

CHAPTER 4

FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussions on the relevance of reading materials taught to *Jasa Boga* students' reading needs.

4.1 Data Description

This study was conducted to get the data of the relevance of reading materials to the reading needs of *Jasa Boga* vocational high school students. The data were collected through the questionnaire and the interview of fourteen *SMKs* which have *Jasa Boga* major in Jakarta; *SMKN 24*, *SMKN 27*, *SMKN 30*, *SMKN 32*, *SMKN 33*, *SMKN 37*, *SMKN 57*, *SMKN 60*, *SMK Ibu Pertiwi 1*, *SMK Jaya Wisata 2*, *SMK Keluarga Widuri*, *SMK Patria Wisata*, *SMK Santa Maria*, and *SMK Wisata Indonesia*. The questionnaires were distributed to 359 eleventh grade of *Jasa Boga* students, 14 English teachers, and 5 practitioners. The questionnaires consisted of reading, grammar and vocabulary which divided into two parts; topics and activities. There were two columns of each part; “*dibutuhkan*” column and “*diberikan*” column for the materials, while for the activities, there were “*dibutuhkan*” column and “*dilakukan*” column. The interviews were conducted to 14 *Jasa Boga* students, 14 English teachers, and 5 practitioners in order to support the data gained by the questionnaires.

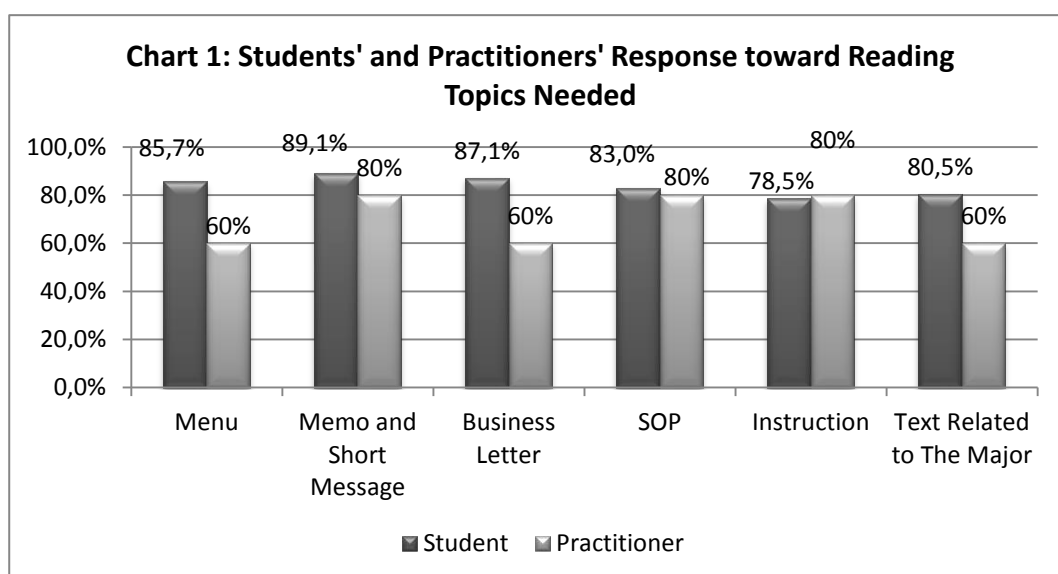
4.2 Findings

The charts in these findings described the results of the students' answer, the teachers' answer, and the practitioners' answer through the questionnaires given. The first part of the questionnaires represent the general statements of the reading topics, grammar topics, and vocabulary topics, while the second parts represent the reading activities, grammar activities, and vocabulary activities.

4.2.1 Learning Topics

4.2.1.1 Reading Topics Needed

In this part, the writer analyzed the reading topics needed by *Jasa Boga* students. The chart below was about the reading materials needed according to the *Jasa Boga* students' answers and the practitioners' answers.



Based on the chart above, *Jasa Boga* students needed to learn menu, memo and short message, business letter, SOP, instruction, and text related to the major. In the percentage result of menu, the students' answers were higher than the practitioners' answers. The gap occurred since the practitioners claimed that they should remember entire menu rather than read them while the students thought that they needed to read more about menu. For memo and short message, students' answers and practitioners' answers almost had equal percentage. It showed that *Jasa Boga* students needed to learn memo and short message since the practitioners stated that they read memo or short message frequently. In the business letters, the students' percentage was higher since they stated that they needed to learn kinds of business letters while the practitioners stated that business letters that most needed only the application letter so their answers did not give high percentage of it. For the SOP and instruction, the students' answers and practitioners' answers had almost equal percentage. The practitioners stated that the students needed to learn SOP since it was used along they worked. Furthermore, there were many instructions used in the kitchen or restaurant such as the instruction of using a cooking tool or instruction how to store kinds of ingredients. For the text related to the major, the students' answers were higher since they stated that they needed to read text related to the major such as recipe, how to use a cooking tool, etc. It was in line with the practitioners' answers that they needed to read the recipe.

According to the practitioners and students, memo and short message was the most reading topics needed. It was supported by the practitioners' interview

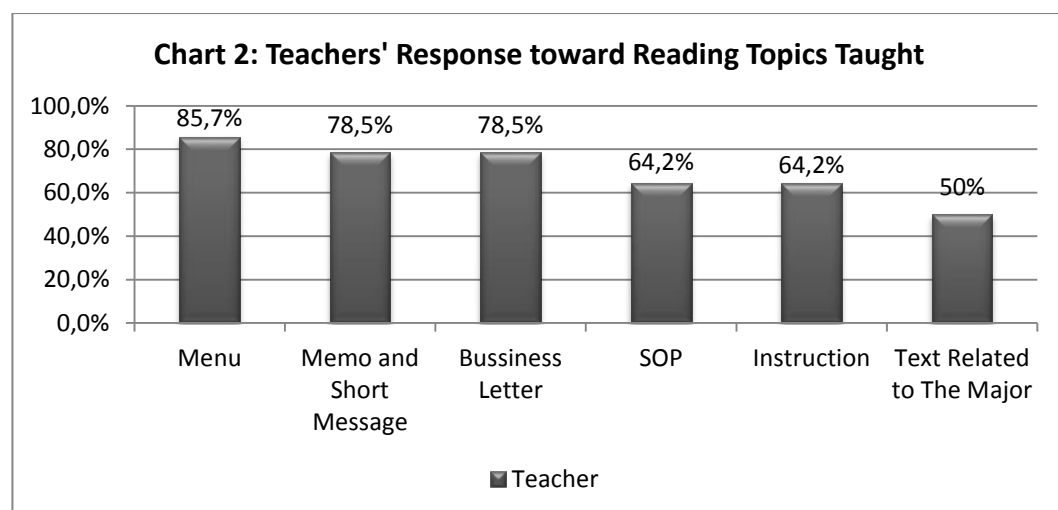
result. The practitioners who work as chef stated that reading materials most needed by *Jasa Boga* students were such as memo, recipe, and standard basic kitchen or SOP.

- Interviewer* : Mengenai *reading*, apakah *reading* sering digunakan di lingkungan pekerjaan Anda? Jika iya, *reading* mengenai hal apa saja yang sering Anda temui? (Misal: *recipe*, *memo*)
- Practitioner 2* : Iya, seperti resep, memo hotel, informasi lainnya kayak *knowledge trainee kitchen department* yang harus dibaca.

Based on the interview result, the students who have conducted *PKL* in kitchen stated that they need reading topics most about the recipe, the menu, memo and other written information.

- Interviewer* : Kalau di *kitchen* lebih banyak *reading*nya ya?
- Student 2* : Iya, seperti melihat *menu*, memo, dan menghafal bahan-bahannya.

4.2.1.2 Reading Topics Taught



The chart above was the percentage of reading topics taught by the English teachers. According to the teachers' questionnaire results, menu was the most topics taught followed by memo and short message, business letter, SOP, instruction, and text related to the major. In the interview section, all the English teachers said that *Jasa Boga* students needed reading topics relate to the major while they said that they could not give all the reading topics based on the *Jasa Boga* students' needs since the English textbook used by vocational high school as same as textbook used by the senior high schools which the topics provided in general English, moreover, the teachers also complained about the lesson time that they only given 2 hours lesson.

Interviewer : Kalau untuk materi *reading* biasanya yang diberikan ke siswa apa saja Bu?

Teacher1 : Sebetulnya kalau *reading* terus terang agak jarang, biasanya saya suruh baca sendiri. Karena kalau *reading* saya hanya mengikuti apa yang ada dalam buku. Kalau bab yang kemarin itu tentang *bullying*, kita *reading* ya tentang *bullying* itu juga.

It was in line with the observation that the teachers only taught reading by using the topics provided in the textbook. The teachers could not give additional authentic reading topics because they did not have much time to teach. Furthermore, the students stated that they got the materials which relevance with *Jasa Boga* only in productive subject. They also stated that they need relevance materials to support their skill when conducting *PKL* since they often used English when conducting it.

- Interviewer* : Menurut kamu, *reading* yang ada ditempat PKL kamu sesuai tidak dengan yang kamu pelajari dikelas?
- Student 2* : Tidak.

The other student also stated that the topics taught which relevant to *Jasa Boga* were taught rarely.

- Interviewer* : Kalau *reading*, pernah tidak diberikan bacaan yang sesuai dengan jasa boga?
- Student 3* : Jarang, tetapi kalau surat iya karena suka ada di buku pemerintah.
- Interviewer* : Suratnya surat apa saja?
- Student 3* : Surat undangan sama surat lamaran pekerjaan.

Based on the result of chart 1 and chart 2, it can be concluded that not all English teachers had taught the reading topics needed by the students. The teachers stated that they taught English in general more often than in specific English. One of the examples in the interview is:

- Interviewer* : Apa saja materi *reading* yang diajarkan kelas?
- Teacher 3* : *Reading* tidak sesuai dengan jurusan, *readingnya general* bukannya tidak penting mempelajari sejarah atau tokoh, tetapi itu tidak sesuai dengan jurusan mereka.

Here is other example of interview with a student related to reading topics taught in the classroom:

- Interviewer* : Kemudian topik yang diberikan selama ini sudah sesuai dengan jurusan jasa boga atau masih secara *general*?
- Student 2* : Masih *general*. Tetapi dipelajaran boga juga sering *service* menggunakan bahasa Inggris daripada bahasa Indonesianya.

The teachers claimed that they could not provided reading materials needed by *Jasa Boga* students because of the limitation of time and also the demand of syllabus in the curriculum.

Interviewer : Menurut Ibu, apakah cara mengajar Ibu sudah tergolong dalam *general English* atau sudah *ESP*?

Teacher2 : Masih tergolong *General English*, karena saya masih mengacu materi dari pemerintah, kemudian dari saya sendiri mungkin masih harus banyak belajar untuk yang berkaitan dengan *Jasa Boga*. Kemudian juga karena siswa memang tujuannya untuk menghadapi Ujian Nasional nanti.

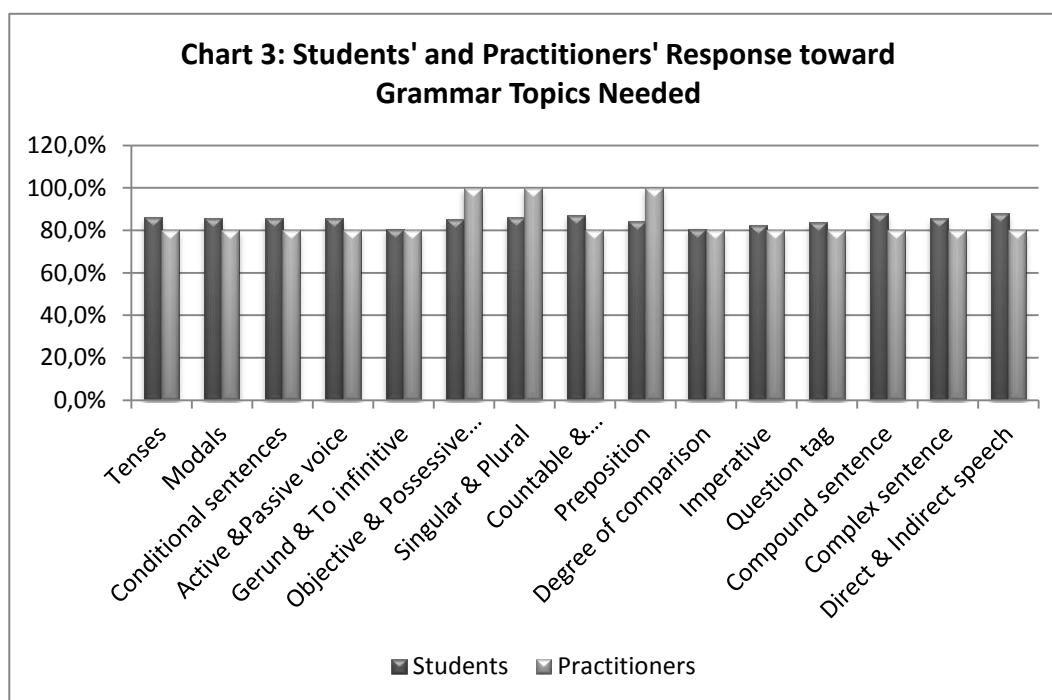
Interviewer : Apakah Ibu pernah coba menerapkan *ESP* ?

Teacher2 : Pernah. Sebenarnya *ESP* dan *general English* itu keduanya penting, untuk mereka terjun di dunia kerja, *ESP* akan sangat membantu, untuk mereka nanti UN, *general English* lebih membantu. Jadi memang harus ada kombinasi yang seimbang antara kedua ini.

According to the teachers' interview, they realized that the students needed reading topics which relevant with the major. The teachers needed more time of teaching in the classroom so that they could teach the reading topics relevant to the major.

4.2.1.3 Grammar Topics Needed

The chart below describes the percentage of grammar topics needed by *Jasa Boga* students relate to the reading topics. This chart was based on the students' and practitioners questionnaires' result.



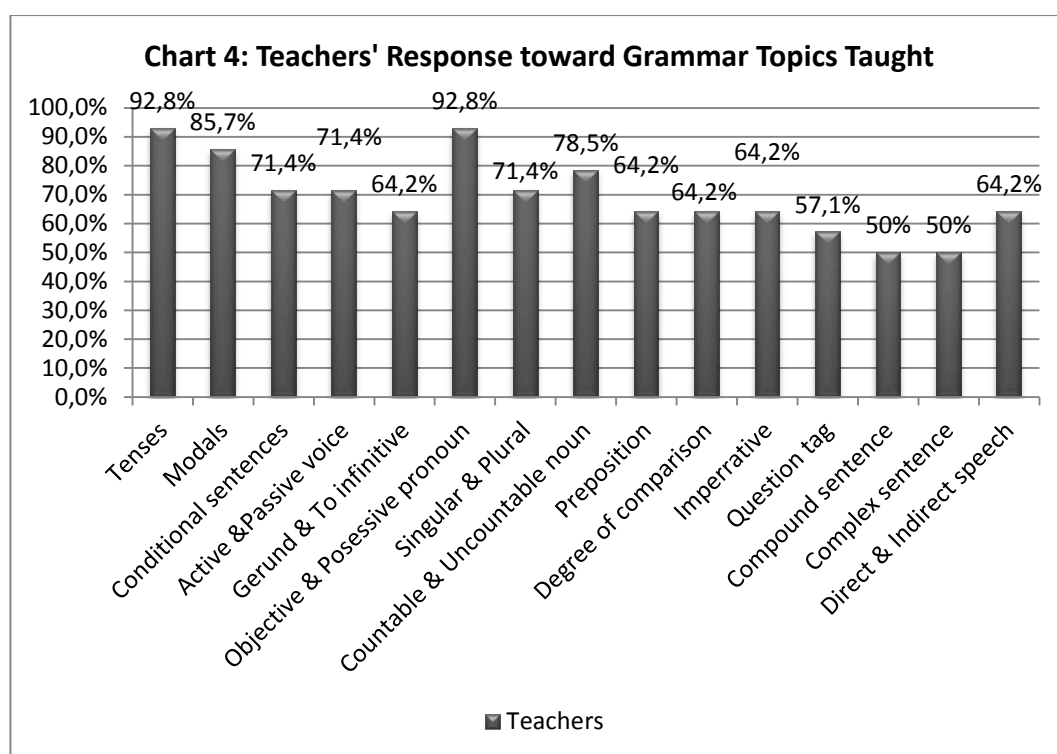
	Students	Practitioners
Tenses	86,3%	80%
Modals	85,5%	80%
Conditional sentences	85,7%	80%
Active & Passive voice	85,5%	80%
Gerund & To infinitive	80,7%	80%
Objective & Possessive pronoun	85,2%	100%
Singular & Plural	86%	100%
Countable & Uncountable noun	87,4%	80%
Preposition	84,4%	100%
Degree of comparison	80,7%	80%
Imperative	82,4%	80%
Question tag	83,8%	80%
Compound sentence	88%	80%
Complex sentence	85,5%	80%
Direct & Indirect speech	88%	80%

Table 1: Grammar Topics Needed

Grammar topics were analyzed since it was one of the language components that related to reading. Based on the chart above, most of the

students' answer and practitioners' answer showed almost equivalent amount of percentage, while for objective and possessive pronoun, singular and plural, and preposition had huge gap from students and practitioners. It can be caused when the students conducted *PKL*, they used objective and possessive pronoun, singular and plural, and preposition rarely so the students' answers and the practitioners' answers were different.

4.2.1.4 Grammar Topics Taught



According to the chart above, the teachers mostly taught grammar topics about tenses, and objective and possessive pronoun which have same percentage, 92,8%. In interview section with the English teachers, some of them stated that they often taught grammar topics such as tenses, degree of comparison, singular

and plural form. It was in line with the students which stated that the teachers mostly taught tenses.

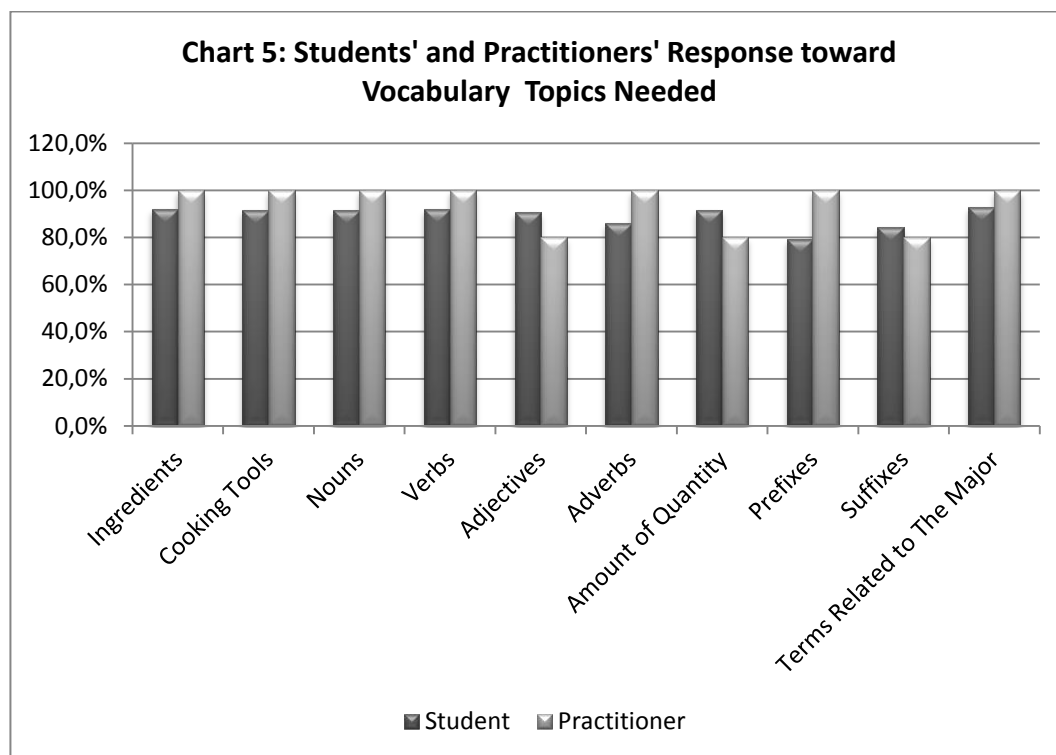
Interviewer : Selama ini materi *grammar* apa saja yang sudah kamu dapat?

Student 3 : *Grammar* sering belajar *if conditional* dan *tenses*.

Based on the chart of grammar topics needed and taught, it can be seen that the grammar topics needed and taught had different percentage. In the grammar topics needed, the students and the practitioners had mostly equal percentage while based on the topics taught, only tenses, modal, and objective and possessive pronoun which had percentage more than 80%. Based on the practitioners' answers, they more needed to learn objective and possessive pronoun, singular and plural, and preposition. It can be concluded that the teachers had taught grammar topics most needed by the students about the objective and possessive pronoun. The English teachers should give more grammar materials which needed by *Jasa Boga* students since they will use them later when they work.

4.2.1.5 Vocabulary Topics Needed

The chart below represents the vocabulary materials needed according to the students' and practitioners' questionnaires result.



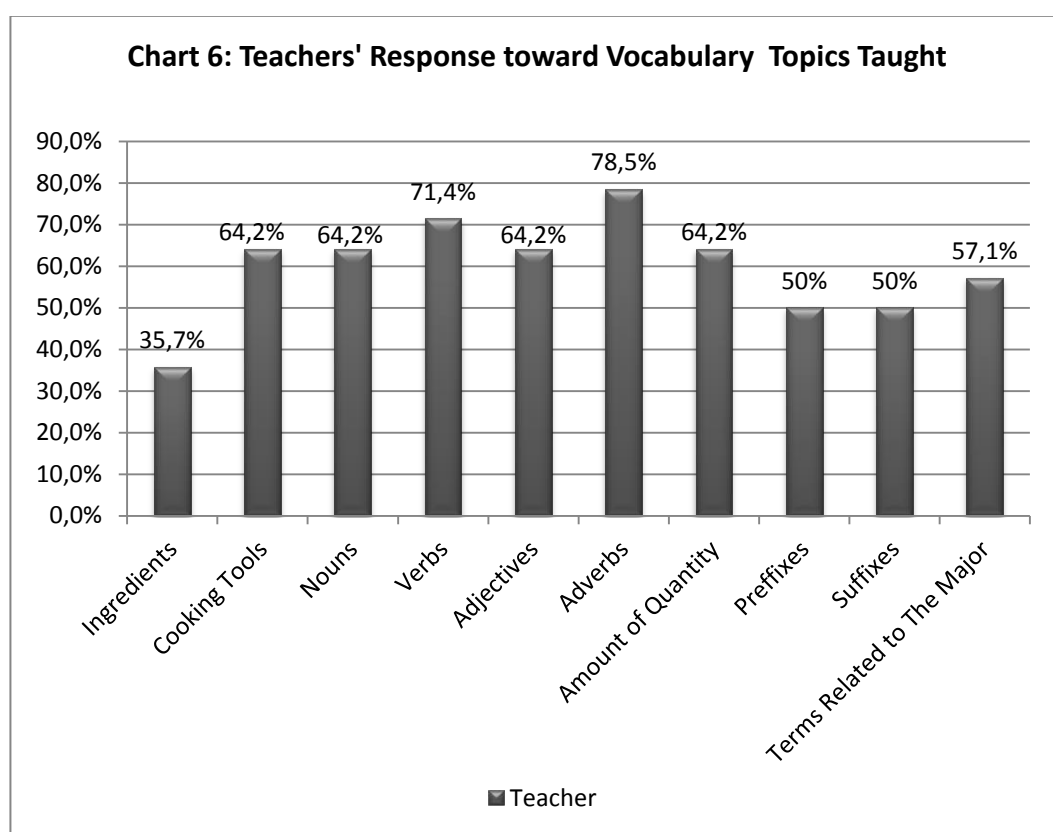
	Student	Practitioner
Ingredients	91,9%	100%
Cooking Tools	91,6%	100%
Nouns	91,3%	100%
Verbs	91,9%	100%
Adjectives	90,5%	80%
Adverbs	86%	100%
Amount of Quantity	91,6%	80%
Prefixes	79,1%	100%
Suffixes	84,1%	80%
Terms Related to The Major	92,7%	100%

Table 2: Vocabulary Topics Needed

This is also one of the language components related to reading. The students answered that they most needed to get vocabularies about terms related to the major (92,7%). The practitioners' answers showed that they most needed to have vocabularies about ingredients, cooking tools, nouns, verbs, adverbs, prefixes, and terms related to the major which the percentage were 100%. Based

on the students' answers and the practitioners' answers, terms related to the major was the most vocabulary needed by *Jasa Boga* students. The students needed to get vocabularies relate to *Jasa Boga* such as recipe, kinds of cooking tools, kinds of ingredients, etc that support them when they worked.

4.2.1.6 Vocabulary Topics Taught



Based on the teachers' answers, adverbs was the most vocabulary topics taught followed by verbs (71,4%), cooking tools, nouns, adjectives, and amount of quantity which had the same percentage, 64,2%. In the interview section, the teachers stated that the students had difficulties in vocabulary that the students had not much vocabularies that relates to the major because of the content of the English textbook were general English.

Interviewer : Kemudian menurut Ibu, *vocabulary* yang ada dibuku ini sesuai tidak dengan dunia kerja mereka nanti?

Teacher 5 : Kalau dari segi *vocabulary*nya sih masih umum ya, setidaknya anak menguasai sedikit tetapi kalau yang sesuai dengan jurusannya tidak membantu sama sekali karena kan target dari buku itu kan untuk ujian nasional jadi kalau secara umum berguna untuk mereka ujian tetapi kalau sesuai jurusan sih tidak.

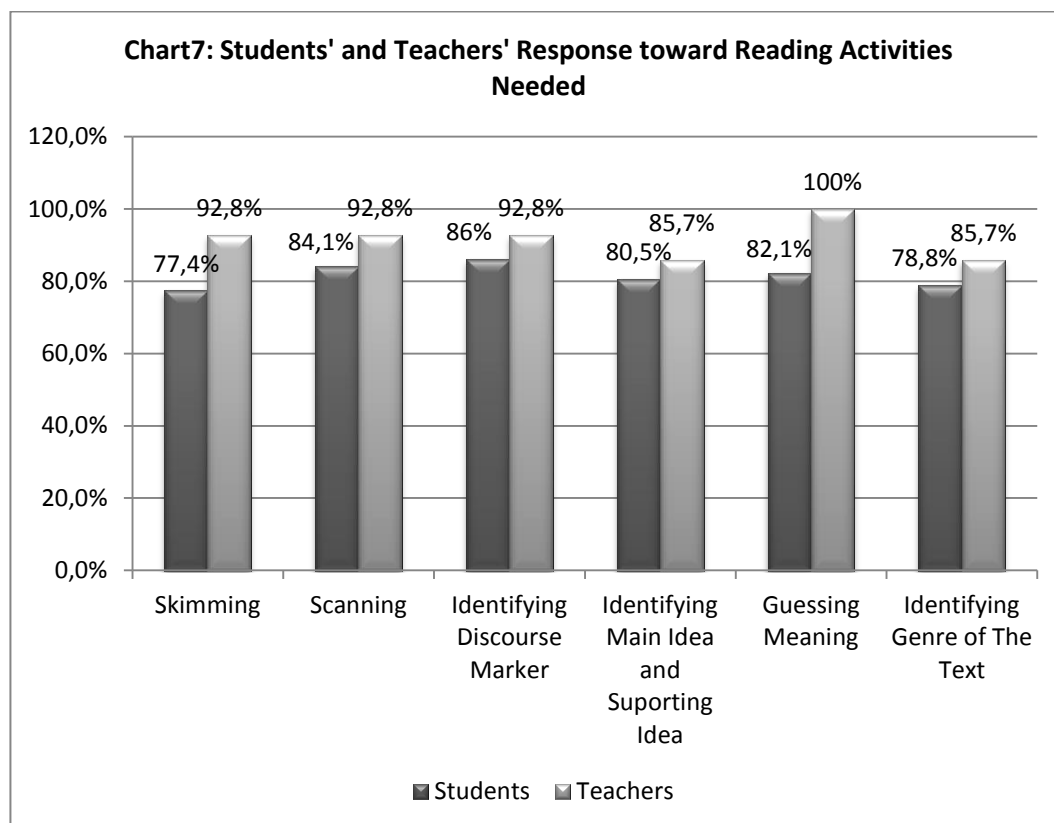
Based on the vocabularies needed and vocabularies taught, we can see that in ingredients, the students' answer (91,9%) and the practitioners' answer (100%) showed high percentage while only 35,7% of the teachers taught it. The teachers stated that they taught vocabulary in general way since the vocabulary in the textbook used general English.

4.2.2 Learning Activities

In this part, the activities of reading, grammar, and vocabulary that conducted were analyzed. These activities were used to make sure that the teachers used the suitable activities to meet the needs of *Jasa Boga* students in their future workplace.

4.2.2.1 Reading Activities Needed

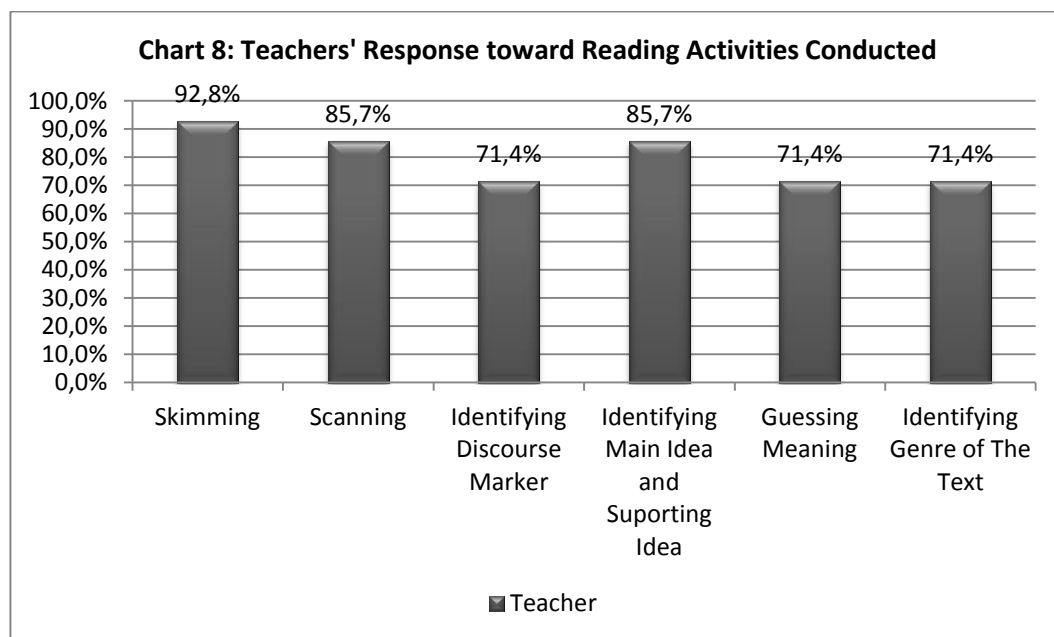
The chart below is the result of questionnaires of reading activities needed according to the students and teachers.



Based on the students' answer, it can be seen that the three most activities needed in reading were finding discourse marker (86%), scanning (84,1%), and guessing meaning (82,1%). The other activities were identifying main idea and supporting idea, identifying genre of the text, and skimming. Most of the teachers used guessing meaning as the reading activities needed (100%). The next activities were skimming, scanning, and discourse marker which had same percentage, 92,8%, and guessing meaning, and identifying genre of the text which also had same percentage, 85,7%.

4.2.2.2 Reading Activities Conducted

The chart below is the result of questionnaires of reading activities employed according to the teachers' questionnaires result.



For the reading activities conducted, the teachers mostly used skimming in reading activities (92,8%), followed by scanning, and identifying main idea and supporting idea which have the same percentage, 85,7%. Identifying discourse marker, guessing meaning, and identifying genre of the text had the lowest position with 71,4%. The teachers' answers were same with the practitioners who stated that they only used skimming, scanning, and finding main idea of a text. Based on the interview, the students said that the reading activities conducted by the teachers mostly only answer the questions after reading the text which means that the teachers used mostly those reading activities.

Interviewer : Kalau aktivitas *reading* dikelas biasanya seperti apa?

Student 1 : Baca paragraf dari buku.

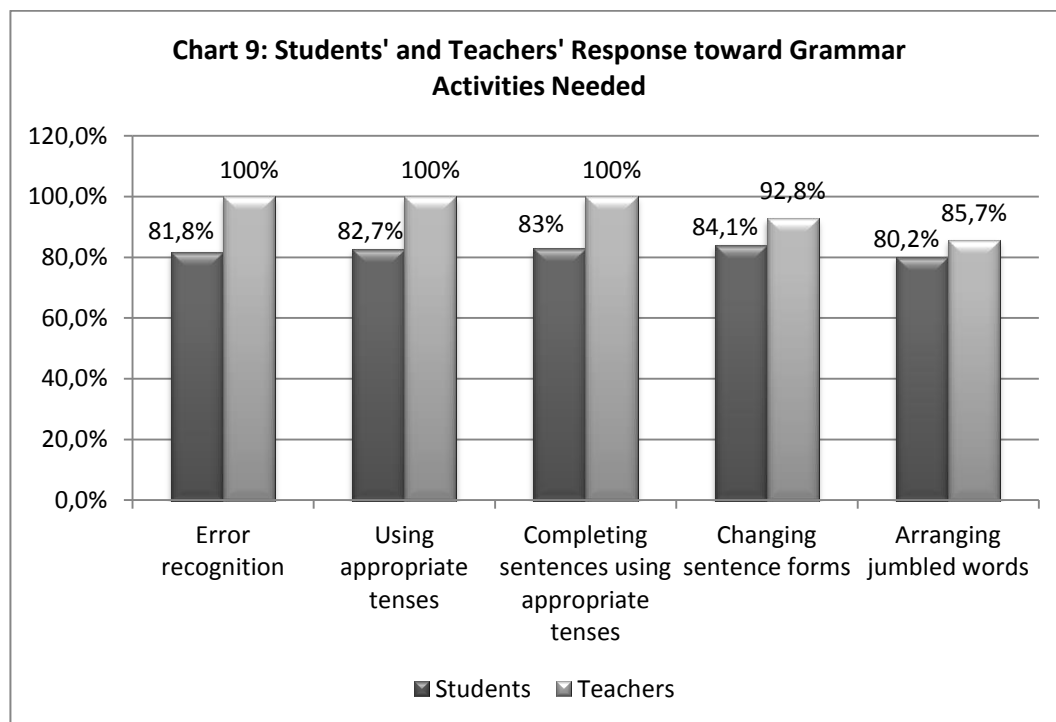
Interviewer : Kalau habis membaca biasanya disuruh ngapain? Dijelaskan isi teksnya atau langsung isi soal?

Student 1 : Dijelaskan kemudian kerjakan soal.

According to teacher' interview, the reading activities conducted in the classroom were finding the main idea, answering the questions, finding unfamiliar words, and guessing the meaning.

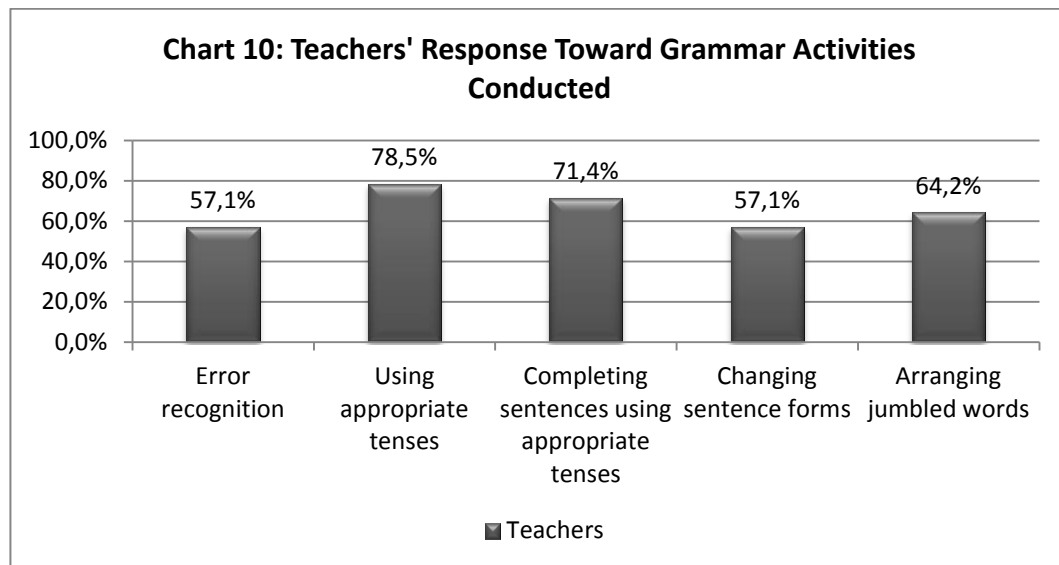
- Interviewer* : Kalau *Reading* biasanya aktivitasnya apa aja, Bu?
- Teacher1* : Kalau *Reading* kan menemukan inti dari paragraf, jawab pertanyaan-pertanyaan. Terus kalau di awal biasanya diawali dengan menemukan kata-kata sulit, kemudian langsung masuk ke teksnya, jadi saya lebih mengajarkan apa inti dari paragraf ini, karakternya siapa.
- Interviewer* : Kemudian, kedalanya dalam *Reading* itu sendiri apa saja, Bu?
- Teacher1* : *Vocabulary, stress, pronunciation*, itu susah, masih jauh dari ideal.
- Interviewer* : Kemudian bagaimana dengan aktivitas atau latihan yang Ibu berikan kesiswa?
- Teacher7* : Kalau aktivitas biasanya kalau disini ada teks saya suruh baca teksnya kemudian saya suruh cari arti kata-kata yang dia belum mengerti ditandai dengan digarisbawahi kemudian saya minta dia untuk mencoba mencari arti kata tersebut dikamus setelah itu, disitu ada *reading comprehension*nya untuk menjawab pertanyaannya kalau untuk *reading* ya kalau *grammar* saya mencoba anak buat kalimat tentang ini tetapi kadang anak itu tidak bisa seperti *past tense* itu apa sih Bu langsung saya beri tahu saja kemudian langsung anak saya suruh coba membuat kalimat dari yang sudah saya contohkan.

4.2.2.3 Grammar Activities Needed



Based on the chart above, the students' answers showed that grammar activities most needed was changing sentence forms (84,1%) while the teachers' answers showed that error recognition, using appropriate tenses, and completing sentences using appropriate tenses were the most needed which had the same percentage, 100%. According to the students' results, the next grammar activities needed were completing sentences using appropriate tenses, using appropriate tenses, error recognition, and arranging jumbled words. According to the teacher's answers, changing sentences forms and arranging jumbled words were the two lowest position; 92,8% and 85,7%. It can be seen based on the teachers' answer and students' answer, arranging jumbled words was the rarely activity needed in the classroom.

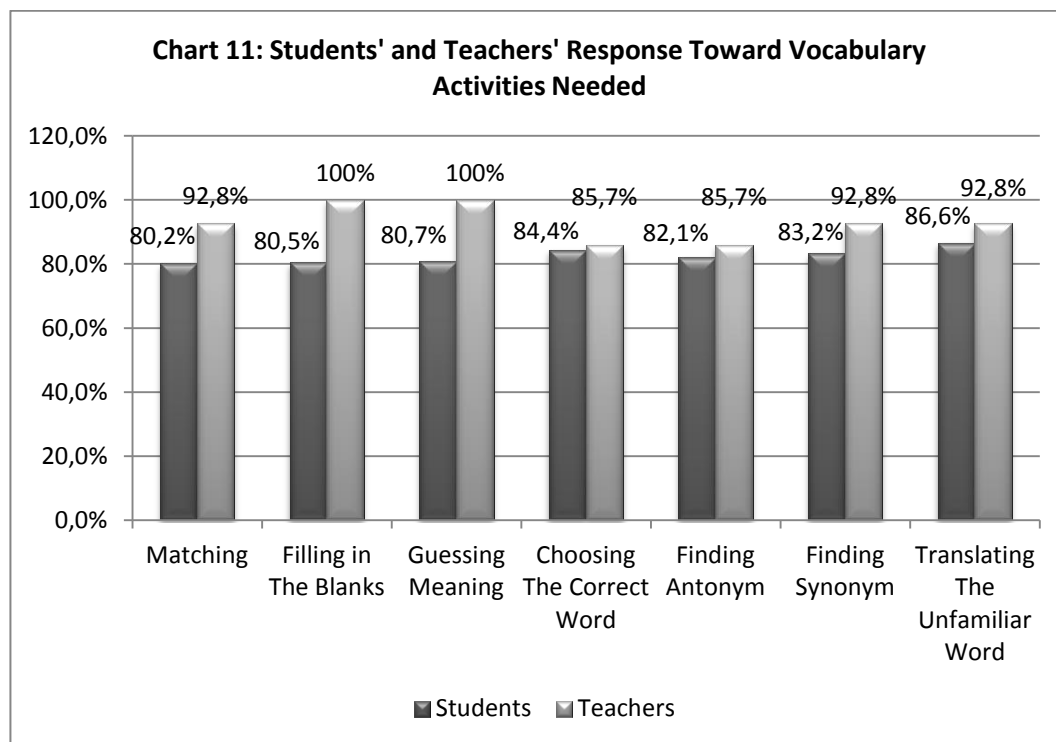
4.2.2.4 Grammar Activities Conducted



According to the teachers, using appropriate tenses was the most activity conducted (78,5%) followed by completing sentences using appropriate tenses (71,4%) and arranging jumbled words (64,2%). The lowest position were the error recognition and changing sentences forms which had the same percentage, 54,1%.

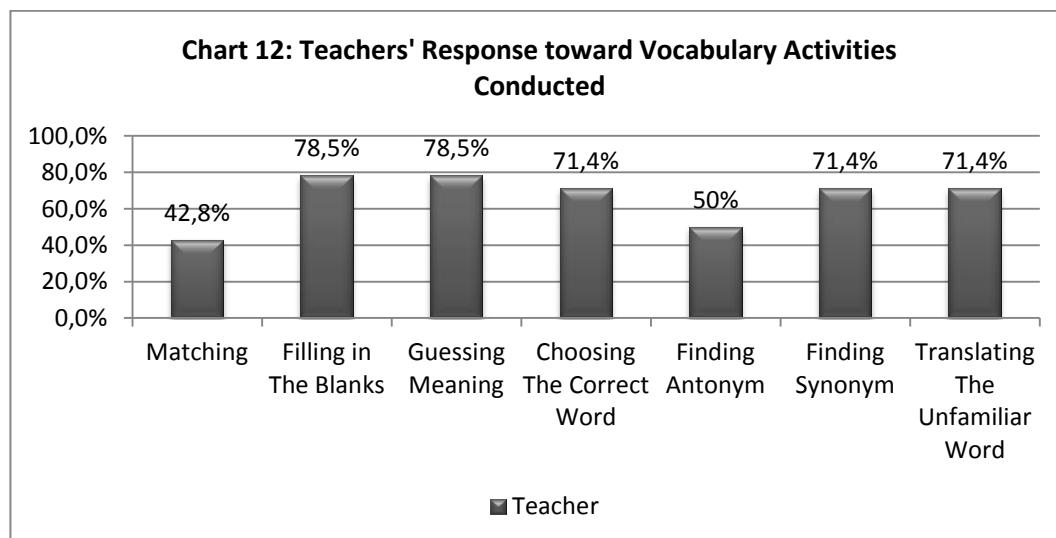
Based on chart 9 and 10, the using appropriate tenses and completing sentence were the most grammar practice needed and conducted according to the teachers. It means that the teachers had taught what the students needed.

4.2.2.5 Vocabulary Activities Needed



Based on the chart above, the teachers answered that filling in the blank and guessing meaning were the most activities needed (100%) while the students answered that translating the unfamiliar word became the most needed, 86,6%. The other vocabulary activities needed by the students were choosing the correct words, finding synonym, finding antonym, guessing meaning, filling in the blanks, and the last was matching. Based on the teachers' answer, the next activities needed were matching, finding synonym, translating the unfamiliar words, choosing the correct words, and finding antonym.

4.2.2.6 Vocabulary Activities Conducted



Based on the vocabulary activities conducted chart, filling in the blanks and guessing meaning were the activities most conducted by the teachers, 78,5%, followed by choosing the correct words, finding synonym, and translating the unfamiliar word which had the same percentage, 71,4%. The two last activities conducted were finding antonym (50%) and matching (42,8%).

According to the chart 11 and chart 12, the teachers' answer in the vocabulary activities needed and vocabulary activities conducted showed the same result that filling in the blanks and guessing meaning were the most needed and they had been conducted most in the classroom. However, the students' answer showed that they most needed translating the unfamiliar word and choosing the correct word of vocabulary activities. Moreover, in the vocabulary activities needed, the percentage of students and teachers were more than 80% and it can be concluded that their answers showed that those activities were really needed for

Jasa Boga students. While for the vocabulary activities conducted, most of percentage of the teachers' answers was more than 70%. There were two vocabulary activities that had the percentage below 70%; matching and finding antonym. It can be considered that the teachers should conduct those activities more since they were needed.

4.3 Discussion

4.3.1 The Needs of Reading Materials for *Jasa Boga* Vocational High School Students

Based on the data description above, the students needed reading materials relevant with *Jasa Boga* major. In reading topics needed, the students and the practitioners had the same answers about reading topics needed. According to the students' response, they needed to learn menu (85,7%), memo and short message (89,1%), business letter (87,1%), SOP (83%), instruction (78,5%), and text related to the major (80,5%). However, the practitioners' responses showed that they needed to learn about menu (60%), memo and short message (80%), business letter (60%), SOP (80%), instruction (80%), and text related to the major (60%). Based on the reading materials needed, the students' response showed that they needed all the reading materials while the practitioners' answers showed that they most needed memo and short message, SOP, and instruction since those three topics were most used in their workplace.

In the reading activities, the students' answers showed that the most reading activities needed were finding discourse marker and scanning, while the teachers answered that the students needed activities of guessing meaning, skimming, scanning, and identifying discourse marker. In reading activities conducted, the teachers chose skimming, scanning, and identifying main idea as the frequently activities conducted in reading. In this part, the teacher' answers and students' answers can be said equivalent.

In grammar topics, the students needed to learn about tenses, modals, conditional sentence, active and passive voice, gerund and to infinitive, objective and possessive pronoun, singular and plural, countable and uncountable noun, preposition, degree of comparison, imperative, question tag, compound and complex sentence, and direct and indirect speech. The students and the practitioners' answers showed high percentage which more than 80%.

For the grammar activities needed, it was found that students needed to be provided with error recognition, to use appropriate tenses, to complete sentences, to change sentence forms, and to arrange jumbled words. The students answered that they needed most to learn how to change sentence forms (84,1%) followed by completing sentences using appropriate tenses (83%), using appropriate tenses (82,7%), error recognition (81,8%), and arranging jumbled words (80,2%). However, the teachers answered that the students need to learn error recognition, using appropriate tenses, and completing sentences using appropriate tenses as the most activities needed (100%) followed by changing sentence forms and

arranging jumbled words. The teachers' and students' answers showed high percentage which more than 80%.

In the vocabulary topics needed, the students need to learn vocabularies of ingredients (91,9%), cooking tools (91,6%), nouns(91,3%), verbs (91,9%), adjectives (90,5%), adverbs (86%), amount of quantity (91,6%), prefixes (79,1%), suffixes (84,1%), and other terms related to the major (92,7%). Based on the practitioners response, all of them claimed that 100% they need to understand vocabularies of ingredients, cooking tools, nouns, verbs, adverbs, prefix, and other terms related to *Jasa Boga* and 80% of them need to understand adjectives, amount of quantity, and suffixes.

For the vocabulary activities, students needed to match words, to fill in the blanks of missing information, to guess meaning, to choose appropriate words, to find synonym and antonym, and to translate unfamiliar words. The teachers answered that filling in the blanks and guessing meaning became the most activities needed (100%), while the students answered that translating the unfamiliar word became the most needed (86,6%).

4.3.2 The English Reading Materials Taught in *Jasa Boga* Vocational School

For reading topics taught, the teachers' response showed that they taught menu (85,7%), memo and short message (78,5%), business letter (78,5%), SOP (64,2%), instruction (64,2%), and text related to the major (50%). The teachers' answers showed that menu, memo and short messages, and business letter were

the most topics taught in the classroom. However, in the interview, the teachers and the students stated that reading topics taught in the classroom mostly used the textbooks which the contents were in general English.

For the reading activities, the teachers had conducted skimming (92,8%), scanning (85,7%), identifying discourse marker (71,4%), identifying main idea and supporting idea (85,7%), guessing meaning (71,4%), and identifying genre of the text (71,4%). Based on the interview result, the teachers mostly used the reading comprehension questions in the textbook in order to make sure that the students really understand the text.

For the grammar topics, the teachers taught tenses (92,8%), objective and possessive pronoun (92,8%), modals (85,7%), countable and uncountable nouns (78,5%), conditional sentence (71,4%), active and passive voice(71,4%), singular and plural (71,4%), gerund and to infinitive (64,3%), preposition (64,3%), degree of comparison (64,3%), imperative (64,2%), direct and indirect speech (64,2%), question tag (57,1%), compound sentence (50%), and complex sentence (50%). It can be concluded that not all teachers taught the grammar materials needed by the students. It was because the highest percentage and the lowest percentage showed the huge gap.

For grammar activities, the teachers had been conducted all the grammar activities needed, such as error recognition (57,1%), using appropriate tenses (78,5%), completing sentences (71,4%), changing sentence form (57,1%), and arranging jumbled words (64,2%). It can be concluded that the teachers should conduct those activities more since in the grammar activities needed, the teachers'

answers and the students' answers showed that the needed of grammar activities more than 80%.

For the vocabulary topics taught, the teachers mostly taught adverbs (78,5%), verbs (71,4%), nouns (64,2%), adjectives (64,2%), cooking tools (64,2%, and amount of quantity (64,2%). The rest of the vocabularies in the list are taught only by less than 60%, such as ingredients (35,7%), prefixes (50%), suffixes (50%), and other terms related to *Jasa Boga* major (57%). The teachers stated that they only taught vocabulary in the textbook which means that in general English.

For the vocabularies activities conducted, the teachers asked the students to fill in the blanks of missing information (78,5%), to guess meaning (78,5%), to choose appropriate words (71,4%), to find antonym (71,4%), and to translate unfamiliar words (71,4%). There were two activities conducted that only had percentage less than 60%; matching (42,8%) and finding antonym (50%). In vocabulary activities conducted, the teachers had the same answers which filling in the blanks and guessing meaning were the most activities conducted in the classroom.

4.3.3 The Relevance of Reading Materials to the Reading Needs of *Jasa Boga* Students

Based on the description above, the relevance of reading topics such as menu was 85,7%, memo and short message was 78,5%, business letter was

78,5%, SOP was 64,2%, instruction was 64,2%, and text related to the major was only 50%. For the reading activities, the relevance of skimming was 92,8%, scanning was 85,7%, identifying discourse marker was 71,4%, identifying main idea and supporting idea was 85,7%, guessing meaning was 71,4%, and identifying genre of the text was 71,4%.

For grammar, the relevance of grammar topics of tenses was 92,8%, modals was 85,7%, conditional sentence was 71,4%, active and passive voice was 71,4%, gerund and to infinitive was 64,2%, objective and possessive pronoun was 92,8%, singular and plural was 71,4%, countable and uncountable noun was 78,5%, preposition was 64,2%, degree of comparison was 64,2%, imperative was 64,2%, question tag was 57,1%, compound sentence was 50%, complex sentence was 50%, and direct and indirect speech was 64,3%. The relevance of grammar activities were error recognition (57,1%), using appropriate tenses (78,5%), completing sentences using appropriate tenses (71,4%), changing sentence forms (57,1%), and arranging jumbled words (64,2%).

For vocabulary, the relevance of vocabulary topics of ingredients was 35,7%, cooking tools was 64,2%, nouns was 64,2%, verbs was 71,4%, adjectives was 64,2%, adverbs was 78,5%, amount of quantity was 64,2%, prefixes was 50%, suffixes was 50%, and terms related to the major was 57,1%. The relevance of vocabulary activities of matching was 42,8%, filling in the blanks was 78,5%, guessing meaning was 78,5%, choosing the correct word was 71,4%, finding antonym was 50%, finding synonym was 71,4%, and translating the unfamiliar word was 71,4%.

Based on the analysis above, it can be concluded that reading materials taught to *Jasa Boga* students were not completely relevant with the reading needs sine the percentage of the materials needed were higher than the materials taught. This case might occur because of some factors. Firstly, the materials provided in the English textbooks were general English, while vocational school should have different materials according to its major. The teachers stated that most of them only used reading materials in the English textbooks given by the government without providing reading materials related to *Jasa Boga*. The teachers also stated that the limitation time of teaching caused why they did not give the relevance reading topics. Furthermore, the activities conducted and needed almost showed the equivalent result between students and teachers.

Secondly, the English teachers have not background knowledge about *Jasa Boga* major so that, they only taught the materials provided in the text book as asked by the syllabus. This fact can increase the problem for the students when they face their future workplace. The teachers should have coordination with the productive *Jasa Boga* teachers to support what students have learnt in productive class and what they need in English subject.

The result of reading materials needed, reading materials taught, and its relevance can be seen in the table below.

Reading Topics	Reading Topics Needed	Reading Topics Taught	The Relevance
Menu	72,9%	85,7%	85,7%
Memo and Short Message	84,6%	78,5%	78,5%

Business Letter	73,6%	75,6%	78,5%
SOP	81,5%	64,2%	64,2%
Instruction	79,3%	64,2%	64,2%
Text Related to the Major	70,3%	50%	50%

Reading Activities	Reading Activities Needed	Reading Activities Conducted	The Relevance
Skimming	85,1%	92,8%	92,8%
Scanning	88,5%	85,7%	85,7%
Identifying Discourse Marker	89,5%	71,4%	71,4%
Identifying Main Idea and Supporting Idea	83,1%	85,7%	85,7%
Guessing Meaning	91,1%	71,4%	71,4%
Identifying Genre of The Text	82,3%	71,4%	71,4%

Grammar Topics	Grammar Topics Needed	Grammar Topics Taught	The Relevance
Tenses	83,2%	92,8%	92,8%
Modals	82,8%	85,7%	85,7%
Conditional sentences	82,9%	71,4%	71,4%
Active & Passive voice	82,8%	71,4%	71,4%
Gerund & To infinitive	80,4%	64,2%	64,2%
Objective & Possessive pronoun	92,6%	92,8%	92,8%
Singular & Plural	93%	71,4%	71,4%
Countable & Uncountable noun	83,7%	78,5%	78,5%
Preposition	92,2%	64,2%	64,2%
Degree of comparison	80,4%	64,2%	64,2%
Imperative	81,2%	64,2%	64,2%
Question tag	81,9%	57,1%	57,1%
Compound sentence	84%	50%	50%
Complex sentence	82,8%	50%	50%
Direct & Indirect speech	84%	64,2%	64,2%

Grammar Activities	Grammar Activities Needed	Grammar Activities Conducted	The Relevance
Error Recognition	90,9%	57,1%	57,1%
Using Appropriate Tenses	91,4%	78,5%	78,5%
Completing Sentences using appropriate Tenses	91,5%	71,4%	71,4%
Changing Sentence Forms	88,5%	57,1%	57,1%
Arranging Jumbled Words	83%	64,2%	64,2%

Vocabulary Topics	Vocabulary Topics Needed	Vocabulary Topics Taught	The Relevance
Ingredients	96%	35,7%	35,7%
Cooking Tools	95,9%	64,2%	64,2%
Nouns	95,7%	64,2%	64,2%
Verbs	96%	71,4%	71,4%
Adjectives	85,3%	64,2%	64,2%
Adverbs	93%	78,5%	78,5%
Amount of Quantity	85,8%	64,2%	64,2%
Prefixes	89,6%	50%	50%
Suffixes	82%	50%	50%
Terms Related to The Major	96,3%	57,1%	57,1%

Vocabulary Activities	Vocabulary Activities Needed	Vocabulary Activities Conducted	The Relevance
Matching	86,5%	42,8%	42,8%
Filling in the Blanks	90,3%	78,5%	78,5%
Guessing Meaning	90,4%	78,5%	78,5%
Choosing the Correct Word	85,1%	71,4%	71,4%
Finding Antonym	83,9%	50%	50%
Finding Synonym	88,1%	71,4%	71,4%
Translating the Unfamiliar Word	89,7%	71,4%	71,4%