pretty good at cooking”. The title indicates the expression of expressing capability which is going to learn in Chapter 3. The second item is achievement indicators. The objectives of chapter 3 generated from the basic competences of English subject in vocational high school 1.7. Based on the syllabus, the students are expected to learn the expression of expressing capabilities and inabilities and using modal verbs in constructing sentences. The fourth item is learning activities which divided into two parts. In listening and speaking (spoken cycle) the students will learn about expressions of capabilities and inabilities in term of dialogue. While in written cycle the students will learn about CV and application letter. The last is procedure which are consist of three parts pre, whilst and post activities.

d. Chapter 4

The course grid for Chapter 4 developed based on the basic competence 1.8. for vocational high school which is “writing simple invitation letters”. The first part is the unit title of Unit 4. The title of this unit is “I would like to invite you”. Similar with the previous units, the title shows the

expression which will be learnt by the students. The first part is the unit title of Unit 4. The title of this unit is “I would like to invite you”. The title shows the expression which will be learnt by the students. Next is, achievement indicators. The purpose of the indicators is to know how far the students achieve the objectives of this unit. Therefore, indicators formulated based on the objectives of this unit. The objectives of chapter 4 generated from the basic competences of English subject in vocational high school letter 1.8. Based on the syllabus, the students are expected to learn the expression of inviting people, responding to an invitation and writing simple invitation letters based on the pattern. Besides the students also will learn about memo. Moreover, the grammar focus of this unit are modal and preposition of place. The last item is the procedures. The procedures of Unit 4 contain the activities which the students should do in order to achieve the objectives of learning. The procedures of Unit 4 are developed based on the achievement indicators, objectives, and needs analysis results.

4.2.1 The Unit Design

After the course grid was formulated, the next step of this study was developing the materials. The materials which were developed cover the four language skills, listening, speaking, reading and writing. The listening and speaking skills belong to the spoken cycle. While, the reading and writing skills belong to the written cycle. Every cycle in a unit consists of some tasks which provide activities by which the students are expected to achieve the goal

of learning. The process of developing the tasks referred to the procedures in the course grid which were formulated based on the learning objectives and needs analysis results. In addition, the material unit is divided into several learning procedures which commonly used in teaching and learning (pre activity, whilst activity and, post activity).

1. Pre activity

The first section is to build the students knowledge and introduce the students with the topic of the unit before they are do the real task.

2. Whilst activity

This section provided tasks to the students which students can achieve the objective of the learning. In this section, the tasks are divided into two cycle (spoken and written).

3. Post activity

In this section, consist of homework, reflection, summary. and written cycle. Here, homework functions as an evaluation phase. After do homework, the students do a reflection.

The last section is summary. This section was designed to presents the summary of the language items taught in the unit.

4.3 Development

The materials developed from the course grid which formulated based on the results of needs analysis and standard of competences and basic competences for the ten grade of vocational high school.

a. Chapter 1

The title of this chapter is “ She is cooking in the kitchen”. The topic discussed in chapter 1 start with pre-activity. The purpose of giving pre-activity is to introduce the learners to the topic. In pre-activity consists of two task. In task 1 the students are ask to circle the correct spelling and for task 2 the students asked to describe the activities based on the picture with using present continuous. After pre-activity section, there is whilst activity section. In this section, students do a number of tasks which are given in order to achieve the learning objectives. The tasks were developed from the course grid. The total tasks in this section are 19 tasks. The tasks are divided into two parts, i.e. Listening & Speaking and Reading & Writing.

The first task for whilst activity section is Task 3. It belongs to the spoken cycle. The activity for Task 3 is listening to the teacher's explanation, then match the pictures with the suitable information that explained by the teacher. While in task 4 the students are asked to listen to the teacher’s explanation again. The teacher will read the conversation and they are should complete the dialogue, for the task 5 the students are asked to listen to the teacher’s explanation and make summarize. The goal of this task is to improve students listening skill by having them to find certain information from the dialogue that they heard.

After listening section, the students will learn about the use and the pattern of present continuous. In task 6 and 7 the students will learn how to make sentences with using present continuous tense. While in task 8 provides

dialogue between two friends which express telling activities in the present. In this task, the students are asked to practice the dialogue and mention the expressions that show describing present activities. Next, task 9 the students will practice the dialogue and complete the sentences with suitable verb. By doing this task students are expected to know the expressions which use to express or telling present activities.

Task 10, in this task the students are asked to describe the presents activities based on the pictures orally. And for the activities in task 11, the students are asked to create dialogue which tells or describe present activities. The purpose of this task is to know students understanding in achieve the learning objective.

After the spoken cycle, there is written cycle. The first task for the written cycle is task 12. In task 12 and 13, the students will read reading text about describing event. Then the students are to decide whether the statements are true or false based on the text. The purpose is to make the students comprehension the text by finding specific information from the text. while in task 14, 15, and 16. the students will read the text first then answer the questions. The purpose of this task also is to make the students comprehension the text by finding specific information from the text. The next task is about grammar focus activity. The grammar focus is future continuous. There is only the explanation about the grammar pattern and uses. The activity about the grammar is provided in Task 17. The students should change the verbs in the

brackets into the correct form. The purpose of this activity is to make the students understand the function of future continuous in a sentence.

The next task is task 18, the students are asked to Write a paragraph about describing future activities with using future continuous tense. After whilst activity, the last is post activities which consist of homework, reflection and summary. There is one task for homework section which aims to students' understanding in describing event in written. The next sections is reflection. The aim is to know about students' understanding before and after studying the unit. The last section is Summary. The purpose of this section is to provide the summary of language items which are taught in chapter 1. By this section, the learner will know the focus of Unit one and can redo the activities if they were not sure about their achievement of the objectives.

b. Chapter 2

The title of chapter 2 is “Could you tell me the way to the restaurant”. The title was taken from one of expressions of asking for direction that taught in this unit.

The first section is pre-activity. In this section, students are provided with tasks which create background knowledge and a context for the further activities. There are two tasks provided in this section, Task 1 and Task 2. The type of activities for Task 1 find out the meaning of the picture. The pictures are about traffic signs which are often found in the street. While in task 2 is about questions which related with direction.

After pre-activity section, the students are to do the next section, whilst activity. According to the unit design, this section is divided into two parts, i.e. spoken cycle and written cycle. The spoken cycle provides some activities for learning listening and speaking, while written cycle provides activities for reading and writing. Moreover, there are also some vocabulary and grammar tasks given among the cycles.

Task 3, the first task for the spoken cycle, is a listening. The types of activities in this task is complete the sentences based on the recording of dialogue. Next task 4, the types of activities in this task is to listen to the audio and rewrite the expressions of asking and giving direction. Next, task 5, the type of activities for Task 5 is answering questions. In this task, the students are asked to listen again the recording given in Task 4 and answer the question based on the recording. The purpose of this task is to facilitate the students to analyze specific information from the text.

In this section, the students are provided with lists of expressions used in asking for and giving direction. By studying the expressions, the students are expected to be able to use them correctly in the real-world communication. Task 6, In this section, consists of four dialogues given in this task and the students should underline the expressions of asking for and giving direction in those dialogues then practice the dialogue in pairs. Besides, the students also given a list of words which commonly used for giving direction. The students are to study the words and they are also to practice to pronounce them correctly. The list of words also includes the phonetic transcriptions,

word-classes, and meanings. Therefore, the students are expected to learn vocabulary and pronunciation as well. The next task in this unit is task 7. There are two maps and the students should answer the question related to the map then practice their answer in front of the class.

After doing task 7, the students are given information about preposition of places. In this task, the students can learn the preposition beside, behind, between, in front of, next to and how to use them in the sentences. Examples are also provided to make the students understand about the differences. The follow-up activity is provided in Task 8. The activity of this task is filling in the blanks in which the students are required to complete a dialogue using the correct preposition of places based on the context. While the activity for task 9 creates a dialogue about asking and giving direction, and the type of activities in task 10 creates a map based on the setting and clue which are provided.

After the spoken cycle, the next section is the written cycle. It starts with reading a dialogue in task 11. The students are asked to read the dialogue then decide whether the statements are true or false. In this section, the students learn about expressions of preferences. Next, task 12. The types of activities in task 12 also similar with task 11. While the type of activities in task 13 is answer the question. After doing task 13, the students are given the explanation about the expressions of preferences. It also provided with pattern and the examples. The follow-up activity is provided in Task 14 . The types of activities in this task is to change the verb into correct form. Next, task 16 and 17 is given to check the understanding of the texts. The activity of this task is

question and answer. The students are asked to answer the question related the texts.

Then, the students will learn about conditional sentence type 1. The explanation and the pattern also provided to make the students easier in understanding the topic. Next, writing skill. Task 19, in this section the students are asked to create sentences with using conditional sentence type 1 in term of culinary field.

After whilst activity section, there is an evaluation phase for this unit. The evaluation is homework in task 20. The type of activities of this section develops story with using conditional sentence type 1. The next sections is reflection. The aim is to know about students' understanding before and after studying the unit. The last section is summary. The purpose of this section is to provide the summary of language items which are taught in chapter 2. By this section, the learner will know the focus of chapter two and can redo the activities if they were not sure about their achievement of the objectives in this unit.

c. Chapter 3

The title of chapter 3 is “I’m pretty good at cooking”. The title indicates the expression of expressing capability that will learn in chapter 3. Besides, they will also learn about expressing inability. The topic for chapter 3 is “pursuing a culinary career”. It was based on the consideration that after the graduated from vocational high school, they will seek for a job.

The first section of chapter 3 is pre-activity. There are two tasks provided in this section: Task 1 and Task 2. The activities for task 1 is studying the situation in the provided picture and answering the questions about the picture. The activities for task 2 find out the job description of the chef.

After doing pre-activity section. There is whilst activity section. In this section, consists of two-cycle those are spoken and written cycle. The activity for Task 3 is asking the students to listen to a dialogue and complete an incomplete text based on what they hear. The next is Task 4 which is a listening task. Task 4 also requires the students to listen to a dialogue and answer the questions based on the dialogue. The goal of this task is to improve students listening skill by having them to find certain information from the dialogue that they heard. Next task 5, after doing task 4, the students are asked to listen again the conversation in task 4 so, they can make summarize.

Besides the students are given an explanation about the expressions of capabilities. Next, task 6. The students are asked to demonstrate the conversation in front of the class, then mention the expressions of capabilities and inabilities based on the dialogue. While in task 7, the students should identify whether the statements are expression capabilities or inabilities. Then give sign T for true statements and F for wrong statements in the column table. Next, task 9. The type of activities in this section is completing dialogue with a suitable word which provided in the box. For activities in task 10, the students are asked to find out the meaning of the word and practice it with good spelling. The word is related with culinary field. Next, task 11. The students

are asked to do interview with other friends about culinary skill by using expressions of capabilities and inabilities then practice it in front of the class. Next, is grammar section. In this section, the students learn about modal which used in expressing abilities and inabilities. The activity about the grammar is provided in Task 12. For Task 12, the students are to fill in the blanks using the correct grammar.

After the spoken cycle, there is written cycle. Task 13, In this task, the students are asked to identify the parts of job application letter. In task 14, the students will learn the explanation about parts of curriculum vitae an example of a Curriculum Vitae (CV). The purpose of giving job application letter and Curriculum vitae is to introduce the students to a form of CV and job application letter which will be needed in their future when they apply for a job. Next, in task 15, 16. The students are asked to answer the question related the information in job application letter and curriculum vitae. Task 17, the activities in this section is rearranging part of job application letter become good paragraph. While in task 18, the students are asked to write curriculum vitae based on the information provided. After the whilst activity section, there is an evaluation phase in the form of homework. Task 19, the students are asked to create a dialogue by choosing one of the following situations provided. The next sections is reflection. The aim is to know about students' understanding before and after studying the unit. The last section is summary. The purpose of this section is to provide the summary of language items which are taught in chapter 2. By this section, the learner will know the focus of

chapter three and can redo the activities if they were not sure about their achievement of the objectives in this unit.

d. Chapter 4

The title for Unit 4 is “I would like to invite you.....”. The title was taken from one of expressions used for inviting people. Based on the design, the first section is pre-activity. In this section, students are provided with tasks which create background knowledge and a context for the further activities. There are two tasks provided in this section, Task 1 and Task 2. The type of activities for Task 1 is matching names of meals with their mealtime categories i.e. breakfast, lunch and dinner. Next, Task 2 is picture with questions about the situation shown there. There are also some vocabularies related to the situation which are provided to help the students answer the questions.

After pre-activity section, there is whilst activity section. The first task for whilst activity section is Task 3. It belongs to the spoken cycle. The activity for Task 3 is asking the students to listen to the teacher and complete the dialogue based on what they hear. Task 4 is the next task for the spoken cycle. The students are asked to listen to the dialogue between two friends. Then, they are to decide whether the statements which are given are true or false. The purpose of this task is to improve students listening skill which is finding certain information from the dialogue that they heard. Task 5, the students are asked to listen again the dialogue in task 4 then make a summarize.

Besides, the students are given knowledge about expressions which were found in the previous tasks. The students will learn about the expressions of

inviting people (formal and informal) and how to use them for inviting people, how to accept the invitation and how to decline the invitation.

Task 6, in this section the students are asked to practice the dialogue and mention the expressions of inviting someone based on the dialogue. Next, task 7. In this section the students are asked to complete the dialogue with using expressions of accepting invitation and declining invitation. Besides, the activity in task 8 is finding the meaning of some words then pronounce it correctly. Task 9. In this section the students are asked to develop their imagination to make continual conversation based on the pictures. To ensure students' understanding about the expressions, Task 10 is given. In this section, the students are asked to create formal and informal invitation dialogue.

After the spoken cycle, the next section is the written cycle. The text for the written cycle is simple invitation letters. The first task for written cycle is Task 11. This task provides an example of an invitation letter. In this section, the students are asked to read the invitation letter then choose the best answer by crossing a, b, c or d. While in task 12. The students are asked to identify the parts of invitation letter. Next, task 13. The type activities in task 13 is question and answer. The students are asked to answer the questions based on the invitation letter in task 12. And for task 14, and 15. The activities in this section are similar with task 13 which is answering questions.

In addition, the students also are given information about preposition of place in, on, at. Task 16, in this section the students are asked to complete the dialogue by using appropriate preposition of place. Task 17, in this section the

students are given information about parts of memo so they can learn it. Task 19, the type activities in task 19 is Explain about detail information in memo. And for task 19. The students are asked to answer the question based on the information in memo.

Task 20. In this section, the students are asked to rearrange parts of invitation letter into good order. After the whilst activity section, there is an evaluation phase in the form of homework. Task 21, the students are asked to write memo by choosing one of the situations provided. The next sections is reflection. The aim is to know about students' understanding before and after studying the unit. The last section is summary. The purpose of this section is to provide the summary of language items which are taught in chapter 4. By this section, the learner will know the focus of chapter four and can redo the activities if they were not sure about their achievement of the objectives in this unit.

4.3.1 The Result of Expert Validation

After developing the material, the researcher check the validation of the material to the experts. This step is done with aim of checking the appropriateness of the material. There were two experts that checked the material, they were English teacher and culinary art teacher.

a. 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 **See appendix.**

b. The expert validation by Culinary Art teacher

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 **See appendix.**

4.4 Try out of material

After developing the English material, the researcher did the try out to culinary students of SMK Dharma Wanita Gresik at tenth grade. Based on the teachers' suggestion the try out only done once. There were 3 students of culinary art who joined the try out. The procedure of doing try out was the researcher asked the students to read the English material then on the next day, the researcher asked the students to do some exercises in chapter 1. After doing the exercises the students and the researcher discuss the task together. At the end of the try out, the students were asked to fulfill the questionnaire to know their comments toward the English material.

a. The results of students' responses questionnaire of materials.

The questionnaire consist of three aspects, those are content, language and vocabulary, context. Besides, the questionnaire are prepared by the statements with four answers, ie; 4 (strongly agree), 3 (agree), 2 (neutral) and, 1 (disagree). From the result of students' response **See appendix**. There were two students agreed that this English material are able to make them interest to learn English for Culinary art. Besides, one student strongly agreed that this English material are able to make her interest to learn English for Culinary art. Next, all the students strongly agreed that the materials, examples and exercises in the English material related to the Culinary art. Next, there were two students strongly agreed that they can connect the content of the module with something related to the culinary art. 1 student agreed that she can connect the content of the module with something related

to the culinary art. Next, there were two students agreed that they use their experiences to do the exercises in the module and, 1 student strongly agreed that she use her experiences to do the exercises in the module. Next, there were two students agreed that they are able to do the exercises in this module. 1 student choose neutral for the statement (I am able to do the exercises in this module). Next, is about the language and vocabulary and, all the students agreed that the composition and diction that used in this module make them easy to learn English. Next, there were two students strongly agreed that they learned new vocabulary related culinary field. Besides, 1 student agreed that she learned new vocabulary related culinary field. The last is about the context, there were two students strongly agreed that the instruction are easy to follow. 1 student agreed that the instruction are easy to follow. Next, there were two students strongly agreed that this modul are able to use to learn autodidact. 1 student agreed that this modul are able to use to learn autodidact. After that, the first student gave comments, critics and suggestions like the module make her interest to learn English. The second student gave comments, critics and suggestions like the module are good enough, but the researcher should give more detail instruction. The third students gave comments, critics and suggestions like the module is good, because the topic's explanations and the pictures have been appropriate to the students' need.

4.5 The Revision of the Material

In this section, The researcher evaluated and revised the parts which are needed to be revised based on the result of expert validation. After developing the English material, the researcher asks the Experts to check the validation of the English material. The researcher gets feedback from the English teacher and culinary art teacher. The English teacher gives suggestion about the to correct the grammar. Besides, The vocabulary should add phonetic symbol and the selection of the font should be easy to read. While the culinary teacher gives suggestion to add reading text.

According to the result of questionnaire from participants in try out step, one of them said that the instruction of the exercises in the module was unclear enough. But the others said the instruction of the exercises was good.

4.6. Final Product

After completing the whole process like development, expert validation, try out and revision, the final product has been ready to be used for the Culinary Art students. The book contains four chapter and each chapter consist of four skill. Besides, it was provided key answer to check the true or false students' answer.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusions of the research and the recommendation to others.

5.1. Conclusion

Based on the research findings, the conclusion can be describe as follows.

5.1.1 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.

5.1.2 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.

5.2. 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.

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