

4) The Interesting Topic

The following point figure out in this section is asking about the topic that the Hospitality students interested in learning English at class. There are ten options available in the questionnaire, they only need to put in the right order from 1-10 based on the topic they are interested. The question asked in the questionnaire is *“in learning English at Hospitality, what topics are you interested to learn? (Number from 1-10)*. The result of the questionnaire shows that topic about job becomes the first choice for them to learn about English. One of the reasons is because they are studying at Vocational High School where the updates information or news about job is more interesting to know.

5) The interesting activities

This section tells the information about the activities in language area that Hospitality students are interesting to learn. There are many activities that the teacher can apply in teaching and learning process. Yet, the available answers in this question are only presented for the activities which the teacher often gives in the class. The answer of this question is categorized for each skill. The respondents classify for activity in each skill into three categories. They are: very enjoyable, enjoyable, and not enjoyable. The question for this part is *what kind of activities are you interested in learning English?* The data is presented below:

Based on the chart above, most of respondents think that they still need to practice reading activity in the class, although reading does not consider as the most important skill to support them after graduation. It was found that the result of activities needed is not big different. The highest percentage is on practice of reading E-mail. Some of the students consider that they require this practice because when they are having a job in hotel related to correspondence such as in secretary position or other position, this ability is definitely needed. They found that some reading exercise such as scanning, skimming or finding a main topic or paragraph is beneficially helpful to have in this skill. It will support them to have good comprehending how to understand an Email text.

From the finding above, it can be classified into three aspects. They are lacks, wants and necessities. For students' lack based on the result of questionnaire, it can be figured out most of students have learned English more than nine years, they also think that they have good skills in English. However, for the most important skill to learn is speaking and the most difficult one is listening, the respondents' answer also showed that the important supported sub-skill to master is vocabulary.

For the finding of students' wants, it can be figured out that Hospitality students like learning in pairs. Related to the expected job areas that students want to have is front officer. This also relates to the conversation content that the students expected to learn during their learning process with the topic about job. Meanwhile, for the interesting

main problems that the teacher faces when designing the Lesson Plan. The first is to adjust the class situation and students' needs to the material prepared for Hospitality program in Lesson Plans. Moreover, the students' competences in the class are not the same between one and another. The teacher has to be able to balance the variety of different level of students in order to get the indistinguishable outcomes.

The second problem is the handbook which is not accordance to the area of Vocational High School. There are two main handbooks that the teacher uses for Hospitality students. The first is the handbook from government with the applicable Curriculum of 13 (K-13). The second handbook is Portfolios book contents additional material and also exercises for Hospitality students. Both of the handbooks are not specified for the Vocational High School which the area of lesson is similar to language instruction in general which puts more emphasis on language use.

Because the problems are complex, it needs analysis to decide if the students' need is accordance to the teacher's lesson plans. The analysis of the lesson plans is divided into two categories they are learning outcomes and also learning procedures in the lesson plans designed by English teacher at Hospitality program. There are two lesson plans given by the teacher (Lesson plan 3 and 5), and the researcher decided to analyze lesson plan 5 based on the selected Basic

Competence selected by the teacher and the learning stages formulated in the lesson plan. By using observation sheet and interview the English teacher, the finding of lesson plan is presented below:

To analyzed the learning outcomes formulated in lesson plan, the researcher includes it in the table below.

Table 4.19

English teacher's formulated learning outcomes

Basic Competence (KD)	Learning Outcomes (Indikator)
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar	a. Siswa menunjukkan kesungguhan belajar Bahasa Inggris tentang teks Announcement
2.1 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman 2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	a. Siswa menunjukkan Perilaku jujur, percaya diri dan tanggung jawab dalam melaksanakan komunikasi tentang teks announcement a. Siswa menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional berupa diskusi bersama teman tentang teks announcement.
3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya	a. Siswa mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks announcement b. Siswa memahami fungsi social, struktur teks dan unsur kebahasaan teks Announcement

outcomes formulated in point A is *Siswa mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks announcement*. The classification level of competence from KD is in processing which is the verb used in learning outcomes is analyzing (*Menganalisa*).

The third point is about learning outcomes which accommodate the characteristics of lessons and focus on students' behavior. For this case, the teacher's formulating learning outcomes do not really focus on students' behavior. It can be seen in KD 3.8 point B, *Siswa memahami fungsi social, struktur teks dan unsur kebahasaan teks Announcement*. The verb used in that learning outcome is not an operational verb. Due to the verb used is not in operational verb, it gets difficulty in measuring the students' learning behavior even in deciding what an appropriate assessment method that can be used for this learning outcome.

In addition, for cognitive aspect, the learning outcomes are developed beyond the minimum competence which is accordance with the potential of Hospitality learners. For this case, in KD 3.8 point A (*Siswa mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks announcement*) the teacher used the operational verb from first level of Taxonomy Bloom (knowledge). However, for the second formulating learning outcomes is vague. The verb used is not specific and measurable to describe what students are expected to demonstrate proficiency through some observation action. It is caused the minimum competence laid in KD 3.8 is not accordance with the needs of students.

The following point, the learning outcomes formulated from KD 1.1, 2.1, 2.2, 3.8, 4.1 and 4.2 have conveyed the expected students actions. In contrary, as it has been elaborated before that there are some learning outcomes which cannot be measured due to the verb is not an action verb. However, the teacher is still able to develop into a number of assessments that includes the realm of attitudes which is assessed by peer-assessment, aspect of knowledge which is evaluated by giving homework or exercise, and for aspect skills which is developed by journal from discussion.

Those learning outcomes are designed to guide the teacher in deciding what the materials and learning procedures he will give during the teaching process. To examine whether the learning outcomes is accordance with the Hospitality students' needs, let see the following learning procedures from lesson plan 5.

Table 4.20

English teacher's formulated learning procedures

Learning Procedures	The activities
Opening Activity (10')	<ul style="list-style-type: none"> a. Mengucapkan salam dan menanyakan kabar b. Apersepsi c. Memberi brainstorming dengan cara memperlihatkan announcement pictures dalam power point
Main Activity (70')	<p>(Observing)</p> <ul style="list-style-type: none"> a. Siswa mengamati gambar – gambar announcement yang ditayangkan guru b. Siswa mendengarkan contoh announcement yang dibacakan melalui audio device c. Siswa mengamati bagian – bagian announcement

for from another sources. It is also in line with the elaboration of associating activity based on the applied curriculum of 2013.

Furthermore, in communicating, the teacher's point of view is also in line with the principle of scientific approach. The teacher stated that this stage is aimed to develop the students' behavior in presenting their opinion concisely. Based on the activity in the lesson plan, the teacher conducts assessment of learner comprehension based on learning outcomes. It is laid on the activity (*Secara berkelompok, Siswa membuat contoh text announcement sangat pendek sederhana berdasarkan informasi yang ada di hal. 113*). This activity is accordance with the formulation learning outcomes in KD 4.2 (*Siswa dapat menyusun teks tulis announcement sangat pendek dan sederhana dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar*). For this case, the teacher uses group work assessment in evaluating the students' comprehension.

Based on the finding above, the formulation of learning outcomes and learning procedures are in accordance with the principle of scientific approach of curriculum 2013. The teacher formulates the learning outcomes by considering KI and KD based on curriculum 2013. Moreover, some appropriate operational verbs are formulated relates to selected Basic Competence which are also in line with the qualifications of graduates' abilities including attitudes, knowledge and skills. The activities in learning procedures that the teacher breaks out from observing, questioning, associating, collecting information, and communicating

another problem. As he stated in interview that the problem was adapting the situation in the class with the students' needs, and adapting students' needs to the material which will be design on the lesson plans. Moreover, the book that the students use in this class is same as the book that is used in general school.

To solve the problems, the teacher prepares to adjust the lesson to the students' needs before teaching in class. This effort is also aimed to increase students' motivation in learning English. It is stated from the material in portfolio books, or the book from government that is added by authentic material such as videos, pictures and another supporting material. As the teacher stated that there is a variety level of students' competence in one class. Thus, he has to be able to accommodate all the variety of students' needs by giving an interesting material that he prepares in lesson plan before teaching.

Besides those solutions, analyzing students' needs is a component way to design a good lesson. However, analyzing students' needs in Hospitality program has not been done by the teacher. As the teacher stated in interview, the teacher only takes focus on the result of evaluation as a reference to know his students' needs. Related to theoretical foundation that needs analysis has some function. Three of them are to find out mostly language skill needed by learner for particular role, to determine whether the course design has addressed the need of students' potential, and to identify what students are able to

able to stimulate the students' interest. He also adds that in main activity, it is particularly important to provide topic of the lesson and the activities which can catch the students' interest. As he presupposes class activity for Hospitality students, he designs the activity about hotel industry. The practices that the teacher gives such as how to be a hotel receptionist, hotel manager or another which is connected to the topic of the day.

Moreover, the teacher's elaboration above is in line with the following finding in this section that the most interesting topic to learn in Hospitality program is about job. In addition, regarding the activity that is interesting to learn English, the researcher provides some of answer related to four skills in English. The selected answers which are provided in the questionnaire are based on the higher students' experience. For this case, the researcher interviews some students from eleventh grade as the complement informant. This interview is aimed to get the information what activities in English skills that are mostly given by the teacher in class to list in the questionnaire answers. Based on the finding, the interesting activity for reading is picture-cued task, descriptive essay for writing, watching short movie in English conversation for listening and role-play for speaking.

The third section of questionnaire is analyzing the students' necessities in learning English. This section is aimed to examine the type of need determined by the demands of target situation; that is what

Based on the finding in learning outcomes, the teacher only develops into one or two formulations. It is not in line with the theory on qualification laid in the principles of Curriculum K-13 that there should be at least three learning objectives for each Basic Competence. However, the teacher has his own perception for this. Due to the time for teaching English in vocational school is now only 2 lesson hours in a week (2 JP), so the learning outcomes formulated only one or two formulations.

In formulating indicators, the teacher should indicate them to the suitability of indicators with SKL, KI, and KD, the appropriateness with the operational verbs used and also the appropriateness with attitude, knowledge, and skill aspect. Based on the analysis, the teacher could only describe the appropriate indicators in first point of his lesson plan well. On the other hand, the second point of learning outcome was different in case of formulating indicators using unsuitable operational verb. In the second point the teacher used term *memahami* which means understanding. Based on Bloom taxonomy's theory of thinking, "understanding" is not an operational verb which cannot be measured.

In addition, the formulating indicator from Basic Competence that focuses on skill aspect is also vague. Here, the teacher used term *merespon* which means responding. Based on Bloom taxonomy, this verb is not categorized as operational verb. On the other hand, in the second point of skill aspect, the teacher used term "*menyusun*" which

means arranging. This term is laid on Bloom taxonomy in the stage of students' analysis of knowledge. Thus, based on the analysis, some learning outcomes formulations accommodate the characteristics of lesson, but they do not focus on students' behavior. Those learning objectives formulated by the teacher can also develop into a number of assessments that include attitudes, knowledge and also skill.

Meanwhile, in formulating learning procedures, the activity that is presented by the teacher is in scientific approach contents observing, questioning, associating, collecting information and communicating. Based on analysis, the teacher uses visualization technique to make content of concept clear. It is in line with the theory that in observing, the activities should maximize the senses in a way to see, hear, and read, or watch. In this activity, the teacher also prepares the observation guide in the form of task format. Otherwise, the activities in questioning do not provide the activities that can stimulate the learners' curiosity regarding the lesson. It is not in line with the theory that questioning activity is meant to develop curiosity and critical thinking of students, which is required to obtain a good observation.

In the stage of collecting information, the activities provided are in line with the theory that the learners practice to state what they have learned and try to declare in the real context, outside/inside the class. The teacher at this stage also lets students to observe another example from other resources through collaborative learning within a group

under his guidance. Moreover, the findings in associating and communicating are also in line with the theory. In associating the teacher provides the activity that guides the students to classify and compare the text based on the text structure while in communicating, the teacher develops the students' ability to present knowledge and skills that have been mastered in writing.

Therefore, from the discussion above, it can be concluded that the formulation of learning outcomes and learning procedures are in line with the principle of curriculum 2013. Even though, the applicable curriculum in vocational school is as same as in general school, the teacher is still able to prepare the task or activity which matches with the area of program that the students learn. Moreover, the teacher also formulates the learning outcomes by considering KI and KD based on curriculum 2013. Some appropriate operational verbs are formulated relates to selected Basic Competence. In learning procedures, the teacher provides students from one level of understanding to a higher level through activities. However, due to the available time for English lesson in vocational school are only two lesson hours (2 JP) in a week. It causes the teacher not able to cover all the students' needs with the demands from Basic Competence designed by the government. Thus, the teacher is only able to adjust the students' needs with some certain Basic Competences through material selections concerned to the needs' in Hospitality program.