

DESIGNING SUPPLEMENTARY MATERIAL “ENGLISH FOR CULINARY” FOR VOCATIONAL HIGH SCHOOL STUDENTS

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Abstract

This research aims to design supplementary materials “English for Culinary” based on the text-based approach as teaching materials for Vocational High School students. The teaching materials were designed and developed based on English teachers’, students’ needs and the syllabus context. Each task is provided with task instruction in the form of individual, pair, and group work. There are some features in each lesson that can help the teacher and students to understand the materials and tasks in each lesson. Those features are learning goals, lesson focuses and language focuses. The methods-used in this research were analyzing, designing, and developing. The validation checklists revealed that the supplementary grammar materials were scored between adequate and excellent. This result shows that the supplementary grammar materials are useful. In addition, the supplementary grammar materials which were designed based on the result of interview data, students’ questionnaire, curriculum 2013 and syllabus review indicate that the supplementary grammar materials are workable as the teaching materials in SMK Negeri 5 Pontianak.

Keywords: ADDIE Instructional Design, Supplementary Materials, Text-based Approach

INTRODUCTION

Vocational high school and other regular high schools both have the same study duration: three years. However, instead of being like senior high school which only teaches knowledge to students for bringing them to the university level, vocational high school is an educational institution which also has the responsibility to prepare the students to the world of work, or in other words, labor market. This is in line with the act of the Republic of Indonesia No. 20 of 2003 on National Education System article 15 stating that vocational education is a secondary education program for preparing learners for a specific job. Mahirda and Wahyuni (2016) have stated that Indonesia as a developing country will need to promote vocational secondary education to improve labor market outcomes. “Vocational high school students should be a ready worker after they have graduated and they should also be competent enough to work abroad (Nurdin, 2019)”.

Vocational high school plays an important role in improving labor market outcomes especially when the students can work abroad. However, some researchers have found that the qualification of graduated students is still below

the expectation. Most of the students are not ready to work overseas. They are not even ready to work in their own country (Pasarija, 2019, Harahap, 2014). This has been the primary concern in Indonesian vocational school education.

Several factors have been the causes of the students' low qualification to work abroad. One of them is the low English proficiency. According to Bramantyo (2012), students who are graduated from the vocational school can't work abroad as they can't speak English fluently, their English proficiency is still inadequate. It is also further explained that a need analysis should be done as soon as possible to solve the problem of inappropriate teaching material to students' needs and teachers' needs. According to Howard and Major (2005), there are three principles used in developing effective teaching materials, which are the appropriateness of material with teachers' needs, the appropriateness of material with students' needs, and the appropriateness of material with curriculum's needs. Therefore, we might conclude that a need analysis is crucial in solving the problem of teaching material.

It is difficult to find an appropriate material which answers the needs of the teacher, students, and curriculum. Mahbub (2019) has found that in the context of vocational education in Indonesia, the fact revealed that both school-based curriculum (KTSP) and the curriculum 2013 (K13) of VHS and general schools have the same English learning materials. More surprisingly, the English teachers in both VHS and general schools even use the same course books that are provided by markets that the contents are frequently inadequate to the VHS students' needs. Therefore, this has been one of the writer's motivation to develop teaching materials for vocational school students.

The teaching material that is related to cooking has been quite popular nowadays as a cook is one of the professions that is available in the labor market. Yulianingsih (2017) has reported that there are lots of job vacancy of being a cook in Australia, 300 cooks from Indonesia are needed to work in Australia's restaurant every year. However, there are only 10% of people who fulfilled the requirements. Ash Juberg as one of the directors in the Australian company has stated that the biggest obstacle for Indonesian cooks to work abroad is the low English proficiency of the workers (Yulianingsih, 2017).

Regarding the situation above, the researchers were inspired to conduct a research about designing teaching material for culinary major vocational school tenth grade students. The teaching material were designed by using ADDIE (Analyze, Design, Develop, Implement, and Evaluate) model. In this research, the researcher only did three phases of ADDIE model which were Analyze, Design, and Develop.

Branch (2009) stated that ADDIE model describes a process applied to instructional design in order to generate episodes of intentional learning. The purpose of the Analyze phase is to identify the probable causes for a performance gap. The main procedures often associated with the Analyze phase are validate the performance gap, determine instructional goals, confirm the intended audience, identify resources required to complete the entire ADDIE process. The typical deliverable for the Analyze phase is an Analysis Summary.

The purpose of the Design phase is to verify the desired performances and appropriate testing methods. The main procedures often associated with the Design phase are as follows: conduct a task inventory, compose performance objectives, and generate testing strategies. The typical deliverable for the Design phase is a Design Brief.

The purpose of the Develop phase is to generate and validate the learning resources that will be required during the life of the instructional modules. The main procedures often associated with the Develop phase are as follows: generate the content, select supporting media that already exist or develop supporting media for the expressed purpose of this project, develop guidance for the teacher, develop guidance for the student, conduct formative revisions, and conduct a pilot test. The typical deliverable for the Develop phase are all of the Learning Resources for the entire ADDIE process. In conclusion, the aim of this research was to design the simple supplementary materials that might answer the needs of the students as well as the teachers.

METHODOLOGY

In order to design the appropriate teaching materials, the researcher used ADDIE method by Branch (2009). However, the researchers did not do all of the processes in ADDIE. The researchers only focused on three phases of ADDIE; they were analyzing, designing, developing and excluded implementation and evaluation. As for the reason for not doing the implementation phase was because of the time limitation that will be faced by the researchers. The researchers might not get the permission from the school to implement all of the materials that are created. It was because the implementation phase would take a lot of time and it might disturb the teaching-learning process in the classroom. Due to not doing the implementation phase, the researchers was not able to do the evaluation phase. However, evaluation could still be done in development research in order to reach the success of a product.

The researchers discovered another way for doing the evaluation phase by focusing on selecting the materials with more value for students. Evaluation was like selection; it was done for a variety of purposes and could be completed in a variety of ways. In the selection process, the most important thing to do was to discover the students' needs and interests (Tomlinson, 2014). Moreover, as Tomlinson (2014) stated evaluation can be pre-use and therefore focused on predictions of potential value. Thus, materials selection was one of the ways used as the evaluation of a product, and it was done in the phase of pre-use with the focusing was on the prediction of materials values. Furthermore, the researchers modified the common international design procedures organized by ADDIE from Branch (2009) with the phases which were focused on Analyzing, Developing and Designing (ADD).

Analyzing

Analyzing was the starting point of designing the materials for culinary major students. In this phase, the researchers did need analysis technique on

interview data of teachers, students' questionnaires, and current syllabus. This phase was done to find out what kind of materials and tasks that should be created based on the result of students' questionnaire, teacher's interview, and syllabus review. This was in line with three principles used in developing effective teaching materials, which were the appropriateness of material with teachers' needs, the appropriateness of material with students' needs, and the appropriateness of material with curriculum's needs (Howard and Major, 2005). First, the researchers spread the questionnaire to the students to find out culinary major students' interest pertaining the materials and tasks.

Second, the researchers did an interview with English teachers. This was done to find out what teachers need when they were teaching English to culinary major students. The data got from interview was also useful in supporting the questionnaire data. Third, the researcher reviewed the materials of the current syllabus that should be learned in grade X semester 1. The curriculum and syllabus that were used in SMK Negeri 5 Pontianak was curriculum 2013 and the syllabus was from Indonesian government. Thus, the curriculum 2013 was used by the researchers as the guideline for doing this research. The main purpose of reviewing the syllabus was to find out the materials learned by the culinary major students.

Designing

The second phase was designing phase. This phase was done for creating the draft of the materials and tasks. There were two things done in this phase. First, the researchers found out suitable tasks that students are interested in based on the result of students' questionnaire analysis and teacher's interview analysis. The researchers also selected the appropriate materials based on the result of syllabus review in the analysis phase.

Second, after creating the appropriate materials and suitable tasks, the researchers started to design the draft of the materials. In designing the draft, the researchers would not only make the draft of what materials and tasks should be included in the book but also some other features, such as; the cover, introduction to the book, preface, and others.

Developing

After finishing the designing phase which was the draft of the culinary major materials. The researchers had to take actions which are modifying, editing, and combining the layouts, the materials, and the tasks to develop the final product. The final product was named English for Culinary Major Students. The actions that the researchers did to develop the materials were based on the draft that was made in designing phase.

Expert Validation

Expert validation was used to evaluate whether the design of the materials and tasks qualify to be used in the teaching-learning process. Thus, to know the qualification of the materials created by the researchers, the researchers used the

validation checklist. The validation checklist consisted of questions about the design of the materials, tasks, and layouts of the materials. The validation checklist was used to gain the feedbacks of the expert perspective about the usability and validity of the materials in language learning. The form of the expert validation was designed and developed based on the guideline from Dick and Carey (2015). The components and criteria of the validation checklist were also adapted from Dick and Carey (2013). The criteria of the validation checklist were the description of the components which must be graded by the experts.

Research Participant

The respondents were the participants that were chosen by the researchers. The respondents of this research are required to give the researchers information about what kind of tasks and materials that the students are interested in. The respondents are taken from a tenth-grade student of SMK Negeri 5 Pontianak. In addition, the English teacher of the tenth-grade students will also be the respondents in this research.

Data Collection and Data Analysis

In order to collect the research data, the techniques used were questionnaires and interviews. Firstly, the researchers used questionnaire technique. According to Creswell (2012), questionnaires are forms used in a survey design that participants in a study complete and return to the researchers. Participants marked answers to questions and supply basic, personal, or demographic information about themselves. The questionnaires were used to find out students' interest pertaining the tasks and the materials. The questionnaires were in Indonesian language.

Secondly, the researchers used semi-structured interview technique. According to Given (2008) "Semi-structured interview is a method of data collection in which one person (an interviewer) asks questions to another person (a respondent): interviews are conducted either face-to-face or by telephone". The semi-structured interview allowed the researchers to prepare a list of questions with the topics or themes that are related to the goal of the research. The questions in a semi-structured interview could be changed or added if the researchers found some particular topics that could give more information about the research during the interview process. A semi-structured interview was provided with an open-ended question that gave the interviewee freedom to talk more about their thoughts regarding the issues of the research. The researchers collected the data from an interview. An audio recorder and note taking were used to do the interview. Using audio recorder helped the researchers to collect detail information from the interviewee and it could also make the researchers and the interviewee had more concentration during the interview process. The interview was to find out about what kind of task and materials which teachers needed. The researchers used Indonesian language during the interview.

In analyzing the result of the interviews session and questionnaires, the researchers used several stages of analysis according to Creswell (2012, p. 239) which are organizing the data, transcribing the data, structuring narratives, and

interpreting the data.

FINDINGS AND DISCUSSION

Analysis Phase

There were three things that were analyzed in the analysis phase; those are an analysis of teachers' interview, an analysis of students' questionnaire, and an analysis of the current syllabus. The findings from interview data revealed that the English teaching materials provided by the government is not contextual enough. Students from different majors are using the same textbook. Even though there are some chapters of books for culinary students, there was no clear explanation and guidance of how the teachers used the book.

In addition, the teaching materials are too general especially the text written in the textbooks. But since the different genres of texts were part of national exam, so the teacher said this was not a big problem to deal with. However, the teacher wished the teaching material can provide more dialogue that is specifically related to the culinary major students. The teachers felt like it was difficult to teach speaking and vocabulary. Therefore, developing the materials in the forms of dialogue was also one of the ways in improving students' speaking and vocabulary skill. Moreover, the appearance of the textbook was not too attractive to students so they are not interested in learning English. The teachers wished to have more illustrated teaching material in the textbook so they can easily give the explanation. In addition, it will be better if the materials are culture-based. The textbook used now was not relevant to the culture.

. Based on the questionnaire result, the researchers found important points regarding this research. Firstly, many students agreed that the purpose of learning English were to communicate in English fluently. Most of the students wished to have the teaching materials relevant to their majors. They agreed that the textbooks used in school were not relevant. Regarding six language skills, the students have different opinions for the problem in each skill. Some of them did think that grammar was the most difficult, on the other hand, some of them think that vocabulary was the hardest and so on. In terms of teaching materials, they had different expectations for different language skills. For listening, and speaking skill, they preferred the materials are written in dialogue. For reading skill, they wish to have a variety of texts which are related to culinary major. For writing skill, they wish to have more explanation for the grammar in writing.

In terms of tasks, they also had different expectations for different language skills. For listening skill, they wish to have more "True or False" questions for practice after listening to either the dialogue or the monologue. For speaking skill, they wish to have more role-play activities in the English class. For reading skill, they wish to have more "True or False" questions for practice after reading either the dialogue or the monologue. For writing skill, they wish to have the task of reordering the sentences into text. For vocabulary skill, they wish to have matching exercise in the textbook. For grammar task, they wanted to have "fill in the blank" task. Many students also expected to have more activities that can enhance group discussion. Most of them opt to learn about cooking materials,

Indonesian culinary as well as Western food.

After reviewing the materials in the current syllabus, the researchers found that the grammar materials that should be learned are present tense, past tense, continuous tense. For the topic, they will need to learn perishable and durable materials, local culinary as well as international culinary. For writing materials, they need to know how to write each ingredient in cooking as well as presenting them in the procedure text.

Designing Phase

In this phase, the researchers designed the first draft of the supplementary learning materials. In order to design the first draft, the researchers collected the supplementary materials and texts based on the syllabus and selected the tasks based on the students' interest. The first draft was designed based on some important points. Those points are the objective of the book, the materials in the syllabus, the task types, and the structure of the book.

The objective of this supplementary learning materials book is to establish the students' English knowledge of culinary. The book provides students with English culinary materials that can be used for reading, listening, speaking, writing, grammar, and vocabulary. The researchers described the objectives of the supplementary learning materials into three points.

First; the supplementary learning materials were designed to help the students in learning reading, listening, speaking, writing, grammar, and vocabulary in an interesting and easy way based on a real-life context. Second; the supplementary learning materials were designed to help the students to learn English for culinary independently outside the classroom. Third; the task activities for learning reading, listening, speaking, writing, grammar, and vocabulary were designed to improve students' motivation in learning those skills without the burden.

The current syllabus that is used for designing the supplementary learning materials is the curriculum 2013. This curriculum is applicable to the Indonesian Educational System. This curriculum is a permanent curriculum applied by the government to replace the Curriculum 2006 that has been valid for approximately 6 years.

Generally, curriculum 2013 is designed to develop students' potentials in order to have communicative competence in interpersonal, transactional, and functional texts by using various English texts in spoken and written. Through these texts, the students are guided to use factual, conceptual, and procedural knowledge, also, to inculcate the noble values of the nation's character in life context in a home environment, school, and society.

Based on the explanation above, the researchers designed and developed the supplementary learning materials based on the task in text-based context. The tasks were designed for learning reading, listening, speaking, writing, grammar, and vocabulary. The tasks were divided into four stages, namely tasks for building knowledge of the field, modelling, join construction, and independent construction. The task for building knowledge was some kind of brainstorming for

the students. For the modelling stage, the tasks were for explaining the supplementary learning materials for the students and for practicing activities together the teacher. Moreover, tasks for join construction were intended for doing some activities in pairs and small groups. Finally, tasks for individual practices were designed in the independent construction stage.

The structure of the book discusses how the book was designed. The book that was designed by the researchers is named as “English for Culinary” as Supplementary Material for Vocational High School Students Majoring in Culinary. The supplementary learning materials book consists of three units. In the first unit, the topic is about cooking materials. In the second unit, the topic is about western food. In the third unit, the topic is Indonesian culinary.

Developing Phase

In the development phase, the researchers started to develop the supplementary materials book based on the objective of the book, the materials, and the tasks that have been collected and selected in designing phase and based on the objective and the structure of the book. Thus, the findings from the development phase are about the results and forms of the supplementary materials book.

Based on the structure of the book in designing phase, the book has four main structures. They are the cover, table of contents, the materials, and the tasks. Therefore, in this development phase, the researchers developed those four main structures of the book in colorful, attractive, and interesting layout in order to motivate students in learning grammar by using this supplementary materials book.

Expert Validation

The researchers had invited 4 experts for validating the teaching material. Two of them were the university lecturers which were the experts in material development. The others were the English teacher in SMK Negeri 5 Pontianak. The validation checklist from the lecturers revealed that most of the criteria were fulfilled. They stated that overall the supplementary material was applicable and there was no revision needed.

The researchers also got positive feedback from two English teachers in SMK Negeri 5 Pontianak. Both of them believed that the supplementary material was applicable for their students and there was no revision needed. The first English teacher thought that 32 criteria among 33 components have been fulfilled except the component that stating the material might need additional tool for the teaching and learning process. She argued that the supplementary material would not require any additional teaching tool. Moreover, the second English teacher stated that the material has fulfilled all the criteria stated in the validation checklist.

CONCLUSION AND SUGGESTION

“English for Culinary” was the supplementary material developed by using

ADDIE process based on text-based approach. The supplementary material was designed based on the needs of teachers, students, and curriculum of vocational high school. It is believed that the supplementary material would be very effective in improving vocational high school students' English proficiency as the materials covers reading, writing, speaking, listening, grammar, and vocabulary. All of those materials are related to the students' field of study and designed with interesting illustration. Moreover, the writer also got many positive feedbacks from the experts regarding the book. All of the experts agreed that this material has fulfilled the criteria of a good English textbook. Most of them stated that there is no revision needed for the material.

The researchers hopes that government can provide the materials which fulfil the needs of teachers, students, and curriculum. Moreover, the researchers also wishes that the material can be implemented in the classroom soon so the formal evaluation could be done. Therefore, the researchers could develop more chapters which can foster English learning, especially for culinary students.

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