

DEVELOPING ENGLISH-SPEAKING WORKSHEETS FOR THE CULINARY ARTS STUDY PROGRAM AT VOCATIONAL SCHOOL

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Article History

Received:
October 9, 2024
Revised:
November 1, 2024
Accepted:
November 11, 2024
Published:
November 11, 2024



Abstract

This study aimed to create suitable English-speaking worksheets for culinary art students at Vocational School and to assess the perceptions of both students and teachers regarding the worksheets. The research followed a Research and Development (R&D) methodology using the 4-D Design Model, which includes the stages of defining, designing, developing, and disseminating. The participants were 24 tenth-grade culinary art students from SMK Negeri 1 Palopo. Data were gathered through a needs analysis questionnaire, expert validation sheets, and feedback on the worksheets from students and teachers. The study produced four culinary-related topics for the speaking worksheets, covering basic culinary skills, service, operations, and table manner. The findings revealed an average score of 375 (93.75%) from students and 3.72 (93%) from teachers, both classified as "Excellent", indicating the worksheets were well-suited for the culinary arts program and could serve as a resource to enhance students' motivation in learning English.

Keywords: *Culinary arts; research and development; speaking worksheets; the 4-D model*

Introduction

English for Specific Purposes (ESP) is a language course or program designed with content and objectives tailored to meet the needs of a particular group of learners (Saragih, 2014). Paltridge and Starfield (2013) reveals that ESP involves teaching and learning English as a second or foreign language with the aim of enabling learners to use English in a specific field or context. ESP is a language acquisition method based on the students' requirements (Robinett et al., 1988).

One example of a study program that uses English as an ESP is the Culinary Arts Program, which is aimed to prepare students for introductory and intermediate

cooking abilities in the food service business (Hertzman & Stefanelli, 2008)(Hertzman & Stefanelli, 2008). The culinary art study program students need English to help them in the workplace, especially regarding speaking skills. Cooking-related learning materials are in high demand, as cooking is among the many available occupations. There are many employment openings for cooks in Australia, and 300 Indonesian cooks are needed annually in Australia's restaurants (Yulianingsih, 2017). However, just ten percent of those who applied met the qualifications.

Based on pre-observation by the researcher, culinary art students at SMK Negeri 1 Palopo face some problems in learning speaking skills. They do not know about English, especially how to pronounce words correctly. Creating solitary or isolated sounds and uttering words, phrases, and sentences with appropriate spelling, stressing, and rhythm intonation constitutes English pronunciation (Yusuf, 2019). The next problem is that learning the English method is tedious. It becomes a reference for the teachers to think more about the technique and strategy in teaching. On the teacher's side, the government lacks facilities, such as learning media and materials that do not support or relate to students' expertise.

All the school materials obey the curriculum the government has prepared. It makes it easier for the teacher to teach because the teacher does not need to be busy preparing the material. Besides, it is a problem for the students because all state schools use the same curriculum. It does not matter for schools that use English incidentally in education. However, the problem is the vocational high school, which is incidentally preparing for the working world. The students, especially vocational high school students, need more practice than theory to support them in the workplace. The students need specific media or materials that help them study English because they need to learn English to use it in their workplace.

Additionally, many schools teach English to their students only by using theory. However, the teachers are required to support in formulating learning objectives that function as instructional targets, effectively meeting the established outcomes within their unique environments. These objectives should be both measurable and

achievable, considering the needs of their students and the conditions of their schools to ensure the intended outcomes are met (Nurulhaq et al., 2024)

In today's globalized world, the ability to communicate effectively in English has become an essential skill for students. To meet this need, educators must create learning environments that not only build language proficiency but also foster active engagement and motivation. Utilizing engaging media can be an effective learning strategy for educators to achieve educational goals. In addition to using conversational or lecture-based content, incorporating such media can help capture students' interest and enhance their learning experience(Puspita & Suswanto, 2023).

Several researchers have developed English materials for culinary arts students. Maula's research (2021) implemented the 4-D model to create English materials. The developed materials demonstrated high quality by addressing efficacy, practicality, and readability (Maula, 2021). Research produced excellent and relevant reading resources for SMK Negeri 1 Kisaran culinary arts learners (Wulandari & Zainuddin, 2017). applied the Borg & Gall model to develop a textbook. They concluded that the draft could be used as additional material to teach students in a culinary skill program at a vocational high school (Novitasari et al., 2017). Sofian and Jufenna's produced the supplementary material that is thought to be particularly successful in enhancing the English competence of vocational high school students because it covers reading, writing, speaking, listening, grammar, and vocabulary (Sofian & Jufenna, 2024). developed English instructional materials for food and beverage service students (Utami et al., 2020).

Concerning the statements above, the purposes of the study were to develop the appropriate English-speaking materials for the culinary arts study program at Vocational School and to find the teacher's perceptions of English-speaking worksheets.

Literature Review

A. Principles for Teaching Speaking Skills

1. Understand the differences between second language and foreign language learning contexts. Speaking is learned in two main contexts: foreign language (FL) and second language (SL). The challenges faced by teachers vary based on the learning environment. In an FL context, the target language is not commonly used in daily communication, making it harder for students to practice speaking outside the classroom. In contrast, SL contexts involve environments where the target language is used for societal communication, such as with refugees, international students, and immigrants.
2. Balance fluency and accuracy practice. Accuracy refers to how closely students' speech aligns with the way native speakers use the language, while fluency refers to how smoothly and confidently students can speak, with minimal pauses, hesitations, or self-corrections. In language learning, especially at beginner and intermediate levels, students need opportunities to develop both fluency and accuracy. Teachers should avoid constant correction during fluency practice, as making mistakes is a natural part of language learning.
3. Increase student speaking time through group or pair work, and reduce teacher talk. Studies show that teachers often dominate classroom talk time, speaking between 50-80% of the time. To encourage more student participation, teachers should use group and pair work activities, which allow students more opportunities to practice speaking. These activities also shift responsibility to students, who take on roles typically held by the teacher, such as asking questions and clarifying meaning.
4. Incorporate tasks that require negotiation for meaning. Research indicates that language learners improve by communicating in the target language, as this involves a process of trying to understand and be understood. This process, known as negotiating for meaning, includes asking for clarification, repeating, or explaining things during conversations. This allows learners to interact with language that they can comprehend and benefit from.
5. Create activities that include both transactional and interactional speaking. Outside the classroom, conversations usually serve either interactional or

transactional purposes. Interactional speaking is focused on social communication, establishing and maintaining relationships. Transactional speaking, on the other hand, aims at achieving specific goals, like exchanging goods or services. Classroom activities should address both types of speaking, as learners need to practice the target language in a variety of situations, ranging from social to more structured interactions.

Most spoken interactions "can be placed on a continuum from relatively predictable to relatively unpredictable." Conversations are relatively unpredictable and can range over many topics, with the participants taking turns and commenting freely. In contrast, Nunan in Sarair et all (2023) states that "transactional encounters of a fairly restricted kind will usually contain highly predictable patterns." (Sarair et al., 2023) Interactional speech is much more fluid and unpredictable than transactional speech. Speaking activities inside the classroom must embody both interactional and transactional purposes since language learners must speak the target language in both interactional and transactional settings.

B. The Nature of Worksheet

Toman et al. (2013) stated that a worksheet is a written material used by teachers and students. It consists of individual activities the students will do while learning a topic, enabling them to take responsibility for their learning. Ekantini and Wilujeng (2018) stated that worksheets are printed sheets containing resources, summaries, and instructions for implementing learning tasks.

There are some functions of using the worksheet in learning for students (Hanim, 2017; Megawati et al., 2018), they are 1) As a teaching material, it reduces educators' role but enables students; 2) Teaching aids that help students understand the topic; 3) As a compact and task-rich teaching material for training; 4) Provide students with information, attitude, and skill; 5) To assess students' knowledge of the subject; 6) To develop and apply a complex topic to explain; 7) Help students learn the lesson through an activity.

Based on the functions above, it could be concluded that the role of the worksheet is to facilitate the students' learning and minimize material so that it can be understood more.

C. Kinds of Worksheets

There are four main types of worksheets:

1. Visual worksheets: These are printed materials such as handouts, books, modules, paper sheets, leaflets, brochures, wall charts, pictures, and paintings.
2. Audio worksheets: These involve non-printed materials like cassettes, audio disks, and similar formats.
3. Audiovisual worksheets: These include videos, movies, films, compact disks, and similar media.
4. Multimedia worksheets: These are interactive teaching resources, such as computer-assisted instruction, compact disks, and web-based materials.

Method

Research and Development (R&D) is a type of research used to create and test a product's effectiveness. The researcher finds requirements, produces a product, and then promotes the product's efficacy. The final product is a learning material in the form of worksheets. The instruction model used in this study is the 4-D design model by Thiagarajan et al in Arkadiantika et al (2019), which consists of defining, designing, developing, and disseminating.(Arkadiantika et al., 2020) As respondents, the researcher selected twenty-four (24) culinary art students composed of two classes. Two lecturers and one teacher assessed the product. Then, the tryout was represented by twenty-five students. They were chosen randomly. The instruments of this research were a need analysis questionnaire, an expert appraisal, and the teacher and the student's perception questionnaire. The need analysis questionnaire consisted of 25 items, while the perceptions questionnaire comprised 18 items. Before delivering the questionnaire, the expert validated the research instrument. The validation results are displayed below:

Table 1. The result of the research instruments' validation

Indicators	Score
Content	4.66
Scope of the content	4.4
Language	4.5
Average Score	4.52

After receiving expert validation, the researcher continued disseminating the questionnaire to students. The questionnaire contained 25 questions. The researcher calculated the result of the need analysis questionnaire using the formula below.

$$X = \frac{\sum x}{N} \times 100\%$$

Where:

X= value

$\sum x$ = scores of learners' answer

N= total number of the subject of research

The student's choice is the opinion with the highest percentage. The researcher's background in constructing the speaking worksheets was the most significant grade.

The Likert Scale assessed expert product validation results and the students' and teachers' perceptions. It can be analyzed by computing the average answer. Based on the materials' average score, the researcher determined they were suitable for tenth-grade culinary art students of SMKN 1 Palopo.

Results

The questionnaire respondents included twenty-four students from each class of tenth-grade culinary art students.

Table 2. The result of the student's needs analysis questionnaires

No	Questions	Students' Answers	Percentages
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1	Why are you currently studying English for culinary arts	I am studying English to support my work in culinary field.	33%
2	Where will you use English for Culinary arts	At work	42%
3	Where is your desired workplace?	On a ship	38%
4	The order of language skills you need the most right now is...	Speaking, Reading, Writing, Listening	50%
5	How would you rate your current level of English proficiency?	Basic (Able to understand basic phrases and interact in simple ways)	50%
6	What kind of vocabulary do you need in your major?	Vocabulary specific to culinary arts	37%
7	How many words do you currently know in English?	Less than 500 words	50%
8.	Aspek <i>Vocabulary</i> (kosa kata) which aspect of vocabulary would you like to master?	Understanding culinary-related terms or vocabulary	46%
9	What challenges do you encounter in learning English?	Lack of vocabulary knowledge	50%
10	What challenges do you face when speaking in English?	Lack of vocabulary knowledge	42%
11	What topics would you like to see developed in the English for culinary arts curriculum?	Basic culinary arts	33%
12	What position in the culinary field are you interested in?	Rotisseur / Roast Chef: specializing in food prepared using an oven or foods that need to be roasted	38%
13	What speaking competency would you like to achieve after learning English?	being able to express both personal and professional opinions in the culinary field	37%
14	What speaking competency do you need to improve your English-speaking skills?	Vocabulary in English	33%
15	What type of learning method do you prefer in English lessons?	Interactive: speaking activities involving interaction between the speaker and listener,	38%

		either directly or indirectly	
16	What learning strategy do you prefer to improve your speaking skills?	Social strategies: interaction between students and their partners from whom they learn, such as asking classmates and teachers	46%
17	What learning method do you need to support your speaking skills?	Direct Method: a method that encourages students to use English directly and get accustomed to using it in everyday communication	33%
18	What kind of activities do you prefer to improve your speaking skills in English lessons?	Discussion: students will be given time for a brief debate or discussion on a topic provided by the teacher	38%
19	What media can support your learning process?	Visual (images, books, magazines, and newspapers)	50%
20	What type of learning environment do you prefer for English lessons?	Laboratory	33%
21	According to you, when is the best time to learn English for culinary arts?	Once a day	42%
22	When learning English, how do you prefer to study?	In pairs	38%
23	In English lessons, do you prefer the learning system to be...	Cooperative learning (collaboration)	50%
24	In English for culinary arts lessons, do you prefer to act as...	Receiver (listening and receiving explanations from the teacher)	50%
25	In English lessons, how do you prefer the teacher to act?	As a planner who prepares well for the learning process	46%

Discussion

A. The Process of Development

During this stage, the researcher created an early prototype. The design follows the observation, interviews, and a needs analysis questionnaire. The stage includes:

1. Input

The input process was to develop each chapter's learning objectives. The researcher also decides on font style, pictures, and layout design. Thus, the font style used by the researcher varied based on the layout design. The researcher also adapts the pictures and layout design to each chapter's content.

The design of the final product contains four units. The chapter's content was Basic Culinary, Service Procedure, Operational Procedure, and Table Manner. The formalized learning objectives can be thought of as follows:

Table 3. Learning objectives

No	Topic	Learning objective
1	Basic culinary	<ul style="list-style-type: none">○ Students can introduce themselves as a chef.○ Students can learn about and differentiate between food, groceries, spices, and kitchen equipment.○ Students can learn and differentiate the specializations of the chef profession, as well as each duty and responsibility.
2	Service Procedure	<ul style="list-style-type: none">○ Students can learn the types of compliment expressions in the responses.○ Students can learn the types of congratulations expressed in their responses.○ Students can differentiate between compliments and congratulation.○ Students can make compliment and congratulation sentences.

3.	Table manner	<ul style="list-style-type: none">○ Students can offer the intention of doing something to others.○ Students can explain how to make dishes.○ Students can offer the menu to the customer.
4.	Operational procedure	<ul style="list-style-type: none">○ Students can know the expressions of announcements.○ Students can give the announcement expressions with the responses.○ Students can make their announcements at the restaurant.

2. Activity

The activity was created with attractive figures, media, and activities to attract students' learning interests. According to the needs analysis questionnaire, learners preferred engaging in activities related to their principal so that students could get used to it and help them at their workplace in the future.

3. Concept of the Media

The researcher arranged media content for each unit into some aspects of content, as shown in Table 4.2. The chapter includes tasks from Mick Gammidge's Speaking Extra and an interview, questionnaire, and curriculum program.

4. Developing the product

As seen below, an earlier draft featured four units with no suitable activity arrangement:

UNIT 1: Basic Culinary

Who am I?
Job Interview!
Chef Duty
The Menu
Let's Cook!

UNIT 2: Service Procedure

Awesome!
Congratulation!
Are you ready to order?

Sharing Opinion
Work Situation

UNIT 3: Table Manner

Welcome to the S.M.E.A. Restaurant!
Interruptions!
How to make...?
Menu, please!
How to serve?

UNIT 4: Operational Procedure

What is an announcement?
How do we announce it?
Let us make an announcement!
Let us play a game!
What is on your mind?

The researcher organized the worksheets into four units, with different exercises according to interview and questionnaire analysis requirements. The revised draft will be reproduced below:

Table 4. The final draft of the

Unit	Activity		
	Warm-Up	Main Activity	Follow-up
UNIT 1: Basic Culinary	Mix-up Question	Board Game	Self- Introduction
UNIT 2: Service Procedure	Mix-up Question	Role-Play	Presentation
UNIT 3: Table Manner	Mix-up Question	How to Make... Picture Identify	
UNIT 4: Operational Procedure	Mix-up Question	Board Game	Presentation

The revised draft has four sections: basic culinary, congratulations and compliments, the intention of doing something, and announcement. The chapters show the resources as an effective and well-practiced technique to enhance learners' speaking skills. Each unit's explanation will be shown in the table below.

Table 5. The organization of unit activity

No	Activity	Explanation
1	Warm-up	This is the first section of the worksheet and includes engaging activities that introduce the lesson's topic in a

		way that connects to the students' personal experiences. These activities, such as asking questions related to the topic, help stimulate students' thinking, as starting the class with questions can activate their cognitive abilities.
2	Main Activity	This section provides the context for the core activity, offering students information and materials to engage with, depending on the lesson type. This could include role cards, board games, role-play scenarios, etc.
3	Follow-up	The last section is a follow-up activity that provides optional further practice activities that continue or extend the lesson.

B. The Result of Expert Validation

Three experts evaluated the product. The validation experts' mean score was determined below:

$$M = \frac{B}{N} = \frac{111}{36} = 3.08$$

The percentage of validation by experts was calculated below:

$$X = \frac{M}{N} \times 100\% = \frac{3.08}{4} \times 100\% = 77\%$$

The product that experts have validated got a mean score of 3.08, with 77% of the percentages qualified as "good." Moreover, the researcher offers expert validation. With minor revisions, the product can be utilized.

C. The Last Draft after Experts' Appraisal

After the product was verified, the researcher found expert adjustments. It aimed to improve pre-validation before testing. The experts' adjustments are shown below:

Table 5. The experts' revision

Aspect	Unit	Suggestions	Revision Result
Material	The whole unit	Insert at least one or two questions at the beginning of the exercise to trigger students' thinking.	The exercise form of the worksheets consists of 3 parts: warm-up, main activity, and follow-up. In the beginning, the warm-up activity is in the form of

			giving questions to students, such as mix-up questions.
Language	The whole unit	In each exercise on worksheets, it is better to use language that is easy and appropriate to the level of students so that students can also quickly understand the material's content from the worksheets.	The language used in the worksheets has been changed and improved into an appropriate language that students can understand quickly.
Design and Layout	The whole unit	The instructions in each exercise should be more clarified. Furthermore, the teacher does not feel confused when applying the worksheet to students.	The instructions for each exercise have been improved. Furthermore, the teachers can easily apply these worksheets to students.
		Font types, display adjustments, and color compatibility.	Customized fonts, picture display, and page colors.

D. Try-out

After revising the product, the next step was to implement it with the respondents. The trial phase took place over nine days, from February 14 to March 7, 2022, with four meetings. The researcher limited the duration of each activity due to the school's reduced learning time, a result of the COVID-19 pandemic and the need for social distancing. During the trial, the researcher explained the components and materials of the English-speaking worksheets, including the warm-up, main activity, and follow-up sections. The worksheets also included instructions for both teachers and students on how to use them. Additionally, the final pages of the worksheets

contained a list of culinary-related vocabulary to help improve students' language skills.

The results from the students' perception of the worksheets were as follows:

$$M = \frac{B}{N} = \frac{46}{12} = 3.83$$

The percentages of the students' perception results are as follows:

$$X = \frac{M}{N} \times 100\%$$

$$X = \frac{3,83}{4} \times 100\% = 95.75\%$$

With an average score of 3.83 and 95.75%, the students rated the worksheets as "Excellent," indicating that they were suitable for use without further revisions. The students also confirmed that the worksheets met their learning needs. In addition, the researcher provided a questionnaire to the English teacher of the tenth-grade culinary arts students at SMK Negeri 1 Palopo. The results of the teacher's perception were as follows:

$$M = \frac{B}{N} = \frac{66}{18} = 3.66$$

The following are the percentages of the teachers' perception results:

$$X = \frac{M}{N} \times 100\%$$

$$X = \frac{3,66}{4} \times 100\% = 91.5\%$$

The teacher also rated the worksheets as "Excellent," indicating they were ready for use without further revision.

Conclusion

The final product design of English-speaking worksheets uses the 4D design model, consisting of four warm-ups, a primary activity, and follow-up activities. Each unit's adoption material to the curriculum is applied at S.M.K.N. 1 Palopo. The <https://doi.org/10.35905/inspiring.v7i2.10980> 380

materials included self-introduction, compliments, congratulation, intention, and announcements. It will help students understand the material easily because the material level is arranged from the easiest to the hardest. Furthermore, it is appropriate based on the results of expert judgment.

This research proposes that future researchers improve the characteristics of the language and expand the speaking materials. Moreover, the next researcher should provide concepts, tactics, and strategies for learning to talk.

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