

THE DEVELOPMENT OF ENGLISH LEARNING MATERIALS FOR CULINARY ART PROGRAM USING FOUR-D MODEL

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Abstrak

Bahasa Inggris menjadi salah satu mata pelajaran wajib di sekolah tingkat atas, baik sekolah umum maupun sekolah kejuruan. Namun, bahan ajar yang digunakan keduanya masih sama. Padahal, di sekolah kejuruan, Bahasa Inggris menjadi English for Specific Purposes yang memiliki kebutuhan khusus sesuai dengan jurusannya, seperti pada jurusan Tata Boga. Oleh karena itu, pengembangan bahan ajar Bahasa Inggris bagi jurusan ini sangat diperlukan. Penelitian ini menggunakan metode Research and Development (R&D) melibatkan siswa jurusan Tata Boga di SMK Dharma Wanita Gresik. Dalam mengembangkan bahan ajar, penelitian ini menggunakan model pengembangan Four-D yang dirumuskan oleh Thiagarajan, 1974. Penelitian ini dilakukan untuk mengetahui penerapan model Four-D dalam pengembangan bahan ajar Bahasa Inggris untuk jurusan Tata Boga dan untuk mengidentifikasi kualitas bahan ajar Bahasa Inggris jurusan Tata Boga yang telah dikembangkan berdasarkan keefektifannya, penyajiannya, dan keterbacaannya. Penelitian ini menggunakan tiga instrumen, diantaranya kuisioner yang melibatkan satu kelas siswa Tata Boga, wawancara yang melibatkan 10 siswa dan satu guru Bahasa Inggris jurusan Tata Boga, dan rubrik kualitas bahan ajar Bahasa Inggris yang telah dikembangkan dan divalidasi oleh satu guru Bahasa Inggris jurusan Tata Boga dan satu dosen. Hasil penelitian menunjukkan bahwa tujuan pengembangan materi bahasa Inggris untuk jurusan tata boga adalah menyesuaikan isi materi dan penugasan yang sesuai dengan kebutuhan siswa tata boga, dimana tahap ini merupakan tahap define dalam model Four-D. Selanjutnya, dari hasil needs analysis menunjukkan bahwa basic competences yang dikembangkan adalah mengenai *procedure text* dan *offering and responding services*. Lebihnya lagi, materi yang harus dicantumkan adalah tema yang sesuai dengan jurusan tata boga. Tahap ini merupakan design stage dalam model Four-D. Terakhir, hasil penilaian materi yang telah dikembangkan menunjukkan memiliki kualitas yang bagus dengan memenuhi aspek effectiveness, practicality, dan readability. Tahap ini merujuk pada develop stage dalam model Four-D.

Kata Kunci: Pengembangan Materi, materi pembelajaran Bahasa Inggris, analisis kebutuhan, Model Four-D, kompetensi dasar, keefektifan, penyajian, keterbacaan, jurusan Tata Boga.

Abstract

English is one of the compulsory subjects in high schools, both in public and vocational schools. However, the learning materials used by both are still the same. In fact, in vocational schools, English becomes English for Specific Purposes, which has unique needs based on the students' majors, such as in the Culinary Art Program. Therefore, the development of English learning materials for this program is needed. This study used the Research and Development (R&D) method involving students majoring in Culinary Art Program at SMK Dharma Wanita Gresik. This study used the Four-D model formulated by (Thiagarajan et al., 1976) in developing learning materials. This research was conducted to investigate the implementation of the Four-D model in developing English learning materials for the Culinary Art Program and finding out the quality of Culinary Art Program English learning materials being developed in terms of its effectiveness, practicality, and readability. This study used three instruments, including a questionnaire involving one class of Culinary Art Program students, interviews involving ten students and an English teacher majoring in Culinary Art Program, and aspects (specification) of an instructional material rubric that has been validated by an English teacher of Culinary Art Program and a lecturer. The results showed that the purpose of developing English materials for the Culinary Art Program was to adjust the content and assignments based on the culinary students' needs, where this stage is the define stage in the Four-D model. Furthermore, the needs analysis results showed that the basic competencies developed are on procedure text and offering and responding services. Moreover, the material that must be included is the theme according to the Culinary major. This stage becomes the design stage in the Four-D model. Finally, the results of the assessment of the materials that have been developed showed that they had a good quality by meeting the aspects of effectiveness, practicality, and readability. This stage referred to develop stage in the Four-D model.

Keywords: Material Development, English learning materials, needs analysis, Four-D Model, basic competencies, effectiveness, practicality, readability, Culinary Art Program.

INTRODUCTION

Based on (Saragih, 2014), English for Specific Purposes (ESP) is defined as a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners. (Brian Paltridge & Sue starfield) defines ESP as English for Specific Purposes (ESP), which means the teaching and learning of English as a second or foreign language where the learners' goal is to use English in a particular domain. (Hutchinson & Waters, 1987) stated that ESP is an approach to language learning, which is based on learners' needs.

Based on the needs, ESP is divided into two types. They are English for Academic Purposes (EAP) and English for work which contains English for work or training, which is English for Occupational Purposes (EOP), English for Vocational Purposes (EVP), and Vocational English as a Second Language (Hutchinson & Waters, 1987). Among those branches of ESP, EVP becomes one of the most needed ESP in Indonesia. According to (Soenarto; Ami, 2017), Vocational High School (VHS) or *Sekolah Menengah Kejuruan (SMK)* is an educational institution that is responsible for producing skilled workers by increasing labour participation and productivity as a benefit of the educational process. According to (Mulyah & Aminatun, 2020), teaching English in Vocational High Schools is undoubtedly different from that in Senior High School. The English teaching at VHS must be appropriate to the students' study program being taught. English teachers must teach based on the English needs, which are closely related to the students' study program. Examples of the program that uses English as ESP in VHS are tourism, business, management, engineering, and culinary art.

Culinary Art Program, one example of study programs that use English as ESP, is designed to prepare students to have basic and advanced cooking skills in the foodservice industry (Hertzman & Stefanelli, 2008). This program runs based on the 2013 Curriculum. The curriculum is a set of plans and educational arrangements regarding the objectives, content, and learning material and how to use it to guide and basis for schools' learning activities to achieve specific educational goals (Gunawan, 2017) and (Noor Chairani, 2015). As one of the government's attempts to address technological development challenges and rapid globalization, the 2013 Curriculum was introduced. This curriculum focuses on building students'

character, developing specific skills based on students' desires and needs, and developing thematic approaches (Ratnaningsih, 2017).

Students of the Culinary Art Program indeed have different English needs compared to the students in public school. So that needs analysis is needed to aid them in choosing and prioritizing what they need. According to (Saragih, 2014), need analysis is the process of determining and prioritizing students' language needs. It aims to get input regarding the content and implementation of the language in the program, evaluate the existing materials, and develop the language components based on its learning objectives.

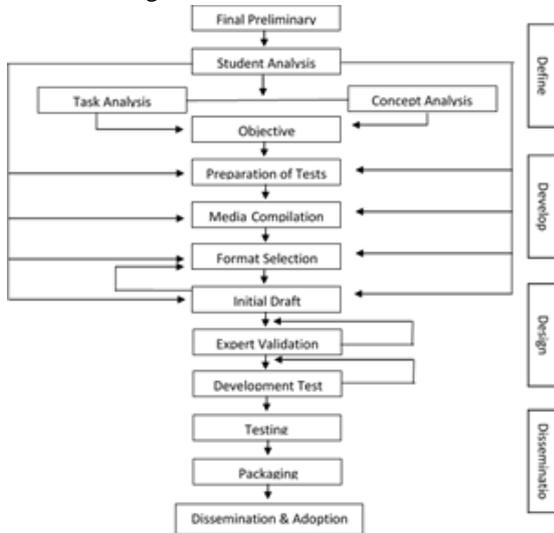
After carrying out a need analysis, the researcher will determine the students' needs under their respective goals. The existence of learning materials can facilitate these needs. It is a vital component in the teaching and learning process. It has a role as a teaching guide that can show what will happen during the learning process to be easily achieved. English learning materials for Culinary Art Program students aim to facilitate the students to use English in several communicative events relevant to their workplace. Dealing with that statement, the development of English learning materials for the Culinary Art Program is necessary.

The development of learning materials is needed to maximize the objectives of learning materials. According to (Azarnoosh, Maryam, Mitra Zeeratpishe, Akram Faravani, 2016), material development is a practical activity that involves the production, evaluation, adaptation, and exploitation of material intended to facilitate language acquisition and development. In the development of learning materials, there are several models put forward by experts. They are Four-D, ADDIE, ASSURE, Hannafin and Peck model. In this study, the researcher used the Four-D model to produce a product in the English learning materials for Culinary Art Program. Furthermore, the researcher used this model because it is arranged systematically with a sequence of activities that can be used for problem-solving according to the learning instrument. In addition, the Four-D model can be adapted to the school needs and the characteristics of its students so that it is flexible and conditional.

The Four-D model consists of 4 development stages: Define, Design, Develop and Disseminate (Thiagarajan et al., 1976). The first stage, which is define, is often referred to as needs analysis. The purpose of this stage is to stipulate and define instructional requirements. The

second stage, which is design aims to design a prototype of teaching materials. The main aspects of the design stage are selecting media and formats for the material and producing the initial version. The second step, which is developed, aims to modify the prototype teaching materials. The final stage, which is disseminated, uses devices produced on a broader scale.

The following is the chart of the Four-D model:



Picture 1. The chart of Four-D model

In this study, the researcher developed two chapters of English learning materials of Culinary Art Program for twelfth-grade students: (a) 3.1 & 4.1, which talk about applying and constructing social functions, text structure, and linguistic elements of oral and written interpersonal interactions, and also involving the act of offering services, and responding to them, under the context of their use; and (b) 3.6, 4.6.1, & 4.6.2 which talk about distinguishing, grasping, and constructing social functions, text structure, and linguistic elements of several oral and written procedural texts by providing and requesting information regarding manuals for the use of technology and tips, short and straightforward, based on the context of its use.

In developing these English learning materials, the researcher chose three aspects for assessing the learning materials because it is guided by the Curriculum Center (2016) which states that the quality of a learning material can be assessed from three important aspects, namely effectiveness, practicality, and readability. These three aspects have an interrelated relationship, where a learning material can be stated as material that has good quality if it meets these three aspects.

The aspect of effectiveness (feasibility of material content) consists of (1) the completeness of the material; (2) the breadth of the material; (3) the depth of material; (4) the accuracy of concepts and definitions; (5) the

accuracy of data and facts; (6) the accuracy of examples and practice questions; (7) the accuracy of drawing diagrams and illustration; (8) the accuracy of terms; and (9) the accuracy of references. Meanwhile, the practicality aspect (presentation feasibility) consists of (1) systematic consistency of presentation in each learning activities; (2) concordance; (3) examples of questions in each learning activity; (4) practice questions at the end of each learning activity; (5) answer keys to practice questions; (6) feedback on practice questions; (7) introduction; (8) Glossary; (9) bibliography; (10) summary; and (11) the involvement of students in supplements. The third aspect, which is readability (linguistics feasibility), consists of (1) the content in the learning material uses language that is acceptable, clear, and easy to understand and (2) to practice questions in this learning material uses language that is acceptable, clear, and easy to understand.

This study is necessary to conduct because based on the observation, the English learning materials used by culinary students are still the same as public schools so that the development of English learning materials that are in line with the culinary students' needs are very much needed. Moreover, the researcher used Four-D model in developing the learning materials. The reason is because this model has the clear stages so that the researcher can analyze the students' needs easily in order to decide the appropriate materials. Indeed, by using the appropriate learning materials, culinary students will find it easier to learn English and develop their English skills.

This study is different from the previous study since the subjects of the previous study are tourism program students, while the subjects of this study are culinary art program students. Moreover, this study emphasized how the Four-D model was used in developing the English learning material of the culinary art program, which the previous researcher did not do. This model was chosen because it is easy to understand and apply, can be developed to improve learning development, and has the proper steps and systems for developing learning materials.

Regarding the facts above, the research objectives are formulated as follows:

1. To investigate the purpose of developing English learning materials for the Culinary Art Program using Four-D models.
2. To elaborate the basic competencies of the English learning materials for the Culinary Art Program being developed using Four-D models.
3. To investigate the content that should be included in the English materials for Culinary Art Program based on the students' need analysis.

4. To find out the quality of Culinary Art Program learning materials being developed regarding its effectiveness, practicality, and readability.

METHOD

In this study, the researcher used Research and Development (R&D) method. The researcher developed English learning materials for Culinary Art Program students following their needs. The researcher used the Four-D model, which was developed by (Thiagarajan et al., 1976). The researcher used the Four-D model. However, in this study, the researcher only carried out three stages of development (define, design, and develop) because getting to the dissemination stage would take a long time.

Moreover, it needs registration to intellectual property rights first. The object of the study was the English materials in Culinary Art Program. The subjects of the study were students of the Culinary Art Program in a vocational high school in Gresik. The researcher conducted this study at SMK Dharma Wanita Gresik. The researcher chose this vocational high school because the development of English materials in this school is not well-developed yet, even though the demand for the future is extremely high.

Furthermore, the researcher used a mix-ended questionnaire as the primary research instrument because it is suitable for the researcher's needs to gather information from the students. This stage involved all the students in a class. In addition, to get more comprehensive information, the researcher used a semi-structured interview with the students and the English teacher as the complementary instrument. The researcher has prepared the determined questions that enabled the respondents to have their flow of information (Wilkinson & Birmingham, 2003). Only ten students were included in this stage. After that, the researcher designed the English materials based on the need analysis. The next stage is developing the English learning materials. At the end of the stage, the researcher showed the result of developing the English materials and also distributed the aspects (specification) of the instructional material rubric to the English teacher. This rubric consists of three aspects to know the quality of the learning materials that have been developed.

After the data has been collected, the researcher analyzed the data using the method formulated by (Ary, Jacobs, Sorensen, & Walker, 2014). There are three stages, which are (a) organizing and familiarizing, (b) coding and reducing, and (c) interpreting and representing.

RESULTS AND DISCUSSION

The purpose of the development of english learning materials

Concerning the first research objective, which aims to investigate the purpose of developing English learning materials for the Culinary Art Program using the Four-D model, the researcher conducted observation to know the English learning materials that the culinary student used.

The observation showed that the culinary students used the same English learning materials as the senior high school students. However, the content was not appropriate yet with the culinary program. There were no topics or materials that are in line with the students' culinary art program needs.

Furthermore, to get more comprehension information, the researcher also conducted needs analysis by asking questions in the questionnaire and interview. The questionnaire was distributed to twelfth graders of the Culinary Art Program. At the same time, the interview was conducted with some representative students and the English teacher of the Culinary Art program. The researcher distributed the questionnaire, which consists of 10 questions. Regarding the research and development used in this study, the researcher used a mixed questionnaire in which the questions are both open and close-ended.

The first question in the questionnaire showed that most of the students like learning English, while the rest of the students did not like learning English. There are some reasons why the students like learning English: (a) most of the students like learning English because they like watching English movies, so they want to be able to understand what the characters are talking about; (b) some of them also said that they studied English because they felt that English could help them in getting a job. Indeed, mastering English will assist people to get an appropriate job as they dream quickly; (c) because in the field they are currently studying on, which is Culinary Art Program, it also contains many things that are related to English; (d) some of them also felt English is vital, especially for those who intend to study abroad. In this modern era, English plays a significant role in almost all majors, such as education, health, economics, and politics. People in the world use English as their general language to be called a universal language.

The third question in the questionnaire showed that most of the students know the learning objectives of English, while the rest of the students did not know the learning objectives of English. Furthermore, regarding the appropriateness of English learning materials with the program, the fourth question showed that most of the students felt that the English learning materials they used were appropriate with their English learning objectives. In

contrast, the rest of the students felt that the English learning materials they used were inappropriate with their English learning objectives. These results were highly contradictive when some representatives of the students were interviewed. They said that the English books used today are not in accordance with their major, both in terms of the material and assignments. The English books they use today are the same as those used by students in public schools. It can be seen that there are no recipes or appropriate English vocabulary.

Furthermore, in answering the seventh question about why students want to learn English, the results showed that plenty of students agreed that they learn English because they want to use English well. For instance, *to explain my dish fluently and to find out the meaning and vocabulary of English*. Then, many students said that they learn English because they want to build good communication, such as communicating with strangers or related to work further, making *it easier to talk to foreigners, work, and communicate with foreigners*. Meanwhile, some students learn English because they thought that mastering English will assist them to easily get an appropriate job as they dream, for example, *because English is very much needed in the world of work*. Another reason for some students is English is very required, e.g., *because many lessons in my department use English*. In addition, one student said that he or she learned English because she has a plan to study abroad, for example, *because I have aspirations to study in America*. However, the rest of the students did not like learning English, e.g., *I don't like the English + the teacher*.

Then, considering English skills that support the students' career or job, the researcher asked about that in the eight-question. The result showed that many students chose to speak as the English skill that supports their career or job. Several students chose reading as the English skill that helps their career or job. Then, a few students chose to listen as the English skill that supports their career or job. Furthermore, based on the information from the teacher, the average ability of students in English is still not good. One example is in speaking. Students still cannot respond when talking to the teacher. Even the school has created a community, namely the English Club, with the aim that students can speak English fluently. However, this community is no longer running. Speaking is an English skill that Culinary students need.

The result of the last question showed that all of the respondents—which are 24 students—agreed that the development of English learning materials for the Culinary Art Program is needed. For example, *it is necessary because most English books do not have recipes or themes that are suitable for the department; yes, because English lessons at school rarely discuss culinarily, it is necessary*

so that culinary students know how to apply English in culinary majors, it is needed because to make it easier for us to understand the names of ingredients in English, and terms. At the same time, one student said that she did not know whether the development of the material is needed.

Next, the researcher also interviewed the English teacher of the Culinary Art Program. The result is that the teacher agreed that English learning materials for the Culinary Art Program are vital. The teachers can help students achieve their future goals since, so far, they still use the same English textbooks as general high school students, including their assignments.

Based on the data above, it was found out that the purpose of the development of English learning materials for the Culinary Art Program is to develop English learning materials that are in accordance with the culinary major, both material and assignments. Considering that students of the Culinary Art Program love learning English, students have many compelling reasons to learn English, such as communication, future work, and further education. They also chose the English skills that support their career or job.

Moreover, all culinary students and their teachers agreed to develop English learning materials specifically for their majors.

Indeed, this stage goes into the define stage, where the researcher formulates or finds the purpose of developing English language material for the Culinary Art Program using Four-D models. Furthermore, the result of this research objective contains 3 out of 5 activities in the define stage formulated by (Thiagarajan et al., 1976): (a) front-end analysis, which aims to find out the fundamental problems in development so that it is easier to determine the initial steps of development. It can be seen from the question about English books that are used today are not in accordance with their major; (b) learner analysis, which aims to get a description of the character of students that are relevant to the design and development of identified teaching. It can be seen from the question about students love learning English and why students want to learn English; (c) task analysis, which aims to identify the main tasks that students must master to achieve the minimum competence. It can be seen from the question about English skills that support students' careers or jobs.

The basic competencies of the english learning materials developed

Following the second research objective, the researcher elicited data using a questionnaire as the instrument. In the fifth question in the questionnaire, the researcher provided four topics based on *Permendikbud No.18 Year 2018*. Then, the result showed that plenty of the students felt that procedure text is the appropriate topic for their program;

many of the students felt that offering and responding service is the relevant topic for their program. Some of the students felt that asking and giving information is the appropriate topic for their program. The rest of the students thought that the accompanying text is the relevant topic for the program. The two topics that mainly were chosen above were considered to be significantly related and needed by their majors. They are procedure text and offering and responding service: (a) 3.1 & 4.1 applying and constructing social functions, text structure, and linguistic elements of oral and written interpersonal interactions, and also involving the act of offering services, and responding to them, following the context of their use; and (b) 3.6, 4.6.1, & 4.6.2 distinguishing, grasping, and constructing social functions, text structure, and linguistic elements of several oral and written procedural texts by providing and requesting information regarding manuals for the use of technology and tips, short and straightforward, based on the context of its use.

Regarding the explanation above, the result of this research objective is still in the define stage, which contains the last two activities formulated by (Thiagarajan et al., 1976). They are (a) concept analysts, which aims to determine the central concept and content of the material to be taught and arrange the steps to be carried out rationally; and (b) specifying instructional objectives, which aims to determine indicators of learning achievement based on material analysis and curriculum analysis.

The content in the english learning materials developed

The researcher chose a questionnaire and an interview to gain the data for the third research objective. The result of the second question in the questionnaire showed that plenty of the students felt that vocabulary is the most difficult English component to learn, many students felt that speaking is the most difficult English skill to learn, some of the students felt that grammar is the most difficult English component to learn, some of the students felt that pronunciation is the most difficult English component to learn, the rest of the students felt that reading is the most difficult English skill to learn. There are no students who felt that writing is the most difficult English skill to learn. The students agreed that speaking is the most difficult English skill because of the anxiety. They often felt afraid to make mistakes when speaking English.

Furthermore, because of their vocabulary, they still translate word by word when they speak English. However, they stated that watching English movies from social media platforms is an effective strategy to overcome this difficulty. In addition, this strategy was also used by the students who have pronunciation difficulties. They

also used *Google Translate* to assist them with the correct pronunciation of words.

Regarding the appropriate components for English learning materials, the researcher provided four choices in the sixth question. The result showed that many of the students chose 'The theme is according to the Culinary Art Program (list of ingredients, recipes, a cultural history of traditional cooking),' several of the students chose 'It contains language skills and components according to the Culinary Art Program,' a few of the students chose 'There is an interesting illustration.' The rest of the students decided, 'There is a QR code (Quick Response) which refers to the video or audio of the related learning' as the appropriate components for their English book.

Besides the English skills, the researcher also questioned students' strategies in improving their English skills. The result showed that many students agreed that they study harder to improve their English skills. For example, *by learning to speak and pronounce it, study harder, study and keep studying, and continuously learn.* In addition, several students agreed on improving their English skills. They used songs and movies. For example, *watch English movies, listen and understand English songs, listening to western music (looking for the translated lyrics of the music), watching English movies (do not forget to turn on Indonesian subtitles to know the meaning). I would rather listen than reading and watched the English video to become familiar with the sentences and the pronunciation and learned more words that were previously unknown.* Then, a few of the students agreed that in improving their English skills, they used social media. For example, *by learning online from YouTube, by learning online through social media.* However, there is one student who did not know how to improve her English skills.

In accordance with the content that should be included in the English learning materials for Culinary Art Program, the researcher gained the information deeply from the interview by asking students' expectations of this development. The result showed that students want the English materials in accordance with their major. For instance, *the hope is that there are lots of recipes given, there are still continental recipes that have many ingredients in English, there is also a vocabulary for food, for example, what is the pot in English, and I hope that in the development of this English textbook for culinary, there is about my department, like recipes or cooking techniques or something else, so it's interesting for me, I want it like that, so I don't get bored.*

Regarding the explanation above, this stage goes into the design stage, which has four activities that have been carried out (Thiagarajan et al., 1976): (a) constituting criterion-referenced, which is the step bridging stage

define and design process. It can be seen from the question about the vocabulary that becomes the most difficult English component to learn; (b) media selection, which selects appropriate media for presenting learning content; (c) format selection, which is closely related to media selection. The purpose of this stage is to design learning content, select strategies, approaches, learning methods, and learning resources, and (d) initial design, which is the design of all learning devices that must be done before the trial is carried out. Then, the last three activities can be seen from the questions about the appropriate components for English learning materials, students' strategy in improving their English skills, and students' hope for the development of English learning materials.

The quality of english learning materials developed

In answering the fourth research objective, the researcher used aspects (specification) of the instructional material rubric as the instrument. Furthermore, to get the objective assessment of the materials being developed, the researcher asked the English teacher of the Culinary Art program and a lecturer to assess the materials by filling out the rubric. This rubric contains three aspects: (a) effectiveness, (b) practicality, and (c) readability.

Based on the needs analysis, the researcher developed two chapters of English learning materials for the Culinary Art Program: (a) 3.1 & 4.1 applying and constructing social functions, text structure, and linguistic elements of oral and written interpersonal interactions, and also involving the act of offering services, and responding to them, in accordance with the context of their use; and (b) 3.6, 4.6.1, & 4.6.2 distinguishing, grasping, and constructing social functions, text structure, and linguistic elements of several oral and written procedural texts by providing and requesting information regarding manuals for the use of technology and tips, short and straightforward, based on the context of its use.

The results of the rubric for the first topic, which is procedure text, are described below:

Aspects (Specification) of Instructional Material Rubric for Procedure Text which assessed by the English Teacher of Culinary Art Program indicated that in terms of the effectiveness, the English material being developed had fulfilled all of the criteria of effectiveness aspect, such as: (1) providing the appropriate content to the grade level; (2) having the relevant content which links to prior knowledge, builds background knowledge, and promotes active student engagement; (3) providing various exercises, reviews, assessments, and performance tasks provides opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in multiple formats; (4) having the identified and developed key concepts, skills, and skills vocabulary; and

(5) having necessary guides such as table contents, glossary, references, websites, and links. It is similar to the lecturer's assessment. She also agreed that the English material being produced is in accordance with the effectiveness aspect.

In terms of practicality, the aspects (Specification) of instructional material rubric for procedure text showed that the English teacher of the Culinary Art Program stated that the English materials being developed have mostly met the criteria which are: (1) including essential guides such as table of contents, glossary, references, websites, literature links; (2) having appropriate text and layout, including font, colour, spacing legibility, photos, graphics, and captioning; (3) providing adequate teacher resources; and (4) including a summary of contents instruction and behavioural objectives, supplemental or background information. In addition, there is a criterion that the researcher did not include in the learning materials, which is the remedial test. On the other hand, the lecturer asserted that the English materials have already matched with the aspect of practicality.

In terms of readability, the English teacher of the Culinary Art Program and the lecturer agreed that English materials for procedure text had covered all the criteria of the readability aspect in the rubric. They are (1) considering well organized, easy to use, comprehensive, durable, and reasonably sized, with sufficient material for student use; (2) using language that is acceptable, straightforward, and easy to understand in the learning materials, and (3) using good, clear, and easy to understand language in practice questions. Indeed, for this topic, the English teacher suggested using 4C and TPACK.

Moving on to the results of the rubric for the second topic, offering and responding service are described below:

Based on the Aspects (Specification) of Instructional Material Rubric for Offering Service indicated that in terms of effectiveness, it can be summed up that both the English teacher of the Culinary Art Program and the lecturer agreed that the English learning materials for Culinary Art Program being developed had fulfilled the aspect of effectiveness: (1) providing the appropriate content to the grade level; (2) having the relevant content that links to prior knowledge, builds background knowledge, and promotes active student engagement; (3) providing a variety of exercises, reviews, assessments, and performance tasks; (4) providing opportunities for students to collect, organize, interpret, and evaluate information critically and creatively in various formats; and (5) having the identified and developed key concepts, skills, and vocabulary.

In terms of practicality, the English teacher of the Culinary Art Program, as well as the lecturer, stated that the

English materials had covered all of the criteria of practicality aspect in rubric, such as; (1) including essential guides such as table of contents, glossary, references, web sites, literature links; (2) having appropriate text and layout, including font, colour, spacing legibility, photos, graphics, and captioning; (3) providing adequate teacher resources; (4) including a summary of contents instruction and behavioural objectives, supplemental or background information.

In terms of readability, the English teacher of the Culinary Art Program agreed that the English materials being developed had met the criteria of the readability aspect. It is similar to the lecturer's assessment. She also agreed that English material being produced is in accordance with the readability aspect, which are; (1) considering well organized, easy to use, comprehensive, durable, and reasonably sized, with sufficient material for student use; (2) using language that is acceptable, straightforward, and easy to understand in the learning materials; and (3) using proper, straightforward, and easy to understand language in practice questions.

Furthermore, the Culinary Art Program English teacher also added a note on how the researcher delivered the material in grammar is better than in the previous chapter. In addition, the lecturer added a letter stating that This English Culinary for Art Program with the topic of offering and responding service is good. *It can be used as one of the materials to teach in the class to support the students' knowledge of the culinary field.*

Based on the data above, the result of this research objective goes into develop stage, which has an expert appraisal where the goal is to validate or assess the feasibility of a product design. It can be seen that the English materials being developed were already considered by an English teacher of Culinary major and a lecturer.

CONCLUSION

Based on the results and discussion that have been presented in the first research objective, it can be concluded that the purpose of developing the materials is to develop English materials for culinary students in accordance with their major, where this process is included in the define stage of the Four-D model. Moreover, this process included three activities from the define stage, namely front-end analysis which found that the English books used by culinary students are not yet in accordance with their major, learner analysis which found that students like to learn English and the reasons, and task analysis which found that speaking as the English skill that supports their career or job. The define stage is beneficial for the researcher in formulating the beginning of appropriate English material for culinary majors.

The next process of finding the second research objective results is a continuation of the define stage, where there are two activities to determine the essential competencies to be developed in accordance with the culinary department, namely concept analysts and specifying instructional objectives. Furthermore, the researcher developed basic competencies regarding procedure text and offering and responding services based on the needs analysis results.

Furthermore, based on the data presented in the previous section, the result of third research objective can be concluded that the English materials developed for the culinary department contain a theme that is in accordance with the culinary department and emphasizes more on the vocabulary section considering that many students find it difficult with this component. This process is defined as the design process in the Four-D model.

Finally, the result of the last research objective which about assessing the English language material developed for the culinary department using the aspects (specification) of the instructional material rubric can be concluded that it has met the criteria of 3 aspects, including effectiveness, practicality, and readability. It has been assessed by an English teacher majoring in culinary as well as an English department lecturer. This process is also referred to as the development stage in the Four-D model.

Suggestions

The researcher provided several suggestions related to this research. First, English teachers should conduct a needs analysis before starting the learning process which the aim is to know the difficulties and needs of the students. Second, the English teachers should adjust the material's content to be taught to the students' majors. Third, in terms of teaching students, they must create a comfortable and attractive atmosphere. Finally, in teaching English, the teacher can also use social media to facilitate students learning of English.

Researchers can apply the English learning material that the researcher has developed or take other majors to their research topics for further researchers.

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