

materials are asking and telling one's job description and educational background, writing Curriculum Vitae, using adjective clause, telling past time jobs and working in the future, writing application letters, expressing complaint, using imperative verbs and transitional signals, writing simple instructions. The effective inputs are the inputs which are comprehensible and suit the learners' background knowledge. Answering comprehension questions, having dialogues, practicing dialogues (role playing), and writing texts to support their professional achievement are the effective activities. The effective setting for the task is working in pairs. The effective learner role is that the students are encouraged to be active by learning the materials. The effective teacher roles are controller, monitor, prompter, and resource.

CHAPTER I INTRODUCTION

A. Background to the Study

A vocational high school (Sekolah Menengah Kejuruan, abbreviated SMK hereafter) is a school which equips its students with specific skills to be used later on in their workplace. What the students get from the school is related to their future profession that will help them to cope with the real working situations. As stated in Standard of Content (2006:25), the aim of vocational high school is to develop the students' intelligence, knowledge, personality, characters and skills in a workplace for independent life in their future.

SMK N 1 Sewon is one of the vocational high schools in Yogyakarta. The school has four departments; namely Hotel Accommodation, Boutique, Beauty, and Cuisine and Restaurant Department. Beauty Department consists of two study programmes; namely Hair Study Programme and Skin Study Programme.

Meanwhile, Cuisine and Restaurant Department include Culinary Study Programme and Patisserie Study Programme. The Cuisine and Restaurant Department is the new department compared with others as this department was established in the academic year of 2009/ 2010. Therefore, the teachers gave more attention in this department.

One of the study programmes in Cuisine and Restaurant Department is Culinary Study Programme. In this study programme, English has the important roles, such as to communicate with costumers, interpret instructions related to the work, and so on. Therefore, good English is required in this department. Consequently, the English teachers have to manage the teaching and learning process as effectively as possible so that the students get the knowledge easily. The teachers have to encourage and facilitate the students in communicating with others by using specific and particular English related to the social context of the study programme.

According to UU No. 22:2006, teaching and learning process should be taught based on Standard of the Content which includes Standard of Competence and Basic Competence (SK-KD). The teachers then use the same SK–KD for the English subject for all study programmes in SMK even though the subject matter of every study programme is different. As a result, many writers publish English course books based on the SK-KD. In choosing English materials and the course books for their students, many English teachers are confused as sometimes the English SK-KD does not have suitable background knowledge of the study programmes.

The English teachers in SMK N 1 Sewon also use the same SK–KD for the subject for all study programmes even though the subject matter of every

programme is different. It means that the materials used are general. The existing materials are the same for all study programmes. The teachers do not use the specific English materials which are appropriate for this department.

The absence of specific English materials might cause some difficulties for the students in their efforts to develop their abilities to communicate in English in the right context of Culinary in their field of work. The result is that the objective of the English teaching in Vocational School generally and Culinary Department particularly will not be reached.

As stated above that Culinary Department consists of new study programmes, Patisserie and Culinary. Compared with Patisserie, Culinary has more students. Therefore, the teaching and learning process in this programme also needs more attention.

Realizing the fact, the researcher thinks that it is important for the English teacher to design the specific English learning materials for the teaching. Therefore, conducting the research on designing English learning materials for Culinary Study Programme is needed. There is a need to provide the materials for the students.

B. Identification of the Problem

Learning material is the kind of materials used by teachers or instructors in helping them doing the teaching and learning process in the class. The learning materials can be in the form of written (i.e. handout, book, student worksheet, module, brochure and leaflet), audio (i.e. radio, cassette, audio compact disc), visual (i.e. picture and model), audio–visual (i.e. video, film, video compact disc) and multimedia (i.e. interactive compact disc, computer based, internet).

In the teaching and learning process, the English teacher of Culinary Study Programme in SMK N 1 Sewon uses some of those kinds of learning materials such as course book, student worksheet, video and the internet.

Books are written learning materials usually used by the teacher. The course books used for the Culinary Study Programme students are same with the ones used for the other departments in that school. The books were quantitatively provided enough for the students since all of them had the book. However, qualitatively it does not cover all of the students' needs. Students do not get the specific materials related to their study programme.

Student worksheet was sometimes used by the English teachers in that school. It is simpler than books and also provides more exercises for the students so that the teachers do not need to make exercises by themselves. However, this kind of learning materials is not effective enough for the materials contained in the worksheets are general materials. There is no specific material related to the students' subject matter and need.

Cassette is audio learning materials used by the teacher when she teaches listening skill. The teacher sometimes still uses cassette in the class as the manual audio learning material. The materials used in the cassette are also general English materials as in teaching listening skill the teacher rather focuses on the questions in the final examination than student need in the future. Therefore, qualitatively it is not appropriate with students' needs.

SMK N 1 Sewon has a laboratory which provides some facilities for the students in learning languages. One of them is the Internet. The English teacher sometimes uses it in the teaching and learning. Students can search the materials and references provided by the teachers from the school web on the internet.

However, the materials used by the students and the teachers are not effective and appropriate enough as the materials taken sometimes do not require students' background knowledge.

These are some things which should become consideration for the researcher in designing English learning materials for the students of Culinary Study Programme. In doing teaching and learning, the school uses some kinds of learning materials, i.e. books, student worksheets, cassette and internet. However, Culinary Study Programme is one of the programmes in the vocational school that needs specific learning materials related to the subject matter and needs of the students.

C. Limitation of the Problem

It would be a very hard work for the researcher in conducting a research covering things stated previously. Due to the limitations in the time and the writer knowledge, this research focused on the materials on the students' course book.

The English learning materials in the form of students' book referred to the first semester of the eleventh grade students of Culinary Study Programme in SMK N 1 Sewon. Therefore, the aim of this research is to design English learning materials on the students' book in Culinary Study Programme.

D. Formulation of the Problem

By considering the limitation of the problem, the researcher formulates the problems as the follows:

1. What are the needs of the eleventh grade students of Culinary Study Programme in SMK N 1 Sewon?

2. What are the effective learning materials for the eleventh grade students of Culinary Study Programme in SMK N 1 Sewon?

E. Objectives of the Research

Corresponding to the formulation of the problem, the objectives of this research are:

1. to find out the needs of the eleventh grade students of Culinary Study Programme that need an effective materials design.
2. to design the effective learning materials for the eleventh grade students of Culinary Study Programme in the first semester.

F. Significance of the Research

This research is expected to give a valuable contribution to the following parties:

1. Theoretically, to the English teaching and learning process, this result will add more knowledge about developing English learning materials for culinary program students.
2. Practically, to English instructors or teachers who want to teach English to Culinary Study Programme, the result of this research study can be used as a reference as to what English learning materials for Culinary Study Programme is like.
3. For further development :
 - a. To the English Department, the researcher hopes that the result of this research study can be an input of reference relating to materials design and development as well as English for specific purposes.

- b. To other researchers who wish to develop English learning materials for students of Culinary Study Programme or other programmes on vocational schools, this research study can be a reference as to what learning materials is like.

CHAPTER II

THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK