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Exploring Culinary Arts Vocational High School Student in Learning English Specialized Vocabulary

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Abstract

This study is planned to explore culinary arts vocational high school students experience in learning specialized vocabulary and their strategies to overcome the challenges both in the classroom and field job. This research conducted qualitative research as methodology and did a semi-structured interview with five Culinary Arts Student from SMK Paramitha 1. The interview in topic will ask the respondent about how they learn specialized vocabulary from any media and deepening about language-related issues, individual influences, and learning source the participants from actively learning with structured interview. More particularly, it is planned to understand the participants' experience of learning vocabulary in (i) lectures/tutorials, and (ii) social contexts. This finding found that students find their own strategies and method in order to face their struggle in learning specialized vocabulary.

Keywords: Vocabulary; Specialized Vocabulary, Semi-Structured Interview.

1. INTRODUCTION

As part of English knowledge, specialized vocabulary works as vital role particularly in ESP classroom setting, specifically in culinary arts class. Specialized vocabulary defines as a technical word that is identify for specific to a particular topic, field and discipline (Coxhead & Nation, 2001). There are some degrees vocabulary category retrieved from Coxhead & Nation (2001) about "Technical Vocabulary" and the first category of the word are rarely appearing outside for the particular fields for example like law that have own unorthodox word such as jactitation, per curium, cloture. Specialized technical word (Specialized Vocabulary) indeed not typically linked with just single field however is general to all-around of academic fields which is identified as high frequency vocabulary and is not technical as it is (Chung, 2003). Related to this, the researcher decided to explore students in learning English specialized vocabulary, especially culinary arts class in SMK Paramitha 1. By exploring culinary arts high school student, this research investigates strategies and method that participant uses to face their struggle in learning English specialized vocabulary. This research based on previous study from Nordin & Stapa (2019) that analyze students' productive use of specialized vocabulary in their writing through 100 written documents. However instead of that, this research had different approach to finding the data through experience of the students' strategies and method to overcome their struggle in learning specialized vocabulary both in class and field job surrounding.

In culinary context specialized, vocabulary giving people broad idea to learn vocabulary in specific field. There are key points that cooking activities are advantageous to international vocabulary training, which provides a comprehensive perspective in vocabulary learning during empirical studies (Park, Choi, Kiaer, & Seedhouse, 2019). Cited from Faber & Claramonte (2017) journal, in line with Barthes (in Counihan and Van Esterik 2013, 24–25) appearance, preparation methods, eating behavior, sensory perceptions, and eating contexts that part of the communicative value of food, which are all piece of a system of variances in signification. Food writing is one instance of a multi-disciplinary course, where it is related specifically to both the culinary arts and journalism (Nordin, Stapa, & Darus, 2013).

One of ESP's specifically focused is to create linguistically competent students and workers to approach academic or occupational goals (Lee & Chern, 2011) Nordin, Stapa, & Darus (2015) stated the English for Specific Purposes (ESP) environment, similar emphasis should be put towards the acquisition of specialized or technical vocabulary. Chung & Nation (2003) also compared the specialized vocabulary within two fields; namely anatomy and applied linguistics. (Nordin, Stapa, & Darus, 2015) With the growing needs of specialized word list in specific disciplines, it would also be of benefit to culinary students undergoing a food writing course to own these vocabularies for academic reference.

This study is planned to identify their specialized vocabulary learning method and strategies in an ESP class to overcome the challenges both in the classroom and field job. The findings of this qualitative study are to evidence that language-related issues, individual influences, and learning source affect the participants from actively learning about specialized vocabulary. More particularly, it is planned to understand the participants' experience of learning vocabulary in (i) lectures/tutorials, and (ii) social contexts.

2. METHODOLOGY

This research used qualitative case study to approach the research in order to understand how they learn specialized vocabulary, especially in culinary arts vocational high school classes. Recite from Stake (1995) memos, case study is an object to be studied, not a methodological option (p. 14), researcher can use some variety of research tools to research that object (Crocker & Heigham, 2009). In this study, the instrument used semi-structured interview to collect the data.

The subject of this research consisted five culinary art students with pseudonym from SMK Paramitha 1. Motive to taking an interview to culinary arts students, mostly because they always using English specialized vocabulary both in class and kitchen situation. The interview will be conduct online due to covid-19 pandemic. Quoted from Nation (2013: 345) "Research on vocabulary-learning strategies shows that there is value in knowing a range of strategies and having the capacity to use them. There are learning processes, for example retrieval, creative use, the use of mnemonic devices and the use of dictionaries, which are strongly supported by research and learners benefit from training in their use".

In this research, qualitative research approach used by the researcher. Semi-structured interview as an instrument is conducted to gather the data. The researcher gathers the participant in WhatsApp group and giving some instruction for guideline. This study gave eight total of the question in the interview to finding their method and strategies in order to overcome their struggle in learning specialized vocabulary and interview the one-by-one through by phone call.

After the interview, the data analyzed through some of identification and familiarizing. it is important that you understand the data to the expanse that you are familiar with the depth and breadth of the interview and keep re-checking the original audio recordings to keep the authenticity (Braun & Clarke, 2006). Riessman (1993) stated the process of transcription would be time-consuming, frustrating, and wasting, therefore this is the only good way to start familiarizing yourself with the data.

Following analyzed, the researcher clustered the data into themes to understand the pattern. This step decreases some of ineffectual data to highlight the data into theme. it is necessary to be on the lookout throughout the data transcription and analysis processes for clusters or categories of things that go together (Crocker & Heigham, 2009). At this stage, researcher must re-focus on the examination at the wider level of themes. Instead focus on codes, wider level of themes will provide sorting the different codes into potential themes, and ordering all the important coded data extracts below the scope of identified themes. Braun Virginia & Clarke (2006) mention that several early codes may form as main themes, while others may form sub-themes, and others still may be unused.

Braun & Clarke (2006) state that codes classify a characteristic of the data (semantic content or latent) that looks appeal for examine. Coding is how the most essential element of the raw data, or information that can be assessed in a meaningful way about the phenomenon (Boyatzis, 1998: 63). The analysis will be taking time to make the data more informative and insightful. Quoted from Crocker & Heigham (2009: 211) “Regardless of the time that you spend on your analysis, it is important to develop the habit of building in opportunities to reflect on your analysis throughout the data coding and interpretation process”.

The last is to describe about the data. it is essential to consider how it fits into the wider overall story, in relation to your research question or questions, to ensure there is not too much overlap between themes. (Braun & Clarke, 2006). it is important to provides a concise, coherent, logical, nonrepetitive, and interesting account of the story the data tell – within and across themes (Braun & Clarke, 2006). Qualitative research involves collecting primarily textual data and inspecting it using interpretive analysis (Crocker & Heigham, 2009).

3. RESULT AND DISCUSSION

This study used qualitative research to explore culinary arts vocational high school student in learning specialized vocabulary. Thematic analysis was conducted to analyze the data. There are four themes consisted in question. These four-theme contained (1) discussed about strategies and method of culinary arts vocational high

school student in learning specialized vocabulary and deepen in how they explore their ability through exercise (2) self-perception about themselves in learning specialized vocabulary (3) Challenges that faced by student (4) self-solution of their struggle in learn specialized vocabulary.

1) Strategies and method of culinary arts vocational high school student in learning specialized vocabulary

The first question asked about students' strategies in learning, specifically about in how their exercised. Most of participant have different kind of strategies in learning specialized vocabulary. The researcher asked about exercise that they have to learn specialized vocabulary. the transcript pointing out, that they have their own way to learning specialized vocabulary. some of their strategies showed below:

I think so, but it is because English in my class usually learn systematically, so I just follow my teacher instruction properly.

(Participant #1)

Going to private class on learning speaking English, use all of technology right now with English language, have a connection with another nationality, use social media and game as bridge for learning English, get job on five-star hotel, use daily speaking with English.

(Participant #2)

I learn vocabulary usually using my daily sentences or using the language I often listen in everyday that I understand it and I learn it from reading, watching or listening.

(Participant #3)

I usually read and listen some of vocab and tried to pronounce it and do a repetition

(Participant #4)

I usually learn vocabulary using a flash card with the vocabulary, the meaning, and also the pronunciation on it. More often than not, I also memorized it and applying the vocabulary on daily basis.

(Participant #5)

The second question asked participant are their still using general learning method like word repetition to learn specialized vocabulary and digging in their experience to finding alternative method that their used to learning specialized vocabulary. Some of participant giving detail that their still using repetition method to learning specialized vocabulary. some of their thought presented below:

Yes, I'm usually use repetition to learn vocabulary. I often look for unusual word and find the meaning of the word.

(Participant #1)

I think repetition is good method, but I prefer that learning process more exciting for me. It makes me easier to memorize without doing some repetition,

(Participant #2)

yet, some of them found alternative method to learn specialized vocabulary. Their excerpt from the interview shows below:

Nope.. repetition doesn't really affect my vocabulary learning. The method I did was to find out about the vocabulary and learn how to pronounce and understand the meaning of the vocabulary that I didn't know.

(Participant t#3)

Uhm.. I don't think so, because I mostly watch, read and listen so I can practice right away, for special words it's a bit difficult for me to understand because it is unusual. (Participant #4)

Mostly I found unusual word and search it on the dictionary or wiki.

(Participant #5)

The third question asked about specific source that participant used for learning specialized vocabulary. one of the students still use book and dictionary as their source to learn.

Some of them engaged technology use for learning English such as; online dictionary, movie, and video on demand, etc. Technological devices and programs that transform text beyond its traditional form often exposed young learner (Clark, 2013). Some of participant mention of the source that their use excerpts below:

Yes, in book, technology right now, social media, tv, YouTube of course is the number one right now for learning anything. I get use for the English display on all the technology right now, and it's perfect for me to learn a little by little about vocabulary.

(Participant #3)

I used online learning app, online study group, and use online flash card. Sometimes I read some English novel to enhance my vocabulary

(Participant #5)

The fourth question asked about participant planned to enhance your specialized vocabulary in future. Majority students have long term planned for their learn. One of student stated that:

Yes, I have planned, I wanted to focus to learn English in 12th grade to prepare for my job, because my job sometimes meets some of foreigner, I think I should learn this international language (English).

(Participant #3)

In summary, majority of participant have their own way to learn specialized vocabulary. It is proved from Ghalebi, Sadighi, & Bagheri (2020) claimed that starting independent vocabulary skills require a peak state of motivation on the learner's mind as dynamic process that includes several variables and the training of different skills. Learners should know what their vocabulary goals are and should choose what vocabulary to focus on in terms of these goals (Nation, 2013).

2) Self-perception about themselves in learning specialized vocabulary

The fifth question has different theme of topic. This question asked the participant about their perception of themselves when learning English specialized vocabulary. Majority of the students could describe themselves properly that show from their thought below:

Calm, focus, dan quiet as long as it to learn English. When i have calm, focus and quiet situation I have more focus to learn.

(Participant #3)

Not so good, I think it is because my bad response so I should do a repetition to understand vocabulary. I think English is so difficult to understand and hard to pronounce.

(Participant #4)

I described myself as an enthusiastic to learn vocabulary, so I train my vocabulary not limited on foreigner level, but native speaker level.

(Participant #5)

Moir & Nation (2002) argued that the learners understand to adapted all kind of their situation they are in, in the way that learners working hard, focusing on immediate goals, and picking up on instruction from the teachers.

3) Challenges that faced by student in learning specialized vocabulary

Next three questions mostly explore participant challenges in learning specialized vocabulary. The sixth question asked the participant about language-related problem when they learning English specialized vocabulary. Most of them have their own problem because English is not their first language as we could see one of participant thought below:

Yes, because I didn't know before or I didn't understand the meaning, so from beginning to end I didn't understand that was the problem when I was studying and it was difficult for me to learn because I didn't understand.

(Participant #4)

The seventh question asked the participant about surrounding issue that they have when learning English specialized vocabulary. One of them answer that they have family support to learn English in home show below:

So far, I don't think so. In fact, my family often encourages me to be active in speaking English at home so that I can be fluent both in my mother tongue and in English

(Participant #4)

The eight questions asked the participant about individual influence when they learning English specialized vocabulary. Most of them have their own problem because English is not their first language, one of participant:

Yes, like laziness sometimes make me do not want to learn. Sometimes I have overbearing feel when it come learning vocabulary. But I realize it is pointless to do that when I trying to accept myself.

(Participant #2)

In summary, all of factor that giving challenges the student is giving them different result in how they start to learn. There may seem to be adaptability in a class, but the learners may feel that there is a goal that they should follow (Moir & Nation, 2002).

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4) Self-solution of their struggle in learn specialized vocabulary

The last questions of interview the researcher tried to ask about the participant in how their resolving their struggle when learning specialized vocabulary. one of them have their own solution to resolve. We could see from one of participant interview stated:

This is Millennial age now, of course I use my phone and using technology to resolve it. It's easy, fast, and always handy keeping around me every time. Sometimes I still use dictionary book dictionary but it's hard and not very handy, heavy to carry.

(Participant #2)

From the participant answer we could summarize that, she found some of solution to resolve their struggle in learning English specialized vocabulary. The strategy of reflecting on behavior and progress and deciding on adaptations and adjustments based on individual reflection is an important aspect of being independent in learning. (Moir & Nation, 2002).

4. CONCLUSION

This study shown that students have their own way to find strategies and method to face the challenges in learning specialized vocabulary. Various learning source that they used prove some of still trying hard to develop their learning. All of participant problems or difficulties faced in vocabulary learning were several. The difficulties faced by the students were almost all of the students have issue such as language-related problem, surrounding issue and individual influences. However, all of participant still find solution of their struggle and have future planned to enhance their English specialized vocabulary learning. Learners should be understood that not only about strategies and comprehend what they take part, but they need to become very happy with their learning (Moir & Nation, 2002).

Keep in mind, this study does not represent sample of student population that learning English specialized vocabulary, especially culinary arts student from SMK Paramitha 1. Suggestion for future research should be more detail to explore culinary arts vocational high student in learning specialized vocabulary. Also, the future studies may engage study from teacher perspective about teaching ESP in culinary arts class

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