

ENTRY TO OER-BASED MATERIAL DEVELOPMENT OF ENGLISH FOR CULINARY PURPOSES

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Abstract: This study seeks to highlight students' need analysis for English for culinary purposes (ECP) as an entry of open educational resources (OER)-based material development. The participants in the study were two English teachers from a Bekasi vocational school. A semi-structured interview was utilized for data collection. This study found that the learning objective of ECP is to equip students to communicate orally and in writing with clients and other culinary professionals at the A2 or B1 level of English proficiency, within the context of the culinary arts. In addition, the required ECP material should include the following topics: (1) service areas; (2) kitchen utensils; (3) storage room; (4) collaborating as a team; (5) the hazard handling procedure; (6) correspondence activity; (7) le gourmet; (8) ingredients; (9) taking orders. Integration of linguistic features and generic structure should be incorporated into the design of ECP teaching materials to facilitate content-based instruction. The research reveals that OER-based material development for culinary purposes should consider the learning objective, the needs, preferences, and profiles of the students, as well as their English proficiency level. In addition, it is crucial to involve students in the learning process by utilizing OER and authentic material delivered through technology.

Keywords: english for culinary purposes; oer-based material development; students' need analysis

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INTRODUCTION

The culinary industry plays a significant role in a country's tourism industry. A country like Indonesia, primarily known as a tourist destination, has a wide range of culinary repertoire as the nation holds hundreds of ethnic, with each owning its traditional food heritage (Priadi, 2021). Not only rich with its culinary heritage, but globalization also influences Indonesia's culinary industry and makes this industry bigger and more complex for people who work in it. Improvement in human resource competencies is required to support those developments in the culinary industry (Yang, 2020). Thus reasons push researchers to design a learning material for English for Culinary Purpose (ECP) use.

The English language has been used internationally as an auxiliary language by most nations worldwide. For a tourism destination country like Indonesia, the English language has a significant role in communicating with visitors from around the world (Darsana, 2022). Such auxiliary language is needed as a medium to communicate ideas and culture between countries (Vasanthi, 2022). Although convenient, it has become a challenge even though English is an international language. In most countries where the native language is not English, the use of the English language at an early age is just something they do in school or other informal education such as courses (Long, 2005). The English language in such countries is applied only for external purposes, for example, to communicate for business with people in other countries.

Workers in the tourism and hospitality industries have a high chance to cross with people from various countries, which not only have language as a barrier but also different cultures and habits that workers need to acknowledge and understand well to perform a great hospitality experience to the guest. In a country with high tourism flow, the demand for competent human resources in the tourism and hospitality industry, especially in English language competence, is highly needed (Vo et al, 2022). Therefore, producing competent workers who can perform excellent service and hospitality and understand English language communication is a great challenge for being a host country for tourism (Arafah, 2019).

In the mission to fulfill the needs of qualified professionals in tourism, the government and ministry of education through Vocational High School (VHS) is a type of educational institution that, as a by-product of the educational process, increases labor participation and productivity in order to produce skilled workers (Maula, 2021). Government regulation of the Republic of Indonesia Number 19 Year 2005 about national education standards mentions that the graduate competencies Standard of vocational schools improves one's intellect, knowledge, personality, spirituality, and independence abilities. One of those vocational schools is culinary vocational high school which has a program to prepare students with fundamental and advanced cooking techniques for the food service sector (Hertzman & Stefanelli, 2008).

As part of the tourism and hospitality industry, culinary industries have their uniqueness and specialty when it comes to applying English in their work line (Hertzman & Stefanelli, 2008). Not only do the workers in the culinary industry need to understand the primary usage of English, but they also need to acknowledge various terms and jargon in this line of work. Aside from the challenge, the workers had to acknowledge the name of various foods and ingredients from various countries, which most of the time still use the original name or terms from those countries. For example, when we work in a Japanese restaurant, we need to remember various foods and ingredients and complement them with their original name. Sometimes, we had to explain and describe those items in English.

Another example is since some cooking methods or kitchen equipment use French or Italian language, learning culinary vocabulary will make us have to learn a mixed language vocabulary. The culinary vocational Program aims to provide students with fundamental and advanced cooking abilities for the food service business. It was based on the Indonesian government's Program through the 2013 curriculum. It was launched as part of the government's efforts to address the problems associated with rapid

globalization and technological progress. This curriculum aims to develop students' character, particular abilities based on their needs and preferences, and thematic approaches. (Ratnaningsih, 2017).

There are still significant issues with the application of vocational school, including the following: 1) Not all skill competencies made available in a vocational school are in line with the needs of the business or the local community; 2) Not all graduates' competency levels meet the criteria demanded by the workplace; 3) The workforce as a whole has not acknowledged (recognized) graduates' competency certifications (Sohidin, 2018). Moreover, vocational high school tourism and hospitality students' soft skills in foreign languages, primarily English, are not yet good (Subijanto et al., 2020). Those arguments support the finding from the researchers' interview with two culinary vocational high school teachers, which mention that most students struggle with English language proficiency when participating in an industrial job environment.

Therefore, English education for culinary industries needs a more thorough formulation to support those needs in industries (Simson & Thilagam, 2020). Needs analysis, already used as a base and critical factor for English for Specific Purpose (ESP), is a process to identify and establish a course to contain the right curriculum for students as they require in the industry world (Saragih, 2014). Need analysis discovers what students already know and can do and what they still need to learn or achieve as part of the requirements analysis process (Graves, 1996). In other words, needs analysis entails gathering and analyzing students' needs data. The present-day study investigates that in needs analysis, language skill requirements such as listening, speaking, reading, and writing and the function and the hurdle in using English skills are also investigated.

This research aimed to highlight students' need analysis for English for culinary purposes (ECP) as an entry of open educational resources (OER)-based material development. The analysis was made to utilize the students with basic knowledge of language skills, culinary vocabulary and terms, and basic hospitality and office work. Those analyses, in the end, are done to establish material that can be used to equip students to communicate orally and in writing with clients and other culinary professionals. The results of the study were taken from the interviews.

METHODOLOGY

The participants in the study were two English teachers from a Bekasi vocational school who already teach culinary and acknowledge the field of the culinary industry and any challenges their students face. Their experience is not only limited to teaching since they have already done industrial work practice in restaurants and hotels. One of them also has been experienced in hotel kitchens and restaurants for more than five years before teaching. Those experiences help researchers understand the problem better and connect industry and students' needs in English teaching.

This research used qualitative method with descriptive approach. the semi-structured interview and a questionnaire used in this study revolved around whether the English language was influential in the work field of the culinary industry, what part of work needed more focus on English language teaching, and what knowledge needs to be taught besides basic language knowledge.

RESULT AND DISCUSSION

Result

The first question in the questionnaire is how often workers in the culinary industry use English in their daily job. The answer to this question is that workers in the culinary industry use English in their daily work when they communicate with customers and when they correspond with other departments or business partners. All documents and forms they need to fill in case of work record documentation are also written in English. Most of the amenities, tools, and ingredients used in a restaurant or kitchen are in English. Therefore, the need for English language competence is crucial for culinary workers in the workplace. The participant also added that English language competence could boost a worker's career since in the industry where communicating is a critical language skill had a significant point in boosting work performance.

Next, the researchers asked about any specific English language skills needed in the workplace. The response was that mostly both spoken and written language was needed. The unique vocabulary in the culinary industry is also needed to help workers understand information or tasks given by their work partners. The other skill needed to add was hospitality and manners. Since culinary is part of the hospitality industry, knowing the etiquette in using language was vital and a must for every worker in the industry. In connection to this question, the next question we asked was whether there is any usage of signs or symbols used in the workplace. The respondents answered that since the restaurant area was potentially hazardous, the usage of signs and symbols were also used in most areas for safety procedures, and a book of safety procedure instructions was usually also held by workers. In addition to those books, most instruction books are written in English.

The fourth question the researcher asked was whether the needs were already fulfilled with the current English language study material taught in class and if there is any shortage of workers with competent English language skills in the industry. For this question, the respondent gave an example of when a culinary vocational school student had an industrial field training program where students were placed in a natural working environment. In this program, the industrial partner mostly comments about the lack of skill in the students' language, which obstructs the working process. This lack of language skills led to agreement from the respondent that the development of English learning material for the culinary vocation is needed.

For the next question, the researcher tried to explore more insight into restaurant workflow. This question is given to help the researcher enhance the formulation of created learning material. First, the respondent said we should understand the different kinds of departments in the culinary industry, especially restaurants. There are mainly two departments: a restaurant kitchen and a service department. People who work in kitchens are called cooks, and servers are what people in the service department are called. A big company might have other departments such as Human Resources, Accounting, housekeeping, Etc. For a small business restaurant, usually, there are only two departments; therefore, a cook or server should also understand the office work such as correspondence, form filling, accounting, Etc. This led to a need where a cook or servers to understand hospitality and office work. Those offices, serving, and even cooking activities most of the time require communication and language skills. Moreover,

involving those skills in English language learning material should be considered since the collaboration of both skills can support students' career or job needs.

The other competency researchers wanted to explore was the suitable genre related to English language skill learning needed in the culinary industry. Following this matter, the respondent answered that in restaurant work, most of the time in the workflow in a restaurant, there are two genres primarily used: offering and responding service and procedural text. The usage of offering and responding service is needed the most in a guest serving process since this activity is a primary activity in a restaurant business. The other genre that could elaborate was procedural text since the students should understand many working procedures, such as work safety procedures, restaurant standard operating procedure manual book, a recipe book, Etc. Although in further analysis, the other text genre could be used in the learning material as a catalyst to help students enhance their language knowledge.

In the following question, the researcher tried to analyze a student's difficulty learning the English language. Based on the interview, most students had problems structuring sentences and using correct grammar for their discourse. The other skill that students have trouble with is spoken skills. Many students feel that speaking is the most challenging skill to grasp since, when speaking, they need to be more spontaneous to respond to a conversation. It has also led to the lack of courage to speak, lack of language knowledge, and fear of making mistakes in a conversation. This problem can guide preparing learning material by comprehending grammar knowledge and speaking practice into learning.

Further questions researchers ask the respondent about their experience in teaching using digital media. Is digital learning effective for their current students? Moreover, whether their students are comfortable with this kind of learning. The respondent answered that since the pandemic of covid19 in 2020, digital media usage for teaching and learning has increased. Even after the pandemic, they still use an application like quiz, google classroom, and other internet-based teaching material since it helps to enhance the atmosphere in class and makes learning more interactive.

Discussion

Based on the interview, we know that in the culinary industry, English language skill is needed since people in this industry are not rare to meet foreigners and need to use English not only to communicate with teammates but also to help with the working process in a restaurant. Using English in a professional restaurant forces the students in the culinary vocational school to learn basic language skills such as listening-speaking and reading. Besides those basic skills, students also need to possess knowledge of restaurant vocabulary, courtesy, and ethics in communicating and understanding instructions and procedures used in the working environment. Elaborating on those skills and knowledge is essential to support students in achieving a career in the culinary industry. This thought is supported by Cousins J, Lillicrap D, & Weekes. S., (2014), who stated that in the current era of food service, industries tend to focus more on interpersonal skills, product knowledge, working as a team, and other technical competence.

After finding the need for language learning for culinary vocational school, compiling comprehensive learning material is the primary goal of this research. Based on this semi-structured interview and questionnaire. Researchers then arrange the

development of the teaching materials. The material must include several topics to make it more relatable to the culinary industry. Those topics are (1) working areas, (2) collaborating as a team, (3) the hazard handling procedure, (4) correspondence activity, (5) le gourmet, (6) ingredients, and (7) taking orders. Those topics mostly contain knowledge about the restaurant working process procedure and product knowledge besides primary language. (Cousins J, Lillicrap D, & Weekes. S., 2014) mention that understanding the whole aspect of a restaurant operating system is a need to give excellent services. This ESP learning material will also include that knowledge alongside English language learning.

The concept of genre-based approach (GBA), which involves integrating linguistic elements and generic structure, ought to be implemented into the design of ECP teaching materials to make content-based instruction easier to accomplish. The genre-based approach had a positive response from students when apple (Fadila, Setia, & Adireja, 2019). Also, the genre-based approach incorporated macro and micro sets to help students in the classroom learning context of discourse (Nagao, 2019). It is worthwhile for English for culinary purposes (ECP) to help students understand a discourse easier since most of the learning process in productive culinary theory was based on roleplay with real conversation.

When creating, the vocabulary also comes to mind: area names, kitchen equipment, utensils, glassware and cutleries used to serve guests, Etc. At least 54 jargons are used in the culinary industry aside from the basic vocabulary needed in restaurant work (Juddin, 2017). That enormous amount of unique vocabulary needs to be acknowledged by the students. Moreover, fluency and a good command of English are acquired through vocabulary building. It can be achieved by exposing the students to a carefully chosen vocabulary of authentic materials and to situations from everyday life where language is used in context and where the emphasis is placed on lexis and chunks of language rather than individual words (Chirobocea, 2018). Therefore incorporating unique vocabulary authentic to the culinary industry is a thing to create comprehensive teaching material.

Ultimately, we explore the possibility of using digital learning for the learning material. Using digital learning in English teaching helps students gain more confidence to speak using the English language (Lee & Drajadi, 2019). Moreover, the usage of the game in teaching EFL reveals a substantial relationship between vocabulary scores and gaming with oral and written English input, as well as gaming with solely written English input, particularly for boys (Jensen, 2017). Alongside covid19 pandemic, school activity, which forces people to migrate to online learning, uses a massive amount of time using digital learning. Although the learning-teaching process is already back to normal, digital media usage is still in use. The interview shows that teachers tend to search for a more effective way of teaching and digital learning is one of them. Including in ECP, digital learning could be incorporated as a medium to help students raise their confidence to communicate in English.

CONCLUSION

This study attempted to analyze the demand for English for Culinary Purposes (ECP). Through interviews with two culinary vocational high school teachers, we discovered that using English in professional culinary employment is vital. Communication with

teammates, product knowledge, and safety procedures are language skills utilized in daily activities. Additionally, culinary or restaurant-specific jargon may be used. Therefore, elementary English language learning is insufficient for culinary vocational school students pursuing a career in the culinary sector. The next step is to develop a comprehensive learning material that includes specific culinary skills.

The researchers later proposed several topics that they found incorporated with the needs of the interview. Incorporating those topics creates material unique for using English for culinary purposes. Learning English not only help students improve their language skill but also helps them improve their knowledge about the restaurant's working process procedure and product knowledge. Incorporating those topics into an English language learning material requires thoughtfully fitting the topics with the language feature and vocabulary used since both are the main feature of English language learning. Next, making the material more related to the current era of students, including digital media in the material, can be considered since using digital media proved to be more attractive and could enhance students' learning experience.

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