

**DEVELOPING ENGLISH SEPAKING MATERIALS
OF DESCRIPTIVE TEXT FOR GRADE X
STUDENTS OF CULINARY PROGRAM
AT SMK NEGERI 10 MEDAN**

AN ARTICLE

**Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan**

**By
NOVITA SARI HASIBUAN
Registration Number: 2143321025**



**ENGLISH AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF MEDAN
2018**

ARTIKEL

**DEVELOPING ENGLISH SPEAKING MATERIALS
OF DESCRIPTIVE TEXT FOR GRADE X
STUDENTS OF CULINARY PROGRAM
AT SMK NEGERI 10 MEDAN**

Disusun dan Diajukan oleh:

Novita Sari Hasibuan

NIM. 2143321025

Telah diverifikasi dan dinyatakan memenuhi syarat

Untuk diunggah pada jurnal online

Medan, Oktober 2018

Menyetujui

Dosen Pembimbing Skripsi I



Dr. Rahmad Husein M.Ed
NIP. 19620629 198803 1 002

Dosen Pembimbing Skripsi II



Maya Oktora S.Pd., M.Hum
NIP. 19801014 200812 2 001

**Ka. Program Studi
Pendidikan Bahasa Inggris**



Nora Ronita Dewi, S.Pd., S.S., M.Hum.
NIP. 19800552 200812 2 003

DEVELOPING ENGLISH SPEAKING MATERIALS OF DESCRIPTIVE TEXT
FOR GRADE X STUDENTS OF CULINARY STUDY PROGRAM
AT SMK NEGERI 10 MEDAN

*Novita Sari Hasibuan
**Dr. Rahmad Husein, M.Ed.
**Maya Oktora, S.Pd, M.Hum.
Universitas Negeri Medan

ABSTRACT

Hasibuan, Novita Sari. Registration Number: 2143321025. *Developing English Speaking Materials of Descriptive Text for Grade X Students of Culinary Program at SMKN 10 Medan, A Thesis, English Education Study Program, Faculty of Languages and Arts, Medan State University, 2018.*

This research has aims to develop English speaking materials for grade X culinary study program at SMKN 10 Medan, first this research was conducted by Research and Development through has Six stages, they are: gathering information and data, analyzing data, designing new materials, validating by the experts, revising and the last was Final product. The subject in this research was students grade X boga 3 at SMKN 10 Medan where the students consisting of 36 students, the instrumentations for data collection were giving a questionnaire and interview, questionnaire was administrate and it answer by the students to get the students need, and the interview was administrate to the English teacher, the result of the questionnaire and interview prove that the student need some appropriate speaking material in descriptive text that has relation with their program study, that is culinary. Thus, developing English speaking materials consist of three units: lets' talk about chef Juna (describing People), how the smell, taste and texture of your favorite food? (Describing things) and the last units was talk about famous restaurant (Describing Place). The product has been validated by two experts, and the average score are 4, 75 are coming from English Lecture's, the second average score 4, 89 are coming from English teacher. From the score above, it means that the product categorized as relevant for grade X students of culinary study program.

Key words: *R&D, English for Specific Purposes, English speaking materials, culinary study program.*

INTRODUCTION

Background of Study

As an international language, English such a precious things that every human need to masters, it's spoken, learnt and understood even in those countries where it is not a native's language. English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, culinary, tourism, etc. All our software development today, the communication facilities available to us through internet, our access to a variety of websites, are all being carried out in English. Most of the research works are conducted and compiled in English. Anything written and recorded in this language is read and listened to, in wider circles. As a result, English is being taught and learned around the world as a second language today.

According to the curriculum, students have to master four language skills namely : listening, reading, writing and speaking which are classified into receptive and productive skills. In teaching and learning process, these main goals should be achieved. It is not goodif students only master the receptive skills. After mastering one skill, they should master the others.As one of four major skills, speaking is an essential skill for students as a means of direct communication.

It is the most important skill to master in order to succeed in expressing ideas, thoughts and opinions orally, Communication takes place, without speaking we cannot communicate with one another. The importance of speaking skills, hence is enormous for the learners of any language. Without speech, a language is

reduced to a mere script. The use of language is an activity which takes place within the confines of our community.

We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in communication results in misunderstandings and problems. In the context of foreign language learning, however there is a problem which teachers have been aware of for a long time. The problem coming from many reasons such as the materials are not appropriate, there is no motivation to study English in class and the student who is structurally competent but who cannot communicate appropriately but not confidence. In order to overcome this problem the processes involved in fluent conversational interaction need to be dealt with. Tom Hutchinson and Water (1987:8) state that learners are seen to have different needs and interests, which would have an important influence on their motivation to learn and effectiveness of their learning.

English is needed by a particular group of learners could be identified by analyzing the linguistic characteristics of their special area work or study, we can conclude that English is also used for specific purposes.

According to Nunan (1991) a success in language learning is measured in terms of the ability to carry out a conversation in the (target) language. Hence, if the language learners fail to learn how to speak or do not get any opportunity to

speak in the language classroom, they may soon get de-motivated and lose interest in learning the language.

As an international language, English is needed for many specific purposes; that is why there is a term of English for specific purpose (ESP). ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose (Mackay and Mount ford, 1978: 2). That is to say that English should be taught to achieve specific language skills using real situations, in a manner that allows them to use English in their future profession, or to comprehend English discourse related to their area. Generally the students study English not because they are interested in the English language or English culture as such, but because they need English for study or work purposes (Robinson, 1991: 2). In ESP language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments. Basturkmen (2006: 18). This denotes that, the role of ESP is to help language learners to build up the needed abilities in order to use them in a specific field of inquiry, occupation, or workplace. For example, students who take a vocational of culinary program were taught by using teaching materials which were unrelated to the culinary.

One of phenomena happened is that the students were taught by using teaching materials for EGP. It was unrelated to the vocational of culinary program that students have. The speaking materials should have been about food, chef or etc., and it must be specific and has related to their study program. In addition, in order to develop learning materials for specific

purposes for SMK students, one thing that should become the starting point is the learners' need. Hutchinson and Waters (1987) define ESP is an approach to language learning, which is based on learner need. ESP, then, is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. The new Curriculum is called Curriculum 2013 which uses the scientific approach as the basis in the teaching and learning process. However, in Curriculum 2013, it is found that vocational high schools and general high schools have the same English learning materials, even they use the same book.

Based on the writer's observation at SMKN 10 Medan, the writer's found that the material used in teaching-learning process is same with the material for senior high school students which used the English book of Curriculum 2013. It means that SMK students do not have specific book of English whereas they have different needs with senior high school student in general. The textbook that the students used did not provide the relevant speaking learning material. It can be seen by student's handbook that government distributed for the school.

They use "Bahasa Inggris" by Kementerian Pendidikan dan Kebudayaan, 2014. In terms of content, the topics and the used were still irrelevant to the basic competence that the students are expected to be mastering. Based on the research interview to the English teacher of SMKN 10 Medan she said that the material about descriptive person in teaching learning process used in classroom were not suitable to student's needs, There is description about

famous singer from Indonesia Afgan Syahreza and President Susilo Bambang Yudhoyono. In order to support their learning activities, the students have to be taught English as the medium to explore English proficiency in learning activities within classroom and communicate with each other and must be trained to speak English in their daily communication. But in fact, the researcher found that their speaking did not reach the competency because the materials are not specific, the students were not good in speaking English to express and even to understand a simple transactional conversation, did not confidence lack of English vocabularies, lack of practice, and fear of making mistakes. The materials in the book are too limited in speaking skill especially in descriptive text where the book only focus to show the material of reading and writing skill.

Besides, the researcher also found two irrelevant speaking material tasks for vocational school from the book that used in SMKN 10 Medan and do not contain technical terms of Culinary study program and the topics task are general same like in senior high school as follows.

Task in Chapter 4
Speaking- Describing-Role Play

Have you ever visited a waterfall, Natural Park, or other natural tourism? Objects, or interesting buildings, monuments, museum, temples, etc.?

Describe what makes the place interesting.

Pretend as if you were a guide describing the special peculiarities of the Tourism object. You can also pretend to be a tourist guide for tanjung Putting national park or taj mahal. In that case, make a word web about tanjung putting Nation Park, or taj mahal, or your own favorite place.

Based on the word web, take the turns with your class mate

Describing place.

Task in chapter 5

Speaking.

Work in pairs: try to remember one interesting place you've visited. Tell your friend about the place.

The data shows that the speaking materials are appropriate to the General school and inappropriate to culinary program. The students find it's hard to comprehend the difficult words like to describe about interesting place in the world and to pretend as tour guide, the result is they are not enthusiastic and interesting to speak in English, simply because they think it will not affect their department and their future job. The available materials could be categorized as irrelevant and inappropriate considering that the study program is culinary. As the demand for providing sufficient teaching and task materials as listed above, a vocational school like SMKN 10 Medan should consider the relevance and the appropriateness of the teaching materials for the students' needs. This will to make sure that every students of the study program will get the relevant English inputs so that they could use their English speaking skills and competences in the target situation and to support their career development in the future, from the preliminary data above, this is the opportunity for researcher to make new speaking material. Based on the problem that have been described in this chapter, this can be useful and effectively develop the students ability in speaking ability because it is develop based on the student's needs, it is very important to develop English speaking materials of descriptive text for students grade X of culinary study program at SMKN 10 Medan .

CONCEPTUAL FRAMEWORK

In this world there are two kinds of secondary school. Such as general secondary purposes which focuses on knowledge expansion and skills improvement of students and preparing students for further education the second kind is vocational secondary school that focuses on the development of skills that apply to a certain specific occupation. Actually, there are so many kinds of major in vocational high school one of those major is culinary program, as we know that speaking skill its such as the main core in communication this skill really needed and important for culinary students because it will be used in the work life where they need to interact and communicate with others and also they got opportunities to get a good a job in the future and sometimes to get that dream the first step that really need to fix is the treat that students get from school especially in vocational high school because most of student after finished a school ready to get a job. So that the material that teach in vocational school must appropriate with the student needs. Just like in Culinary Study Program in SMKN 10 Medan material from the textbook are not suitable with student need, because in textbook still has general material that really suitable applying in general high school.

And also the textbook only focus on skill of reading and writing descriptive there is no the material of speaking descriptive text. Because of that problem, it's opportunities to the writer to develop the material to be specific and suitable for the student needs especially in descriptive text It will be nice to develop the material to be specific for culinary study program just like to develop speaking material about famous chef, kind of food and famous restaurant. This

material also having a vocabulary that really suitable for student of culinary study program at SMKN10 Medan.

RESEARCH METHOD

This research was conducted based on educational research and development (R&D) is a process to develop and validate educational products. Borg and Gall(2003) state that R & D is one of research design aimed at developing and validating educational products, like curriculum, syllabus, textbooks, instructional media, modules, assessment, etc. this research was conducted by following five phases of R & D, they are:

1. Gathering information and data
2. Analyzing data
3. Designing new speaking materials
4. Validating new speaking materials
5. Revising new speaking materials
6. Revised-developing speaking materials (final product)

A. Research Instrument

The research was going to collect the data through the analysis of questionnaires and interview. The questionnaires are administrated to get the data of the students and the teachers, while the interview are administrated to support the data on the students of learning English especially the vocabulary mastery. The data that is used in this study are:

1. Questionnaire: the questionnaires administrated to students. This step handled to get the data from the students about their interesting in English and what are their problem in learning English, especially in speaking materials.
2. Interview: semi structured interviews has function to get data from the students about their interesting in English and what their problems in learning English speaking materials given, and to get data from the

practitioners, whether the speaking materials matches to the students' needs.

B. Subject of Research

The subject of this research is the students of grade X culinary program of SMKN 10 Medan, it's all because the researcher found speaking material use in the school really not appropriate to the students need, they use textbook "Buku Bahasa Inggris" published by Pusat Kurikulum dan perbukuan, Balitbang, Kemdikbud, basically it same with the textbook that used and implemented in General Purposes or in Senior High School.

C. Technique of collecting the data

1. Interview, the writer interview the English teacher to know the information about the speaking material that applied in that school, the average score of the students, the student's problem in teaching learning process especially in speaking activity and the researcher already had been seen the syllabus and existing material from textbook, in this step the researcher using a phone to record the interview session.
2. Questionnaire, the writer give the questionnaires to the students. In this step two different kind questions given such as question used to know the students interest and student problem in learning English.
3. From syllabus and text book, the researcher observe syllabus and textbook that used and existing material was tested to the students.

D. Technique of Analyzing the Data

The data was analyzed as following:

1. By analyze the questionnaire and interview. Questionnaire are administered to the students to get the related. Interview was administered to the teacher to support questionnaire. Then, the data was arranged in order to get best solution in terms of preparing what are materials appropriate for the students in SMKN 10 Medan especially, in culinary program.
2. Analyze the syllabus and the materials. In this step the researcher are considered between the basic competence as well as the book, before developing the materials.

E. The Steps of Developing Materials

The steps developing of the materials:

1. Gathering information from SMKN 10 Medan about learning activity which is taken from questionnaire and interview.
2. Analyzing the students' needs based on the data and information
3. Developing the English speaking materials based on the students' needs.
 - a. Evaluating or validating new material by experts. In this step the materials were evaluated by two experts to assess the appropriateness of the materials. They were the English teacher and the lecturer. The English teacher helped to check the information in text to avoid misleading and the lecture checked the languagefeatures and generic structure of the text. The learning materials were evaluated to ensure that the materials were deserved to be implemented in learning process. Validation was required to get assurance quality .validating could be gotten from expert or lectures.
Validation

There is some indicators included in validation, namely: linguistic features, process, content and layout. The validation used questionnaire. The form of questionnaire is like scale. It consisted of five options: 5 (very good), 4 (good). 3 (fair), 2 (poor) and 1 (very poor). In validation there will dissemination, where the expert accepted or not the developed material to be published or use in class. The validation range of speaking materials feasible on the table below:

Table 2.2 the validation range of speaking materials

No	Range of source	Level of feasible
1.	101-145	Excellent
2.	75-100	Good
3.	50-74	Fair
4.	25-49	Poor
5.	0-24	Very poor

RESEARCH FINDING AND DISCUSSION

In conducting this research, the first step was collecting information and analyze the data. The information was taken by distributing questionnaire for students. The writer conducted the need analysis was to get information about the target needs and the learning needs. The need analysis was conducted on 20th August 2018, the writer distributed questionnaire for 36 students in class X Boga 3 of SMKN 10 Medan. The questionnaire consist of 20 questions which aim to get information about the target needs and the learning needs. From the result of the

need analysis, the researcher can identify the necessities, lacks, and wants of the students in culinary program.

Start from the necessities : 100% students' needs and agree studying English which has relation to culinary program, 100 % students need to study English to support their career in the future, 100 % students need a Descriptive text about culinary. And the second type is lacks here are the result: 83% students are disagree with the statement "The material that I used in the school are suitable with my program study", 80% students are lack in vocabulary.

The next is wants, the result: 83 % after having English lesson at the school, I should be able to wants communicate fluently using English in oral communication, after those there kinds of need analysis there is input, procedures and setting the results of percentages start from input : 83% choose dialogue and monologue as kind of input do you like to practice your English speaking skill, 100 % students choose let's talk about chef juna as one suitable descriptive text about Person, 100% students choose The description of Spaghetti and Indomie goreng as one suitable descriptive text about things, 83% students choose the book that contain many picture and illustration as kind of ideal design that you think in learning descriptive, 91 % students choose picture that match to the topic to be learned as kind of picture that suitable to learn descriptive text

The result of percentages in procedure is: 83% students choose role play as a kind of activities that you want to improve your speaking skills, 86 % students choose repeating the teacher pronunciation about difficult word as a kind of activity that you want to improve your Pronunciation, and the last is about the

result of percentages in setting: 83 % students choose at field work as a place to used English when they being a chef in the future.

From the questionnaire administrated, the researcher can identify that generally they need speaking skill so that they can improve their ability in communicate with others orally). The speaking materials that they need is all about culinary such as talking about chef, food and restaurant. The students of culinary also lack in vocabulary so they need some glossary to improve their ability in mastering vocabulary.

Designing New Reading Materials

After designing the syllabus , the next steps is writing and developed speaking materials based on the new syllabus and need analysis, the problem was English materials given should be related to their program, that is culinary, it was done not only to meet the students need in their learning process.

The materials that was designed consist in three units, each units having 5 scientific approach stages, where the stages start from observing, questioning, exploring, associating, and communicating. Every unit consist of 9 tasks, the title of each units were “describing persons/ He ever being a judges of cooking contest”, “describing things/ How the smell, taste, and texture of your favorite food?” describing place/ which one is the best recommendation of restaurant, and why it recommended? Observing (Let’s start) the students do an observation by using five senses (listening, view an picture, watching and so on) with or without tools, and this section provides activities to brainstorm the prior knowledge of the students about a topic that is given in the task, this stages also make the curiosity

of the students fulfill, in this section, the students will have a picture and question to lead them to the topic which going to learned.

And the second stages was Questioning this stages has purpose to make the students formulate and purpose questions about information which are not understood related to the topic, in this stages, section consist of task which is used to encourage and inspire students to be active in learning process, the next stages was Experimenting the students explore, try, discuss, demonstrate, imitate form/movement to do and experiment, in this section provides activities to build their vocabulary in order to add new words for students and help them to translate the conversation task (let's role play) besides, it can help the students to have good competence in pronunciation. Associating means the students process the data. Information that have been collected, analyze the data, associate or connect the information and making conclusion, in this section, provides the students are given deeper information task related to the topic, and the last stages is Communicating means the students present the report in the draft it can be in diagram and written report form, in this section students will practice what they have learned, this section also force the students to be active in speaking, after practicing, the students will have some statement in reflection section where the aims to measure the students achievements in learning the topic, and also in the last there will be glossary where the aims to make the students having more vocabulary.

The Experts' Validation

The expert judgment covers four aspects namely the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation and the appropriateness of layout. After calculating for each point, the mean score gotten was 4.75. It is categorized as “Very good” as its positions is in the interval $4,75 \ 4.5 < X \leq 5$

CONCLUSION AND SUGGESTION

A. Conclusion

Generally, the existing English speaking materials are too general with the needs of the students of culinary program, in term topics, they are not suitable with culinary which is make the students are lack of in several problems like need more motivation so that they still hard to mastering English especially to speak up, Students of culinary program need suitable speaking materials

which are having relation to their major where the contents used in the text book are relevant and useful in the work situation.

B. Suggestion

1. English teachers of vocational high schools should try to develop English Learning materials which appropriate to the needs of the students. In developing the materials, teachers are suggested to refer to the research findings about the characteristics of appropriate English learning materials. They are also suggested to develop learning materials which have the appropriate design as presented in the research finding.
2. This research only focuses on developing the English learning materials for the grade ten students of Culinary study program at SMKN 10 Medan and only focus develop three unit of materials for the students, it is expected to other researchers to develop English speaking materials for others major and grade which have the problems with the availability of suitable English speaking materials.

REFERENCES

Nureffendhi, A.2013. *Developing English learning materials for Grade Students Of Culinary Arts Study Program at SMK Muhammadiyah Wonosari in The Academic year of 2012-2013*: Yogyakarta State University.

Tomlinson, Brian. (2011). *Material development in Language teaching* (2nd Ed.).Cambridge: Cambridge University Press.

Meredith D. Gall, Joyce P.Gall and Walter R.Borg (2003). *Educational Research*. University of Oregon Press.

Hutchinson, T & Waters, A. (1986). *English for Specific Purposes*. Lancaster: Cambridge University Press.

Shiamaa Abd EL Fattah Torky 2006. *The Effectiveness of a Task- Based Instruction Program in developing the English Language Speaking Skills of Secondary Students*: Ain Shams University.

D. M. Sijabat.2018. *Developing English Speaking Materials for Students of Office Administration Program of Vocational School*: State University of Medan.

Ronaldo, O.2016. Teaching Material for English Subject in Vocational High School.

Journal of the Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4).

Bahrani, T & Soltani, R. 2012. How to Teach Speaking Skill? Journal of Department Of English, Mahshahr Branch, Islamic Azad University, Mahshahr, Iran.

Dirgeyasa. (2014). *College Academic Writing A Genre-Based Perspective*. State State University of Medan: Unimed Press.

Torky, S.A.F (2006). *The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students*: Women's college Curricula and Methods of teaching Department Ain Shams University.

Paltridge, B & Starfield. S. (2013) *the Handbook of English for Specific Purposes*: John Wiley & Sons Ltd, the Atrium, Southern Gate, Chichester, West Sussex, PO19 8SQ, UK.

Young, M. 2013. *Curriculum Theory: What it is and why it is important*. European Association of Curriculum Studies, held at the University Of Minho, in Braga.

Rumahlatu, D, Estevanus. K. H & Takaria. J. 2016. *An analysis of the readiness and Implementation of 2013 Curriculum in the west part of seram district Maluku provice, Indonesia*. Pattimura University.

Sijabat, D.M. 2018. *Developing English Materials for Students of Office Administration Program of Vocational School*: State University of Medan.

Dewi. S.R. 2015. *Syllabus of Vocational High School Based on ESP Approach*: Journal of English Teacher: STKIP PGRI Trenggalek, Indonesia.

Sianturi.C.2016. *Developing English Reading Text Materials in Culinary for Vocational School*: State University of Medan

Cahyati S.R, Rahmijanti. C & Rizkiani. S. 2014. Student's Needs Analysis in The Content of Vocational High School English textbook.

Oradee, T. (2012). Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and Role-Playing): *International Journal of Social Science and Humanity*.

Asrida. D (2014) Communicative Activities Of Teaching Speaking For The Students: *Jurnal Program Studi Tadris Bahasa Inggris Jurusan Tarbiyah STAIN Batusangkar* .

Melendez. R.A.M, Zavala. G.G.Q & Mendez.R.F (2014) Teaching Speaking Startegies to Beginners: *European Scientific Journal of University Autonoma Del Carmen*.

Roberth. A.Ress (1978) *Monologues and dialogues: Personal Perspective: Departments of the arts, UCLA, University Extension*.

Ahmad. K, L.P. Artini (2013) *A Study on Strategies for Teaching Speaking and Reading Comprehension Skills: Language Education: Postgraduate Program Ganesha University of Education Singaraja, Indonesia*.