DESIGNING ENGLISH TRAINING MATERIALS FOR CULINARY SERVICES
(A DEVELOPMENTAL RESEARCH CONDUCTED AT YOGYAKARTA PALACE SOUTH SQUARE)

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Abstract

This paper is a project granted by the Directorate of Research and Community Service, Directorate General of Higher Education, the Ministry of Education and Culture of Republic of Indonesia. It aims at providing information related to the project findings that is expected to be beneficial for the readers. This project aimed at designing English training materials called "English for Culinary Servicers (ECS)". It was done by considering that Yogyakarta Palace South Square (YPSS) what so called *Alun-Alun Kidul* (Alkid) is one of tourism destinations in Yogyakarta. This area has been developing as an international tourist resort but it was not completed with international communicative services. This matter may reduce the foreign tourists convenience caused by the existence of miscommunication.

It was developmental research using ADDIE model which involved taxonomic activities as follows: analysing trainees' needs, designing training materials prototype, developing training materials prototype, implementing (while improving) it, evaluating the training activities and the used materials.

This project found: the training need was ECS in threshold level for survival life, ECS was able to improve trainees English skills, and ECS was appropriately to use as a service guide for culinary servicers to serve foreign tourists visiting YPSS. Based on the findings ECS is recommended to use as a guide book particularly to provide culinary service for foreigners.

Keywords: YPSS, ECS, English skill, ADDIE, threshold level

Introduction

This paper illustrates the result of community service project granted by the Directorate of Research and Community Service, Directorate General of Higher Education, the Ministry of

Education and Culture of Republic of Indonesia. This paper is intended to get additional suggestions from the conference audience for the betterness of this program and its scientific report. This activity generally aimed at designing English training materials especially used for the culinary servicers in order to enable them to communicate in English with foreigners. The training was conducted by using the designed materials called "English for Culinary Servicers (ECS)". It was done by considering that Yogyakarta South Square (YSS) what so called *Alun-Alun Kidul* (or Alkid in short) is one of the main tourism destination in Yogyakarta city. This area is very interesting for which location is close to Yogyakarta Palace.

Yogyakarta South Square (YSS) is one of the tourism destination for it has antique cultural heritages. Most of them cannot speak English whereas there are so many foreign tourists who visit their cross-legged culinary stalls which is commonly called *warung lesehan* as the hallmark of Yogyakarta city. Many of domestic and foreign tourists visit YSS every time, just for fun. There are various unique entertainments in there, but the most interesting fun for the tourists are unique vehicles called "*becak lampu*", sport game named "*massangin*" and Javanese shadow puppet show.

Unfortunately this interesting place has not been, so far, completed with adequate communicative services because most of the hawkers and culinary stalls owners cannot communicate in English as international language. This matter, of course, may reduce the convenience of foreign tourists in enjoying the atmosphere during relaxation due to the existence of miscommunication when they serve their guests. Eventhough there are many tourist guides for foreigners available in this city, but not all foreigners would make use of them by considering the expensive charge for their services.

Research Method

Appropriately with the need of this community service program, the used method was developmental research with ADDIE procedures. According to Gall *et.al* (2003: 569) a developmental research which is also commonly called research and development (R & D) is an industry-based development model in which the findings of research are used to design

new products and procedures, which then are systematically field-tested, evaluated and refined until they meet specified criteria of effectiveness, quality or similar standards.

ADDIE is a taxonomic phases which consists of five steps, namely: analysis, design, development, implementation and evaluation. During analysis, the designer identifies the learning problem, the goals and objectives, the audience's needs, existing knowledge, and any other relevant characteristics. Analysis also considers the learning environment, any constraints, delivery options and the timeline for the project. Design is a systematic process of specifying learning objectives. Detailed storyboards and prototypes are often made, and the look and feel, graphic design, user-interface and content is determined here. Development is the actual creation (production) of the content and learning materials based on the designed phase. During implementation the plan is put into action and a procedure for training the learner and teacher is developed. Materials are delivered or distributed to the student group. After delivery, the effectiveness of the training materials is evaluated. Evaluation consits of formative and summative evaluation. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for criterion-related reference items and providing opportunities for feedback from the users. Revisions are made as necessary (http://www.learning-theories.com/addie-model.html).

In line with R & D concept, this project was conducted cyclically. It started with the demanded needs and the problems that needed immediate solution, defining characteristics or specification of the designed products, designing product's prototype, implementing and improving the designed product using purposive sampling under accurate observations, and its result was examined through an experiment (inspired by Sukmadinata, 2007: 165). In this case, the primary product is in the form of an English training materials which can be used by the culinary servicers as a guide to communicate with foreigners when they serve them.

Referring to ADDIE model as written above, this project was conducted as follows: (a) analysing trainees' needs; (b) designing training materials prototype; (c) developing training materials prototype; (d) implementing it; and (e) evaluating the training activities and the used materials. Apropriately with the used method, activities is conducted as follows: (a) observing the training needs; (b) preparing training prototype; (c) implementing English training using

threshold level which mainly focused on speaking skill practices; (d) conducting assessment to measure the success rate of training.

Observing the training needs was the crucial step that must be conducted to gather information concerning with the needs of the trainees in their language learning, such as language skills, discourse types, language aspects, and materials content. The result of the needs analysis was, then, used as the basic of designing training materials prototype which was developed at a time within the implementation course process. Implementation process was lasted cyclically in which every cycle was observed accurately. This aimed at getting detail informations on the trainee's learning achievement progress and the appropriateness of the materials prototype with the learning needs. When it worked appropriately with the defined training goals, the activity was continued to the last procedure, *id est* evaluation. This activity was intended to get data related to the trainees learning achievement in general, through testing. When the average result of the test showed higher then the pretest significantly, the designed materials was judged as the training materials particularly for cross-legged food stalls hawkers (English for Culinary Servicer/ECS).

Table 1. Scoring rubric for assessing learners' language performances of level 1

Language Level	Listening	Speaking	Reading	Writing
Level 1 (Pre-elemen-tary)	Language Functions: Greetings/Leave-takings	Information Gap: Uses basic vocabulary and expressions; Beginns to name concrete objects	Pre-reader: Listens to read-alouds	Draws pictures to convey meaning
	Requesting information/Assistance	Communicates marginally; mostly responding inappropriately or adequately; Repeat words and phrases	Repeats words and phrases	Uses single words, phrases
	Giving information/Assistance	Uses basic structures with frequent errors; Understand little or no English	Uses pictures to comprehend texts	Copies from a model
	Describing	Speaks with much hesitation that greatly interferes with communication	May recognize some sound/ symbol relationships	Begins to convey meaning
	Expressing feelings			

In this project, the findings are reported descriptively by considering that there were only limited participants (40 persons). In other words, this work did not use experimental study in the evaluation procedure but used portfolio system. To analyze the quantitative data which was in the form of speaking test result and trainees language performances, I used scoring rubric for testing speaking suggested by O'Malley & Pierce (1996). Scoring rubric is a guide used to assess learners' language acquisition in their language performances. O'Malley & Pierce suggest scoring rubric for 6 levels of language that is level 1 until level 6 (pre-elementary, elementary, pre-intermediate, intermediate, pre-advanced and advanced levels). In this case, due to the trainees were treated as the false-begining level or similar to the pre-elementary (level 1) and elementary (level 2), I only used the fixed rubric especially for those two levels. As an illustration, the scoring rubric of language skills performance for level 1 and level 2 is presented on Table 1 and Table 2.

Table 2. Scoring rubric for assessing learners' language performances of level 2

Language Level	Listening	Speaking	Reading	Writing
Level 2 (Elementary)	Understands little or no English	Uses some descriptive vocabulary and expressions; Beginns to communicate personal and survival needs	Emerging reader: Participates in coral reading	Writes simple sentences/phrases
	Understands words and phrases, requires repetition	Communicate acceptably although sometimes responding inappropriately or inadequately or developing little interaction; Speaks in single word utterances and short patterns	Begins to retell familiar, predictable text	Uses limited or repetitious vocabulary
		Uses a variety of structures with frequent errors or uses basic structures with only occassional errors; Uses functional vovabulary	Uses visuals to facilitate meaning	Spells inventively
		Speaks with some hesitation that interferes with communication; Understands words and phrases, requires repeatations	Uses phonic and word structure to decode	Uses little or no mechanics, which often diminishes meaning

For Level 1 (Pre-elementary), learner's listening competence included language functions of "Greetings/Leave-takings", "Requesting information/Assistance", "Giving information/Assistance", and "Describing, and Expressing feelings". Speaking competence included Information Gap on: "Uses basic vocabulary and expressions", "Beginns to name concrete objects", "Communicates marginally", "Mostly responding inappropriately or adequately", "Repeat words and phrases", "Uses basic structures with frequent errors", "Understand little or no English", and "Speaks with much hesitation that greatly interferes with communication". Reading competence included Pre-reader on: "Listens to read-alouds", "Repeats words and phrases", "Uses pictures to comprehen texts", "May recognize some sound/symbol relationships". Writing competence included: "Draws pictures to convey meaning", "Uses single words, phrases", "Copies from a model", and "Begins to convey meaning" (See Table 1).

Level 2 (Elementary) scored listening competence which included "Understands little or no English" and "Understands words and phrases, requires repetition". Speaking competence was scored through "Uses some descriptive vocabulary and expressions", "Beginns to communicate personal and survival needs", "Communicates marginally", "Mostly responding inappropriately or adequately", "Repeat words and phrases", "Uses basic structures with frequent errors", "Understand little or no English", and "Speaks with much hesitation that greatly interferes with communication". Reading included Emerging reader on: "Participates in coral reading", "Repeats words and phrases", "Uses pictures to comprehend texts", and "May recognize some sound/symbol relationships". Writing was scored through: "Writes simple sentences/phrases", "Uses limited or repetitious vocabulary", "Spells inventively", and "Uses little or no mechanics which often diminishes meaning" (See Table 2).

All of the language target as written above are integrated with the Javanese culture and the needs of the training participants whose jobs are providing culinary services for the tourists visiting Yogyakarta, especially in Yogyakarta South Square.

Research participants

This research involved 40 research subjects who earned their living by providing culinary services both for domestic and foreign tourists visiting the south square of Yogyakarta Palace

(YSS) Indonesia. As it is written above that by the time this project lasted, they were not able to communicate in English. This was due to the position of English in Indonesia as a foreign language, unlike other Asian countries which treat it as a second language so that enable their people to use it at their every day life. To improve their services to the foreign tourists visiting their stalls, they need to be able to communicate in English, at least at the threshold level for survival life.

Data gathering and its analysis

There were two types of data in this study, namely qualitative (the various documents used) and quantitative data (test results). Data in this study was in the form of the results of training needs analysis, design, development, implementation and evaluation processes. The gathered data was analysed using statistical computation by calculating the standard deviation of the test results. Since there was only one group of participants in this area (single-shot data anaysis), the analysed quantitative data was in the form of pretest and post-test results design (Cohen, *et al*., 2000) which was then calculated using standard deviation (SD) formula. SD is equal to the square root of the averaged square distance of the scores from the mean. The higher the SD the more varied and more heterogeneous a group is on a given behavior, since the behavior is distributed more widely within the group (Seliger & Shohamy, 1989).

Computing SD formula (as written in Nunan & Bailey, 2011) was performed as follows:

$$SD = \sqrt{\frac{\sum (X - \overline{X})^2}{N-1}}$$

where X= student's score; Σ = sum of; N= number of students; $\overline{X}$ = mean; $\sqrt{}$ = square root. In this study, N was 40 trainees who were given pretest and post-test. The pretest was conducted before getting materials training while the post-test was performed after getting training. It aimed at obtaining the trainees' gain scores within the two tests. Gain score is the gap between the average or the mean difference of pretest and post-test of the total scores.

English training and assessment

The training aimed at providing culinary service providers with English communicative skill particularly for the threshold level, namely adequate language mastery for survival life (Van Ek, 1987; Wilkins, 1987). This was important to perform by remembering that YSS has been developing as an international tourist resort. The training was conducted for the whole available culinary servicers consisted of the owners and the waitresses lasted for 14 meetings. The training materials was designed using threshold level communicative approach in which contents were integrated with the Javanese culture. This was intended to introduce the javanese culinary through their daily life communication with their guests. Threshold level is, in this case, training for the trainees who had various study background. Though most of them had ever learnt English before, but they kept unable to communicate with foreigners. According to Bailey (2005), it is categorized into "false-beginners level".

To obtain the data on the trainees learning achievement, test was needed. It was held by using authentic assessment approach, that involved trainees' written and spoken language performances during their learning processeses (O'Malley & Pierce, 1996). Trainees performances were compiled in the form of portfolios which were then analyzed to find their learning progress using the understudied materials.

Findings

As it is stated above that, this project aimed at designing English training materials particularly used for food stall hawkers. Such product was cyclically trained to enable the training participants to communicate in English for the sake of giving professional services for foreign tourists especially visiting Yogyakarta. Appropriately with the research issue, this project used developmental study using ADDIE model. The training materials used was English training particularly for culinary stalls servicer who worked surround Yogyakarta South Square (YSS). Procedures on conducting the training is illustrated as follows:

Preparation (Needs Analysis/NA)➔ Stored Data of NA to design prototype ➔ Data Processing (Designing Prototype) ➔ Predetermined Process Materials Development) ➔ Documents (Cyclical Implementation) ➔ Alternate Process (Evaluation Process)

Figure 1 presents the procedures on conducting English for (cross-legged) Culinary Service (ECS) training using ADDIE model.
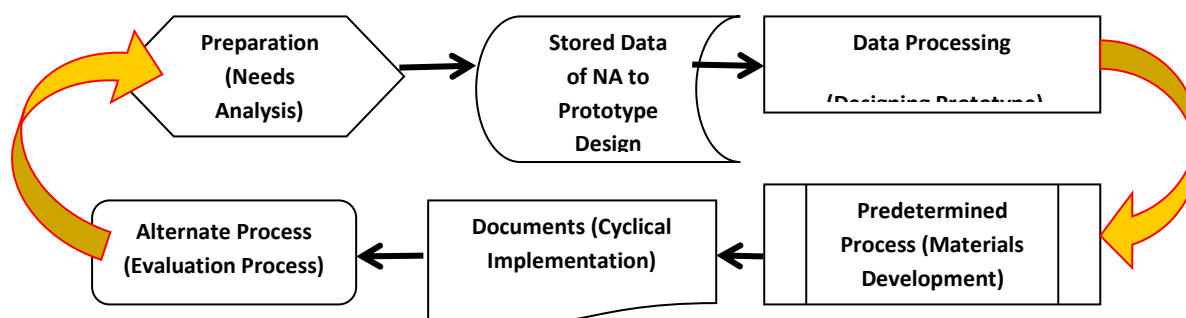

Figure 1. Cyclical procedures in conducting English for food hawkers training using ADDIE model

This project found as follows. First, what the trainee's needs was threshold English materials which was in the form of a simple text-book called "English for Culinary Servicer" or ECS in short. It was shown by their high interest in joining their learning processes. Second, the ECS prototype was designed based on the result of needs analysis (NA). Third, the prototype was developed while implementing it cyclically. The adequacy or the necessity of the cyclical implementation depended on the defined trainees' learning level of achievement. In this case, the defined criteria of the average learning achievement was 7.0. It means that the learning process (implementation) was stopped when the trainees' average achievement reachs 7.0. The early assessment results showed that the defined point had been fulfilled. This means that the developed prototype could be judged as training materials for food stalls services or culinary purposes.

The designed materials consists of 9 Chapters in which each chapter develops integrated language skills, but stressing on the speaking practices. The developed language functions are: "Greetings", "Offering Helps", "Menu or Foods and Beverages Prices", "Foods and Beverages Service", "Asking about the Origin", "Telling Various Tourist Resorts in Yogyakarta Descriptively", "Computing/Calculating and Writing Purchase Order", "Returning Rest Money", "Showing Direction", and "Thanking & Inviting to Re-visit". The whole contents written above were performed and tested cyclically until the trainees reached

the expected target language that must be achieved as written in the syllabus content (See Table 3).

Table 3. English training materials design content

Training Competency		Activities and Language Functions
Competency Standard	:	Threshold Level English Competency for Alkid Foods Stalls/Corners
Basic Competences	:	Practicing both spoken and written English for threshold level
Training Indicators	:	
I. Listening & Speaking	:	Trainees are able to: Listen and/or response dialogues related to offering menu for tourists
	1.	*Greetings customers* ➔ text with pictures
	2.	*Offering helps* ➔ text with pictures
	3.	*Offering/ thrusting Menu* ➔ text with pictures
	4.	*Foods Order*
	5.	*Inviting tourists to enjoy the foods ordered*
	6.	*Calculating the Foods' Price*
	7.	*Thanking*) ➔ text with pictures
II. Reading	:	Trainees are able to: Reading aloud and comprehension related to Culinary Services for foreign tourists
	1.	Practice reading texts concerning to the available Foods & Beverages Menu
	2.	Practice reading texts concerning to describe various kinds of Javanese beverages
	3.	Practice reading procedure texts concerning on how to make various kinds of Javanese foods
	4.	Practice reading procedure texts concerning on how to make various kinds of Javanese beverages
	5.	Practice reading on procedure to serve the reserved menu
III. Writing	:	Trainees are able to: practice writing simple procedure texts on how to provide beverages, foods and the way to serve for foreign tourists
	1.	Practice writing simple texts of menu lists
	2.	Making notes for the reserved foods and/or drinks
	3.	Practice writing on how to make various drinks (arrangement)
	4.	Practice writing on how to serve the reserved foods and/or drinks

All of the materials written above were implemented during 14 meetings, appropriately with the available timeline. Each Unit was delivered and tested cyclically and integratedly using contextual teaching and learning (CTL) approach. CTL is an approach which relates learning materials with the learners' daily life (Johnson, 2007). In this case, the language learning

target delivered during the training is intentionally connected with the training participant's daily occupation, that is as culinary service poviders.

The whole content of the language target written in Table 3 was delivered to develop participants' language skills, namely listening, speaking, reading and writing contextually and appropriately with their daily activity as culinary servicers. The four language skills was not taught isolatedly or in chunks but integratedly, by considering that using language skill cannot be separated from other skill mastery.

Conclusion and Recommendations

Based on the findings written above, it can be concluded as follows. First, the need of the training participants (culinary service providers) was ECS (English for Culinary Service) for threshold level or survival need. Second, ECS provides English language expressions that may help the users to provide communicative services for foreign tourists visiting their cross-legged culinary stalls in Yogyakarta South Square or YSS in short. Third, ECS is judged as a training materials which is appropriate to use as a guide materials for culinary service providers particulary located at YSS. Referring to such conclusion above, the designed materials is suggested to use both for culinary service providers and for the relevant training materials.

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