



Kitchen Talk: Developing ESP Materials for Culinary Vocational Students

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Abstract

The role of English in vocational high school significantly increases as students require English for their future profession. However, the existing English materials have not addressed students' needs, particularly culinary students. Therefore, this study aimed to develop supplementary ESP materials for culinary vocational students, emphasizing listening and speaking skills. Adapting the ADDIE model, and focusing on the Development Phase, the researchers developed materials based on the results of needs analysis and aligned with the Merdeka Curriculum. The project-based learning (PjBL) framework was also utilized to arrange the material design that promoted active, collaborative, and contextual learning experiences. Four units with different topics were developed with interesting projects and activities in each unit. Expert validation was conducted with one English lecturer and one English teacher to seek the appropriateness of the developed materials. They evaluated the developed materials based on the BSKAP framework. Several aspects that were checked included content relevance, language clarity, instructional design, and visual presentation. The expert judgment results indicated that the materials were highly effective, with a mean score of 3.61, categorizing them as "very good." Therefore, it implies that the developed ESP materials are possible to use for culinary vocational students, providing real-world learning experiences that align with their professional needs.

Keywords: *Culinary; ESP; Materials Development; Project-Based Learning; Vocational School*

Introduction

English holds an essential role in vocational high school and it is getting significant nowadays. Vocational students, especially culinary arts students, are expected to be ready for work after they graduate. Therefore, teaching English within vocational high schools differs from teaching English in senior high schools (Azizah et al., 2021; Maula, 2021; Nafa et al., 2023). Moreover, English proficiency has become a crucial skill for individuals to compete in today's global workforce (Kirkgöz & Dikilitaş, 2018). Therefore, mastering English enables students to access global knowledge, connect with international clients, and adapt to the multicultural workplace.

In accordance with the use of English in specific fields, English for vocational students should be adjusted based on their major to prepare them in their future workplace (Azizah et al., 2021; Basturkmen,

2010; Mulyah & Aminatun, 2020; Rhahima et al., 2021). To align English instructions with vocational students' target learning, the concept of English for Specific Purposes (ESP) is implemented. It is recognized as an effective approach for delivering tailored language instruction within specific professional contexts that are relevant to the students' future careers. ESP provides beneficial language learning for vocational students as it is based on their needs (Asrifan et al., 2020; Hutchinson & Waters, 1987). Regarding the context of culinary students, ESP prepares them with both culinary skills and the use of English required in the international work field. By tailoring good materials with ESP and the current curriculum, specifically for culinary students, provide an opportunity to support their learning objectives and industry requirements (Robinson, 1991; Simanjuntak & Ratmanida, 2024). Good materials are characterized by their effectiveness, engagement, and practicality use for learners (Tomlinson, 2011).

Further, Merdeka Curriculum trains students to have academic values, active discussion, and independent learning (Daga, 2021; Gumilar et al., 2023). The implementation of the Merdeka Curriculum in vocational high schools requires effective collaboration among teachers, staff, and students. Hence, students are able to meet the demands of their profession by communicating effectively in English within multicultural work environments, mastering industry-specific vocabulary, and participating in global culinary interactions (Lince, 2022; Sari & Gumiandari, 2022).

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Unfortunately, there is still a lack of industry-relevant content in the available English teaching resources. Current coursebooks provided by the government often fail to reflect the specific language features and practical needs of vocational students, especially culinary students, such as understanding recipes, writing menus, or communicating effectively in an international kitchen environment (Brilianto et al., 2020; Nurhamsih & Syahrial, 2018).

Additionally, many teachers struggle to create their own ESP materials due to limited resources and expertise. These limitations lead them to rely on General English (GE) instruction, which does not adequately equip students for their future roles (Fadlia et al., 2022; Sofian & Jufenna, 2020). Consequently, students are not exposed to the ESP that is required for their future job. As a result, the issue of teaching materials designed for vocational high school students becomes a concern that needs further research.

Materials development involves planning where the objectives of the course are incorporated into units and tasks. Thus, the developed content must be aligned to the achievement of learning goals (Graves, 2000). Similarly, Tomlinson (2011) emphasizes that materials development is more than just producing content for materials. It is a comprehensive process that can cover several steps, like adapting, designing, producing, exploiting, and researching. In developing materials, Tomlinson (2012) argues that the content should be authentic, meaning that it is made not to learn the target language, but in order to provide real-world information. Students more engaged with authentic materials as they find authentic materials as interesting content (Handayani & Dewi, 2022). Furthermore, materials development also includes implementing and evaluating the product to convey that it meets the needs.

Several studies have been conducted regarding the development of English materials for culinary students in vocational education. Maula (2021) utilized the Four-D model (Define, Design, Develop, Disseminate) create English materials for culinary students. Her study highlighted the significance of aligning materials with students' professional needs, focusing on practical vocabulary and communicative

tasks relevant to the culinary field. The findings demonstrated that incorporating real-world contexts into the materials significantly enhanced student engagement and learning outcomes.

Similarly, Brilianto et al. (2020) designed English teaching materials for culinary students. The researchers emphasized the importance of task-based learning, which enabled students to practice their language skills. The study found that integrating practical, vocationally relevant tasks, such as menu descriptions and recipe explanations, helped bridge the gap between academic English and workplace communication requirements.

Another study by Furwana et al. (2024) focused on developing English-speaking worksheets for culinary students. The study identified students' challenges in speaking English in professional contexts and designed worksheets to build their confidence and fluency. The results indicated that variety of speaking activities, especially tailored to culinary scenarios, effectively improved students' communication skills.

Based on the highlighted problems and previous studies that have been conducted, there is an urgency to develop English materials that address students' vocational majoring in culinary. The previous studies have contributed to the development of ESP in culinary fields; yet, English supplementary materials that include learning various types of English texts are still rarely found, especially those that integrate technology.

In the Learning Outcomes (*Capaian Pembelajaran/CP*) by Kemdikbud (2024) for vocational students, the material emphasized for students is text types, such as description, procedure, exposition, recount, report and others. Furthermore, there is still a lack of industry-relevant content in the available English teaching resources. Therefore, this research aims to create additional English language materials for culinary majors that cover several types of English texts according to student needs. Hence, it can help students to improve their English skills in order to communicate effectively related to the culinary work field.

Method

This study was classified as Research and Development, which aimed to develop supplementary materials for culinary vocational students. To effectively create targeted materials, this study employed the ADDIE model. ADDIE is an instructional design framework that stands for Analysis, Design, Development, Implementation, and Evaluation phases (Branch, 2009). The ADDIE model is valuable for educators, instructional designers, and training developers because it has clear stages that facilitate the development of English materials. As a result, the ADDIE model has become widely adopted in various instructional settings (Furwana et al., 2024).

The Analysis Phase was to gather students' needs and it was done in the previous study. Then, the Design Phase was about designing the syllabus based on results of needs analysis. In this stage, learning objectives were established, and the related activities and assessments were developed to achieve the goals (Nita et al., 2022). It was also conducted in the previous study. The focus of this study was only on the Development Phase, which involved creating and refining the materials based on students' needs and curricular goals (Astuti & Lestari, 2022). In the development stage, the researchers might adapt, adopt, select, or create materials (Smaldino et al., 2019). The Implementation and Evaluation Phase, where the researchers will implement and evaluate the product to tenth grade culinary students is planned for future study.

The participants of this study consisted of 22 tenth grade culinary students and one English teacher from a private vocational high school in Yogyakarta. To gather the students' needs, the researchers distributed questionnaire to the students and conducted interview with the English teacher.

The materials were developed based on the results of needs analysis and syllabus according to the previous studies. After the materials were done, the researchers conducted expert judgment. Expert judgement was employed to find out whether the developed materials were appropriate for culinary vocational students. Hence, this phase involved an English lecturer from a university in Yogyakarta and an English teacher from a private vocational high school in Yogyakarta. The researchers used an expert validation questionnaire based on the National Education Standards Agency (BSKAP). The product was evaluated including the appropriateness of the content, language use, instructional order, and the visual display. Then, the researchers revised the product based on the results of the expert validation before it will be implemented in the future research.

Findings

Results from Needs Analysis

Needs analysis from the previous study was conducted through classroom observation, questionnaire distribution to students, and an interview with the teacher. The results indicated that the majority of students wanted to be able to interact orally in English because it was essential for their future career as a chef (64.3%). Therefore, the required skills were listening and speaking. Students recognized that using English would enable them to communicate effectively with customers and colleagues in the culinary industry.

However, it also revealed that most of the students were at the beginner level (78.6%). They faced several difficulties, such as limited vocabulary, insufficient practice opportunities regarding listening and speaking skills, and a lack of engaging materials in the culinary field.

Regarding the text types that students have to learn, they were keen on procedure text (85.7%), descriptive text (85.7%), recount text (57.1%), and report text (42.9%). Students prefer to work together with classmates in a group to discuss a topic (64.3%). Moreover, from the interview with the teacher, he suggested that by providing a project assignment would allow students to be more active.

Results from the Designed Syllabus

Based on the findings from the prior study regarding the syllabus design, the syllabus was designed to align with the specific needs of culinary students, which emphasize listening and speaking skills. It integrated Project-Based Learning (PjBL) as its instructional framework to promote active learning and collaborative tasks that reflect real-world culinary contexts. The learning goals, language focus, and activities were developed to fulfill both academic and professional communication needs. Four thematic units were structured based on the syllabus. Each unit was designed to develop students' English proficiency while integrating industry-relevant tasks.

Course Grid

The course grid was designed was created based on the syllabus. Below is the table showing the designed course grid that will be used as a guide in developing the supplementary materials.

Table 2. The Course Grid

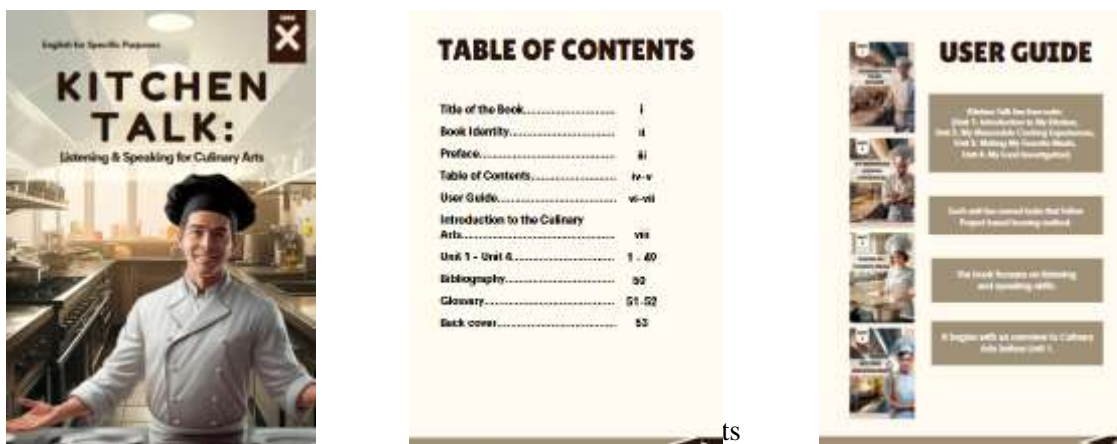
Unit 1	Introduction to My Kitchen
Content	Describing kitchen utensils (descriptive text).
Language	Vocabulary related to descriptive text.
Task(s)	Start Out: starting with some questions related to kitchen utensils. Choosing the Project Plan: agreeing on the project topic, and determining the final outcome.

	<p>Creating Project Timeline: creating the project schedule.</p> <p>Designing the Project Plan: start working on the project.</p> <p>Pre-communicative Activity: exposing students with vocabulary related to the topic and the pronunciation.</p> <p>Essential Questions: identifying kitchen utensils based on spoken and written texts, and practicing conversation with friends.</p> <p>Finishing the Project: revising the drafted project based on the feedback and continuing working on the project.</p> <p>Project Results: describing the kitchen utensils based on the poster that has been made.</p> <p>Evaluation: receiving feedback from the teacher and sharing the experiences when working on the project.</p>
Unit 2	My Memorable Cooking Experiences
Content	Retelling past experiences related to cooking (recount text).
Language	Vocabulary related to recount text.
Task(s)	<p>Start Out: starting with answering some questions related to someone's past experiences</p> <p>Choosing the Project Plan: agreeing on the project topic, and determining the final outcome.</p> <p>Creating Project Timeline: creating the project schedule.</p> <p>Designing the Project Plan: start working on the project.</p> <p>Pre-communicative Activity: exposing students with vocabulary related to the topic and the pronunciation.</p> <p>Essential Questions: identifying someone's expression, time stamps, and expression of time based on spoken and written texts.</p> <p>Finishing the Project: revising the drafted project based on the feedback and continuing working on the project.</p> <p>Project Results: retelling past experiences regarding cooking and showing the presentation to support the story.</p> <p>Evaluation: receiving feedback from the teacher and sharing the experiences when working on the project.</p>
Unit 3	Making my Favorite Meals
Content	Explaining the procedure in making traditional food (procedure text).
Language	Vocabulary related to procedure text.
Task(s)	<p>Start Out: starting with some questions related to your favorite traditional food.</p> <p>Choosing the Project Plan: agreeing on the project topic, and determining the final outcome.</p> <p>Creating Project Timeline: creating the project schedule.</p> <p>Designing the Project Plan: start working on the project.</p> <p>Pre-communicative Activity: exposing students with vocabulary related to the topic and the pronunciation.</p> <p>Essential Questions: identifying main ingredients, kitchen utensils, and cooking instructions based on spoken and written texts, and sharing the ideas with friends.</p> <p>Finishing the Project: revising the drafted project based on the feedback and continuing working on the project.</p> <p>Project Results: explaining how to make traditional food based on the poster that has been made.</p> <p>Evaluation: receiving feedback from the teacher and sharing the experiences when working on the project.</p>
Unit 4	My food Investigation
Content	Describing Asian food and their origin in general.
Language	Vocabulary related to report text.
Task(s)	<p>Start Out: starting with some questions related to the origin of Asian cuisine.</p> <p>Choosing the Project Plan: agreeing on the project topic, and determining the final outcome.</p> <p>Creating Project Timeline: creating the project schedule.</p>

	<p>Designing the Project Plan: start working on the project.</p> <p>Pre-communicative Activity: exposing students with vocabulary related to the topic and the pronunciation.</p> <p>Essential Questions: determining the statements related to the information of Asian cuisine based on spoken and written texts.</p> <p>Finishing the Project: revising the drafted project based on the feedback and continuing working on the project.</p> <p>Project Results: describing Asian cuisine in a podcast.</p> <p>Evaluation: receiving feedback from the teacher and sharing the experiences when working on the project.</p>
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Results of the Developed Materials

The cover of "Kitchen Talk: Listening & Speaking for Culinary Arts" effectively reflected its purpose. The title, layout, and design aligned with the culinary theme and the use of vibrant figures improved its visual appeal and impressed the users. The researchers also provided a user guide which demonstrated and directed users to the materials' structure. Below is the figure of the book cover, table of contents, and user guide.



"Today's Trivia" section provided fun facts about culinary arts. These sections were attractive and informative to enrich learning. QR codes were attached to provide students with easy access to the sources.

The tasks were organized based on PjBL syntax. Each task integrated listening and speaking skills relevant to culinary contexts, such as describing tools, following instructions, and presenting the project.

Furthermore, the researchers also provided enrichment to encourage independent exploration, such as creating hometown recipes or summarizing podcasts. This section promoted deeper learning and creativity. Moreover, an assessment section was developed to evaluate students' understanding and skill throughout the learning process.

At the end of the unit, reflection was created to let students evaluate their learning experiences and progress. There were several questions which focused on challenges, and improvements during the learning process and appreciation of cultural diversity. Figures below are the examples of cover unit, start out, and project introduction.



Figure 4. Cover Unit



Figure 5. Task: Start Out



Figure. Project Introduction

Feedback from Expert Judgements

The results from expert validation were determined based on the data conversion stated by Suharto (2006). The developed materials were considered as appropriate because it showed that the overall average score was categorized as “very good”. The results of expert judgements are described on the Table 3 below.

No.	Aspects	Score from Lecturer	Score from Teacher	Average Score	Category
1.	Content	3.5	3.75	3.6	Very Good
2.	Language	3.75	3.75	3.75	Very Good
3.	Instructional Design	3	3.25	3.1	Good
4.	Display	4	4	4	Very Good

Furthermore, the lecturer also gave feedback directly regarding the instructional and vocabulary organization. The lecturer was amazed by the visual design which presented an attractive color combination and figures. However, the tasks should be more adapted to the PjBL syntax. Moreover, the project should be introduced at the beginning of each unit before discussing the materials. Regarding the vocabulary, the lecturer suggested organizing it based on the text to be learnt, so students can focus on learning vocabulary related to the text. Previously, the researchers presented the vocabulary list on one page at the beginning of the unit, which was considered ineffective for students’ comprehension.

On the other hand, the teacher approved that the content was interactive, particularly the texts provided. However, he asked to make the language instruction simpler. Therefore, students with low proficiency can keep up with the materials and activities.

Revision

In accordance with the feedback, the researchers revised the materials by organizing the tasks based on the PjBL syntax. The project introduction was put at the beginning of each unit, so students could prepare themselves for the project. The researchers also rearranged the vocabulary list according to the text. Therefore, students could gradually develop their understanding of the vocabulary based on the context. Further, the researcher modified the language instruction and made it simpler.

Discussion

A set of English supplementary materials was intended for culinary vocational students which aimed to provide authentic learning resources based on their needs. Authentic materials were needed for vocational students as they reflected the real-world that made students engage in the culinary field (Handayani & Dewi, 2022).

The materials were developed regarding students' needs that were already formulated in the course grid. The activities were structured into four chapters and each chapter was designed to discuss a specific topic. While the previous study by Brilianto et al. (2020) focused on designing English coursebooks using TBLT, the coursebook developed in this study implemented the structured stages of PjBL. This approach, aligned with the principles of the Merdeka Curriculum and supported by findings from Guo et al. (2020) showed that PjBL significantly raised students' English proficiency and promoted students' engagement. By following the PjBL framework proposed by Stoller (2006) the materials guided students through a comprehensive process from selecting and agreeing on a project theme and schedule, doing the project and getting feedback, to presenting and evaluating the final product.

Since the objective of the study was to provide English materials for vocational students, then the materials represented students' major in culinary by providing ESP learning sources (Azizah et al., 2021; Basturkmen, 2010). The researchers presented texts that were relevant to the culinary fields. This would make students exposed to the real culinary context.

The developed product focused on listening and speaking skills, as those skills are indeed essential for vocational students to be used in the future work. They need to communicate in English with colleagues, guests, and stakeholders in the workfield, particularly in the culinary sector where English is applied (Newton & Nation, 2020; Wahyudi & Jufrizal, 2023). Therefore, the developed materials meet the students' needs by providing them with activities that include spoken text, listening comprehension tasks, and speaking activities such as group presentation, making podcast, and also retelling students' experience.

Several activities, like listening to the monologue about describing kitchen tools, then matching the picture based on the monologue, making Indonesian and Asian cuisine recipes. Tasks related to grammar like identifying the expression of time, completing the sentences by choosing the right verb, and changing the active forms to passive forms were also covered.

In order to allow students to practice productive skills, specifically speaking, the researchers included retelling cooking experiences, role-play, and group presentation. This is to fulfill the problems from a study by Furwana et al. (2024) that identified students' challenges when using English in professional contexts, such as lack of confidence and limited vocabulary specific to culinary terms. It is hoped that by providing such activities can improve students' confidence and ability in oral communication.

Each unit of the developed materials had similar patterns in the organization. Started from cover unit, learning objectives, followed by opening tasks, project introduction, vocabulary list, several activities, enrichment, assessment, summary, and ended with reflection.

In organizing the materials, the researchers considered several aspects from Nunan (2004) and suggestions from the teacher. The materials were arranged gradually starting from simple activities by giving initial activity, like prerequisite questions to know students' prior knowledge and to bridge students regarding the topic. Then, the researchers progressively increased the level of complexity, like identifying the kitchen tools, mentioning ingredients in how to make a dish, and presenting how to make Indonesian cuisine in a group. The researchers also arranged the materials from what students needed to

learn first, such as presenting the vocabulary list before discussing the texts. By sequencing the materials from familiar to unfamiliar tasks, simple to complex tasks, and what materials that are fundamental, it helped them build their knowledge step by step. Further, students might be prepared to do more challenging tasks and practical tasks, and implement the knowledge in a work-related context.

The product was evaluated by the experts to determine the appropriateness, involving one English lecturer from Yogyakarta State University and one English teacher from a private vocational school in Yogyakarta. The expert judgment was carried out through a questionnaire following some criteria from BSKAP which consisted of four elements such as the appropriateness of content, language use, instructional design, and display. The results revealed that the product was appropriate for culinary vocational students. The average score given from two experts that cover four aspects was 3.61, which was categorized as “very good”. Moreover, the experts gave feedback that would be used for the researchers to revise the product and make it more appropriate that aligns with Tomlinson's (2011) criteria for high-quality materials, which emphasize effectiveness, engagement, and practical applicability for learners.

Conclusion and Suggestion

English materials for vocational students, particularly culinary students, should address their specific needs and equip them with the skills required for their future careers. The purpose of this study was to develop English for Specific Purposes (ESP) materials tailored for culinary vocational students by implementing the ADDIE model, with a primary focus on the Development stage. By adapting the Project-Based Learning (PjBL) framework and emphasizing listening and speaking skills, the developed materials aimed to provide meaningful, engaging, and contextually relevant materials about culinary.

The materials were organized into four thematic units: descriptive, recount, procedure, and report texts. Each unit included a variety of tasks to improve students' language skills while addressing their vocational needs. The tasks not only supported students' language skills but also improved their collaboration and critical thinking skills through group discussions and projects. The results indicated that the materials were highly effective, receiving an average score categorized as "very good." The feedback from the experts was used to refine the materials further, enhancing their alignment with students' needs and the culinary context.

Since this study only focused on the listening and speaking skills, future research is recommended to expand the scope by integrating other components into the materials. Additionally, further studies are encouraged to implement the developed materials in classroom settings, to assess effectiveness of the materials and enhance students' learning outcomes, engagement, and readiness for the workplace.

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