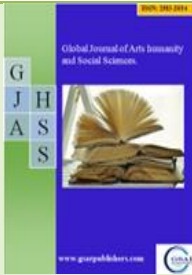
	Global Journal of Arts Humanity and Social Sciences			
	ISSN: 2583-2034			
	Abbreviated key title: Glob.J.Arts.Humanit.Soc.Sci			
	Frequency: Monthly			
Published By GSAR Publishers				
Journal Homepage Link: https://gsarpublishers.com/journal-gjahss-home/				
Volume - 4	Issue - 12	Dec 2024	Total pages 1076-1092	DOI: 10.5281/zenodo.14414433

DESIGNING A CULINARY ART INSTRUCTIONAL MATERIAL ENHANCING LEARNING FOR BEGINNER

By

Vivi Arviani Darwis¹, Andi Sadapotto², Buhari, Ibrahim Manda³, Jamaluddin Ahmad⁴, Rustam Efendi⁵

¹²³⁴⁵Universitas Muhammadiyah Sidenreng Rappang



Abstract

This research aims to describe the needs analysis of students majoring in culinary arts major at SMKN 6 Makassar and design an English syllabus that is suitable for students majoring in culinary arts at SMKN 6 Makassar based on the needs of students both in the academic and the world of work. And also aim to create suitable teaching materials for students majoring in culinary arts at SMKN 6 Makassar in accordance with the syllabus that has been designed previously. This study is kind of Research and Development method. This study used Qualitative and Quantitative mix method as approach. Qualitative is used to characterize a phenomenon and generate a specific theory as a result. The purpose of this study is to determine the demands of culinary art students by collecting data via questionnaire, analyzing it in mean, and giving a conclusion based on the data analysis. In this study, the researcher also followed five steps based on the conceptual theory of a case study. The processes involved completing a requirements analysis, followed by establishing an English syllabus and materials to meet the needs of the students. The concept of need analysis that used proposed by Dudley-Evans and St. John (1998). The study's findings suggested that the most critical need for students to acquire English was English for Culinary rather than General English (GE). As a result, Students choose to learn English for their future careers. Based on the results of the need analysis, the researcher developed the Culinary curriculum and elaborated on the abilities that should be attained, as well as the grammar and vocabulary. The curriculum was created as a Situational curriculum. It is appropriate for the goal of studying English for a culinary arts program where they want to use the language in their career. As a result, the syllabus was built around the real-world context of language use. The syllabus also served as a guide for creating English materials for culinary arts students.

Keywords: English Instructional Materials, Research and Development (R&D), Need Analysis, and English for Specific Purposes (ESP).

Article History

Received: 01- 12- 2024
Accepted: 09- 12- 2024
Published: 11- 12- 2024

Corresponding author
Vivi Arviani Darwis

INTRODUCTION

English is one of the compulsory subjects in SMK (Vocational high schools) which aims to improve student language skills in communicating orally and in writing. English is also an important international language to keep up with the development of science and technology, especially in the field of culinary arts. This research reveals the correlation of English materials with academic of students from SMKN 6 Makassar. The correlation covers; English skills, provided topics, and the function of topics to

support life skill of the graduates. The populations are academic student and teacher at school of SMKN 6 Makassar.

The vocational school, also known as SMK, is one of the vocational education institutions with the objective and purpose of preparing students to fill jobs and operate professionally in the world of business and industry in Indonesia or in global competition. Vocational education is a component of the educational system that prepares students to work in groups or in one field of labor rather than in multiple fields (Murniati and Usman (2009: 1), as referenced in Ellen (2019).



In Indonesia, vocational high school is equivalent to senior high school. It can be observed from a variety of perspectives. For first of all, the students admitted by both are junior high school graduates. Second, they are both at the same level prior to entering university. Third, the students are often between the ages of 15 and 18. The most major difference is that they both employed the same curriculum. The only difference is in the purpose for which they were created. A vocational high school attempts to provide students with skills that can be used to employment immediately after graduation. The skills taught are determined by the majors that they follow.

English is a compulsory subject taught to students in Indonesia, including vocational high school. Teaching English in vocational high schools is based on a government- developed syllabus that is identical to that used in Indonesian senior high schools. Furthermore, textbooks developed by the government are intended for both senior and vocational high schools. Those textbooks provide basic English topics, whereas vocational students require English for Specific Purposes. The concerns listed above imply that there is a mismatch between what is taught in vocational high school and what they actually require. (Rukmala Dewi and Zul Amri, 2019:8)

Language is an important communication tool in the era of globalization in the world of business, economy, social, tourism, technology. The purpose of this research is to analyze how the English language skills of Culinary arts Students of SMKN 6 Makassar. Thus, teaching English in a culinary arts major makes reasonable given the major's focus on English for Specific Purposes (ESP).

Hutchinson and Waters (1994) argue that English for specific purpose (ESP) learning is an approach to learning English where the things taught and the teaching methods are based on the reasons why the learners want to learn English. It can be concluded that, ESP or English for specific purposes is an approach in teaching and using English for specific fields and studies that are in accordance with the needs of the fields of science and professions of English users. The fields of science and profession are for example English for law, medicine, psychology, engineering, economics and so on. It is intended to prepare learners to use English either for academic purposes, professional or work environment, and program design based on needs analysis. Robinson (1990) goes on to say that there are three main characteristics of ESP, namely 1) ESP is goal oriented learning. In this context, learners learn English not for the reason of wanting to know the language as a language and the culture contained in it, but learners learn ESP because they have specific, certain and specific goals in the academic and professional fields with one another. 2) The substance of ESP is designed and developed based on the concept of need analysis. The concept of needs analysis aims to specialize and relate and bring closer what learners need in both academic and professional fields. 3) ESP is aimed more at adult learners than children or adolescents because ESP is generally taught at the secondary academic and professional working levels. Looking at the definition and characteristics of

ESP learning, there are many benefits that will be obtained by students after participating in the learning.

The course's administration must include need analysis, yet it often seems to be overlooked. According to Iwai et al. (1999), the term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students

Additionally, it is generally regarded as the opposite of English for Specific Purposes (ESP), and it can be used as a tool to help with the implementation of educational programs as well as to understand the needs of students. As a result, the English teachers might utilize need analysis to adjust the syllabus and approach in order to reduce the disconnect between the teacher and the expectations of the students. Sadly, even though need analysis is an essential component of running the course of study, it often seems to be overlooked. Therefore, the curriculum and the instructional materials are not changed in response to the needs of the students.

One of the most significant stages in English language education is the creation of a language syllabus. Negotiated syllabuses can be proposed in teaching-learning processes to ensure that both teachers' and students' needs for what and how their teaching and learning are applicable. As cited in Yalden (2008), It is not a simple matter to determine the contours of syllabus design for second/foreign languages in the late 1980s. Definitions are disparate, the field diffuse. For example, in the archived in *Language Teaching* over the last five years, the area which was traditionally thought of as syllabus design (cf., Shaw 1982:78) is treated under Theory and Principles, Curriculum Planning, Syllabus/Course Design, Materials Design, and even Teaching Methods.

The purpose of this research is to find out what teachers and students think about certain components of the curriculum. The syllabus is crucial for teachers since it serves as a guide before they begin the teaching and learning process. It is also very flexible and contextual, depending on the needs of the students. The curriculum offers substitutes for teachers to use while instructing. When teachers are aware of the personalities of students and the conditions of their environments, their creativity will increase.

Ideally, English materials in culinary arts study program at SMKN 6 Makassar where the research conducted can equip students with basic knowledge and skills on their field. The need for English in the economic sector for example will be very different from the need for English in hospitality or in other tourism sectors. In the hospitality sector, restaurants, the staff in charge of serving customers both local and foreign customers. This requires them to not only speak Indonesian but also English. For this reason, it is clear that the impact of educating for this variation is that students who work in this field should be given teaching materials that are in accordance with the language needs that will be used in the workplace or in the academic world. However, from the results of a brief survey at one of the vocational high schools in Makassar, it was found that the teaching materials used by some English

teachers in non-English majors for various fields in SMK, especially in the field of catering, were not related to the needs of students both for academic needs and for professional needs. Students majoring in Catering, one of the majors found in SMKN 6 Makassar will be more involved with jobs related to English later. These jobs include hospitality, restaurants or in other tourism sectors. For this reason, the teaching materials for students majoring in Catering should be in accordance with academic needs and the needs of the world of work later. However, from the author's brief survey of the department, it was found that they did not have a specialized English textbook on culinary, and the materials were randomly selected by the teachers.

THEORYTICAL FRAMEWORK

1. Definition of ESP

Although numerous theorists have given varied definitions of ESP, most of them have highlighted that it is a discipline which is based on the demands of learners in accordance with their specialization and the situations they experience. Following that, the ESP method began to satisfy the desire of numerous students worldwide who needed to get an access to science, technology, and economical resources, through learn English.

ESP stands for "English for Specific Purposes," and it is a method of teaching English to students for specific, practical goals relating to their unique fields or areas of interest. ESP adjusts language education to the learner's unique needs, goals, and settings, which might vary greatly. This discussion of the current state of instruction in English for Special Purposes (ESP) begins with a comprehensive definition of ESP that focuses on characteristics distinguishing it from other areas of English language teaching: specific language skill needs; specific genres and language related to them.

Hutchinson and Waters (1987, p. 6) state that in ESP context, the effect of the historical occurrences resulted from a mass of people across the globe who wanted to learn English language because of the key language for the fields of science, technology and commerce. The emergence of English for Specific Purposes (ESP) teaching movement resulted from the English language needs of the learners for specific purposes in accordance with their professions or job description.

Hutchinson and Waters (1987, p. 19) define that ESP is an approach to language learning and it is based on learners need. What they mean is that ESP does not involve a particular kind of language, teaching material or methodology. They suggest that the foundation of ESP involves the learners, the language required and the learning contexts which are based on the primacy of need in ESP.

Rahman, Momtazur (2015, p.8) emphasizes that The flowering period of ESP has been identified due to many incidents like the second world war in 1945, the rapid expansion in scientific, the growth of science and technology, the increased use of English as the international language of science, technology and business, the increased economic power of certain oil-rich countries and

increased numbers of international students studying in English Speaking countries.

Dudley-Evans and St John also present their definition of ESP. They also use absolute and variable ESP characteristics to define ESP (Dudley-Evans and St John (1998, pp. 4—5).

a. Absolute Characteristics:

- 1) ESP is designed to meet specific needs of the learner;
- 2) ESP makes use of the underlying methodology and activities of the disciplines it serves;
- 3) ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to those activities

b. Variable Characteristics:

- 1) ESP may be related to or designed for specific disciplines;
- 2) ESP may use, in specific teaching situations, a different methodology from that GeneralEnglish;
- 3) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level;
- 4) ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

Absolute and variable characteristics, in particular, are very helpful in resolving arguments about what is and is not ESP. Tomlinson (2003, p. 307) points out that —....English for Specific purposes (ESP) is an umbrella term that refers to the teaching of English to students who are learning the language for a particular work or study-related reason. ESP is concerned with different areas based on academic or professional fields where English of specialism is needed such as business, medicine, law, engineering, history, art, etc. Moreover, Basturkmen (2006, p. 18) argues that, "In ESP, language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments". This means that ESP seeks to develop the learner's competencies in different areas, such as: specific filed, profession or workplace.

The definition Dudley-Evans offers is clearly influenced by that of Strevens (1988), although he has improved it substantially by removing the absolute characteristic that ESP is "in contrast with 'General English'" (Johns et al., 1991: 298), and has revised and increased the number of variable characteristics. The division of ESP into absolute and variable characteristics, in particular, is very helpful in resolving arguments about what is and is not ESP. From the definition, we can see that ESP can but is not necessarily concerned with a specific discipline, nor does it have to be aimed at a certain age group or ability range. ESP should be seen simple as an 'approach' to teaching, or what Dudley-Evans describes as an 'attitude of mind'. Such a view echoes that of Hutchinson et al. (1987:19) who state, "ESP is an approach to language teaching in which all decisions as to content and method are based on the

learner's reason for learning".

Ironically, while many 'General English' teachers can be described as using an ESP approach, based on a learner needs analysis and their own specialist knowledge of using English for real communication, many so-called ESP teachers are taking the opposite approach. ESP teachers are sometimes unable to depend on personal experiences when evaluating materials and selecting course goals because they come from a background unrelated to the discipline in which they are required to teach. They are also unable to rely on the perspectives of students, who often do not know what English skills are necessary by the professions they wish to pursue. As a result, many ESP teachers have become slaves to the published material.

2. Types of ESP

According to Hutchinson and Waters (1987), ESP is separated into two major categories as a result of its development:

- a. English for Academic Purposes (EAP).
- b. English for Occupational Purposes (EOP).

Robinson (1991, p. 2) points out that: "The students study English not because they are interested in the English language or English culture as such but because they need it for study or work purposes".

That exists, English is learned for both academic and occupational purposes. This is connected to the field of study where English is taught.

a. English for Academic Purposes (EAP).

English for Academic Purposes (EAP) is a method of teaching English that is intended to assist non-native English speakers in acquiring the language skills required for academic success. EAP programs and courses are often given at universities and colleges and are designed to address the language demands of students preparing to study, do research, and communicate effectively in English in an academic setting.

Hyland (2006, p. 5) argues that, EAP is a field open to self-scrutiny and change and for these reasons it offers language teachers and ethical, reflective, and fruitful field of research and professional practice and offer students a way of understanding their chosen course and disciplines.

EAP is beneficial to students who are specializing or plan to specialize. EAP is taught not only in technical disciplines, but also in non-technical ones. According to Tomlinson, EAP can assist learners acquire the necessary abilities to advance to the next level.

EAP courses are frequently provided to overseas students studying in English-speaking nations, as well as non-native English speakers preparing to enroll in English-medium academic programs in their home countries. The purpose is to provide students with the language skills and confidence they require to succeed in higher education and engage in academic conversation effectively.

b. English for Occupational Purposes (EOP).

English for Occupational Purposes" (EOP) is an improved version of "English for Specific Purposes" (ESP) that focuses on teaching English language skills and knowledge customized to specific occupations or professions. EOP courses and materials are intended to assist individuals in developing the language and communication skills required to succeed in their chosen careers.

EOP is taught to students who have a need relating to their career. They require English to communicate and respond in their fields, as well as to read technical manuals. Their learning is affected by the length of their instruction. That is, before, during, and after working. According to Tomlinson, EOP helps learner's function in English at work.

Dudley-Evans & St John (1998, p. 7) devise a tree diagram for ESP, which divides EAP and EOP according to discipline or professional area, is illustrated in Figure 2.1 below.

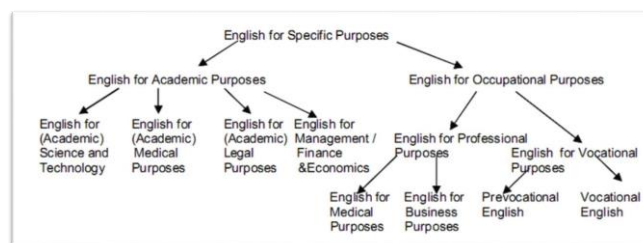


Figure 2.1

ESP Classification by Dudley-Evans & St John (1998)

The main focus of EAP has been English for Science and Technology (EST). At the tertiary level, it is a discipline that involves this language. At this level, English is also taught for Medical Purposes (EMP) and Legal Purposes (ELP). English is taught in all subject areas, including business, finance, banking, and economics. As a result, in order to achieve educational goals, students must study English. As a result, English is provided in all domains to help learners become as competent as possible in communicating in many professions, whereas EOP refers to professional objectives in administration, medicine, law, and business.

EOP (English for Occupational Purposes) is defined by Robinson (1991, p. 21) as work-related needs and training. Furthermore, there are two subgroups in vocational English: *Vocational English* is concerned with the language of training for specific trades or occupations, and *Pre-Vocational English* is concerned with job search skills.

According to Dudley-Evan and St. John's classification of ESP types, English for business Purposes includes either English for Academic Purposes or English for Occupational Purposes. Then, as Tomlinson points out, there are variations between the two terms; EAP (English for Academic Purposes) is useful for learners to acquire appropriate abilities in order to accomplish the required level. Tomlinson, on the other hand, claims that EOP (English for Occupational Purposes) can assist learner's function in English at work. EAP stands for English as a course for academic purposes,

which enhances the learner's English language skills for academic purposes. EOP, on the other hand, refers to English used in the workplace or for professional purposes (Kusni, 2013). In this regard, EOP involves English for Vocational Purposes because its goal is to improve learners' English skills for professional purposes including Vocational English. As a result, vocationally oriented English language learning has emerged as a viable option. This notion is contextual with the concept of English for Vocational Purposes (EVP) which is defined as a program that is offered in both secondary school and aims to provide students with English skills that will help them succeed in their chosen field. Therefore, Culinary arts major in vocational schools are supposed to fully implement this into the English teaching learning, e.g., choosing English materials depending on occupational themes, tasks, and language (Widodo, 2016).

3. Benefits of ESP

Because ESP courses aim to build linguistic skills related to specific fields of activity, Wright (1992, p. 68) believes that not only the nature of the linguistic item introduced, but also how it is introduced and practiced, is extremely important. He confirms that the advantages of ESP are threefold:

The first aspect is learning speed. ESP leads to faster acquisition of necessary language elements. This is due to the fact that it follows the pattern of native speaker acquisition of language for specific reasons, in which the speaker learns in an authentic, content-based environment. This pattern is followed by ESP, which also provides an opportunity to study in an accelerated, intensive setting.

The second aspect is learning efficiency. Trainees on an ESP course make the most use of their learning materials, which are all focused on gaining certain, pre-identified linguistic objects and skills. Obviously, the needs analysis is critical here, as it allows trainers to assess the individual demands of trainees.

The third aspect is learning effectiveness. After completing an ESP course, trainees are prepared to utilize language effectively and correctly in job-related tasks determined before to the course through a demand analysis. As a result, upon completion of the course, English is immediately employable.

Stevens summarizes the benefits of ESP in four points, as stated by Dudley-Evans and St. John (1998, p. 9):

- Being focus on the learners need, it wastes no time
- It is relevant to the learner
- It is successful in imparting learning; and
- It is more cost-effective than General English

In summary, English for Specific Purposes allows students to gain language abilities that are directly applicable to their professional, academic, or vocational situations. This targeted approach leads to more efficient learning as well as enhanced communication and performance in their chosen disciplines.

A. Need Analysis

Because the ESP course is designed to fulfill individual needs of

the learners, several concepts relating to the concept of Need Analysis (NA) will be covered in this sub-chapter.

1. Definition of Need Analysis

ESP is considered to be about educating students to use the English language in academic, professional, or workplace settings. The first stage in developing an ESP course is to do a Need Analysis. It is sometimes referred to as a requirements assessment. It is essential in the process of creating and implementing any language course, whether English for Specific Purposes (ESP) or mainstream English. In this spirit, Hutchinson and Waters (1987,

p. 54) propose that "If we had to state in practical terms the irreducible minimum of an ESP approach to course design, it would be needs analysis"

A "needs analysis" is a systematic process of identifying and assessing a group of learners' or an individual's specific language needs and requirements. It is an important stage in language instruction, particularly in contexts like English for Specific Purposes (ESP) or English for Academic Purposes (EAP). A needs analysis is used to adjust language training to the specific requirements and goals of the learners.

Furthermore, Evans (1998, p. 121) has identified the important stages in ESP as needs analysis, course and syllabus design, teaching and learning scenario, assessment and evaluation. These are the primary steps of ESP content as depicted in the cycle below:

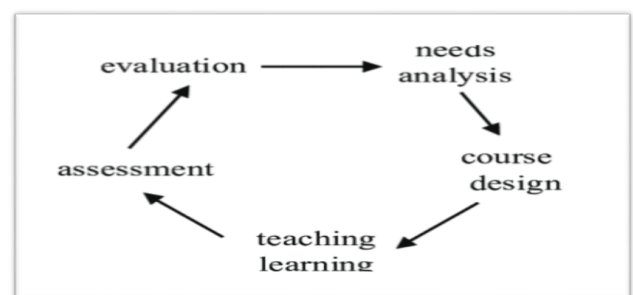


Figure 2.2

Stages in the ESP Process: Theory (Adapted from Dudley Evans and ST John, 1998).

According to Brown (1995, p. 36) defines Need Analysis (NA) as "the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institution that influence the learning and teaching situation". The concept of defensible curriculum, according to this definition, concerns with the accountability of the course meeting the requirements of a certain group of students, their instructor, or other stakeholders.

According to Iwai et al. (quoted in Songhori, 2008, p. 2), formal need analysis is relatively new to the domains of language teaching. However, teachers conducted informal need analyses to determine which language points their students needed to understand. In fact, some ways were developed and subsequently replaced by others because teachers aimed to suit the requirements

of their pupils while they were studying.

Dudley-Evans and St John (1998, p. 121) state that “needs analysis is the process of establishing the “what and how” of a course”. They argue that “needs analysis is neither unique to language teaching-needs assessment, for example, is the basis of training programs and aid-development programs-nor within language training, is it unique to LSP and thus to ES”. Dudley-Evans and St. John (1998, p. 126) stress three aspects of needs analysis. Dudley-Evans and St. John (1998, p. 126) state as:

“First, needs analysis aims to know learners as people, as language users and as language learners. Second, needs analysis study also aims to know how language learning and skills learning can be maximized for a given learner group. Third, needs analysis study aims to know the target situations and learning environment so that data can appropriately be interpreted”.

It is clear that needs analysis is a critical initial step before designing and constructing a language course, producing teaching and learning materials, and developing language tests. According to West (1994), language requirements analysis is basically a pragmatic activity focused on individual situations, although being anchored in broad theories such as the nature of language and curriculum. As a result, in the ESP/EAP environment, needs analysis is critical in establishing which components of language are critical for a certain area of education.

Needs analysis has evolved and is now recognized as one of the most important tools in the language acquisition process, whether it be general English or ESP. The review of needs analysis in language teaching has illustrated its history, theoretical base, and methodologies (Lee, 2016). Many experts have emphasized the significance of learners' perspectives in constructing the ESP curriculum principle. They suggest that the learners' perspective mostly includes the region in which they would use their English skills in the future. Furthermore, research on the needs of language learners should be conducted by assessing their needs through surveys and interviews.

2. Purposes of Need Analysis

The term "needs analysis" refers to the process of identifying and assessing specific needs or requirements in various contexts. The goals of needs analysis can vary greatly based on the field or area of application. According to Brown (2016), the following are some common purposes for doing a needs analysis:

1. Educational Needs Analysis:
 - a. To determine the learning needs of students or participants in an educational program.
 - b. To identify gaps in knowledge and skills in order to design effective curriculum and teaching strategies.
2. Training Needs Analysis:
 - a. To assess the skills and knowledge gaps of employees within an organization.
 - b. To ensure that training programs are tailored to meet

the specific needs of the workforce.

3. Market Needs Analysis:

- a. To understand the demands and preferences of a target market.
- b. To identify opportunities for product or service development based on consumer needs and trends.

4. Healthcare Needs Analysis:

- a. To determine the healthcare needs of a population or specific patient group.
- b. To allocate resources effectively and plan for healthcare services and facilities.

5. Community Needs Analysis:

- a. To assess the needs and priorities of a community or locality.
- b. To guide local government and non-profit organizations in providing relevant services and support.

6. Business Needs Analysis:

- a. To identify the operational and strategic needs of a business.
- b. To make informed decisions about resource allocation, process improvement, and growth strategies.

7. Software and Technology Needs Analysis:

- a. To understand the requirements of users or stakeholders for a software or technology project.
- b. To ensure that the final product meets the intended needs and functions.

8. Financial Needs Analysis:

- a. To assess an individual's or organization's financial goals and requirements.
- b. To create a financial plan that aligns with those goals and needs.

9. Security Needs Analysis:

- a. To identify security vulnerabilities and risks in a system, organization, or environment.
- b. To implement appropriate security measures and safeguards.

10. Environmental Needs Analysis:

- a. To evaluate the environmental impact of certain activities or developments.
- b. To develop strategies for sustainability and conservation.

All of these Needs Analysis applications emphasize the definition that Needs Analysis may be utilized for a variety of goals. It can be useful in determining whether a program should be implemented by determining whether it matches the learners' goals and objectives for learning a language, and when used as part of a program, it can help in improving various components of the program and making them more oriented to the needs of the learners. Needs analysis can also be used to evaluate a current program and, if it is determined to be weak, to determine the need for change and what kind of modification will best meet the needs of the learners while still being acceptable to lecturers.

3. Types of Need Analysis

Different linguists have claimed different types of Need Analysis (NA). Nunan refers to two types of NA used by syllabus designers (as cited in Haque, 2014, p. 3). They are:

- a. Learner analysis: It carries information about learner.
- b. Task analysis: It carries information about the tasks used in the classroom and expected by the learner. Richterich (1980) supports two additional categories of NA (as cited in Haque, 2014, p. 3), they are:
 - a. Subjective Needs Analysis: Subjective needs analysis carries subjective information that reflects the perceptions, goals, and priorities of the learner.
 - b. Objective Needs Analysis: It carries objective information that includes the factual fact about the learner. For example: biographical information on age, nationality, home language.

4. Approaches of Need Analysis

When the approaches of need analysis are examined, it is observed that common titles like subject and reason of the need, target groups, and reporting exist in many approaches. The data collection methods which are used for need analysis show differences according to the approach adopted (Zeyrek, 2016).

There are Three approaches of Need Analysis (NA) were combined in this study; Target Situation Analysis (TSA), Presentation Situation Analysis (PSA), and Pedagogical Need Analysis (PNA)

a. Target Situation Analysis (TSA)

Robinson (1991) suggested TSA as “*What did students need to be able to do*” in English as a result of the course?” (p. 196). TSA was originally devised by Munby (1978). He introduced Communicative Needs Processor (CNP). CNP focused on the students’ needs in the end of the language course and target level performance. Munby (1978) proposed eight parameters which are considered as the variables in deciding learners’ communication needs. The parameters are purposive domains, setting, interaction, instrumentality, dialect, communicative event, communicative key, and target level.

Following the CNP model, Hutchinson & Waters (1987) also proposed TSA which focused on the target situation and the language learners’ attitudes towards the situations. They differentiated between target and learning needs. Target needs are concerned with what the learner must do in the target circumstance. Researchers must be able to distinguish between shortages, necessities, and wants when identifying target needs. Lacks refer to the difference between the learners' current proficiency and the target competency. Needs that are dictated by the demands of the target circumstance are referred to as necessities. Wants refer to what the students wish to learn. Learning needs, on the other hand, are concerned with what the learner must do in order to learn. The typical questions for these requirements are

- (a) Why language is used? (b) How will the language be used? (c) What will the content areas be? (d) Where will the language be used? And (e) When will the language be used?

For example, Atai and Nazari (2011) and Noori and Mazdayasna (2014) used the TSA approach to perform NA in order to examine the lack, necessities, and desires of Iranian undergraduate students. The findings of these research drew attention to the students' demands, which the institution should have taken into account in order to develop the students' communication skills.

As cited in nuraeni (2016), In the CNP, For Chambers TSA is “communication in the target situation” (p. 29). In his work Munby (1978) introduced Communicative Needs Processor (CNP). As Hutchinson and Waters (1987, p. 54) say: “*With the development of the CNP it seemed as if ESP had come of age. The machinery for identifying the needs of any group of learners had been 13 provided: all the course designers had to do was to operate it*”. Munby's CNP sets the target needs and target level performance by examining the target environment, and his entire model clearly confirms the place of needs analysis as important to ESP, indeed the necessary starting point in materials or course design (West, 1998). The CNP takes into account “the variables that affect communication needs by organizing them as parameters in a dynamic relationship to each other” (Munby, 1978, p. 32). Munby's overall model is comprised of the following components:

- 1) Participants: information about the identity and language of the learners: age, sex, nationality, present command of target language, other languages known and extent of command;
- 2) Communication Needs Processor: investigates the particular communication needs according to socio cultural and stylistic variables which interact to determine a profile of such needs;
- 3) Profile of Needs: is established through the processing of data in the CNP;
- 4) In the Meaning Processor “parts of the socio culturally determined profile of communication needs are converted into semantic subcategories of a predominantly pragmatic kind, and marked with attitudinal tone” (Munby, 1978, p. 42);
- 5) The Language Skills Selector: identifies “the specific language skills that are required to realize the events or activities that have been identified in the CNP” (Munby, 1978, p. 40);
- 6) The Linguistic Encoder: considers “the dimension of contextual appropriacy” (Munby, 1978, p. 49), one the encoding stage has been reached;
- 7) The Communicative Competence Specification: indicates the target communicative competence of the participant and is the translated profile of needs.

The Communication Needs Processor (CNP), which has been referred to by various needs analysis experts, is the most prominent of the Munby model's parts. Munby's approach to requirements

analysis generates a profile of needs by analyzing eight parameters. Munby (1987) specified the following parameters:

- 1) Purposive domain: this category establishes the type of ESP, and then the purpose which the target language will be used for at the end of the course.
- 2) Setting: the physical setting specifying the spatial and temporal aspects of the situation where English will be used, and the psychological setting specifying the different environment in which English will be used.
- 3) Interaction: identifies the learner's interlocutors and predicts relationship between them. 4) Instrumentality: specifies the medium, i.e., whether the language to be used is written, spoken, or both; mode, i.e., whether the language to be used is in the form of monologue, dialogue or any other; and channel of communication, i.e., whether it is face to face, radio, or any other.
- 5) Dialect: dialects learners will have to understand or produce in terms of their 14 spatial, temporal, or social aspect.
- 6) Communicative event: states what the participants will have to do productively or receptively.
- 7) Communicative key: the manner in which the participants will have to do the activities comprising an event, e.g. politely or impolitely.
- 8) Target level: level of linguistic proficiency at the end of the ESP course which might be different for different skills.

Munby's CNP aims to identify the language form that a prospective ESP learner is likely to adopt in various contexts in his chosen working environment as comprehensively as feasible. According to Hutchinson and Waters (1987), the outcome of processing data using Munby's model is what the learner needs to know in order to operate effectively in the goal context. Munby's model was used in most subsequent target needs analysis research because it provides complete data banks and target performance (Robinson, 1991).

Many researchers in the field of target situation needs analysis followed Munby's CNP. Hutchinson and Waters (1987) give a detailed target scenario analysis methodology that includes a set of questions to which the analyst should find solutions. According to Hutchinson and Waters (1987, p. 59), analyzing target scenario needs is "essentially a matter of asking questions about the target situation and the attitudes toward that situation of various participants in the learning process."

Nonetheless, the majority of these queries are related to the Munbian model. As cited in Songhori (2008) These relationships are summarized below:

Table 2.1 Munbian CNP Model

Questions	Parameters
-----------	------------

1. Why is language needed? <ul style="list-style-type: none"> • for study; • for work; • for training; • for a combination of these; for some other purposes, e.g.	cf. Munbian purposive domain
2. How will the language be used? <ul style="list-style-type: none"> • Medium: speaking, writing, reading, etc.; • Channel: e.g. telephone, face to face; • Types of text or discourse: e.g. academic text, lectures, catalogues, etc. 	cf. Munbian instrumentality
3. What will the content areas be? Subjects: e.g. medicine, biology, commerce, shipping, etc.;	cf. Munbian Communicative event
4. Where will the language be used? <ul style="list-style-type: none"> • Physical setting: e.g. office, lecture theater, hotel, workshop, library; Human context: alone, <ul style="list-style-type: none"> • Linguistic context: e.g. in own country, abroad. 	cf. Munbian Setting (physical and psychological)
5. When will the language be used? <ul style="list-style-type: none"> • Concurrently with the ESP course or subsequently; • Frequently, seldom, in small amounts, in large chunks. 	

Munby's model, like any other model or method, has detractors. Munby's CNP included extensive lists of micro functions. What he did not cover was how to prioritize them or any of the emotive variables that are now acknowledged to be important (Dudley-Evans and St. John, 1998).

West (1994: 9–10) categorizes the Munby model's weaknesses under four headings:

1. Complexity: Munby's attempt to be systematic and comprehensive inevitably made his instrument inflexible,



complex, and time-consuming.

2. Learner-centeredness: Munby claims that his CNP is learner centered. The starting point may be the learner but the model collects data about the learner rather than from the learner.
3. Constraints: Munby's idea is that constraints should be considered after the needs analysis procedure, while many researchers feel that these practical constraints should be considered at the start of the needs analysis process.
4. Language: Munby fails to provide a procedure for converting the learner profile into a language syllabus.

Hutchinson and Waters (1987) also point out that writing a target profile for each student based on Munby's approach takes too much effort. This paradigm takes into account only one viewpoint, that of the analyst, while ignoring others (those of learners, user-institutions, and so on). Meanwhile, it makes no distinction between necessities, wants, and deficits, nor does it take into account learning needs.

b. Present Situation Analysis (PSA)

PSA was proposed by Richterich and Chancerel (1980). The data is gathered from students, language instruction institutions, and user institutions. Surveys, questionnaires, and interviews were used to collect data. It is suggested that researchers gather information about students' perceived abilities to learn English as well as students' perspectives on language teaching and learning. In addition, Dudley-Evans & John (1998) and Robinson (1991) recommended to put society and culture into the consideration when analyzing the data. It includes the students' attitude towards the use of a foreign language. Conceptual Framework Need analysis has been recognized as the foundation of English for Specific Purposes (ESP) course design, and several needs analysis studies in various ESP domains have been done. Different people may interpret ESP differently, but most experts agree that it is a discipline focused on learners' demands based on the situation they are in and their expertise. As a result, examining the individual demands of a certain set of learners is a crucial beginning point in ESP course design; it determines the essence and underlying reasons for an ESP course. It helps in the selection and prioritization of what students require. Furthermore, the goal of an ESP course is to prepare students to perform effectively in a target setting in which they will utilize the language they are learning.

Nunnan also noted that needs analysis is a technique to collect information about learners and classroom activities in order to develop a syllabus. It is a crucial aspect in creating a language course. When designing a language course, it is critical for a teacher to have solid information on their learner variables in order to close any gaps between learners, teachers, and instructional materials. Unfortunately, despite the fact that need analysis is an important aspect of running the course, it appears to be overlooked. Those that apply the ESP technique in the teaching and learning process, in particular.

However, according to the current curriculum, each of them

contain six topics, including math, Bahasa Indonesia, religious education, civics, Indonesia history, and English. Even if the subjects are the same, the information contained must be diverse in order to meet the aims of the students' skills, especially in the English subject. It shows that English at vocational high school is not General English but English for Specific Purposes (ESP), as it is geared to meet the learners' specific needs. According to Basturkmen (2008), ESP is regarded to be about training learners to use English in academic, professional, or workplace settings. Each major at vocational high school strives to graduate students with specific abilities that will allow them to succeed in their future careers. That is why English subject that taught to them must also be specified in order to support those specific skills.

Some factors that influence the design of a set of materials are the nature of the learning materials, the method utilized in English teaching, the considerations in designing the materials, and the elements that will be used in the developed materials. Learning materials are things that teachers or instructors use to assist them in the teaching and learning process in the classroom. The learning resources can be written, audio, video, audio-visual, or multimedia. However, the material in this study will be focused on written material or the course book, which emphasizes speaking skills for culinary art students.

The purpose of this study is to: (1) finding need analysis for culinary art students at SMKN 6 Makassar. (2) describing appropriate English syllabus for Culinary Art Students. And (3) describing English materials for Culinary Art Students at Vocational High School.

RESEARCH METHODOLOGY

A. Research Method

This study uses a qualitative research design. Qualitative design is used to characterize a phenomenon and generate a specific theory as a result. The purpose of this study is to determine the demands of culinary art students by collecting data via questionnaire, analyzing it in mean, and giving a conclusion based on the data analysis. The case is based on the general assumption that English language teaching at high school level especially vocational high schools is considered as ESP and needs analysis is an important part but seems to be neglected. Therefore, this study aims to find the needs analysis profile of vocational students in the field of culinary art in learning English and follow it up by developing syllabus and materials that suit the needs of students of SMKN 6 Makassar especially in the field of culinary art.

The population of this study was second grade culinary art students at Vocational High School SMKN 6 Makassar, the alumni and as well as their English teachers. English is a required course for all students. They are instructed by English teachers. This research used a class as its sample. The sample was obtained by the use of a basic random sampling approach.

The study's instruments were a questionnaire and an interview guide. The students were given a questionnaire to complete. The questions were of the close and open variety. According to



Hutchinson and Waters (1989), the questionnaire covered all three items utilized by the researcher in characterizing needs: student lacks, wants, and necessities. The second instrument used to improve the study's results was an interview guide. The interviewees were asked open-ended and closed-ended questions on their students' and teachers' performance and needs.

In this study, the researcher also followed five steps based on the conceptual theory of a case study. The processes involved completing a requirements analysis, followed by establishing an English syllabus and materials to meet the needs of the students. Finally, put out material justifications. The research design is depicted in detail in figure 3.2 below. This design was inspired by the concept of need analysis proposed by Dudley-Evans and St. John, which the writer explained in chapter 2.

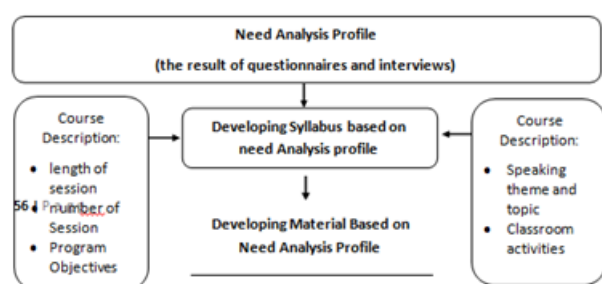


Figure 3.1
 Research Design developed by WriterResearch Instrument

The writer utilized various equipment known as data instruments to collect the data. In this study, the researcher used non-test equipment such as an interview guide, a written document, the researcher, a questionnaire list, and a recorder to collect data.

1. Interview Guide

Interviews were performed to acquire information from an English teacher, representatives of culinary art students and alumni.

2. Written Document

Some real documents (English syllabus and materials) were gathered from an English teacher.

3. The Researcher

The researcher is the primary instrument in the present qualitative research since she was the one who defined the need analysis profile based on the adaption and adoption of the idea of need analysis presented by Dudley Evans and St. John. She then studied the results of the need analysis profile in order to create a syllabus and speaking materials which suit the needs of students in culinary art major.

4. Questionnaires list

As a data collection instrument, a questionnaire was used for culinary art students as a survey question to determine need profiles. The student questionnaires are delivered to 20 people.

5. Recorder

The interview result was recorded using a recorder. It helps the researcher in collecting and keeping information.

B. Data Collection Procedure

Several procedures were used to collect data, including (a) interviews, (b) questionnaires, and (c) documentation. According to Cresswell, we can notice the various character of qualitative forms of data when they are classified as observations, interviews and questionnaires, documents and audio materials (Cresswell, 2012, p. 212). Each of these data collection methods is explained further below.

1. Interview

Interviews were conducted with various respondents at various times. The interview was designed to get exact data. The teacher interview was conducted to obtain the teacher's viewpoint on the students' needs and abilities. In this study, a semi-structured interview was used to get as much information about the respondents' opinions as possible. The researcher, on the other hand, had written interview protocols ahead of time. It was revealed by a question that occurred during the observation.

2. Questionnaire

To gather more information, questionnaires were distributed. The data was collected via sending questionnaires to the informants. The researcher explained the goal of the questionnaire in order to make them more serious about providing information. The surveys for the students will be distributed following the class. The points the researcher wanted to learn from the needs analysis activity for students which are students' personal information; this includes age, previous study of English, effort to improve English, frequency of practicing English, students' attitude toward English, and purpose of learning English. Then, how are the students' speaking skills affected by the issues they encountered in English.

In this study, the questionnaire used a Likert Scare scale with responses that included (almost – always – sometimes – rarely – never), (very important – important – less important – unimportant – very unimportant), (very difficult – difficult – less difficult – easy – very easy), and (strongly agree – agree – neutral – disagree – strongly disagree).

3. Written Document

The researcher uses document analysis to supplement information in qualitative studies since it serves as authentic and natural evidence. The documents used in this study were the current syllabus and material at SMKN 6 Makassar specifically for the students in culinary art major.

C. Data Analysis Procedure

To address the research questions, the data were evaluated qualitatively and quantitatively. The qualitative information gained from the interviews. However, the questionnaire data was quantitatively examined. Because this study used many data collection approaches, triangulation is used to assess the data. According to Miles and Huberman, data analysis consists of three streams of activity: data reduction (simplifying complex data by, for example, extracting recurring themes via coding); data display (e.g., matrices, charts, graphs, and even stories); and finally, drawing conclusions and verifying them as a means of testing the

validity of findings. The researcher then uses those steps to analyze data. Each technique's data analysis will be detailed more below:

1. Interview

The data from the interview were obtained from the voice record, which was then transcribed by the researcher. The data were categorized and organized depending on the categories in the interview framework. The obtained data is then systematically organized and described in written text. Finally, the researcher comes to a conclusion by analyzing data in order to answer the study questions.

2. Questionnaire

Respondents' open-ended questionnaires were evaluated using a basic descriptive statistic. The questionnaire was distributed to find out from the needs analysis activity for students are students' personal information, problems the students faced in English, how important English was for the students' success in their studies, how important English was for the students' future, and how is the problem with speaking skill. Using the formula below, data from the questionnaire were generated based on the frequency with which students answered the question:

$$P = \frac{f_o}{n} \times 100\%$$

In which:

P = Percentage

f_o = Frequency of observed
 n = number of samples

After calculating the data and creating the graph or chart, the data was sorted and classed according to the categories in the questionnaire framework. The obtained data is then systematically organized and described in written text. Finally, the researcher comes to a conclusion by analyzing data in order to answer the study questions.

3. Documentation

The data obtained from written documents were analyzed by comparing the current syllabus and material given during the learning process to determine conformity with the curriculum, the main guideline of the culinary art major, and which is in accordance with the needs and interests of the students.

D. Trustworthiness

Data, source, method, data collection processes, and data analysis procedures must be properly documented in qualitative tradition in order to have the level of trustworthiness based on some criteria included in the qualitative research itself. Triangulation plays an important function in deepening the analysis and discovering credible data. The researcher ensures the validity and reliability of the research instruments, which include interview protocols, questionnaires, and documentation, before collecting valid and

reliable data. These instruments were carefully designed and tested in order to obtain valid and trustworthy data that addressed the research concerns and aims.

Furthermore, the researcher is gathering data from several sources to create a single body of data. The information was gathered through interview transcription, survey responses, and document review. All informants provided transcriptions for the interviews. Following that, survey results from culinary art students were gathered, and lastly, the document highlighted the existing syllabus and English material. Then, in the form of data gathering and interpretation, she uses several observers rather than a single observer. Several sources were contacted for information on the need analysis. Culinary art students, alumni, an English teacher, and the head of SMKN 6 Makassar were among the sources used in the study. Finally, she uses multiple research methods or data collection techniques. Methodological triangulation was completed by using some data collection method, namely: interview, questionnaire and written document. Methodological triangulation was performed by using data collection methods such as interviews, questionnaires, and written documents.

FINDING AND DISCUSSION

A. Finding

1. Finding of Need Analysis

The First Research Problem that is to find out the needs analysis profile of culinary art students, questionnaires were distributed to 20 students of SMKN 6 Makassar majoring in culinary arts as representatives and also an English teacher. The research design was adopted and adapted from the concept of needs analysis described by Dudley-Evans and St. John (1998, p.125).

1. Environmental situation - information on the setting in which the course will take place (means analysis); to investigate the local situation, including facilities, teachers, and teaching methods, in order to determine how the language course can be executed. In this case, the researcher conducted an interview with the English teacher, and culinary art students of SMKN 6 Makassar. This environmental scenario section presents three points. The first point discusses the necessary facilities for learning English, followed by the Teacher and the manner of teaching English to Culinary art students.

a. Facilities needed to learn English

Facilities are one of the factors that influence the teaching and learning process, at SMKN 6 Makassar has not provided adequate educational facilities, especially for English lessons. Based on the results of interviews with English teachers majoring in culinary art, they do not yet have a language laboratory, as a support for English learning facilities which are usually used as a lab to learn listening using audio (*interview Question number 4, p. 109*). In addition, based on interviews conducted by English teachers, there is no specialized English textbook on culinary, and the materials are randomly selected by the teacher. (*interview question number 12, p. 111*).

Then, the students stated that they did not have enough facilities to learn English, especially in the culinary arts major according to the language needs that will be used in the workplace or in the academic world. They are only provided with a classroom with enough chairs and tables, and a blackboard. Therefore, the author hopes that in the future the school can provide a language laboratory as a facility needed by students in all departments at SMKN 6 Makassar. Some students think that the language laboratory will be useful to improve the learning process and avoid their boredom in using the same classroom during the teaching and learning process (*referring to interview Question number 1, p. 112*)

As for the special English learning package book for culinary art majors that is not provided, the class teacher stated that so far they have used ordinary package books that are taught specifically for students in the culinary arts major by making their own teaching materials in English (*based on interview Question number 12, p.111*), so it can be concluded that the current English teaching material curriculum, especially for Culinary majors at SMKN 6 Makassar, is not in accordance with the needs of students both for academic needs and the needs of the world of work. The accuracy of the selection of teaching materials for a teaching will have a major impact on the success of students. Therefore, it is necessary to design appropriate English teaching materials for students majoring in culinary arts at SMKN 6 Makassar. However, in designing the English teaching materials, the first thing that must be considered is analyzing the English language needs of SMKN 6 Makassar students in the major of culinary arts. The results of the needs analysis can be used as a starting point in designing English teaching materials in the culinary arts major.

b. English Teacher

The English teacher at SMKN 6 Makassar is a general English teacher in some departments at SMKN 6 Makassar. Her name is Mrs. Lusy Fauziah S.Pd., she has experience teaching English and attended several trainings as a teacher. Mrs. Lusy is an alumnus of one of the state universities in Makassar as a graduate of English Education. This is a necessity and serves as a supporting tool in developing her competence in teaching English to students majoring in culinary. She has been teaching English at SMKN 6 Makassar not only for the culinary major but also the fashion major. Therefore, it would be beneficial if the teacher who teaches ESP is familiar with and knows how to design the course according to the needs of the students of SMKN 6 Makassar. The students think that they not only need qualified lecturers but also need creative and interesting lecturers.

c. Method of teaching English for Culinary art Students

The approach used by teachers in the classroom is commonly attributed to success or failure in language learning, as it impacts both the content and delivery of language training. Based on interviews with the English teacher and students. They assumed the approaches were repeated. The teacher frequently used the drill technique to provide speaking material before practicing the discussion on handouts. The students were then invited to read the dialogue before performing it in front of the class one by one

(*interview Question number 8, p. 110*). The teacher instructed students to translate, complete exercises, and read a dialog. Furthermore, the teacher appears to be at the center of the teaching and learning process, and students just absorb what the teacher teaches. The art culinary major students assumed that they required an acceptable technique for teaching and learning, one that encouraged students to be more active and to be at the center of the learning process (*see to interview Question number 7-8, p.113*).

2. Personal information about learners: factors that may influence how individuals learn (wants, means, and subjective needs); in this section, The researcher sent questionnaires to students to gather personal information about their learning preferences, means, and subjective needs. Furthermore, personal information about the learners includes their background, goals for learning English, learning preferences, and attitudes about the English language. Thus, the students' comments are presented below, along with quantitative and qualitative descriptions.

a. Students' personal information revealed several factors (age, past English study, attempt to improve English, frequency of English practice outside of school). The data is shown in the table below (*it pertains to questionnaire; see appendix p. 114*).

Table 4.1
Students' Personal Information

Age	16 years	20%
	17 Years	50%
	18 Years	30%
Studied English previously	Yes	100%
	No	0%
Make an effort to improve English	Yes	80%
	No	20%
Frequency of Practicing English outside schools	Not at all	20%
	1-2 Hours	80%
	3-5 Hours	0%

The table shows that the majority of culinary arts students who participated in answering the questionnaire (50%) are 17 years old. The majority of them are recent junior high school graduates who continue their studies at the Vocational high school for culinary arts major. All culinary art students had previously studied English, as long as they had completed at Junior high school. They all learn English at school. And then, The Students feel that their English has improved after graduating from junior high school although not



all students, only 80%, feel that their English has improved. While the frequency of practicing English outside of school is approximately 80% at 1-2 hours, some students here did an English course, watched movies, and listened to an English song (*refer to interview Question nb. 4, p. 112*).

- b. Students' attitude toward the English language the student's attitude toward the English language is shown in the table below:

Table 4.2
Students' attitude towards the English language

Subject	Very Important	Important	Enough	Not Important	Very Not Important
English	60%	40%	0%	0%	0%

The students were asked about their opinions on the subject of English. The majority of students ranked English as most important (60%) and significant (40%). This shows that students prioritize English subjects. According to interviews with students, there are various explanations, including: First, they consider English as an international language and their reason of learning English was to support their career in the future. After graduation, they have to learn English in order to compete in the world of work (*interview nb.3, p.112*). most students wanted to learn English because English is important to support their career in case they may get involved in communication with foreign people. This is consistent with the findings of interviews with English teachers at SMKN 6 Makassar (*interview question number 1, p.109*). Finally, they intend to work in the hotel and restaurant field.

- 3. Language information about learners - what their current skills and language use are (present situation analysis); in this case, the researcher interviews the teacher about students' ability and gives questionnaires to students.
 - a. Students' English Proficiency the table below shows Students' English Proficiency Level:

Table 4.3
Students' English Proficiency

Questions	Items	N	(%)
My Current Proficiency level of English is...	a. Beginner	20	65%
	b. Intermediate	20	35%
	c. Advanced	20	0

The table shows that the majority of Culinary Arts students at SMKN 6 Makassar have a beginner skill level. The table shows that 65% of the students were at beginner skill level. In addition, there are only 35% of culinary art students who have an intermediate skill level of English. An English teacher commented on students' abilities, supporting the findings shown above. According to the teacher, they struggled to construct meaningful

phrases. She noted that many students struggle with grammar and vocabulary.

- a. beginner: can understand simple sentences and expressions that often appear in daily life.
- b. intermediate: can understand the gist of complex texts and respond to them.
- c. advanced: can understand various forms of text and understand the implied meaning of

Text.

Moreover, the students' opinion about their English proficiency/skill level can be seen clearly in the chart below:



Chart 4.1
Students' English Proficiency Level

Students were also asked to evaluate their own English proficiency Level. They have demonstrated that they have a weaker confidence in their English proficiency. Based on the chart above the majority of them have rated their English proficiency as Beginner (13 Students), and Intermediate (7 students). It is consistent with the interview with the English teacher, who stated that culinary art students' English skill varies (*interview question number*

2, p. 109). It fluctuated between Beginner and Intermediate. While there is no one culinary art student who researcher asked that have advanced skill. The teacher also assumed that the variation in ability was due to the difference in the basis of English obtained during junior high school. Previously, each school used different English teaching methods so that the abilities of culinary students also varied. (*interview question number 2, p. 109*).

b. Purpose of learning English

Culinary art students learn English for a variety of purposes, including support their career in the future, communicate with foreign people, and to understand culinary journal/recipe. The data is shown in the table below (it pertains to questionnaire)

Table 4.4
Purpose of learning English

Questions	Answer	N	(%)
-----------	--------	---	-----

The Purpose of Learning English is.....	To Support Culinary Career in the Future	20	100%
	Communicate with foreign people	20	85%
	To pass the national exam	20	0
	To Understand Culinary Journal/recipe	20	20%
	Others	20	0

According to Table 4.4, 100% of respondents said they learned English to advance their careers. The second choice was 85%, indicating that the students' goal was to be able to speak with foreigners. And the other one is to understand culinary journal/recipe that has 20% of respondents. Finally, most students desired to learn English since it is crucial for their careers if they have to communicate with individuals from other countries.

The Chart below clearly shows the comparison for each purpose of studying English :

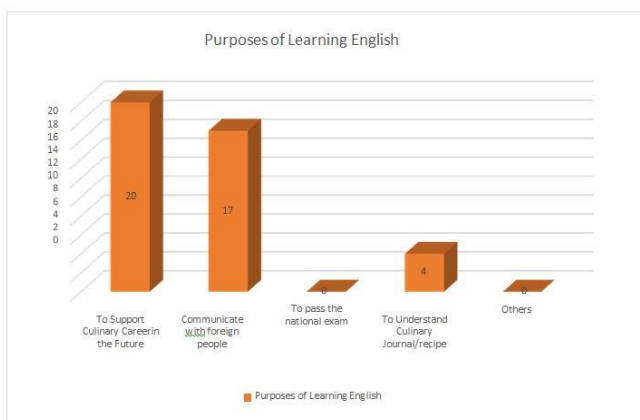


Chart 4.2

Purpose of learning English

The students were also asked about their preferred situations for learning English. It can be seen that students prefer to learn English to use the language for their future careers. Based on the answers from the questionnaire (a student can choose more than 1 answer), some students want to work in international restaurants and hotels therefore they have to master English to make it easier for them to interact with foreigners in the future. Therefore, they must be familiar with English related to the culinary field. The teacher thinks that she always motivates students to learn English well as a basic aspect that they will use in their future careers (see interview Question number 1, p.109).

4.Learner's lacks (the gap between the present situation and

professional information about learners); in this case, the researcher distributed questionnaires to students and interviewed the teacher and a representative of culinary art students about the students' gaps.

a. Weaknesses in learning English

Culinary art students face weaknesses in learning English, including grammar, vocabulary, pronunciation, speaking, listening, reading, and writing skills. The data is shown in the table below:

Table 4.5 Weaknesses in learning English

Questions	Activity	Items	N	(%)
In learning English, I have some difficulties in ...	Speaking	Speaking using English with natives or non natives	20	90%
	Reading	Reading and understand text	20	75%
	Writing	Writing an English Text	20	80%
	Listening	Listening to recorded dialogue or monologue	20	80%
	Vocabulary	Understanding the meanings of words	20	70%
	Grammar	using the right grammar in speaking and or writing	20	90%
	Pronunciation	pronouncing words correctly	20	85%

Table 4.5 shows the results of the other question about students' weaknesses in learning English. The purpose of this question was to know the student weakness(s) and difficulty(s) in learning English. From the table, there are 90% of the students said that they found difficulties in speaking and using the right grammar in speaking and writing. The second was 85% students who find difficulties in pronouncing words correctly. In addition, 80% of culinary arts students also found difficulties on listening and writing an English text, 75% difficulties on reading and understanding text. From the table above, it can be seen that 70% students feel difficult in vocabulary which understanding the meaning of words.

Furthermore, the chart below shows a clear contrast for each weakness of culinary art students

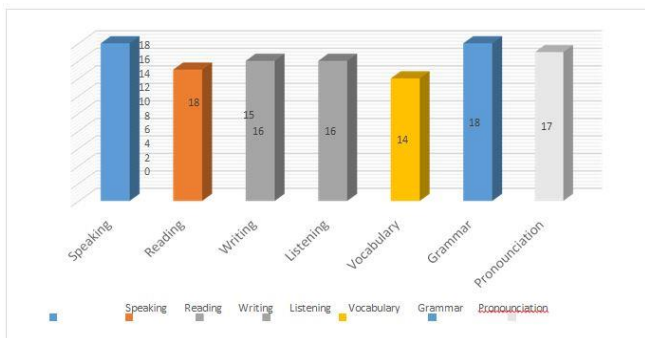


Chart 4.3 Weaknesses in learning English

According to the chart above, there are 18 students believe their grammar and speaking ability is weak, which causes them to have difficulty speaking. Speaking becomes difficult for several reasons. These causes are various, but they can be divided into three major categories. They include pronunciation, vocabulary, and shyness. Some students struggle with English vocabulary, particularly when it comes to culinary arts. Some responders experience difficulty pronouncing and writing English words and sentences due to differences in pronunciation and writing styles. On the contrary, most Indonesians use the same writing and speaking style.

The second reason is vocabulary. According to interview nb.5 (p. 112), students perceive a lack of language as an obstruction to communication. Meanwhile, vocabulary is a crucial part of learning vocabulary. Vocabulary is one of the English microskills that are essential for all English skills. The final reason is shyness (according to interview nb.5, p. 112). The respondents are shy about speaking English. As a result, people are hesitant to express their opinions. In this situation, some students believe that increasing their speaking skill requires a high level of confidence and extensive practice.

The conclusion is that students need to enhance their English skills to effectively communicate in the target environment. Students struggle with speech and grammar, indicating a need for additional instruction. In the future, it is hoped that all students will be more active in class when English learning is taking place, increase practice in speaking, reading, writing and listening and memorize a lot of vocabulary related to culinary arts.

CONCLUSION AND SUGGESTIONS

A. Conclusion

After doing the data analysis and analyzing the results, it is possible to infer that the English materials created were based on a need analysis for Culinary Arts students at SMKN 6 Makassar. An interview and a questionnaire were conducted to determine the English language needs of culinary arts students. The data from the questionnaire and interview revealed a number of issues that must be evaluated. The study's findings suggested that the most critical need for students to acquire English was English for Culinary rather than General English (GE). As a result, Students choose to learn English for their future careers.

Furthermore, based on the results of the need analysis, the

researcher developed the Culinary curriculum and elaborated on the abilities that should be attained, as well as the grammar and vocabulary. The curriculum was created as a Situational curriculum. It is appropriate for the goal of studying English for a culinary arts program where they want to use the language in their career. As a result, the syllabus was built around the real-world context of language use. The syllabus also served as a guide for creating English materials for culinary arts students.

B. Suggestions

Based on the conclusion, suggestions might be directed to:

❖ Culinary Art students.

It is hoped that students, especially students of Culinary Arts Program, will be more motivated to improve their English knowledge, because mastering English, especially in speaking, will greatly help them in realizing the best career in the future. Also It is encouraged that students be more analytical of their needs, especially when learning English.

❖ English Teacher

First, it is suggested that English teacher who adopt the ESP technique consider undertaking need analysis. Then, English teachers at vocational high schools should provide learning materials that suit the needs of their students. Teachers should use study findings to produce resources that are suited for English learning. They are also advised to create learning materials with the right design, as outlined in the research findings. Finally, it was advised that English teacher of culinary art program use the generated syllabus and speaking materials to assess the efficiency and efficacy of the development and make improvements.

❖ School/ vocational High School

The institution should consider the need analysis when running the course and change the product generated in response to the current need. In Addition, It is hoped that in the future the school, both senior high school and high school, can further support teaching and learning activities at school by providing facilities such as language labs that can support English teaching and learning activities in order to improve the English language skills of students and create a varied and comfortable atmosphere so that students do not feel bored in teaching and learning activities at school.

❖ Additional Research

This research focuses on creating English learning resources for Beginner for Culinary Arts students at SMKN 6 Makassar. Researchers are expected to provide English learning materials for programs that lack adequate resources. They are also expected to identify other features of effective learning materials based on the needs of the students. It is proposed that future researchers analyze the curriculum and materials generated in this study and incorporate them into future research.

REFERENCES

- Juniarta, Putu Adi Krisna, S.pd., M.Pd. (2020). *English for Specific Purposes: introduction and benefits of ESP in the era of globalization*. Education Journal. Bali: Universitas Pendidikan Ganesha. Available at: <https://undiksha.ac.id/form-pembelajaran-english-for-specific-purposes-pengenalan-dan-kebermanfaatan-esp-dalam-era-globalisasi/>
- Laurence, Anthony (1997). *Defining English for Specific Purposes and the role of the ESP Practitioner*. Japan: Okayama University of Science.
- Nur'ani. (2016). *Developing English syllabus and Materials for midwifery Students*. Jakarta: Faculty of Tarbiya and Educational Sciences Syarif Hidayatullah State Islamic University Jakarta.
- Al-Hafizh, Muhd., Ratmanida. (2008). *English Need Analysis in Culinary art Major*. PKK UNP Padang: Lingua Didaktika (Published by English Department Faculty of Languages and Arts of Universitas Negeri Padang in collaboration with Indonesian English Teachers Association (IETA) available at: <http://ejournal.unp.ac.id/index.php/linguadidaktika/index>
- Dudley Evans, Tony. (1998). *An Overview of ESP in the 1990s*. Eric Journal International. Japan: The Japan Conference on English for Specific Purposes Proceedings. Available at: <https://eric.ed.gov/?id=ED424775>
- Rahman, M. (2015). *English for Specific Purposes (ESP)*. a Holistic Review universal Journal of Educational Research. v3 n1 p24-31 2015. Available at: <https://eric.ed.gov/?id=EJ1053934>
- Belcher, Diane. (2009). *English for Specific Purposes in the theory and Practice*. Michigan ELT: Georgia State University.
- Alduais, Ahmed Mohammed, S. (2012). Analysis of ESP Syllabus: *Analysing the Book Basic English for Computing as a Sample and Testing its Suitability for ESP Learners in Public and Private Yemeni and Saudi Arabian Universities*. International Journal of Academic Research in Business and Social Sciences, Vol 2 No 11, ISSN:2222-6990.
- Hutchinson, T., Waters, A. (1987). *English for Specific Purposes: A learning Centered Approach*. Cambridge: Cambridge Language teaching Library.
- Plisca, Galina. (2019). *The Opportunities and benefits of English for Specific Purposes*. Journal International. Available at: https://www.academia.edu/40907200/The_Opportunities_and_Benefits_of_English_for_Specific_Purposes
- Brown, James Dean. (2016). *Introducing Need Analysis and English for specific Purposes*. Third Avenue, New York: Routledge.
- Allwright, D & Kathleen M. Bailey. (1991). *Focus on the Language Classroom*. Cambridge: Cambridge University Press.
- Ampa, Andi Tenri, Muhammad Amin Rasyid, Asfah Rahmad, Haryanto, Muhammad Basri,
- (2013). *The Students' Needs in Developing Learning Materials for Speaking Skills in Indonesia*. Journal of Education and Practice, Vol, 4, No.17. <https://www.iiste.org/Journals/index.php/JEP/article/view/7404>
- Pranoto, Budi Eko, Suprayogi. (2020). *A need Analysis of ESP for Physical Education in Indonesia*. Journal of English Education and Applied Linguistics. Vol.9, No.1. Lampung: Univ. Muhammadiyah Metro, Unit Publikasi Ilmiah (Scientific Publication Unit). <https://ojs.fkip.ummetro.ac.id/index.php/english/article/view/2274>
- Yalden, Janice. (2008). *Syllabus Design: An Overview of Theoretical Issues and Practical Implications*. Cambridge: Cambridge University Press Journal
- Irfani, Bambang. (2000). *Syllabus design for English Course*, Journal International.
- Lampung: Institut Agama Islam (IAIN) Raden Intan Lampung.
- Natsir, M., Sholeh, A., Elyana, Anggraini, T., Khair, Bakhrul. (2022). *English Teaching in an Indonesian Vocational High School Majoring Machinery Engineering*. Al- Ishlah Education Journal Vol. 14, pp. 1743-1754. Available at: <https://journal.staihubbulwathan.id/index.php/alishlah/article/view/1221>
- Febiana, E.F., (2019). *The Difficulties of teaching English in vocational high School*. A final Project Unnes State University of Semarang, Faculty of Language and Arts.
- Dewi, R., Amri, Z. (2019). *An Analysis of Culinary art Vocational students' needs in Learning English at public Vocational high school number 9 Pandang*. Journal of English Language teaching Vol. 8 no.4. <https://ejournal.unp.ac.id/index.php/jelt/article/view/106438>
- Barena, Elena, Timothy Read & Jorge Arus. (2014). *Language for Specific Purposes in the Digital Era*. New York: Springer. Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*, New Zealand: Palgrave McMillan.
- Creswell, John W. (2008). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Canada: Pearson.
- Creswell, John W. (2012). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. Singapore: Sage
- Gass, Josiane. (2012). *Needs Analysis and Situational Analysis: Designing on ESP Curriculum for Thai Students*. English for Specific Purposes world, issue 36, Vol. 12.
- Graves, K. (2000). *Designing language Course: A Guide for Teachers*, Boston: Heinle & Heinle.



27. Gurbanov, Meretguly. (2012). *Designing Culturally Friendly ELT Syllabus and Materials*. International Journal on English Language and Literature, Volume 1, Issue 1, ISSN 2321-8584.
28. Hamp-Lyons, L. (2001). *English for Academic Purposes in Carter, R and Nunan, D (Eds), The Cambridge Guide to Teaching English to Speakers of Other Languages* (pp 126—130), Cambridge: Cambridge University Press.
29. Haque, Nurul. (2014). *A Brief Study on Need Analysis, Express an International [Journal of Multi Disciplinary research*, ISSN 2348-2052, vol 1, issue 1, January. Available at www.express-journal.com.
30. Hyland, K. (2006). *English for Academic Purposes: An Advanced Resource Book*. London: Routledge.
31. Jordan, R.R. (1997). *English for Academic purposes: A Guide and resource Book for Teachers*. Cambridge: Cambridge university Press.
32. Kennedy, Chris & Rod Bolitho. (1984). *English for Specific Purposes*. Michigan. McMillan Press.
33. Long, Michael. H (Ed). (2005). *Second Language Need Analysis*. Cambridge: Cambridge University Press.
34. Mohammadi, Valli and Nasser Mousavi. (2013). *Analyzing Needs Analysis in ESP: A (re) Modeling, International Research Journal of Applied and Basic Sciences*, ISSN 2251- 838 X/Vol 4(5):1014-1020. Science explore publication.
35. Munby, J. (1989). *Communicative Syllabus Design*, Cambridge: Cambridge University Press.
36. Nunan, D. (1988). *The Learner-Centered Curriculum*, Cambridge: Cambridge University Press.
37. Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge, Cambridge University Press.
38. Paltridge, brian & Sue Starfield. (2013). *The Handbook of English for Specific Purposes*. Oxford: Wiley-Blackwell.
40. Richards, J. C and Rodger, T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge, Cambridge University Press.
41. Richards, J. C. (2001). *Curriculum Development in Language Teaching*, Cambridge: Cambridge University Press.
42. Sanghori, Mehdi Haseli. (2008). *Introduction to Need Analysis, English for Specific Purposes*. World Issue 4. <http://www.esp-world.info/>
43. Saragih, Erikson. (2014). *Designing ESP Material for Nursing Students based on Need Analysis, International Journal of linguistics*, ISSN 1948-5425, vol 6, no 4. <https://www.macrothink.org/journal/index.php/ijl/article/view/5983>
44. Tomlinson, Brian (Ed). (2003). *Developing Materials for Language Teaching*. London: Continuum.
45. Tomlinson, Brian (2011). *Materials Development in Language Teaching*. Cambridge. Cambridge University Press.
46. Ur, Penny. (2007). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
47. West, R. (1994). *Need Analysis in Language Teaching*. Cambridge: Cambridge University Press.
48. Widdowson, H. G. (1990). *Aspects of Language Teaching*. Oxford: Oxford University Press.
49. Yalden, Janice. (1987). *Principle of Course Design for Language Teaching*, Cambridge: Cambridge University Press
50. Zeyrek, Taylan. (2016). *Training Need Analysis in the Organizations: An Assessment in terms of Data Collection Method*. Eurasian Academy of Sciences: Sosial Sciences Journal Vol.S1: 75-84, Available at: https://www.academia.edu/30128158/Training_Need_Analysis_in_the_Organizations_An_Assessment_in_Terms_of_Data_Collection_Methods_Organizasyonlarda_E%C4%9Fitim_%C4%B0htiya%C3%A7_Analizi_Veri_Toplama_Y%C3%B6ntemleri_A%C3%A7%C4%B1s%C4%B1ndan_De%C4%9Ferlendirme