

# CHAPTER I

## INTRODUCTION

### 1.1. Background of The Study

As an international tourist destination, Indonesia is extremely popular. Indonesia offers an amazing vacation experience due to its magnificent natural beauty, rich cultural diversity, and kind people. Bali, in particular, is one of the most well-known and popular tourist destinations in Indonesia. This island has many attractions, including natural beauty, a rich culture, stunning beaches, impressive temples, and friendly people. This is supported by data from Badan Pusat Statistik (BPS) Prov. Bali, consequently, in March 2023, the number of foreign tourist arrivals ascended by 14.59% over the previous month (February).

As a consequence, there are numerous tourism schools in Bali, particularly vocational high schools (SMK). A vocational High School is a school that educates learners to work immediately in the fields of their majors. A vocational high school plays an important role in improving labor market outcomes. Students in vocational education learn more profoundly and are aimed toward growing skills to produce a great worker in any job, particularly in the industry. English for specific purposes can be used to prepare for this.

According to Hutchinson & Waters (1987), English for Specific Purposes (ESP) is a language teaching style in which all learning material and content is specific to the needs of the learners. The language acquisition that is required must use appropriate and organised material English for Specific Purposes (ESP) can be

defined as teaching and learning English as a second or foreign language for the purpose of using it in a particular domain (Luana Sasabone et al., 2021). Additionally, Rahman (2015) stated that learning English for particular purposes (ESP) for students majoring in English is nothing new. According to Peters & Fernández (2013), ESP is commonly employed in the teaching of foreign languages for specific applications in scientific and professional domains. To summarize, ESP is a type of language training which emphasizes on specific goals and is personalized for the needs of the students.

One of the majors in tourism school is culinary major, the Culinary Major at Vocational High Schools (SMK) is an educational and preparation program for students interested in careers in the culinary and hospitality industries. This course of study equips students with the information, practical skills, and theoretical understanding needed to enter the culinary field. Therefore, English usage in the culinary industry, including restaurants, hotels, cafes, and the food and beverage sector, must be appropriate.

It is challenging to discover material that meets the demands of the teacher, learner, and curriculum. Mahbub (2019) discovered this in the context of Indonesian vocational education. Interestingly, English teachers in both Vocational High School and normal schools utilize the same course books given by markets, despite the fact that the contents are frequently inadequate to the demands of Vocational High School students.

In the eleventh-grade culinary major at SMKS Pariwisata Triatma Jaya Singaraja, the English teacher uses textbooks provided by the school from the government. The textbook is entitled SPLASH (Smart Path to Learning English)

which was compiled by Anik M. Indriastuti. This book has 6-topic units. From the researcher's analysis, this book is sufficient to facilitate the development of Pancasila student profiles through several activities contained in each topic unit. In the context of differentiated instruction, this book does not have enough pictures or illustrations to facilitate visual learners, while to facilitate auditory learners, the accessibility of audio files supporting the material still needs improvement. Because students need to scan barcodes, which can only be scanned through certain applications. Then, to facilitate kinesthetic learners, this book does not have adequate activities such as role play activities, field activities, handicrafts, and so on. Furthermore, the most important thing is that the relevance of the material in this book is not fully suitable for the culinary dimension, especially English for culinary, so eleventh-grade students majoring in culinary are not yet fully facilitated by English language material specifically for culinary.

However, considering the availability of knowledge sources, vocational high schools address fewer challenges. Numerous schools in Singaraja have same obstacles in terms of knowledge sources, such as a need for appropriate learning book. Based on preliminary interview with the english teacher at SMKS Pariwisata Triatma Jaya Singaraja, it was discovered that the teacher mostly utilizes information from the internet. Then there is no specific material in the accessible book. One book covers the subject of tourism. The school should offer a specific book for eleventh-grade students, particularly for the culinary major. A useful teaching book is desperately needed to assist culinary students in the first semester of the eleventh grade at SMKS Pariwisata Triatma Jaya Singaraja. As stated by Litz (2005), an effective textbook has a substantial impact on enhancing student

potential throughout language acquisition and is particularly useful for teachers in getting many references. The textbook developed based on a need analysis carried out by students.

It is essential to conduct a need analysis before developing a book. As stated by Nurpahmi (2021), needs analysis is the main key in ESP. According to Pushpanathan (2013), needs analysis can provide insights and improve teachers' and students' perspectives on material innovation. Akyel & Ozek (2010) explained that Need Analysis is a solid and effective instrument that assists teachers in clarifying the essential needs of students. Therefore, Needs Analysis is a vital treasure to reveal students' pivotal requirements or necessities and determine the English skills they need to develop in order to succeed in the future. Needs analysis is the key to creating a suitable learning system and process to achieve the learning goal (Kusni & Refnaldi, 2014; Poedjiastutie & Oliver, 2017).

There is a lot of research regarding ESP development materials, especially regarding English for Culinary, but some of them only focus on developing one language skill, such as research conducted by Sianturi (2016) entitled "Developing English Speaking Materials of Descriptive Text for Grade X Students of Culinary Study Program at SMK Negeri 10 Medan". This study is aimed to provide English reading materials that describe people, food, and culinary locations in a way that meets the needs of students studying culinary arts. Research and Development (R&D) was used in this investigation. This study focused on class X of SMKN 10 Medan, which included 32 students. Language skills concentrate on understanding what was read, especially in descriptive texts.



The study from Wulandari (2017) entitled “Developing English Reading Text Materials for Culinary Art Students of SMKN 1 Kisaran”. This study's purpose is to provide an English reading curriculum for vocational schools. Research and Development (R&D) was used in this investigation. The research focused on 25 Grade X students from the Culinary Art Department at SMKN 1 Kisaran, Asahan, Sumatera Utara. Both studies aim to develop English reading materials for culinary arts students.

Furthermore, research conducted by Erawati & Setia (2016) entitled “Developing English Speaking Materials for Students of Culinary Study Program at Vocational School Through Task-Based Learning”. The goals of this study are to: 1) assess the English-speaking resources that culinary students presently utilize; 2) identify pertinent English-speaking resources; and 3) create English-speaking resources using task-based learning. The four stages of educational research and development—Gall, Gall, and Borg—were applied in the course of this study.

The study by Hasibuan (2018) entitled “Developing English Sepaking Materials of Descriptive Text for Grade X Students of Culinary Program at SMK Negeri 10 Medan”. The purpose of this research is to provide English-speaking resources for the grade X culinary study program at SMKN 10 Medan. Initially, Research and Development carried out this research by There are six steps in the process: collecting data and information, processing it, creating new materials, getting expert validation, editing, and finally, the finished result. In this study, 36 students in grade X Boga 3 at SMKN 10 Medan served as the subject matter. The instruments used to gather data were an interview and a questionnaire. Both studies

were focused on developing English speaking materials for culinary students in vocational schools.

Additionally, there is also several research regarding the development of English for Specific Purpose Books, like research conducted by Brilianto et al. (2020) entitled “Designing An English Teaching Material For Tenth-Grade Students Of Culinary Study Program”. The classification of this study was R&D (research and development). This study was conducted using the ADDIE paradigm, excluding the implementation (I) and evaluation (E) stages. As a result, the study's attention was limited to the first three phases: analysis, design, and development. This study included 32 students in the tenth grade of SMKN 3 Singkawang's culinary studies program and an English instructor as subjects.

Therefore, in this research, researcher focused on developing the book English for Specific Purposes, especially for English for Culinary, with one focus being the development of four language skills such as listening, speaking, writing and reading. Apart from that, in this research, researcher used the ADDIE model by Branch (2009) which consists of five stages, namely, analysis, design, development, implementation, and evaluation. In this analysis process, researcher carried out student needs analysis and document analysis where the documents to be analyzed consist of teaching modules for English language subjects, teaching modules for culinary related subjects, and Indonesian National Work Competency Standards (SKKNI) documents related to the culinary industry. Analyzing SKKNI documents is intended so that the material in the book able to cover the needs of related industries. The ADDIE model also helped researcher develop English for Culinary

books in a systematic and well-organized manner, where this model is flexible enough to support revision at every stage.

Furthermore, the researcher applied the theory of layout principles which helped the researcher in designing the cover and each material on each page in the book to be better organized and attractive. From the things above, this research is different from previous research, where visual aspects, the development of four language skills, and the development of material relevant to the needs of the relevant industry also be focused on in this research in addition to the development of English for Specific Purpose material, especially English for Culinary. This is the novelty of this research.

The research gap is a lack of motivation among learners to learn because learners lack interest with the material offered. Students are less inspired to continue learning because the books offered at school are not engaging to them. To deliver excellent outcomes in the culinary area in the future, students require authentic material as their foundation knowledge. The problem is not just driven by students, but also by teachers, particularly English teachers, who have difficulty accommodating student needs in their programs (culinary program). Teachers become confused while presenting material to students in the absence of quality teaching resources, which makes learners uncomfortable in pursuing the learning process. Students need more relevant and exciting material to help them achieve their goals as culinary students.

To facilitate the process of learning for the English for culinary materials more engaging, a diversity of material is required. It is thought that offering specific and fascinating resources motivated the learner to learn more. Furthermore, the

correct materials can boost student interest in learning, particularly in English for culinary learning.

Based on the concerns discovered, the researcher developed an English for culinary book for eleventh grade students at SMKS Pariwisata Triatma Jaya Singaraja. Furthermore, Pushpanathan (2013) stated that needs analysis can provide insights and improve teachers' and students' perspectives on material innovation. Book include dialogue, variety tasks, and suitable for culinary. Developing teaching material must be adequately laid out and structured, to make the resulting or final book useful and simple to grasp for students and teachers. Material development, as defined by Tomlinson (1998), is a process that individuals make in order to offer or contribute information using language. Tomlinson (1998) also emphasized that while developing material, it has to be relevant to the needs of the students and the material developed must be interesting to the students, such as utilizing illustrations in books.

The textbook must include all of the necessary parts as well as appropriate illustrations. According to Karakaş & Karaca (2015), teaching with visual representations can boost students' language skills, ensuring that the learning process is effective. Patria & Mutmainah (2018) also states illustration is a type of art that is used to deliver a visual understanding of material or to communicate a specific purpose to help students grasp the material delivered by a textbook through the use of imagery provided in a textbook. In the modern era, illustrations have become an important component of print publications (Carney & Levin, 2002). The illustrations essentially aid in the interpretation of the text or animate language through visual representation to allow students to strengthen their critical thinking



about the objective of the illustration and make information entertaining. Furthermore, the book should be able to offer numerous examples of substantive conversations in order to students may enhance their speaking skills. According to Sert & Seedhouse (2011) it is essential to fulfill the students' needs by providing examples of scripted dialogues that they would desire. Since the textbook provides several examples of dialogues, students have a further chance to experience speaking and communicating in their target language.

In this study, the book was developed to enhance four basic English skills: reading, listening, writing, and speaking. This book is expected to promote student accomplishment, particularly in the culinary industry, in accordance with the basic aims. The quality of culinary ability of learners must be supplemented by books that were useful in their learning experience. Students are expected to acquire more competence from the material in the book, which be utilized as a tool for a career in the culinary area in the future.

In this book, four crucial features be addressed in each unit: input, content focus, language focus, and tasks (Hutchinson & Waters, 1987). Input for the book includes short dialogs or images that serve the culinary industry's activities. The second aspect is content focus, which refers to the material that students must comprehend in order to participate in the unit discussion. Third is language focus, this aspect is supposed to assist students in improving their comprehension of grammar and expanding their vocabulary. The last aspect is tasks, which presented numerous assignments that students have to complete in order to assess their grasp of the topic. Furthermore, giving students a variety of activities assisted them master what they need. In each subject connected to culinary

activities, the assignment requires fourth language skills such as listening, speaking, reading, and writing.

In this study researcher also consider the visual of the book to engage readers' interest. The book's layout also be designed by adapting several theories about layout principles. Applying an appropriate layout created comfort and satisfaction for potential users of this book later. Hoshangabadwala (2015) stated for students, the surface elements of textbook such as the chapter layout, colorful images, and textbook print are essential. The layout is an essential element of modern publications and book design. According to Yen et al. (2011), Typography and manual phototypesetting have gradually been replaced by computer typography with the entrance of computer technology into the field of book design, providing additional design alternatives for book layout. The evolution of book layout design is synchronized with the development of books. For a set book layout to perfectly integrate with the book content and emotional association, layout design creates a distinct and unique layout style that is part of the book content.

However, as stated by Morgan (2014) well-designed books have the power to actively engage students' cognition in a variety of ways, including visual processing, logical thinking, questioning, hypothesis testing, and verbal reasoning. They may also make learning more enjoyable, meaningful, and long-lasting. Moreover, studies have reported that positive emotional design may reduce the perceived difficulty of learning tasks, may increase motivation, satisfaction, and perception towards learning materials, and may foster content comprehension (Park et al., 2015;Um et al., 2012). Additionally, learners' visual attention (to illustrated book features) may be impacted by those findings. Geise & Geise (2011) stated,

that in addition to sensory identification and cognitive analysis of a visual stimulus, visual attention is the initial stage of visual perception processes. However, since visual attention is a necessary condition for material comprehension, it plays a significant role in learning from books. Because the degree of visual attention paid to textbook elements may be influenced by the coherence of a textbook layout and the clarity of the content of depicted visuals, the current study also might validate textbook design as one important factor (among others) for successful knowledge acquisition from textbooks. This would be similar to Morgan (2014) emphasis on the critical role those well-written textbooks have in the educational process. (Pettersson, 2015) added that in a textbook, the instructive, didactical, technical, and artistic qualities of the illustrated graphics, as well as the textual and visual linkage between related elements, help the learner navigate the presented resources and quickly locate pertinent information.

The researcher intends that this prospective book would be used as a reference in studying the culinary field by learners at SMKS Pariwisata Triatma Jaya Singraja for XI grade in Culinary Program.

## **1.2. Problem Identification**

Since some factors previously encouraged us to pursue remote learning, a lot needs to be ready for and adapted for this new learning, or one could say that learning is now becoming accustomed to it. To meet the demands of students at vocational high schools, teachers must reconsider how they teach. English language learning in high schools is advancing. But in creating instructional materials, several factors must be taken into consideration, particularly when teaching English

to students enrolled in vocational high schools. Based on prior observations in SMKS Pariwisata Triatma Jaya Singaraja that have already been completed. It was found that the English subject at SMKS Pariwisata Triatma Jaya Singaraja still tends to be general and that source knowledge of English still belong limited.

Kusni (2013) discovered various situations relating to ESP difficulties in Indonesia. The study found that only a few available ESP coursebooks on the market were produced based on needs analysis, therefore they may not always be appropriate for use. According to Kusni (2013), producing ESP materials is essential since it meets the needs of students and the specific institution. Teachers are not always required to create resources from scratch when developing materials. Material development, according to Tomlinson (2011), is not just a process of developing materials for learning a language, but it may also be an essential process of adapting, planning, producing, exploiting, and studying. According to Tomlinson (2011), materials development also includes a review of how to design, apply, and assess materials. It is also a practical endeavor, which implies that the materials development process includes not only educators as material developers but also students.

The recent research also revealed a few differences. Previous studies on material development frequently focused on a single skill rather than combining the four English abilities. For instance, Puspa et al. (2018) produced a writing module. The lesson was designed to help Food Processing Technology learners write their apprenticeship reports. Furthermore, recent literature on teaching English for Specific Purposes has been deafeningly silent on the creation of representative resources for culinary students. The current study was additionally encouraged by



the culinary students' lack of exposure to English for Specific Purpose materials at SMKS Pariwisata Triatma Jaya Singaraja to design a representative English coursebook for culinary fields.

It is necessary to develop English books for Specific Purposes that contain illustrations that can increase students' enthusiasm for reading and studying. Previous research has shown that the visual aspect is important. Iswati (2019) proposed that visual components be examined, particularly in EFL issues because all students stated that the coursebook is unappealing because it is printed in black and white. It also lacks illustrations and visuals. As a result, the produced coursebook's visuals failed to attract learners' attention. This is also supported by Tomlinson (2011) who highlighted certain critical components of coursebook evaluation, including the book's potential to elicit learners' interest and motivation in utilizing it as a tool for learning.

Iswati (2019) showed further suggestions demonstrating that it was contrary to the data gathered from students that all teachers claimed that the coursebook's visuals needed improvement. It contains the coursebook's look, layout, and pictures. One teacher advised that the layout be improved to make it aesthetically pleasing. The generated coursebook did not make optimal use of space, hence there is some vacant space. Iswati (2019) also added the teachers noted that the available coursebook lacked attention to its visual details. To a certain degree, the visuals may stimulate students' enthusiasm in utilizing the coursebook to learn the language. The importance of pictures is also confirmed by (Romney, 2012) who point out that the role of pictures is either decorative or instructional. Decorative refers to aesthetic value that may generate students' interest in using the

coursebook, while instructional refers to the function of a coursebook which contain sets of instruction to do activities or tasks. Therefore, the researcher focused on providing the appropriate images and illustrations relating to culinary in this study. Furthermore, the book's layout be organized properly based on few theories about layout.

The findings of Iswati (2019) study revealed that many students were unsuccessful in completing the listening exercises despite teachers replaying the audio three or more times because the audio quality, such as speech rate, comprehension, and language complexity, did not match the learners' proficiency. According to Hayati (2010), a slower rate of speech aid learners' comprehension of the audio being listened to since they have enough time to analyze the information. The proper selection of audio materials is especially important for learners of basic English ability. Furthermore, in this study, the researcher addressed this problem by simplifying the audio file attached to the book.

### **1.3. Limitation of The Study**

This study acknowledges several limitations that should be considered when developing the English for Culinary Book. These limitations were essential for understanding the scope and applicability of the book.

- a. The book was only developed for eleventh-grade students majoring in culinary arts.

The book developed through this study is explicitly tailored for eleventh-grade students majoring in culinary arts. As a result, its applicability and

relevance may not extend to students in other grades or those pursuing different majors.

- b. The specific material in the book was developed based on need analysis and document analysis.

The book's content was based on a need analysis and document analysis. While these methods provide a structured approach to identifying relevant material, they may not capture all possible needs or preferences of the students.

- c. The book was developed based on the Merdeka Curriculum, especially in the English subject at SMKS Pariwisata Triatma Jaya Singaraja.

The book was developed following the Merdeka Curriculum, mainly focusing on the English subject at SMKS Pariwisata Triatma Jaya Singaraja. Consequently, its alignment with curricular standards may restrict its use in institutions that follow different curricula or educational frameworks.

#### **1.4. Research Question**

- a. What materials are needed in the book to be developed for eleventh-grade students majoring in culinary arts at SMKS Pariwisata Triatma Jaya Singaraja?
- b. How the English for Culinary material in the book be developed for eleventh-grade students at SMKS Pariwisata Triatma Jaya Singaraja?
- c. What is the quality of the product of the English for Culinary book for eleventh-grade students at SMKS Pariwisata Triatma Jaya Singaraja?

### 1.5. Research Objective

- a. To develop an English for Culinary Book for eleventh grade students majoring in culinary arts at SMKS Pariwisata Triatma Jaya Singaraja.
- b. To describe how the English for Culinary material in the book be developed for eleventh-grade students at SMKS Pariwisata Triatma Jaya Singaraja
- c. To describe the quality of the products that has been developed about English for Culinary Book for eleventh grade students at SMKS Pariwisata Triatma Jaya Singaraja.

### 1.6. Product Spesification

The book be developed is entitled 'English for Culinary'. The book be developed based on need analysis and document analysis (syllabus & SKKNI). The content is developed and is divided into several units. The theory of material development by Hutchinson & Waters (1987), which comprises four components in each unit namely, input, content focus, language focus, and tasks be chosen for material development.

Each book unit in the book makes use of four crucial elements: input, language focus, topic focus, and task/assignment. Many images/pictures or illustrations be presented in this aspect, input. The purpose of input is to encourage learners to be interested in taking part in the learning process.

The next aspect is content focus. This aspect delivered information that can aid students in understanding the learning process as well as learning resources that the researcher is developing. The third aspect is the language focus. This aspect discussed language patterns (such as grammatical reviews, full vocabulary usage,



and pronunciation guides) and also cover language expressions. The last aspect is tasks. This aspect includes a number of practice questions designed to both assess and broaden students' grasp of the previously covered subject.

### **1.7. Significances of The Study**

#### **a. Theoretical Significance:**

- The theory of need analysis can be used in developing the English for Specific Material especially for the culinary context.
- The theory of material development by Hutchinson and Waters (1987) can be used in developing the English for Specific Material especially for the culinary context.
- The theory of Layout Principle can be used in developing the English for Specific Material especially for the culinary context.

#### **b. Practical Significance:**

- For Teacher: Could be used as a reference or main sources in teaching ESP.
- For students: Could be used as the good guide or reference in learning english.
- For the future researcher: it is hoped that the next researcher would use it as a reference in order to develop an ESP textbook based on this study.

### **1.8. Assumption**

Since these four basic skills (speaking, reading, listening, and writing) are fundamental in learning, learning resources in the form of English for Culinary

books be developed with an emphasis on proficiency objectives, so the books that be developed have an impact on increasing student achievement. This is because the book's material is organized into four categories: input, content focus, language focus, and assignment (Hutchinson & Waters, 1987).

