

**AN ANALYSIS OF CULINARY ART VOCATIONAL STUDENTS'
NEEDS IN LEARNING ENGLISH AT THE PUBLIC VOCATIONAL
HIGH SCHOOL NUMBER 9 PADANG**

THESIS

*Submitted as Partial Fulfillment of the Requirements for Obtaining Bachelor
Degree of Education (B.Ed) in English Language Education Program*



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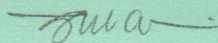
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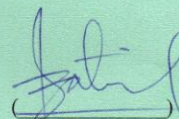
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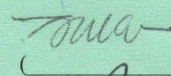
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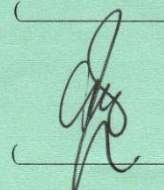
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ABSTRAK

Dewi, Rukmala. 2019. *An Analysis of Culinary Art Vocational Students' Needs in Learning English at the Public Vocational High School Number 9 Padang*. Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Tujuan dari penelitian ini adalah untuk menganalisa kebutuhan Bahasa Inggris siswa Tata Boga di SMK 9 Padang dalam mempelajari teks prosedur khususnya resep makanan. Penelitian ini menerapkan metode penelitian *qualitative*. Subyek dari penelitian ini adalah siswa kelas XI jurusan Tata Boga di SMK N 9 Padang. Satu dari tujuh kelas dipilih untuk menjadi sampel dari penelitian ini yang terdiri dari 32 siswa. Data penelitian ini dikumpulkan melalui angket dan panduan wawancara. Angket diberikan kepada setiap siswa dari sampel yang terpilih dan wawancara ditujukan kepada guru Bahasa Inggris yang mengajar mereka. Angket tersebut mencakup tiga hal sebagai tolak ukur dari kebutuhan siswa dalam mempelajari teks prosedur khususnya resep makanan di kelas Bahasa Inggris, yang disebut sebagai *necessities*, *lacks*, dan *wants*. Angket tersebut dianalisa dengan memperhatikan nilai rata-rata dari jawaban siswa. Rekaman wawancara juga dianalisa untuk mendapatkan jawaban yang lebih dalam dari penelitian ini. Hasil dari penelitian ini menunjukkan bahwa aktifitas yang paling penting yang harus dilakukan ketika mempelajari teks prosedur khususnya resep makanan adalah aktifitas membaca. Selain itu, kemampuan Bahasa Inggris yang harus dikuasai siswa agar dapat bekerja dengan baik di masa depan adalah kemampuan berbicara.

Kata Kunci: Analisa Kebutuhan, Kebutuhan Siswa, Siswa Kejuruan, Siswa Tata Boga, Kebutuhan Bahasa Inggris, Teks Prosedur, Resep Makanan

ABSTRACT

Dewi, Rukmala. 2019. *An Analysis of Culinary Art Vocational Students' Needs in Learning English at the Public Vocational High School Number 9 Padang*. Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

The purpose of this study is to analyze English needs of culinary art students of Vocational High School Number 9 Padang in learning procedure text particularly recipe. It employed qualitative research method. The subjects of this study were eleventh grade Culinary Art students of SMK N 9 Padang (Vocational High School Number 9 Padang). One out of seven classes was chosen to be the sample of this study which consist of 32 students. The data were collected through questionnaires and interview guide. A questionnaire administered to each of the students and an interview was done to an English teacher who teach them. The questionnaire covers three things as the benchmark of students' needs in learning procedure text particularly recipe in English class which are necessities, lacks, and wants of the students. It was analyzed by looking at the mean value of the students answers. The interview recording was also analyzed to get deeper answer from the teacher. The result of the study showed that the most important activity that should be done in learning procedure text particularly recipe is reading activity. Meanwhile, the skill that must be mastered by the students in order to perform well in their future carrier was speaking skill.

Key words: Need analysis, , Students' needs, Vocational students, English needs, Procedure text, Recipe

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CHAPTER I

INTRODUCTION

This study aims to find out Culinary Art vocational high school students' needs in learning procedure text in English class. This chapter discusses its relevance and its feasibility. It includes background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research question, and purpose as well as the significance of the study.

A. Background of the Problem

English is a compulsory subject taught to the students in Indonesia included vocational high school. It is stated in Minister of Education and Culture Regulation number 70 in 2013 that there are six compulsory subjects which should be taught to the secondary students including English. This regulation become a reference to the implementation curriculum 2013.

Teaching English in vocational high school is based on the syllabus developed by government which is the same as the syllabus used for Indonesian senior high schools. Moreover, text books that were designed by government are also intended to both senior and vocational high school. Those text books contain the general English material, whereas vocational students need English for Specific Purposes. The problems above indicate that there is an incompatibility between what is taught in the vocational high school and what they really need.

Vocational high school is equal to senior high school in Indonesia. It can be seen from several aspects. First, the students who are accepted by both of them are junior high school graduates. Second, both of them are in the same level before university entrance. Third, the students are usually in the same age

between 15 until 18 years old. The most important one is the syllabus they used is same. The only difference is on its purpose. A vocational high school aims to prepare the students to have certain skills that can be applied to work right after graduation. The skills taught are based on the majors that they take. Because of this difference, some subjects taught in vocational high school should be different from the senior high school. However, according to curriculum 2013, there are six subjects that both of them have such as math, Bahasa Indonesia, religious education, civic, Indonesia history, and English. Even though the subjects are same, the material included must be different considering the goals of the students' skills particularly in English subject. It shows that English in vocational high school is not General English but English for Specific Purposes (ESP) since it is designed to meet the specified needs of the learners. Each majors in vocational high school aim to graduate the students with specific skills.

There are some different majors which are usually offered by a vocational high school. SMK N 9 Padang provides two different expertise programs. They are Hospitality Accommodation and Culinary Art programs. This thesis will focus on Culinary Art major which is also known as the cooking major. The English needs of the students will be the core of this study especially in learning procedure text particularly recipe. As the other majors in vocational high school, Culinary Art also requires to study compulsory subjects as stated in the curriculum 2013. All the subjects taught to the Culinary Art students are expected to support their skills including English.

In order to find out the suitably material that should be taught to the Culinary Art students, needs analysis should be conducted. According to Boroujeni and

Fard (2013), need analysis is the procedure of collecting the information. The information is from the students which can be references to what they should learn in English class. There are some information which called as necessities, lacks, and wants of the students. All of them come from the different aspects. Students' necessities are derived from their target situation. The lacks are drawn from what the students have already known, and wants come up because of students' expectation about what they should learn. Additionally, some important information could be obtained from the English teachers who teach them.

There have been many studies conducted to look at the students' needs in learning English especially culinary students such as analisis kebutuhan Bahasa Inggris jurusan Tata Boga-PKK UNP Padang (Al-Hafizh and Ratmanida, 2008). As its title, this study was conducted for culinary and hospitality students of UNP. Its purpose was to find out the needs of the hospitality and culinary students in learning English. This study stated that there is a link between English material with academic and occupation needs of the culinary and hospitality students.

Another study which is related with this study was conducted by Nureffendhi (2013) about developing English learning materials for culinary students of Vocational High School Students Wonosari. This study aimed to find out the needs of the Culinary Art students in SMK Wonosari and tried to develop an English learning material based on their needs.

Similar to the previous study, another study was conducted by Wandut (2018). She compiled a course book after analyzing the English needs of Culinary Art students of a public vocational high school in Yogyakarta. This study tried to

find out two research questions which are what material and what book should be used by the culinary students in vocational high school.

Since the studies above focus on the general needs of the culinary art students in learning English, this study will limit it as the English needs of Culinary Art students in learning procedure text particularly recipe. Procedure text/ particularly recipe is a thing or a material in English subject that must be understood and managed well by the Culinary Art student. It is because they always deal with recipe either in the class now and at work later. Thus, the purpose of this study will be analyzing the Culinary Art students of vocational high school needs in learning procedure text particularly recipe.

B. Identification of the Problem

The background of the study above indicates a problem that has happened recently in vocational high school classroom when they are learning English. The incompatibility occurs since the syllabus and the book designed by the government do not consider the needs of vocational students. Thus, a problem can be identified as students needs in learning procedure text in English classroom.

C. Limitation of the Problem

As in the identification of the problem which is analyzing students' needs in learning procedure text particularly recipe, this study was limited and focused on the needs analyzing of eleventh grade Culinary Art students in SMK N 9 Padang, Sumatera Barat. The eleventh grade students were chosen because they have learned procedure text in the class. The topic procedure text was taken because Culinary Art students have to master this kind of text since they will always find

it in their working activities. Finally, this research will focus on finding particular English skills which are needed by the Culinary Art students in learning procedure text.

D. Formulation of the Problem

The problem of this research is formulated as what the needs of eleventh grade Culinary Art students of Public Vocational High School number 9 in learning procedure text in English class are.

E. Research Question

Based on the problem formulated above, the research question of this study is: What are the needs of eleventh grade Culinary Art students of SMK N 9 Padang in learning procedure text in English class?

F. Purpose of the Research

This research aims to analyze the English needs of eleventh grade students of Culinary Art class in SMK N 9 Padang in learning procedure text.

G. Significance of the Research

There are two main contributions from the result of this research to relevant bodies of theory and the improvement of teaching English. It will give more information to the theory of culinary art students' needs in English classroom especially in learning procedure text particularly recipe. Then, it is expected to bring benefits or advantages to the English teacher in applying their roles and give the right material in culinary art vocational high school class. It is also expected to contribute to the curriculum, syllabus, and textbook designer to design culinary art learning set. Eventually, students could be more interested to learn and acquire English more easily according to their needs.

H. Definition of Key Terms

1. Students' needs : necessities, lacks, and wants of the students.
2. Need analysis :the procedure of gathering the information about learners' needs and comparing what already exist and the expectation.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents conclusion of the study and recommendation for the future research. The conclusion summarizes all the research including answering the research question. Recommendation part offers suggestions for English teachers and further future research based on researcher's reflection on doing the study.

A. Conclusion

The goal of the study is to find out the needs of second grade culinary art students of vocational high school in learning procedure text particularly recipe in the class since the curriculum only provides General English for them. In answering the research question the researcher figures out the theories in chapter 2 and use needs analysis methodology which proposed by Hutchinson and Waters (1989).

According to Hutchinson and Waters (1989), based on the target needs of the students, there are three things that were explored from the students in analyzing their needs. They are their necessities, lacks, and wants.

The result of this study shows that in learning procedure text, the most important activity in English classroom that students need is reading activity. Meanwhile, in order to perform well in their future carrier, they need speaking skill as the most crucial one to be mastered. Moreover, they want and have to enrich more culinary vocabulary. That is why they expect in any kinds of activities in the class, they should get any new words about culinary.

B. Recommendation

There are some suggestions for the English teachers who teach culinary students in vocational high school from the result of this study. In teaching procedure text/recipe, teachers should concern more about what the students' needs in order to perform well in the class as well as in their future carrier. What skill that must be mastered by the students and what English activities should be done in the class in order to support their other skill are the two main focuses.

From this study the most important skill is speaking and reading. That is why, it is necessary for the teachers to create an activity that can support those skills. The researcher suggests the teachers to choose material of procedure text or recipe that will be applied in their work as culinary students. After choosing the right material, design the activities that will help them in their performance as the prospective workers in industry. The culinary English teachers also should give new culinary vocabularies to the students in every meeting in the class as the students expect.

Finally, since this study already talked about the students needs in learning procedure text/recipe, the researcher suggests the next further researcher to focus on other topic in English subject.

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