

## Developing Vocational-Based English Teaching Materials for Culinary Study Program

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### ABSTRACT

Culinary is one of study programs in Vocational High School. Vocational-based English teaching materials are one of the supporting factors needed to increase students' motivation and interest in learning English. The purpose of this study was to analyze the students' perception concerning vocational-based English teaching materials for culinary study program related to the basic competencies listed in the syllabus. The research applied qualitative method. Questionnaire consisted of 17 statements were distributed to 70 students of the second year of SMK Negeri 10 Medan. The result showed that the majority of respondents (93.19%) agreed that English teaching materials for culinary with local, national and global nuances needed to be developed. The result of two validations proved that the developed materials were eligible to be used (respectively 98.53%) of the range 81%-100%.

**Key words:** *vocational, culinary, local, national, international*

### INTRODUCTION

In general, students learn English not because they are interested in English or British culture, but because they need English for study or work (Robinson, 1991). In language learning, ESP is studied not to obtain general education, but for needs in the academic, professional or workplace environment (Basturkmen, 2006: 18). This suggests that, the role of ESP is to assist language learners to build the skills needed to enable them to use the skills because of their various needs and motivation (Hutchinson and Waters, 1987) in a particular field of inquiry, occupation, or workplace. If students taking the vocational culinary program are taught using teaching materials that have nothing to do with vocational education, there is a gap between students' vocational interests and English for General Purpose (EGP) teaching materials as in Bashir (2017). Nunan (1991) states that success in learning a language is measured by the ability to use or communicate the

English. Therefore, if students fail to learn how to communicate or understand a foreign language (English) and do not get the opportunity to speak in class according to their vocation, then they will lose motivation and interest in learning English.

Some of the results of relevant studies on culinary, among others, are as follows. Monika, Inderawati and Eryansyah (2022) prove that among the results is that a pocket book on traditional culinary in English is needed to support the promotion of regional tourism in South Sumatra. Besides, in general, readers (tourists) need to study South Sumatra culinary pocketbooks related to food: main, closing and appetizer. Then, the results of Maula's research (2021) show that the content of the material and assignments in English for cooking must be developed based on the needs of students. Utami, Putra and Ramendra (2020) concluded that the subject matter topics related to vocational students about restaurants include preparation, arrangement, reception, taking food and drink orders, serving dishes, closing times and non-alcoholic drinks. Furthermore, Sofian and Jufenna (2020) designed additional teaching materials for culinary students based on the needs of students, teachers and the vocational curriculum. Also, the students should learn a foreign language for communication related to their major (Kusumaningsih et al., 2020). Another previous study, based on the results of questionnaires and interviews with students of the culinary study program by Hasibuan, Husein and Oktora (2019), English descriptive text conversation material related to vocational catering was developed about people (such as Chef Juna), objects (food) and places (restaurants).

## 1 Culinary

Culinary management is a food management discipline that studies food and beverage serving techniques with due regard to aesthetics, taste quality and nutritional integrity. This field covers how food and drink are prepared into regional and national dishes. Scientific principles relating to health, nutrition and taste. In Indonesia, this discipline can be studied at Vocational High Schools or at the tertiary level related to the tourism industry and the hospitality industry. The hallmark of catering is providing knowledge about the art of preparing dishes from the preparation to the serving of the food and drink itself. Various main basic principles and cooking procedures that are generally implemented. Thus, the management of food administration is even more complex, including utilization for economic and industrial purposes

Vocation is a special skill (carpentry and so on); skills (Kamus Besar Bahasa Indonesia online). Related to the teaching materials to be developed, the special skills or skills in English in this study are culinary vocational related to the material listed in the Vocational High School syllabus. The teaching material includes: 1) suggestions and offers, 2) asking and giving opinions, 3) receiving telephone messages (taking telephone messages), 4) invitations, 5) personal letter, 6) procedure text, and in addition 7) song.

### Development of Teaching Materials

#### 2.3.1 Definition

Graves (2000: 149) defines material development as a planning process for making units and lessons to achieve the aims and objectives of learning. It can also be said that material development is the process of creating, selecting and adapting material until students can achieve goals to help them achieve learning goals.

#### 2.3.2 Development of Teaching Materials

Tomlinson (2012) states that material development refers to everything to provide sources of language input and exploit these sources in a way that maximizes similar intake.

The material used in vocational schools in the culinary study program as a

handbook is not in accordance with the needs of students. Meanwhile, students need materials that support them to improve their skills and knowledge. Therefore, supporting teaching materials, in addition to students' needs, are developed to meet their needs. In developing these teaching materials, an analysis of student needs must be carried out first.

### 2.3.3 Principles of Teaching Material Development

Tomlinson (2012) lists developmental principles for language teaching as follows. Teaching materials must: 1) contribute to students, 2) help students to feel comfortable, 3) helping students to develop self-confidence, 4) interpreted by students as something useful and relevant, 5) require the points taught, 6) materials should expose learners to the language in authentic use, 7) the learner's attention should be directed to the linguistic features of the input, 8) materials should provide opportunities for learners to use the target language to achieve communicative goals, 9) materials must take into account that the positive effects of instruction are usually delayed, 10) the material should pay attention that students differ in affective attitudes, 11) the material must pay attention that students differ in affective attitudes, 12) the material must allow silence at the beginning of the instruction, 13) materials should maximize learning potential by encouraging intellectual, aesthetic and emotional engagement that stimulates both the right and left brains, 14) material should not rely too much on controlled practice, 15) materials should provide opportunities for results and feedback, and 16) the material must be relevant and useful in the field of study.

#### 1 Culinary Study Program

The Culinary department is a department that studies food preparation techniques by paying attention to aesthetics, quality, taste, and nutritional needs. In the Culinary management department, students will learn how to prepare various food dishes, both regional and from various countries. The culinary program prepares students to be ready in the local or global food industry. The field of work for this study program is relatively broad and varied, such as in hotels, restaurants, cruise ships, catering companies and other food companies. In addition, this study program also prepares them to become entrepreneurs so they can create their own businesses in the future. Along with the breadth of employment opportunities, culinary study programs are increasingly in demand by prospective vocational students.

The role of English in cooking is very significant because the terminology in cooking uses English, such as recipes, ingredients, composition, food and drink names and kitchen utensils. In addition, tourism areas in Indonesia are growing and this has led to the emergence of international standard hotels and restaurants. To serve those foreigners, we have to offer international standards, such as; menu, English service and amenities.

The facts above indicate a necessity of English for culinary programs be taught to students so that they could have greater opportunities to serve foreigners. The culinary program is a program that educates students with knowledge and skills in preparing and serving food and drinks. It prepares students to gain competency to work in the tourism industry.

Therefore, English teachers should teach students of culinary study programs about English according to their culinary profession. This is because teaching English materials concerning the students' major can help them understand skills in processing and serving food and drinks in English before plunging into the real world.

#### 3. Teaching materials

In the syllabus, the materials cover 6 topics, namely: 1) suggestions and offers, 2) asking and giving opinions, 3) taking telephone messages, 4) invitations, 5) personal letters, 6) procedure texts. In addition to the 6 topics a song entitled 'Food' was included

(Kementerian Pendidikan dan Kebudayaan, 2017). Then, those topics were developed covering local, national and global.

## METHOD

### 3.1 Research Location

This research was conducted in the study program or concentration of culinary at SMK Negeri 10 Medan.

### 3.2 Population and Sample

The research population was all students of class XI for the 2022/2023 first semester academic year, which consisted of 3 parallel classes. The research sample was determined using random sampling. In this study, the number of samples was 70 students as respondents.

### 3.3 Research Design

This research design applied research and development by Gall, Gall and Borg (2003) for developing the English materials. Meanwhile, the respondents' responses to the questionnaire were analyzed descriptively.

### 3.4 Data Collection Techniques

The data were collected by distributing questionnaire which consisted of 17 statements to the students.

## RESULTS & DISCUSSION

### Results

The questionnaire which was given to the respondents was analyzed, and the results of their answers are shown in Table 1.

**Table 1** Students' Responses to the Questionnaire

No	Statement	Frequency					Total
		SDA	DA	N	A	SA	
1	English teaching materials for the culinary department must be related to my profession.	1	3	18	28	20	70
2	The skills that I need in learning English are: Speaking, Writing, Listening, and Reading which are related to cooking.	0	0	14	35	21	70
3	Each type of English teaching material text must be in accordance with the culinary profession which includes social functions, generic structure, and language features.	1	3	23	33	10	70

4	The difficulties I face in learning English are when the topic being studied is not in accordance with my vocational skills.	4	14	33	11	7	69
5	I would like to study the following types of English texts about 'suggestions and offers' based on culinary vocational skills.	0	4	19	32	15	70
6	I want to learn English text types about 'asking and giving opinion'	0	0	22	38	10	70
7	I want to learn a type of English text about 'taking telephone messages'.	0	0	17	37	16	70
8	I want to learn English text type about 'invitation'	1	1	24	30	14	70
9	I want to learn English text type about 'private letter'.	1	2	26	30	11	70
10	I want to learn English text type about 'procedure text'.	2	5	23	30	9	69
11	I want to learn English text type about 'song'.	0	4	14	31	19	68
12	I need every kind of text: suggestions and offers, asking and giving opinion, taking telephone messages, invitations, personal letters, procedure texts, and songs in English in local wisdom.	3	2	22	24	18	69
13	I need every kind of text: suggestions and offers, asking and giving opinion, taking telephone messages, invitations, personal letters, procedure texts, and songs in English in national nuance.	1	0	20	36	12	69
14	I need every kind of text: suggestions and offers, asking and giving opinion, taking telephone messages, invitations, personal letters, procedure texts, and songs in English in international nuance.	0	2	19	30	18	69
15	I want teaching materials to be studied individually.	2	3	23	32	9	69

16	I want teaching materials to be studied in pairs.	0	6	28	25	9	68
17	I want teaching materials to be studied in group.	1	3	15	33	16	68
	Total	17	52	360	515	234	1178
	Average	1.00	5.78	40.0	57.2	26.0	130.8
				0	2	0	9
	Percentage (%)	1.44	4.41	30.5	43.7	19.8	100
				6	2	6	

All respondents totaled 70 students from class XI with the culinary concentration from 3 parallel classes. Table 1 shows that there are 17 statement items, 8 of which (numbers 1, 2, 3, 5, 6, 7, 8, 9) were answered by all respondents, while 6 items (numbers 4, 10, 12, 13, 14, 15) were answered by 69 respondents, and 3 items (numbers 11, 16 and 17) were answered by 68 respondents. In other words, 98.99% of the 17 statement items were answered by the respondents. This means that the results of the questionnaire are acceptable (valid).

In detail, each item was answered by the respondents as follows. Statement number 1 was strongly agreed by 20 respondents (28.57%), agreed by 28 respondents (40.00%) and neutral by 18 respondents (25.71%). This means that in general 66 respondents (94.28%) agreed that English teaching materials for the concentration of culinary arts must be related to their concentration. Statement number 2 was strongly agreed by 21 respondents (30.00%), agreed by 35 respondents (50.00%) and neutral by 14 respondents (20.00%). It means that they (100%) need to learn all the four language skills: speaking, writing, listening, and reading which are related to culinary such as food and beverages. Statement number 3 was strongly agreed by 10 respondents (14.29%), agreed by 33 respondents (47.14%) and neutral by 23 respondents (32.86%). In general 66 respondents (94.29%) agreed that every type of English teaching material text must be in accordance with the concentration of grammar which includes social functions, generic structure and language features. Statement number 4 was answered by 69 respondents who strongly agreed by 7 respondents (10.14%), agreed by 11 respondents (15.94%) and neutral by 33 respondents (47.83%). This reflected that 51 respondents (73.91%) agreed that every type of English teaching material text must be in accordance with the concentration of grammar which includes social functions, generic structure, and language features. Statement number 5 was strongly agreed by 15 respondents (21.43%), agreed by 32 respondents (45.71%) and neutral by 19 respondents (27.14%). Mostly, as many as 66 respondents (94.29%) agreed that they wanted to learn a type of English text about suggestions and offers based on culinary. Statement number 6 was strongly agreed by 10 respondents (14.29%), agreed by 38 respondents (54.29%) and neutral by 22 respondents (31.43%). Totally all respondents (100%) agreed that they wanted to learn English text types about asking and giving opinion.

Furthermore, statement number 7 was strongly agreed by 16 respondents (22.86%), agreed by 37 respondents (52.86%) and neutral by 17 respondents (24.29%). Thus, all respondents (100%) agreed that they wanted to learn a type of English text about receiving telephone messages. Statement number 8 was strongly agreed by 14 respondents (20%), agreed by 30 respondents (42.86%) and neutral by 24 respondents (34.29%). This indicated that almost all respondents (97.15%) agreed that they wanted to learn English text types about invitations. Statement number 9 was strongly agreed by 11 respondents (15.71%), agreed by 30 respondents (42.86%) and neutral by 26 respondents (37.14%). So, as many as 67 respondents (95.71%) agreed that they wanted to learn the type of English text about personal letters. Statement number 10 was answered by 69 respondents; strongly agreed by 9 respondents (13.04%), agreed by 30 respondents (43.48%) and neutral by 23 respondents (33.33%). This means that the majority of respondents (89.86%) agreed that they want to learn English text types about procedure text. Statement number 11 was answered by 68 respondents who strongly agreed by 19 respondents (27.94%), agreed by 31 respondents (45.59%) and neutral by 14 respondents (20.59%). Generally the respondents (94.12%) agreed that they wanted to learn a type of English text about song.

Next, statements number 12 to number 15 were answered by 69 respondents. Statement number 12 was strongly agreed by 18 respondents (26.09%), agreed by 24

respondents (34.78%) and neutral by 22 respondents (31.88%). This means that the majority of respondents (92.75%) agreed that they needed every type of text: suggestions and offers, asking and giving opinion, taking telephone messages, invitations, personal letters, procedure text, and songs in local English wisdom. Statement number 13 was strongly agreed by 12 respondents (17.39%), agreed by 36 respondents (52.17%), and neutral by 20 respondents (28.99%). Evidently, almost all respondents (98.55%) agreed that they needed every kind of texts: suggestions and offers, asking and giving opinions, taking telephone messages, invitations, personal letters, procedure texts, and songs in English with a national nuance. Statement number 14 was strongly agreed by 18 respondents (26.07%), agreed by 30 respondents (43.48%) and neutral by 19 respondents (28.99%). Almost all respondents (97.10%) agreed that they needed every kind of texts: suggestions and offers, asking and giving opinions, taking telephone messages, invitations, personal letters, procedure texts, and songs in English with international nuances. Statement number 15 was strongly agreed by 9 respondents (13.04%), agreed by 32 respondents (46.38%) and neutral by 23 respondents (33.33%). So, majority of the respondents (92.75%) agreed that they wanted teaching materials to be studied individually. Statement number 16 was answered by 68 respondents. It was strongly agreed by 9 respondents (13.24%), agreed by 25 respondents (36.76%) and neutral by 28 respondents (41.18%). This depicted that most respondents (91.18%) agreed that they wanted teaching materials to be studied in pairs. Finally, statement number 17 was also answered by 68 respondents. It was strongly agreed by 16 respondents (23.53%), agreed by 33 respondents (48.53%) and neutral by 15 respondents (22.06%). This proved that almost all of the respondents (94.12%) agreed that they want teaching materials to be studied in groups. Overall, most of the students (94.14%) agreed that the vocational (culinary)-based English materials to be developed.

**Table 2** Results of Validations

No	Statements	Score		Mean	Max Score
		V1	V2		
1	The material in the teaching materials is in accordance with core competencies and basic competencies	4	4	4	4
2	Learning objectives are in accordance with existing competencies in core competencies and basic competencies	4	4	4	4
3	The material is presented coherently.	4	4	4	4
4	The material presented can be understood easily by students.	4	4	4	4
5	Illustrations are presented according to the content in the teaching materials.	4	4	4	4
6	The problems presented can be related to the context of the task and the student's environment.	4	4	4	4
7	The language used in teaching materials is easy for students to understand.	4	4	4	4
8	The teaching materials are suitable with core competencies and basic competencies.	4	4	4	4



9	The competency about the material presented contains core competency units and basic competencies.	4	4	4	4
10	Teaching materials can be studied without the help of other teaching materials.	3	4	3.5	4
11	Teaching materials can be studied without the help of other media.	4	3	3.5	4
12	The topics in teaching materials are in accordance with development in science and technology.	4	4	4	4
13	Teaching materials can be studied anywhere and at any time.	4	4	4	4
14	Illustrations support teaching material.	4	4	4	4
15	Positions of the illustrations match the text.	4	4	4	4
16	The type and theme font of the letters match the color of the illustration.	4	4	4	4
17	The font size is easy to read.	4	4	4	4
Total		67	67	67	68
Percentage (%)		98.5	98.5	98.5	100
		98.53	3	3	

The next step was developing the materials concerning to the need analysis. The developed materials were validated by an English lecturer, and the English teacher who teaches in the research site. The result of validation is shown in Table 2. Overall, the developed product is very eligible (98.53) to be used by the teacher and students as learning materials for culinary study program.

## Discussion

The findings showed that vocational-based English materials about culinary were of students' need to be developed. The developed product was validated by the validators categorized as very eligible to be used. The English materials covered topics related to local, national and international culinary. This was to support Monika, Inderawati and Eryansyah (2022) who designed a pocket book for promoting tourists of South Sumatera traditional culinary. This was also in line with the focus on the development of English material and tasks about food (Maula, 2021); complimentary of culinary teaching materials (Jufenna, 2020), the importance of vocational topics concerning food and drink (Utami, Putra and Ramendra, 2020). Besides, it was also supported by the language use to communicate in concerning the students' needs (Nunan, 1991; Kusumaningsih et.al., 2020). Finally, students' responses for developing English materials for culinary matched the result of Hasibuan, Husein and Oktora (2019) in particular for conversation of descriptive text covering people, objects

## CONCLUSION

The results of the students' perception to the 17 statements mentioned (98.99%) that the average percentage of respondents who strongly agreed was 19.66%, who agreed was 43.27%, and who were neutral was 30.26%. The remaining 4.37% disagreed and only 1.43% strongly disagreed, and 1.01% did not answer. This implied that the vocational-based English teaching materials related to culinary was approved by the majority of respondents (94.14%) to be developed. The developed learning materials were also validated at 98.53%. Yet, the study just limited to the second semester of Grade 11. It was suggested to the next research would focus on the first semester, and for Grade 10 and 12, and other vocational majors as well.

## Acknowledgemen

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