

CHAPTER I

INTRODUCTION

This chapter presents the research background, problem identification, research limitations, research questions, research purposes, and research significance of this study.

1.1 Research Background

English was regarded as the primary determinant of the quality of human resources in the workplace, particularly in the tourism industry. As a consequence, teaching English for Specific Purpose (ESP) has rapidly grown over the last few decades to meet industrial demands (Sudipa et al., 2020). Low (2018) ever mentions that ESP enhances employees' career advancement in workplaces in terms of professional communication skills. Nevertheless, Indonesian vocational instructors are required to adopt ESP as an approach to improve students' English skills at the college or university level (Hamid et al., 2022; Sujana et al., 2024). It means that students are encouraged to master English in line with their vocational fields.

The Indonesian government responds to this phenomenon by introducing SKKNI, the Indonesian National Work Competence Standard, as a framework for conducting vocational subjects in vocational education settings (Fahira & Nurkhamidah, 2024; Solihat et al., 2021). With that said, SKKNI also offers schemes for teaching English with an emphasis on listening skills, reading skills, writing skills, and speaking skills as advanced work skills (Rahman et al., 2022a). Pranesti et al. (2018) state that in SKKNI the content and sequencing of English learning are designed based on the qualifications of the industry and global market needs. It ensures that

students are not only learning participants but also qualified employees. Hence, SKNNI provides a guideline for the instructors to deliver English learning materials relevant to the workplace (Resaldi et al., 2025). In other words, it was a way to bridge the worlds of education and industry.

Despite its contribution to strengthening the ESP learning process in vocational education, instructors mention that they still face difficulty in integrating SKKNI into their classrooms (Oroh et al., 2020). Most English instructors claim that generating ESP content was still challenging because SKKNI does not provide a coursebook as a reference (Apriyanti et al., 2021; Lapele, 2019). Due to that fact, instructors are struggling to write the material to be applied in the classroom (Azami & Rahmawati, 2023). In line, Gufron & Nufus (2023) argue that the English instructors are encouraged to approach ESP teaching not solely from the perspective of industry-related language demands, but also by effectively navigating the learning process in accordance with students' needs. Based on those statements, the English materials for teaching ESP depend on the industrial demands as listed in SKKNI but also need to consider the students' needs. This challenge was particularly evident in specialized vocational fields such as culinary arts, where ESP materials must address highly specific language functions including giving instructions, describing cooking processes, reporting progress, and handling complaints (Kusumaningsih et al., 2020).

This situation, for example, was seen at LPK Bali Crystal College, where the lack of standardized ESP materials leads to inconsistent teaching practices. The finding showed that there were no English learning materials for culinary students; instead, the English instructors used PowerPoint slideshow and SKKNI as the basis and adopted

internet-based learning materials. Because of that English instructors use different way of teaching. One was using Direct Method, which they write down the material in front of the class. And the other use PowerPoint slide show, showing the sign of no standardization in terms of the teaching and learning process. Furthermore, the English instructors mentioned that adjusting the listed topics in SKKNI was quite challenging, given the limited sources on the use of English in the culinary field. From the results of observations and interviews with students, it was revealed that they found it difficult to understand the material because of the lack of standardization in English teaching materials for Culinary. This situation becomes especially critical when one of the instructors was unable to attend and was replaced by another instructor. Substitute instructors have difficulty continuing the lesson because there was no uniform reference material, which ultimately interferes with the continuity and consistency of student learning.

This analysis of the situation was the main basis for why e-modules were developed, not just ordinary print books: The results of the needs analysis show that solutions are needed not only in the content, but also in the learning delivery and management platforms. A conventional print book, although standardized, has limitations in terms of accessibility, interactivity, and ease of updating. On the other hand, e-modules were chosen because they are able to answer the specific challenges identified: 1) accessible to anyone, and at any time, 2) cater to digital generation learning styles such as the use of videos, interactive quizzes, and visual elements, 3) support independent and continuous learning. Thus, the decision to develop e-modules was not only about creating standardized materials, but about creating adaptive,

student-centered, and sustainable learning solutions to address consistency issues while leveraging technology to increase engagement and effectiveness of learning in a vocational environment.

In this case, theory of needs analysis remains important in developing material. This is also important to development of ESP material. The theory from Hutchinson and Waters (1987) states that needs analysis should support students to contribute to the development of the material. This actually applies to the SKKNI curriculum determination. Because SKKNI refers to the needs of students in general which was outlined in the needs of the hospitality industry. Each hotel asks for competencies that specialize in students, which requires institutions such as LPK to follow these needs. So, teaching at LPK must follow the needs of students which are outlined in the units taught in the classroom. This reinforces the importance of conducting a thorough needs analysis. However, there has been no study that uses the Needs Analysis theory from Hutchinson and Waters (1987) which specializes in the development of ESP material, especially in culinary based on SKKNI. So, it needs to be re-considered that there needs to be a study that contributes to the same field.

Khoirotun & Rohmah (2024) state that the English learning materials designed for culinary students have different requirements than those for public school students. The English learning materials are wrapped up in more technical ways relevant to their expertise area in the culinary field. The students studying culinary tend to learn English with specific topics: culinary terminology, equipment, sanitation and kitchen safety, food costs, cooking methods, and other practical expressions in the culinary field (Darwis et al., 2024; Resaldi et al., 2025).

Previous research has addressed ESP material development for culinary contexts. For instance, Maula (2021) developed vocabulary-focused materials for culinary students, while Resaldi et al. (2025) created a printed English book for vocational high school culinary programs. Isra (2022) developed an English worksheet for tenth-grade culinary art students using a 4-D model, while Hasibuan (2018) created speaking materials for descriptive texts focused on culinary topics. Furthermore, Iman et al. (2022) conducted a needs analysis for OER-based material development, and Fadilah & Anggraini (2025) designed a skill-based English material prototype for vocational high school culinary majors. These studies underscore the importance of needs analysis and authentic content in ESP material design. However, a significant conceptual gap remains: there was a lack of research that systematically integrates SKKNI competency standards with digital pedagogy in ESP e-module development. Furthermore, a methodological gap exists in the limited application of combination of needs analysis approaches which combines document analysis, interviews, and surveys to inform the design of such integrated digital materials.

Therefore, this study aims: 1) to do a need analysis to culinary students at LPK Bali Crystal College, 2) to develop material in the form of e-module for culinary students at LPK Bali Crystal College, and 3) to see the validity of the developed material at LPK Bali Crystal College. The novelty of this research was not only to develop an e-module for the culinary context, but also to propose and test a new integrative model that connects SKKNI-based needs analysis, ESP material development principles (Hutchinson & Waters, 1987), and digital pedagogy within a single systematic R&D framework. This model can be replicated and adapted for the

development of ESP material in other vocational fields, thus making a contribution both theoretically and methodologically. The SKKNI frames ESP learning to develop students' four skills which consist of listening, reading, writing, and speaking through authentic learning processes (Azami & Rahmawati, 2023; Fahira & Nurkhamidah, 2024; Solihat et al., 2021). Therefore, given the benefits of e-modules, this study focuses on developing English learning materials for culinary students by combining attractive, authentic approaches with targeted skill practices.

1.2 Problem Identification

The research background indicates that the problem of English learning materials for culinary students has been identified. Limited learning resources are an issue due to the lack of research focused on the development of ESP materials that integrate SKKNI, ESP, and digital pedagogy at LPK Bali Crystal. As a training institution, there should be material that accommodates not only SKKNI but also the theory of ESP material development and the use of technology. This was because the success of students in the industrial world depends on the material provided when they study in class. Therefore, this problem strengthens the development of the English e-module for culinary students at LPK Bali Crystal College.

1.3 Research Limitation

This research was limited to the development and validation stage of the English E-module for culinary students at LPK Bali Crystal College, by adopting the R&D model of Borg and Gall (2003), namely Exploration, Development, and Validation. This limitation was chosen because the main focus of the research was to produce a

prototype of material that was tested in terms of content and media design, rather than the effectiveness of classroom learning. Thus, the research has not yet entered the implementation stage or the measurement of instructional impact in real learning settings, which is due to the limitations of time, resources, and the nature of initial development that needs to ensure the validity of the product before further testing. Consequently, the further research was suggested to be conducted for effectiveness of such e-modules in improving students' language competence, motivation, or learning outcomes through experimental or quasi-experimental studies in an actual classroom environment. There are two types of data, qualitative which was conducted through descriptive qualitative and quantitative through descriptive statistic. Also, this study was limited to students who attend the culinary major at LPK Bali Crystal College with a Diploma 1 degree.

1.4 Research Questions

Based on the identified problem, the research questions are;

- 1) What is the English language proficiency needed by culinary students at LPK Bali Crystal College?
- 2) How is the development of the English e-module for culinary students at LPK Bali Crystal College?
- 3) How is result of validity test of the developed English e-module for culinary students at LPK Bali Crystal College?

1.5 Research Objectives

There are three research objectives proposed in the current study, such as;

- 1) To identify the English language proficiency needed by culinary students at LPK Bali Crystal College.
- 2) To develop an English e-module tailored to the needs of culinary students at LPK Bali Crystal College.
- 3) To examine the validity of the developed English e-module for culinary students at LPK Bali Crystal College.

1.6 Research Significances

This study was expected to contribute to the ESP field, as evidenced in its theoretical and practical significance. Those are elaborated as follows.

a) Theoretical Significance

The current study was expected to contribute to the development of ESP teaching and learning processes at the vocational education level. It offers an overview of enriching ESP teaching and learning for vocational instructors. The result of this research was also expected to provide an overview of how technology can be beneficial in for teaching in vocational education.

a) Practical Significance

Practically, this study also assists English instructors at the college level in conducting an effective and efficient English learning process in the culinary department. It helps them provide an authentic learning process that enhances students' English skills in line with workplace requirements.