



## **DEVELOPING ENGLISH FOR CULINARY BOOK FOR ELEVENTH-GRADE STUDENTS AT SMKS PARIWISATA TRIATMA JAYA SINGARAJA**

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### **ABSTRACT**

This study aimed to develop an English for culinary book for eleventh-grade students at SMKS Pariwisata Triatma Jaya Singaraja. The type of this research is Research and Development using the ADDIE model by Branch (2009). This model is perceived to be more reasonable and complete during product development processes. There were 5 phases to carry out the study, including Analysis, Design, Development, Implementation, and Evaluation. The subject of this study was eleventh-grade students majoring in culinary arts at SMKS Pariwisata Triatma Jaya Singaraja, Bali. The researcher in this study also applied the theory of layout principles, which helped the researcher designed the cover and each material on each page in the book to be better organized and attractive. The research instruments used were an interview guide, questionnaire, document analysis, and checklist. This study showed that the product developed was categorized as very good and valued by two expert judges in some aspects. The users valued the product positively, in this case, the eleventh-grade student majoring in culinary at SMKS Pariwisata Triatma Jaya.

***Keyword: ADDIE model, English for Specific Purpose, Culinary, Textbook***

### **INTRODUCTION**

A vocational high school plays a vital role in improving labor market outcomes. Students in vocational education learn more profoundly, and they aim to grow their skills to produce great workers 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



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organized material English for Specific Purposes (ESP), which can be defined as teaching and learning English as a second or foreign language to use it in a particular domain (Luana Sasabone et al., 2021). Additionally, Rahman (2015) stated that learning English for specific purposes (ESP) for students majoring in English is nothing new. According to Peters & Fernández (2013), ESP is commonly employed in teaching foreign languages for specific applications in scientific and professional domains. Based on observations in SMKS Pariwisata Triatma Jaya Singaraja that have already been completed. It was well known that the English subject at SMKS Pariwisata Triatma Jaya Singaraja still tends to be general and that source knowledge of English Still Belong Limited. Discovering material that meets the demands of the teacher, learner, and curriculum is challenging. Mahbub (2019) discovered this in the context of Indonesian vocational education. Interestingly, English teachers in both Vocational High School and regular schools utilize the same course books given by markets, despite the contents being frequently inadequate to the demands of Vocational High School students. However, considering the availability of knowledge sources, vocational high schools address fewer challenges. Numerous schools in Singaraja have the same obstacles regarding knowledge sources, such as the need for appropriate learning books.

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. 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 Hasibuan (2018) entitled “Developing English Speaking Materials of Descriptive Text for Grade X Students of Culinary Program at SMK Negeri 10 Medan” focuses on developing English speaking materials for culinary students in vocational schools. Therefore, in this research, the researcher will focus 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. In this research, the researcher will use the ADDIE model by Branch (2009), which consists of five stages: analysis, design, development, implementation, and evaluation.

Furthermore, the researcher will apply the theory of layout principles, which will help the researcher in designing the cover and each material on each page in the book to be better organized and attractive. as stated by Morgan (2014), well-designed books have power to actively engage students' cognition in a variety of ways, including visual processing, logical thinking, questioning, hypothesis testing, and verbal reasoning. 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).

## **THEORETICAL FRAMEWORK**

### **English Learning Material**

The development of teaching materials needs to be incorporated into the learning activities when textbooks are produced and utilized in the classroom. Therefore, when developing teaching materials, teachers must consider the learning objectives as well as the needs and expectations of the students. Knowing what teaching resources are required and what has to be developed is essential for anyone teaching a subject or serving as a teacher (Helmie et al., 2024). Of course, the characteristics of the subject that students possess must be taken into consideration while choosing textbooks. Instructional materials must be developed.

One of the keys to the learning process's success is creating learning materials based on the needs of learners. Suliadi (2020) asserted that one of the most significant or determining variables in learning activities is the material. The development of English language learning resources for vocational schools was covered in some earlier studies. Tomlinson (2011) stated that teaching materials are a resource that teachers can use to help learners learn as well as to teach them a language. This can take the form of newspapers, CD-ROMs, films, and books in addition to other formats. To add to the excitement of studying, teachers can also utilize additional teaching resources. One of the most essential tools for teachers developing learning materials nowadays is the internet.

### **English for Specific Purpose**

English with a specific goal is known as ESP. That goal is what separates it because it is distinct from one area to another. Liu & Hu (2021) described that English for Specific Purpose originated in the 1960s as a subfield of applied linguistics and English instruction. The teaching and use of English for Specific Purpose, or ESP, enhances students' language proficiency and helps them apply it to their area of interest Laadem & Mallahi (2019). It is possible to argue that ESP learning could not be conducted in general. To be specific, ESP teaching must follow certain methods. As a result, it is critical to understand why ESP must be explored. Laadem & Mallahi (2019) asserted that specific English numbers exist based on the current context. The primary objective is to impart sound knowledge, particularly in the area of language learning. Considering a number of reasons, learning ESP is essential. There are various reasons why teaching ESP is crucial, as stated by Beshaj (2015). The first factor is that ESP may enhance knowledge in a variety of subjects. The second benefit of ESP is that it may train future human resources such as engineers, hotel employees, and others. Furthermore, ESP allows people to demonstrate their competence in their fields of passion for the workplace.



### **Developing English for Specific Purpose Materials**

The availability of useful resources affects the quality of education. (Islam et al. (2020) discovered that several steps are involved in developing more effective materials, including needs analysis, setting achievable objectives, planning, preparation, pre-use, examination, testing, production, update, and completion. According to a prior study by Rahayuningsih (2014), certain factors need to be taken into consideration when establishing learning materials for English for Specific Purposes, such as the kind of teaching materials required, modifications to the teaching materials used, and ongoing reviews. Kusumawardani (2017) asserts that creating teaching materials may be stressful, particularly for beginners. Many factors must be taken into account while creating teaching materials so they are developed with students' needs or guidelines in mind. Kusumarasyati (2014) as cited in Sarinah (2019) has indicated in earlier studies that there are three obstacles in the process of developing the materials. The first is to design the book's cover, the next one is to outline the book's content, and the last is to write the book's material. According to a different study by Rahayuningsih (2014), there are three difficulties when developing the material. The first is that the material was not developed to its full potential due to a lack of knowledge and experience. The next obstacle is the lack of guidance time, and the last one is selecting appropriate media for the teaching materials. The most common consideration when developing learning materials should be developed with the needs of the students. As stated by Rahayuningsih (2014) while developing material, teachers need to be innovative and engaging to match the vocational students.

### **Culinary Art**

One of the majors in the tourism school that covers the breadth of food is culinary art. One of the majors in the tourism school that covers the breadth of food is culinary art. It begins with an introduction to fundamental materials and progresses through preparation for processing, dish-making and processing procedures, and serving techniques. According to Cheng et al. (2011), the culinary arts curriculum aims to teach students how to plan menus, manage food expenses, and prepare safe, wholesome meals.

In the culinary field, there are a few fundamental food management concepts and methods. Specifically, this covers the following methods: baking, grilling, broiling, pan-frying, sautéing, deep-frying, poaching, steaming, boiling, roasting, and so on. Among the majors that employ English for a Specific Purpose is culinary arts. The English language requirements of students in the culinary arts program are different from those of students in high school, as stated by (Maula, 2021). Therefore, general English should not be required for this major. Instead, students studying culinary arts will learn specific topics like culinary terminology, kitchen safety and sanitation, equipment use, basic nutritional guidelines, standard and metric measurements, food costs, and theory and practice in producing culinary



products. Additionally, it is strongly advised that you employ specialized English in this major.

### **Need Analysis**

Need analysis is essential for researchers throughout the development of materials. Need analysis is carried out to determine what the researcher must include in the study. As defined by Mujtaba Mitra (2004), need analysis is the gathering of information that will be utilized to develop materials and curriculum. In order to do a need analysis, three essential things must be addressed. The initial one is the need analysis function, which, according to Hutchinson & Waters (1987), the needs analysis function may be separated into two parts: target needs and learning needs. Target needs are what learners require in the target environment, whereas learning needs are learning resources that students have to discover on themselves. Target needs comprise three aspects: necessities, which are items that learners require, lacks, which are subjects that learner have not mastered, and wants, which are things that learners want to learn. The needs analysis function is responsible for facilitating every aspect of a specific learning. The need analysis function allows for the evaluation of a material which is not yet perfect.

The second essential thing is types of the need analysis. West as cited by Nurpahmi (2013) distinguishes three types of needs analysis: TSA (Target Situation Analysis), PSA (Present Situation Analysis), and Language Audit. TSA is a type of needs analysis that focuses on the needs of students after the end of a language lesson. TSA is characterized as a need analysis for determining students' language for career or academic. PSA (Present Situation Analysis) is a student need that emphasizes what learners behave like at the start of the learning and determines their weaknesses and strengths. Songhori (2016) also argues that PSA is a process of identifying what learners are like at the start of the language course. A language audit combines Target Situation Analysis and Present Situation Analysis. Language audits are commonly employed in business and industrial language acquisition. Other experts have identified other types of need analysis. Need analysis is classified into two forms, as stated by Brindley (1989, as referred to by Astika, 2015). First, objective need. Students' needs may be determined objectively using trustworthy data. The second factor is subjective need. Subjective need addresses cognitive and behavioral requirements, such as personality, confidence, attitude, wants, and expectations during the learning process.

The last essential thing is need analysis technique. West as cited by Nurpahmi (2013) identified seven needs analysis techniques. The first technique is a questionnaire, which may collect a large amount of data from people or groups in a short period of time. The following technique is an interview, which may correctly acquire information since it allows you to converse directly with someone who is linked to the material that you want to get. The third technique is observation, which allows researcher or teachers to obtain data directly from participants at an unpredictable moment. The next technique is a case study, which helps teachers



identify and solve difficulties encountered by learners. The fifth technique is a test that involves a series of questions used to assess respondents' capacity to collect the relevant data, particularly in resulting in the necessary material. The following technique is authentic data collecting, which uses real-world situations that may be analyzed in order to generate more relevant material. The last technique is participatory needs analysis, in which students are actively involved in data collection.

### **Material Development**

Material development as stated by Tomlinson (2011) is any issues associated with language learning that is aimed to offer information about learning material to instructors, writers, learners, and lecturers. Material development may offer knowledge and expertise through language acquisition. The material could have been created in the form of books, movies, and learning mediums. Several requirements must be met by the material, including material as a resource for presentations, material as a source of exercises for learners to practice, and material as a source of information for learners.

In offering materials, address the criteria that is required for developing materials. Hutchinson & Waters (1987) state that there are a number of criteria to consider when designing the material; (1) the material has a certain aim; (2) the material's exercise must give learners opportunities to utilize language, (3) The instruction must be precise in all aspects, including substance, topic, and assignment. (4) The information must be attractive to learners and captivate their interest, (5) The material should be actual, and (6) the material's difficulty must be appropriate for the learners.

The role of material in language study is essential in determining whether or not content is acceptable for learners. Another researcher also classifies the roles of material in learning, Dudley-Evans & St John as cited by Nurpahmi (2013) states there are four roles of material in learning that need to be assessed, as follows: (a) the material as an important source of language, (b) the material as a learning assistance, (c) the material that can encourage and inspire students to study, and (d) the material as a reference in the process of learning.

### **Book**

A book is an effective medium. Sun (2022) argued that books play a crucial role in the transmission of cultural information because, in addition to carrying the weight of cultural heritage, they aid in the preservation of historical culture. Within the context of education, the primary goals of the present book layout design are to have distinctive, imaginative, and contemporary aesthetic effects; to preserve overall harmony and coherence, and to establish harmony and cohesion between the inside and outside. It is essential to emphasize the aesthetic value and allure of recent publications by utilizing the proper creative language design strategies. According to Haslam (2006), one of the most effective ways to spread ideas that



have altered the direction of intellectual, cultural, and economic advancement is through printed books. Almost all books are available in electronic format in the twenty-first century, since digitalization has surpassed print media. The distribution of printed books has not decreased since the advent of electronic books. Even as e-books continue to advance, printed books continue to be published. Both forms appear to have their intended market and might be considered advantageous.

### **Layout Principles**

Layout is the process of arranging a visual asset in a design so that the delivery of the message can be read. It is assumed that design is the architect and layout is the worker because the basic layout is the element that builds a design (Rustan, 2008). The layout is used to provide convenience and beauty to the work being done. The placement and arrangement of visual elements must be well controlled to clarify the hierarchy/level of target attention to all the elements displayed (Widya & Darmawan, 2016). As people know, there are numerous book types and different book types need different design approaches, because of the difference in target market.

### **METHOD**

In this study, the researcher will use the ADDIE model by Branch (2009). The ADDIE model is a model that consists of five steps or phases, namely analysis, design, development, implementation, and evaluation. The ADDIE model as a Research & Development model is perceived to be more reasonable and complete during product development processes. According to Mulyatiningsih (2016), this model may be utilized to produce many types of learning products, such as learning media, learning techniques, learning strategies, and teaching materials. From the first to the fifth stage of its application, the ADDIE model must be systematic and cannot be arranged randomly since it is composed of five connected and regularly organized components (Ranuharja et al., 2021). The study conducted in SMKS Pariwisata Triatma Jaya Singaraja.

The subject of this research was the eleventh-grade students of Culinary Major at SMKS Triatma Jaya Singaraja, Bali. The background for choosing the students in eleventh grade was because the students in this major were not provided with a specific English Book to enhance their English language skills, especially knowledge about English for Culinary.

The data of this study were obtained using several instruments, including an interview guide, questionnaires, document analysis, and a checklist. The interview was conducted with the English teacher. The questionnaires were conducted to obtain the students' needs and the student's perceptions of the product. The documents used were the teaching module for the English subject, the textbook entitled SPLASH, and the Indonesian National Work Competency Standards. The checklist was used to obtain the product score from two expert judges. In this study, the researcher used interviews, questionnaires, document analysis, and checklists to



collect the data. Furthermore, the researcher analysed the data collected qualitatively and quantitatively.

## **FINDINGS AND DISCUSSION**

Based on the results of the description from the teacher interviews, the researcher concluded that textbooks that have a particular dimension for culinary are needed by grade 11 students majoring in culinary. The specific materials will best suit their needs as culinary students. Furthermore, the use of relevant pictures or illustrations supports the development of their understanding of culinary English material. The available textbooks do not fully meet their needs as grade 11 culinary students. Therefore, the results of this interview support research in developing English textbooks for specific purposes, in this case, culinary.

Based on the results of the descriptions of students' needs analysis in some aspects. For the first aspect of 'Necessities' the data showed that students strongly needed the specific learning material suitable for their needs. Their needs, like specific English learning materials that integrate into the culinary context and understanding and use the English culinary terminologies in the classroom, were relevant to the objectives of this study, which is to develop an English for culinary book for eleventh-grade students. For the aspect of 'Lacks,' the students had a good understanding of and were familiar with the culinary terminology in English. The data also showed that they were neutral in determining their confidence level in using English in the culinary context. For the aspect of 'Want', they wanted learning materials that contained relevant and interesting images and colorful appearances. They also wanted learning materials to help them understand the terminology relating to the culinary field. Furthermore, these findings are relevant to the features developed researcher in the book entitled English for Culinary Book. The book contains several features, such as images that are relevant to the culinary context and culinary terminologies. For the aspect of 'Input', the data showed that the length of the text for listening and reading activity consists of 100 to 150 words. The data also showed that there are different types of text that should be inputted in the book. For instance, monologue, dialogue, and essay texts (descriptive, recount, narrative, etc). The researcher used this finding as the basis for developing the content material, its exercises, and tasks. For the aspect of 'Procedure', the data showed that students have some preferences in learning certain skills, such as vocabulary, grammar, and pronunciation. The data also showed that most of the respondents prefer variative types of activity for certain skills (listening, speaking, reading, and writing). The researcher used these findings as a reference in developing the English for Culinary Book. For the aspect of 'Setting', the data showed that the student gave advice that the assignment can be carried out in various formats (individually, in pairs, small and big groups). The students also enjoyed learning English using technology.



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Based on the results of the descriptions of documents analysis in certain document it can be concluded as follow, for the document of the English Teaching Module that was analyzed, the data showed that the topic contained in the teaching module is still lacking. The Learning Objectives Flow (ATP) of all topics was quite good. Furthermore, the researcher processed them to make them the basis for determining the topic in the English for Culinary Book. For the document of the English textbook that was analyzed, the data showed that the textbook has good learning objectives for each topic. The researcher used these findings to generate several pieces of information for developing the English for Culinary Book. For the document of Indonesian National Work Competency Standard (SKKNI) that was analyzed, the data showed that the particular units suited the culinary context. After analyzing the results of the teacher's interview, students need analysis questionnaires, and the documents used, the researcher formulated which topic would be developed for the material needs in the English for Culinary Book for eleventh-grade students majoring in culinary arts. The following is a matrix of materials needed to develop based on the analysis of the results of the instruments used.

Basis	Topic	Need to Develop	No Need to Develop
Teaching Module of English Subject	Descriptive Text		✓
	Exposition Text		✓
	Procedure Text		✓
English Teaching Book advice	What Legends Do You Love to Read (Narrative Text)	✓	
	What Do You Call It? (Descriptive Text)	✓	
	Do You Need Some Advice? (Exposition Text)	✓	
	Could You Show Me How to Do It? (Procedure Text)	✓	
	Let's Share Your Arguments (Argumentative Text)	✓	
	Let's Discuss This Issue (Discussion Text)	✓	



Based on the matrix above, it can be concluded that six units need to be developed. The six units that will be developed are (1) What Legends Do You Love to Read (Narrative Text), (2) What Do You Call It? (Descriptive Text), (3) Do You Need Some Advice? (Hortatory Exposition Text), (4) Could You Show Me How to Do It? (Procedure Text), (5) Let's Share Your Arguments (Argumentative Text), (6) Let's Discuss This Issue (Discussion Text).

The researcher developed the material into a textbook. The researcher formulated what material will be developed into the English for Culinary book. The results of the analysis of teacher interviews, student needs analysis questionnaires and document analysis were used as the basis for determining the material in each unit. Based on this, the researcher decided to develop an English for Culinary textbook consisting of 6 units. The researcher designed the topic for the English for Culinary book consisting of 6 topics. The topics developed based on the analysis results from the students' need analysis questionnaires, English teacher's interviews, and documents analysis. The topics were also designed and developed for a culinary context. The following are the topics created in the English for Culinary Book. The first topic in the English for Culinary Book is Unit 1 - Safety First! A Great Advice for You, the dimension of this topic is Occupational Health & Safety. The second one, entitled 'Unit 2 - For The Next Step, You Should Do This!' the dimension of this topic is Cooking Method. The third topic is entitled Unit 3 - Would You Like to Describe This Dish? the dimension of this topic is Course Meal. The fourth one is entitled Unit 4 - Do You Know The History of This Dish? the dimension of this topic is Indonesian Cuisine. The fifth topic is entitled Unit 5 - Alcoholic Beverage is Bad! the dimension of this topic is Alcoholic & Non-Alcoholic Beverage. The last topic is entitled Unit 6 - Let's Discuss This Misunderstanding, the dimension of this topic is Cross-Cultural Understanding. The researcher believed these topics suited the culinary students' needs for their future careers. The topics developed used some basis as the reference, for instance, the analysis results from the students' need analysis questionnaires, English teacher's interviews, and documents analysis. The researcher formulated the the learning outcomes (CP) of all topics and learning objectives of each topic developed in the English for Culinary Book. The Learning Outcome (CP) of the English for Culinary Book is as follows at the end of Phase F, students use spoken, written, and visual texts in English to communicate according to the situation and objectives. Various types of texts such as exposition, procedures, descriptions, narratives, arguments and discussions are the main references in learning English in this phase. Students use English to discuss and express desires/feelings. Learners use English language skills to explore various texts in certain contextual topics. They read written texts to learn something or get information and for fun. Their understanding of written texts deepens. Implicit inference skills when understanding information and the ability to evaluate various types of texts in English have developed. They produce structured spoken written and visual texts in English with a more diverse vocabulary. Students produce a



variety of written and visual texts, fiction and non-fiction with awareness of the goals and target readers/viewers.

The learning objectives for each topic were quite different depending on the topic. The learning objectives of topic 1 consist of 8 objectives, namely, (1) students will be able to identify a hortatory exposition text, (2) students will be able to identify and analyze the definition, the structures, and the language features of a hortatory exposition text, (3) students can process, interpret, and evaluate information from the example of a hortatory exposition text, (4) students will be able to explain some information about Occupational Health & Safety, (5) students will be able to apply information about Occupational Health & Safety in the workplace, (6) students will be able to implement several language expressions: asking & giving advice and asking & offering help, (7) students will be able to identify and explain specific terms in Occupational Health & Safety, (8) student will be able to identify and analyze simple present tense, passive voices, and warnings.

The second topic consist of 8 learning objectives, namely, (1) students will be able to identify a procedure text, (2) students will be able to identify and analyze the definition, the structures, and the language features of a procedure text, (3) students will be able to process, interpret, and evaluate information from some examples of a procedure text, (4) students will be able to explain some information about cooking methods, (5) students will be able to apply information about cooking methods, (6) students will be able to implement language expressions: asking someone to do something, (7) students will be able to identify and explain specific terms in some cooking methods, and (8) student will be able to identify and analyze action verbs and prepositions.

The third topic consists of 8 learning objectives as follows (1) students will be able to identify a descriptive text, (2) students will be able to identify and analyze the definition, the structures, and the language features of a descriptive text (3) students will be able to process, interpret, and evaluate information from some examples of a descriptive text, (4) students will be able to explain some information about cuisine on Appetizers, Main Courses, Desserts, Salads, and Cheese, (5) students will be able to apply information about cuisine on Appetizers, Main Courses, Desserts, Salads, and Cheese, (6) students can implement language expressions: Asking & Giving Opinion, (7) students will be able to identify and explain specific terms in the food menu in course meals., (8) students will be able to identify and analyze adjective phrases.

The fourth topic consists of 7 learning objectives as follows (1) students will be able to identify a narrative text (legend), (2) students will be able to identify and analyze the definition, the structures, and the language features of a narrative text (legend), (3) students will be able to process, interpret, and evaluate information from some examples of a narrative text (legend), (4) students will be able to explain some information about Indonesia Cuisine, (5) students will be able to apply information about Indonesia Cuisine, (6) students will be able to identify and



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explain vocabularies related to this topic, and (7) student will be able to identify and analyze simple past tense, imagery. and signal words.

The fifth topic consists of 8 learning objectives as follows 91) students will be able to identify an argumentative text, (2) students will be able to identify and analyze the definition, the structures, and the language features of an argumentative text, (3) students will be able to process, interpret, and evaluate information from some examples of an argumentative text, (4) students will be able to explain information about some Alcoholic Beverage & Cocktails, (5) students will be able to apply information about Alcoholic Beverage & Cocktails, (6) students will be able to implement language expressions: Asking & Giving Information, (7) students will be able to identify and explain specific terms about Alcoholic Beverage, and (8) student will be able to identify and analyze logical connectives and abstract nouns.

The last topic in the English for Culinary Book consists of 8 learning objectives as follows (1) students will be able to identify a discussion text, (2) students will be able to identify and analyze the definition, the structures, and the language features of a discussion text, (3) students will be able to process, interpret, and evaluate information from some examples of a discussion text, (4) students will be able to explain some information about Cross-Cultural Understanding, (5) students will be able to apply information about Cross-Cultural Understanding, (6) students will be able to implement language expressions: Asking & Giving Forgiveness, (7) students will be able to identify and explain specific terms about Cross-Cultural Understanding, and (8) student will be able to identify and analyze modal verbs.

In this study. the quality of English for Culinary Book that has been developed for eleventh-grade students at SMKS Pariwisata Triatma Jaya Singaraja can be described through two measurements, namely quality product validation by two expert judges and user perception of the product. The following explanation can be seen below. The results of the expert judges were obtained for English for Culinary Book which had been carried out by two lecturers at Ganesha University of Education, especially lecturers majoring in English Education Study Program. From the first expert, the total score of 100 was obtained. Meanwhile, from the second expert the total score 92 was obtained. The maximum score for this judge is 100. The following calculation for average score of the experts' result can be seen below, the calculation is done by using the mean formula from Suharto (2008).

The average score of the result from Expert Judge I:

$$Mn = \frac{\sum f x}{N}$$

$$Mn = \frac{4 \times 25}{25}$$

$$Mn = \frac{100}{25}$$

$$Mn = 4.00$$



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The average score of the result from Expert Judge II:

$$Mn = \frac{\sum f x}{N}$$
$$Mn = \frac{(4 \times 17) + (3 \times 8)}{25}$$
$$Mn = \frac{68 + 24}{25}$$
$$Mn = \frac{92}{25}$$
$$Mn = 3.68$$

Based on the results of the calculation above, it can be concluded that the product measurement conducted by the researcher has a different score. From expert I, the product obtained a score of 4.00 on a scale of 4 while from expert II, the product obtained a score of 3.68 on a scale of 4. Furthermore, the classification of the results of data calculation for those calculations used Suharto (2008) theory, namely the level of quality of English for Culinary Book is categorized as very good. The comment and suggestions also given by two expert judges as reference and recommendation for the enhancement of the product. The further explanation for the comments and suggestions can be seen in the table below.

No	Dimension	Judge I	Judge II
1	Comment for Each Unit	<ol style="list-style-type: none"><li>1. Pay attention to the use of punctuation in the title of material, exercises, and tasks.</li><li>2. Pay attention to the writing of the citation source for each material.</li></ol>	<ol style="list-style-type: none"><li>1. The materials should not be stored in google drive.</li><li>2. All activities are too monotonous and lack variations.</li><li>3. The colors of the chapters and sub-chapters in all units are monotonous. All are in green</li></ol>
2	Suggestion for Each Unit	<ol style="list-style-type: none"><li>1. The punctuation mark (.) is removed in each title of material, exercise, and task.</li><li>2. Include citation sources for each material</li></ol>	<ol style="list-style-type: none"><li>1. It is better to upload them on a particular blog because the look on blog will be better than google drive.</li><li>2. Try to improvise the activities.</li><li>3. Try to distinguish the color used.</li></ol>



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The quality of the product that has been developed can be seen also by collecting the user perception of the product. The result showed that the users have positive impression to the product developed.

In this study, the researcher simplified the back cover's design by equalizing the design to the front cover's design. Kusumowardhani & Maharani (2023) argued that the book is represented by the cover. The objective of the cover is to inform readers of the contents of the book. To support the essence of the book, the cover should have the author's or publisher's names together with attractive visual imagery that convinces readers. The first type of cover is the front cover. This type is positioned at the starting point of the book. Since the cover serves as the book's face the cover serves as a symbol and representation of the material within. The green colour used in the cover design represents the healthiness contained in certain foods. It is supported by the study conducted by Schuldt (2013) which the result suggests that labels which has green colour increase perceived healthfulness. The second type of cover is the back cover, which is the one that is at the back or end of the book. Typically, the back cover includes an overview of the book's contents.

In this study, the researcher used multi-column grids. This grid is far more versatile and is typically utilized for creating publications, compared to single or two-column grids. The grid can be seen in the image above. The purple lines are the grids. Ambrose & Harris (2012) state that the grid is the foundation of a design, allowing the designer to organize each element of the design in an effective manner.

The researcher used two different typefaces, namely Minion Pro for the headlines and Helvetica for the bodytext in this study. These typeface shapes are uncomplicated, their efficiency is simple, and they look minimalist. Kusumowardhani & Maharani (2023) stated that the selection of typography is essential while designing a book because it impacts the target reader and establishes the appropriateness of each letter.

The researcher provided the white space as well as possible to make the book more comfortable to read. Negative space is typically required to neutralize tension. According to Heinstejn, 2014, a piece may have too much tension when there is not enough negative space. Depending on the message being given, this might be counterproductive since the reader may become agitated by the high level of tension.

The culinary art major is one of the most important majors in the field of tourism. Based on the research results, it is known that teachers and students need learning resources that can support the teaching and learning process in the classroom. Therefore, based on the need analysis conducted by the researcher, the product developed should have material suits the needs of eleventh-grade students majoring in culinary. To find out what material needs to be developed in this research. It is necessary to have a need analysis in it. As stated by Tcc's Samiksha; Montazeri & Hamidi (2013), needs analysis is the most significant and essential step in developing materials, particularly if it comes to using English for specialized and academic purposes. It is also essential to conduct a need analysis before



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developing a book. As stated by Nurpahmi (2021), needs analysis is the main key in English for Specific Purposes. Need analysis is used to identify the research problems and consider the research questions about the development of specific English materials for the English for Culinary Book. There were 3 instruments used in determining the material developed for the product, namely interview guide for an English teacher, student need analysis questionnaires, and document analysis.

The results of the expert judges were analyzed and calculated quantitatively using Suharto's (2008) theory. Based on the calculation, it showed that the product was categorized as very good. However, the two expert judges also gave opinions and suggestions on particular aspects. The opinions and suggestions given aimed for the improvement and making the materials better. The researcher also conducted a measurement of the product by collecting the perceptions of users of the product. 20 statements in some particular aspects were distributed through questionnaires to the eleventh-grade students majoring in culinary. Based on the results of the questionnaires it showed that the product does not have problems or negative impact to the users.

The lack of availability of a book for English for culinary made the researcher initiate to develop book specifically for English for culinary. This book also aims to enhance students' language abilities like listening, speaking, reading, and writing which will be needed by students later. Moreover, this book helps students acquire specific knowledge namely English for culinary.

## CONCLUSION

The purpose of this study was to develop an English for Culinary Book for eleventh-grade students majoring in culinary at SMKS Pariwisata Triatma Jaya Singaraja. The method used in this study is Research and Development by using theory Analysis, Design, Development, Implementation, and Evaluation (ADDIE) by Branch (2009). The researcher used a mixed method in collecting the data namely qualitative and quantitative methods. The qualitative method is used to explain the results of English teacher interviews, students' need analysis questionnaires, document analysis, and students' perception questionnaires. Furthermore, the quantitative method is used to calculate the result of the quality validation of the product.

Based on the result of this study it can be concluded that the product developed was categorized as very good, and the product was valued by two expert judges in some aspects. The product was also valued positively by the users, in this case, the eleventh-grade student majoring in culinary at SMKS Pariwisata Triatma Jaya.



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