

**DESIGNING RECIPE BOOK OF TANA LUWU TRADITIONAL FOOD
FOR ELL (ENGLISH LANGUAGE LEARNER) MAJORING IN
GASTRONOMY AT SMKN 1 PALOPO**

A Thesis

*Presented a Partial Fulfillment for the Attainment of S.Pd. Degree In English
Language Educational Study Program Education and Teacher Training Faculty
State Islamic University of Palopo*



Proposed By :

Ardiva Nur Azila Madina A.

2102020015

Supervised By:

- 1. Amalia Yahya, S.E., M.Hum**
- 2. Yuyun Ruqiyat Said, S.Pd., M.Pd**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
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2025**

CONSULTANT APPROVAL

CONSULTANT APPROVAL

Thesis Entitled : Designing Recipe Book of Tana Luwu Traditional Food For ELL (English Language Learner) Majoring in Gastromy at SMKN 1 Palopo

Written By

Name : Ardiva Nur Azila M
Reg Number : 21 0202 00015
Faculty : Tarbiyah and Teacher Training
Study Program : English Language Study Program

It has been corrected and approved to be examined in Munaqasyah thesis

Palopo, 31 Juli 2025

Examiner I



Amalia Yalwa, S.E., M.Hum
NIP.19771013 200501 2 006

Examiner II



Yuyun Ruqiyat Said, S.Pd., M.Pd.
NIP.19870419 202321 2 030

NOTA DINAS PEMBIMBING

NOTA DINAS PEMBIMBING

Palopo, 23 Juni 2025

Lamp :

Hal : Skripsi an.Ardiva Nur Azila Madina.A

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di

Palopo

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Nama : Ardiva Nur Azila Madina.A

NIM : 21 0202 0015

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : **DESIGNING RECIPE BOOK FOR ELL (English**

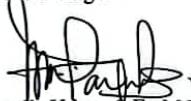
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Pembimbing I


Amalia Yahya, S.E., M.Hum.
NIP. 19771013 200501 2 006
Tanggal

Pembimbing II


Yuyun Ruiyyat Said, S.Pd., M.Pd.
NIP. 19870419 202321 2 030
Tanggal 23 JUNI 2025

Examiner Approval

EXAMINER APPROVAL

Thesis Entitled : Designing Recipe Book of Tana Luwu Traditional Food For ELL (English Language Learner) Majoring in Gastromy at SMKN 1 Palopo

Written By

Name : Ardiva Nur Azila M
Reg Number : 21 0202 0015
Faculty : Tarbiyah and Teacher Training
Study Program : English Language Study Program

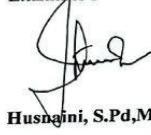
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Palopo, 7 Juli 2025

Examiner II


Dewi Furwana, S.Pd.I., M.Pd
NIP. 19870831201503 2 006

Examiner I


Husnaini, S.Pd,M.Pd
NIP. 19840820200902 2 007

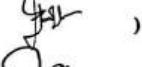
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THESIS APPROVAL

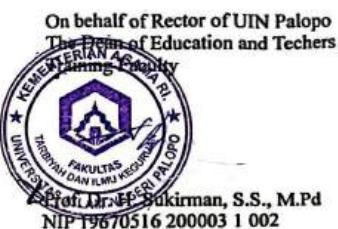
This thesis entitled “**Designing Recipe Book of Tana Luwu Traditional Food For ELL (English Language Learner) Majoring in Gastronomy at SMKN 1 Palopo**” written by Ardiva Nur Azila Madina A, Registration Number 2102020015, the student of English Language Study Program of Education and Teacher Training Faculty at State Islamic University of Palopo, has been examined and defended in Munaqasyah Session which is carried out on Tuesday, August 12th 2025 M. Coincided with 18 Safar 1447 H. It is has been approved by the examiner as requirement to pursue the title of Sarjana Pendidikan (S.Pd).

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BOARD OF EXAMINERS

1. Husnaini S.Pd.I., M.Pd.	Chairwoman	()
2. Husnaini S.Pd.I., M.Pd.	Examiner I	()
3. Dewi Furwana, S.Pd.I., M.Pd	Examiner II	()
4. Amalia Yahya, S.E., M.Hum	Consultant I	()
5. Yuyun Ruqiyat Said, S.Pd.I., M.Pd	Consultant II	()

Approved by:



STATEMENT OF AUTHENTICITY

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Who undersigned below:

Name : Ardiva Nur Azila Madina A
Reg Number : 21 0202 0015
Faculty : Tarbiyah and Teacher Training
Study Program : English Language Study Program

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Regards,



Ardiva Nur Azila Madina A

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
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Ardiva Nur Azila Madina A
2102020015

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ABSTRACT

ABSTRACT

Ardiva Nur Azila Madina A. 2025. "Designing Recipe Book of Tana Luwu Traditional Food for ELL (English Language Learner) Majoring in Gastronomy at SMKN 1 Palopo." Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Palopo. Supervised by Amalia Yahya and Yuyun Ruqiyat Said.

This study aims to design an English learning medium in the form of a traditional recipe book that can be used in offline classes by twelfth-grade students of SMKN 1 Palopo. The research provides an overview of the questions developed from a needs analysis and interviews, which indicated that Gastronomy students need to improve their English proficiency through learning materials aligned with their field of expertise namely, a recipe book. The study employed a Research and Development (R&D) method using the 4D model (Define, Design, Develop, and Disseminate). Data were collected through expert validation, a needs-analysis questionnaire, and student feedback obtained directly in class. In total, 18 students and one English teacher participated in the product-development process. The resulting recipe book contains four units: Unit 1 (Luwu Regency), Unit 2 (North Luwu), Unit 3 (East Luwu), and Unit 4 (Palopo City). Each unit includes vocabulary activities and historical information about the featured traditional dishes. Evaluation results show that the recipe book is suitable for use by Culinary Arts students, supported by an average rating of 84.5% ("Excellent") from the 18 student reviewers. In addition, interviews with the Culinary Arts teacher confirmed that the book is engaging and beneficial as a contextual learning resource.

Keywords: Traditional Recipe Book, Research and Development (R&D), 4D Model

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ABSTRACT INDONESIAN

ABSTRAK

Ardiva Nur Azila Madina A, 2025. "Perancangan Buku Resep Makanan Tradisional Khas Tana Luwu untuk Pembelajaran Bahasa Inggris pada Jurusan Tata Boga di SMKN 1 Palopo." Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh Amalia Yahya dan Yuyun Ruqiyat Said.

Penelitian ini bertujuan untuk merancang media pembelajaran bahasa Inggris berupa buku resep makanan tradisional yang dapat digunakan dalam pembelajaran luring oleh siswa kelas XII SMKN 1 Palopo. Penelitian ini memberikan gambaran umum mengenai pertanyaan penelitian yang dikembangkan berdasarkan hasil analisis kebutuhan dan wawancara, yang menunjukkan bahwa siswa jurusan Tata Boga perlu meningkatkan kemampuan bahasa Inggris mereka melalui media pembelajaran yang sesuai dengan bidang keahlian yaitu buku resep. Penelitian ini menggunakan metode *Research and Development* (R&D) dengan model pengembangan 4D, yang meliputi tahapan *Define, Design, Develop, and Disseminate*. Pengumpulan data dilakukan melalui validasi ahli, angket analisis kebutuhan, dan respons siswa yang diperoleh secara langsung di kelas. Secara keseluruhan, terdapat 18 siswa dan 1 guru Bahasa Inggris SMKN 1 Palopo yang terlibat dalam proses penyusunan produk ini. Buku resep yang dikembangkan memuat empat unit, yaitu: Unit 1 Kabupaten Luwu, Unit 2 Luwu Utara, Unit 3 Luwu Timur, dan Unit 4 Kota Palopo. Setiap unit dilengkapi dengan aktivitas kosakata serta informasi sejarah mengenai makanan tradisional yang disajikan. Berdasarkan hasil evaluasi, buku resep ini dinyatakan layak digunakan oleh siswa jurusan Tata Boga. Hal ini didukung oleh hasil penilaian 18 siswa yang memberikan nilai rata-rata sebesar 84,5% dalam kategori "Sangat Baik". Selain itu, hasil wawancara dengan guru Tata Boga juga menyatakan bahwa buku resep ini menarik dan bermanfaat sebagai media pembelajaran kontekstual.

Kata Kunci: Buku Resep Makanan Tradisional, Penelitian dan Pengembangan (R&D), Model 4D

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16/09/2024	Amalia Yahya

ABSTRACT ARABIC

الملخص

أوديفا نور أزيلا مادينة أ، ٢٠٢٥، "تصميم كتاب وصفات الأطعمة التقليدية الخاصة لبيانا لورو لتعليم اللغة الإنجليزية

فنون الطهي في المدرسة المتوسطة للمهنية الحكومية ١ (SMKN ١) فالوفو، رسالة جامعية، في

شعبة تدريس اللغة الإنجليزية، كلية التربية والعلوم التعليمية، جامعة بالور الإسلامية الحكومية. بإشراف:

أمilya يحيى، ويوبيون ورقية سعيد.

يهدف هذا البحث إلى تصميم وسيلة تعليمية لعلم اللغة الإنجليزية على شكل كتاب وصفات أطعمة تقليدية يمكن استخدامه في التعليم المضطري لطلبة الصف الثاني عشر بالمدرسة المتوسطة للمهنية الحكومية ١ (SMKN ١) فالوفو. ويقدم هذا البحث تصويراً عما عن أسلمة البحث التي طورت بناءً على نتائج تحليل الاحتياجات والمقابلات، والتي ألمحت أن طلبة قسم فنون الطهي بحاجة إلى تحسين قدراتهم في اللغة الإنجليزية من خلال وسيلة تعليمية تتوافق مع مجال تخصصهم، وهي كتاب الوصفات. استخدم هذا البحث منهج البحث والتطوير (R&D) بموضوع التطوير ٤-دي (4D) الذي يشمل مراحل: التحديد (Define)، التصميم (Design)، التطوير (Develop)، والنشر (Disseminate). وقد جمعت البيانات من خلال تصديق المخراء، واستبيانات تحليل الاحتياجات، ورود أعمال الطلبة التي حصلت عليها الباحثة مباشرة في الصف، وبشكل عام، شارك ١٨ طالباً وطالبةً مدرسي اللغة الإنجليزية في المدرسة المتوسطة للمهنية الحكومية ١ فالوفو في عملية إعداد هذا المنشج. يحتوي كتاب الوصفات المطلوب على أربع وحدات: الوحدة الأولى عن منطقة لورو، الوحدة الثانية عن لورو الشمالية، الوحدة الثالثة عن لورو الشرقية، والوحدة الرابعة عن مدينة فالوفو. وكل وحدة مزودة بأسلحة خاصة بالكلمات ومعلومات تاريخية عن الأطعمة التقليدية المقدمة. وبناءً على نتائج التقييم، تبين أن هذا الكتاب صالح للاستخدام من قبل طلبة قسم فنون الطهي. وقد دعم ذلك نتائج تقييم ١٨ طالباً الذين منحوا متوسط درجة قدرها ٨٤,٥٪ ضمن فئة «جيد جداً». بالإضافة إلى ذلك، أوضحت نتائج متابعة مع مدرس فنون الطهي أن كتاب الوصفات هذا يجمع ومقيد كوسيلة تعليمية سهلة.

الكلمات المفتاحية: كتاب وصفات الأطعمة التقليدية، البحث والتطوير، تنويع ٤-دي

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CHAPTER I

INTRODUCTION

A. Background

Local culture is the original culture of a region or community. Local culture can also be interpreted as a characteristic of a group of people in interacting and behaving in their environment. According to Hj. St. Aminah Azis in her article entitled “Opinion: Perspectives on Local Cultural Values and Their Relationship with Religion” argues that local cultural diversity is an intellectual and cultural wealth as part of a cultural heritage that needs to be preserved.¹ Local culture in Indonesia itself is formed from religious values, customs, ancestral heritage or habits.

One example of the culture that exists in Indonesia is around us, for example the culture of Tana Luwu which is definitely different from the culture that exists in other regions in Indonesia. Likewise with typical food from each region that we can introduce and preserve as pride for each region. As time goes by and technology develops, people begin to use various ways to develop a product, one of which is by designing a recipe book. Through the introduction of local culture, the researcher design a traditional food recipe book along with its history with the aim of improving the reading skill of users where the researcher appoints culinary art students of SMKN 1 Palopo as objects.

¹ Hj.St. Aminah Azis, *Opini: Perspektif Nilai-Nilai Budaya Lokal dan Hubungannya dengan Agama* ,(Pare-Pare,2021),10

Basmah Syadza Aras, Agussalim Djirong, Irfan (2020) in his journal "Media Designation Of Recipe Introduction Of Bugis Special Traditional Food" states that recipe book can be used as promotional media to introduce and preserve Indonesia's cultural heritage.² Therefore, recipe book design should consider effective ways to promote and preserve culture. Here the researcher takes one of the regions, namely Tana Luwu as one of the objects where the researcher introduces local cultures that are still rarely known by the wider community. Tana Luwu is an area that has many riches such as food, dance, history, clothing, scenery and even its people. In terms of food, the researcher also made Tana Luwu an object to maintain regional cultural diversity, as well as build a community that wants to increase cultural appreciation, preserve, and maintain the local culture of Tana Luwu.

But in reality, according to J.W. Ajawaila based on the facts that occur around the introduction of local culture is still often neglected and forgotten over time, with the lack of the next generation who didn't have an interest in learning and inheriting their own culture. This lack of interest in traditional food is caused by several factors, including the large number of foreign foods that enter Indonesia and are more varied both in terms of taste and shape so that people begin to lose interest in designing traditional food, especially in Tana Luwu.

² Basmah Syadza Aras, Agussalim Djirong dan Irfan, "Perancangan Media Pengenalan Resep Makanan Tradisional Khas Bugis", Desain Komunikasi Visual Fakultas Seni dan Desain Universitas Negeri Makassar 7, no.3 (2019), <https://www.cabidigitallibrary.org/doi/full/10.5555/20203595093>

The development of a traditional food recipe book typical of Tana Luwu in English is important to be designed specifically for culinary students of SMKN 1 Palopo because even though culinary students have been fairly adept at making traditional dishes without a recipe, the researcher intends to design this book by making this recipe book an intermediary for students in honing their English language skills. Nurhayati Usman, Hendrik, Madehang, Wisran (2021) in his journal expressed the opinion that by reading, students can find some specific information, understand the whole story, find reasons, explanations, summaries³. Based on that opinion, the researcher is determined to improve students' English language skills, especially the reading skills of culinary students at SMKN 1 Palopo by knowing how much students' reading intentions are with the use of recipe books. With this book, the researcher also hopes to help encourage students to broaden their horizons, improve their language skills, and prepare them for a career in the increasingly international culinary industry. In addition, this recipe book can be an inspirational learning tool, encouraging students' creativity in creating new variations of traditional dishes as well as developing more diverse and interesting menus.

Besides that, another purpose of the researcher choosing SMKN 1 Palopo is that the culinary arts students at the school are the right objects for research. By designing this English-language recipe book, as the researcher hopes that the culinary arts students become a generation that develops the

³ Nurhayati Usman, Hendrik , Madehang, Wisran, “*Difficulties in Understanding the TOEFL Reading Test of English Language Education Study Program at University*” Jurnal on English Language Teaching and learning, linguistics and literature 12, no.1 (Juny 29,2024): <https://doi.org/10.24256/ideas.v12i1.5179>

culture of Luwu. The researcher's main hope is to design an English-language recipe book that applies the CLIL (Content And Language Integrated Learning) method in teaching, and by implementing this method the researcher hopes that the recipe book that developed for culinary arts students in addition to teach English and also improve students' culinary knowledge and skills.

As it is known that this recipe book use English as a utilization in training students' English. The book designed by the researcher contains an arrangement of Procedure text and vocabulary to make it easier for students to understand the contents of the recipe book designed. Ummi Rasyida Syafawani (2023) In learning English, the most basic thing that students must master is vocabulary mastery. Because vocabulary is very important in learning English, "if you don't master vocabulary then students will find it difficult to learn English".⁴ Wiraldi & Jufriadi (2024) Vocabulary is an essential component in learning English, as it helps in connecting and structuring ideas within sentences. However, many students still experience confusion when asked to translate specific words, sentences, or passages.⁵ The importance of mastering vocabulary in the English language learning process therefor the four skills in language can be mastered.

⁴ Ummi Rasyida Syafawani, , "Metode Pembelajaran Building Words dalam Vocabulary Inggris", Karimah Tauhid 2, no.2 (2023) <https://ojs.unida.ac.id/karimahtauhid/article/view/7816>

⁵ Wiraldi dan Jufriadi, "Improving Vocabulary Mastery Of the Seventh Year Students Using Scattergories Game In SMPN 8 Palopo" (Palopo,2020)

Procedure Text according to Riris Sugianto, Lalu Isnaini Rahman in his journal states “The use of procedure text allows researcher to explain consistent and easy-to-follow steps, thus helping readers to produce better and easier-to-follow recipes”⁶. Procedure text is generally used to provide clear and sequential guidance in completing a task or producing a certain product. It emphasizes the use of imperative sentences, chronological order, and transitional signals to make the process more understandable. In educational settings, procedure text is not only useful in teaching writing skills, but also in developing students’ ability to think systematically and logically. By practicing procedure text, students learn how to organize ideas, follow structured steps, and communicate instructions effectively, which are essential skills in both academic and real-life contexts. In relation to this research, procedure text becomes highly relevant because traditional food recipes are naturally structured in procedural form. Each recipe requires a sequence of steps, specific measurements, and clear instructions to produce the expected result. Therefore, integrating procedure text with traditional food recipes not only enriches students’ English learning experience but also helps preserve local culinary heritage. Through this approach, students are able to practice English by writing and understanding recipes, while at the same time appreciating the cultural values embedded in the traditional foods of Tana Luwu

⁶ Riris Sugianto & Lalu Isnaini Rahman, “*Pelatihan Penggunaan Kalimat Imperative Untuk Mendeskripsikan Procedure Text Tentang Cara Membuat Makanan Dan Minuman Tradisional Sasambo*”, Jurnal Pengabdian Ilmu Pendidikan, Sosial, dan Humaniora 3, no.1 (2023), <https://journal.unram.ac.id/index.php/darmadiksani>

Therefore, in response to this, the researcher took the step of conducting pre-observation in culinary class students at SMKN 1 Palopo to ascertain what needs are needed by students in the design of traditional food recipe books, in this study data was collected through questionnaires distributed to 12th grade culinary students. This recipe book was designed by researcher in the form of a reference book containing additional information to deepen understanding of a topic. It does not always follow a certain curriculum and can be used for research or further study. Discusses desserts and sweets typical of Tana Luwu. Therefore, future researcher can use it as a reference when designing a book about starters and main courses.

In addition, in response to the above, the researcher has designed a recipe book for catering students at SMKN 1 Palopo. The researcher designed the recipe book in English to improve the English language skills of students who are still at an intermediate level. Based on the results of the research conducted at SMKN 1 Palopo, the researcher distributed questionnaires to the 12th grade students to evaluate their English proficiency levels. The results proved that the students indeed needed a recipe book in English for their studies. Subsequently, the researcher designed a recipe book featuring traditional Tana Luwu cuisine, with the aim of motivating students to explore local culinary traditions and improve their English skills through the development of the recipe book. The researcher designed this recipe book as a recipe reference book containing additional information to deepen a topic and not always follow a specific curriculum. This recipe book can also be used for

further research or study. This recipe book discusses desserts and sweets typical of Luwu. Therefore, future researcher can use this book as a reference for designing books discussing appetizers and main courses.

B. Research Question

Based on the problems seen from the results of the needs analysis, the researcher proposed a problem formulation, namely: "What is the appropriate recipe book for culinary art students?"

C. Objective Of The Research

The objectives outlined in this study are established in response to the problem formulation, namely designing a food recipe book that is appropriate for culinary students of SMKN 1 Palopo.

D. Significance of the Research

There are two expected parts of this thesis, as follows:

1. Theoretically

This research a guide for researcher to develop books or media into a wider scope and with a wider discussion or material in order to improve the quality of education. And the researcher hopes that this recipe cook useful for other researcher to examine the effectiveness and impact of this book on the development of the English language of students of SMKN 1 Palopo.

2. Practically

a. For The Teachers

The findings of this research are expected to support teachers in improving English learning through the use of innovative media.

b. For The Students

It is hoped that it can hone students' English, especially in reading skills and is expected to introduce this recipe book to the wider community or tourists who come, therefore the local culture of Tana Luwu does not fade.

E. Specification Of The Product

1. The product is designed in the form of a typical Tana Luwu traditional food recipe book with pastel-colored illustration design. By using that recipe book it can increase interest in reading and using the book.
2. This book is designed by explaining the history of food, various traditional foods typical of Tana Luwu in English that is it seems unique and attracts readers.
3. This recipe book presents its content in the form of procedure texts combined with vocabulary sections to help students better understand the material.

F. Assumptions And Delimitation.

Researcher put forward several assumptions related to the design of traditional food recipe books for culinary art students at SMKN 1 Palopo:

1. Teachers understand how to use this recipe book, and can apply it during learning.
2. Students can use this English traditional food recipe book as a platform to improve their English language skills such as in improving reading skills through vocabulary learning.

The researcher also pointed out some delimitations in this recipe book:

1. The recipe book is designed to specifically discuss common sweets and desserts around Tana Luwu Traditional food.
2. A recipe book specifically designed as a reference book in culinary arts learning, not as a teaching material book.
3. Language structure that is difficult to understand
4. Limited food available

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Research

Some studies that are relevant to this research are:

Research conducted by Aras, Syadza Basmah (2020) entitled “Designing Bugis Traditional Food Recipes Media”. The results showed that this design aims to create educational media for the introduction of traditional Bugis food recipes in the form of recipe books that can attract public interest, especially teenagers to learn traditional Bugis food. The design concept in designing the media for the introduction of traditional Bugis food recipes is the concept of bullet journal with design composition, layout and colors that are in accordance with the target audience. The result for this design is a traditional Bugis food recipe book. This design is useful as a medium of information and education for the community about traditional Bugis food.⁷ The equation with the previous research studied by the researcher is the researcher making the product, which is the same - both aim to make educational media for the introduction of traditional Bugis food in the form of a recipe book that can be interesting and become an information media for the introduction of local culture and researcher also found differences between the research and what the researcher did, namely the above research used bullet

⁷ Aras & Basmah Syadza, Agussalim Djirong dan Irfan, “*Perancangan Media Pengenalan Resep Makanan Tradisional Khas Bugis*”, Perpustakaan Universitas Negeri Makassar UNM 7, no.3 (2019), <https://ojs.unm.ac.id/tanra/article/download/17281/10002>

journals for recipe book design while researcher utilize technology for making recipe books.

Briliyanto Imam , Y. Rezeki, Sofian Maral (2020) in their research entitled "Designing An English Teaching Material For Tenth Grade Students Of Culinary Study Program" which says that his research aims to design a book that can be used as additional teaching material for teaching English for culinary study programs. This research is included in the Research and Development (R&D) research type. The implementation step of this research uses the ADDIE model by eliminating the implementation stage (I) and the evaluation stage (E) therefore this research tends to focus on the implementation of three stages, namely analyze, design, and develop. The subjects of this study were English teachers and 32 tenth grade students of the culinary study program of SMKN 3 Singkawang. The tools to obtain data were questionnaires, interviews, and internal validation. The result of this research is a textbook for culinary study program entitled English for Culinary for beginner level. Internal validation was carried out twice to get a better product.⁸. Researcher found similarities and differences to the research, the similarities are in designing recipe book and the object of research, namely in SMKN students with culinary art majors. The difference in the research above lies in the research model, the research model above uses the 4D model.

⁸ Brilianto, I., Sofian, Rezeki, SR, "Designing an English teaching material for tenth grade students of culinary study program", Journal of English Education Program 1(2), 97-110 (2020), <https://jurnal.untan.ac.id/index.php/JEEP/article/view/40233>

Paragita Prameswara Kamadewi (2020) in her research entitled "Designing Illustrated Recipe Books for Children aged 9-11 years" from the results of the journal research, the researcher found the results that the recipe book is a collection of recipes used to provide information and guide meone in cooking. Recipe books are generally targeted at women, especially mothers. Lately, there has been a trend of cooking classes for children, and cooking competitions such as the Masterchef Junior Indonesia program. From the many events about cooking activities for children, it shows that the interest of children in Indonesia, both boys and girls, in cooking is quite high, but it is still rare to find cooking guide books specifically for children in bookstores. For this reason, the right media is needed for children that they can better understand the recipe books they read. The methods used in data collection are observation, interview, literature study, and questionnaire.⁹ In the research conducted by Paragmita P, researcher found the similarity lies in the similarity of the researcher above wanting to design a food recipe book. However, there are also differences, namely in the object of research above, which is devoted to children aged 9-11 years, while researcher want to design a food recipe book intended for culinary students at SMKN 1 Palopo.

Further relevant research was conducted by Dewi Furwana , Andi Tenrisanna Syam , Wisran , Maskur (2025) with their research entitled “Developing English-Speaking Worksheets For The Culinary Arts Study Program At Vocational School” with the results of his research suggesting that This study aimed to create

⁹ Paragita Prameswara Kamadewi, “*Perancangan Buku Resep Berilustrasi Untuk Anak Usia 9-11 Tahun*” Semantics Scholar, September 29,2020
[Https://Www.Semanticscholar.Org/Paper/Perancangan-Buku-Resep-Berilustrasi-Untuk-Anak-Usia-Kamadewi/9bef0619c5dd99b7b35155fd74ecb5dfcde94af9?Utm_Source=Direct_Link](https://Www.Semanticscholar.Org/Paper/Perancangan-Buku-Resep-Berilustrasi-Untuk-Anak-Usia-Kamadewi/9bef0619c5dd99b7b35155fd74ecb5dfcde94af9?Utm_Source=Direct_Link)

suitable English-speaking worksheets for culinary art students at Vocational School and to assess the perceptions of both students and teachers regarding the worksheets. The research followed a Research and Development (R&D) methodology using the 4-D Design Model, which includes the stages of defining, designing, developing, and disseminating. The participants were 24 tenth-grade culinary art students from SMK Negeri 1 Palopo. Data were gathered through a needs analysis questionnaire, expert validation sheets, and feedback on the worksheets from students and teachers.¹⁰. Researchers found similarities and differences from the research and research conducted by researchers. The similarity is in making culinary students as the object of the second researcher using the RND (Research And Development) method and the 4D model (Define, Design, Develop, Disseminate). The difference is that the researcher wants to make a worksheet to improve students' speaking skills, but the researcher wants to make a food recipe book to improve students' reading skills.

Further relevant research conducted by Khoirun Nisa, Mauren Gita Miranti, Suhartiningsih, Asrul Bahar (2021) entitled "Development of Asian Culinary Textbooks Using the Steam Method for Culinary Arts Students". With the results of the study that the book developed is a student textbook needed for learning to support lecture activities so that it can be carried out well. However, in the Asian culinary course there is no student textbook so it is necessary to create a student

¹⁰ Dewi Furwana, Andi Tenrisanna Syam, Wisran , Maskur "Developing English-Speaking Worksheets for the Culinary Arts Study Program at Vocational School" English Education Journal Vol. 7 No. 2 (September 2024) pp. 366 - 382 file:///C:/Users/HP/Downloads/Telegram%20Desktop/10980-Article%20Text-26237-2-10-20250423.pdf

textbook for the Asian culinary course. This study aims to: 1) Develop teaching materials based on student textbooks in the Asian culinary course. 2) Determine the feasibility of student textbooks with the STEA method (Science, Technology, Engineering, Art, and Mathematics).¹¹ Researcher found similarities and differences in the above research, the similarity lies in the researcher's plan to make an Asian culinary recipe book for culinary students. While the research conducted by the researcher focuses on culinary students of vocational high schools, the book made by the researcher focuses on a traditional food recipe book typical of Luwu by adding a discussion of vocabulary related to the book designed, and the purpose of making this recipe book is also to improve English language skills of students who are still at an intermediate level and hone skills, especially in students' reading skills.

B. Theoretical Review

1. Reading Skill

a. Understanding Reading and Its Importance for Gastronomy Students

Reading allows individuals to increase their intelligence, access information, and deepen their knowledge. The more books they read, the broader their knowledge. (Pambudiyanto, Nyaris I Pambudiyanto, Susila, Any Sutiadiningsih (2021)¹²). Reading is an activity carried out to obtain

¹¹ Khoirun Nisa, Mauren Gita Miranti, Suhartiningsih, Asrul Bahar, “*Development Of Asian Culinary Textbooks With The Steam Method For Culinary Students*” JTB Vol. 10 No. 3 (2021) 491-499, <https://ejurnal.unesa.ac.id/index.php/jurnal-tata-boga/>

¹² Nyaris Pambudiyatno, I Wayan Susila dan Any Sutiadiningsih, “*Peran reading interest dalam peningkatan reading comprehension pada perguruan tinggi vokasi penerbangan Kementerian Perhubungan*” Jurnal pembangunan pendidikan: Fondasi dan aplikasi 9, no.1 (Oktober 18,2021): 58-65, file:///C:/Users/HP/Downloads/37462-146690-1-

information, increase insight, increase knowledge, understand the meaning of reading from words. As conveyed by the researcher, reading is one of the main gateways to accessing knowledge. This knowledge can certainly be understood and mastered optimally through a process of active, diligent, and continuous learning.

Usman Nurhayati, Hendrik, Madehang, Wisran (2021) in their journal entitled "Difficulties in Understanding the TOEFL Reading Test of English Language Education Study Program at University" stated that by reading, students can find specific information, understand the whole story, find reasons, explanations, and summaries. During the learning process, reading skills are an important component of learning activities.¹³ If someone reads a lot, it automatically increases vocabulary, increase knowledge, train the vocal organs, train reasoning skills, and also be able to respond to the content of the reading (Alpian and Yatri 2022).¹⁴ Therefore, students' understanding of the subjects taught is the main measure of the learning process. Therefore, researcher designed a food recipe book in English for culinary students of SMKN 1 Palopo with the aim of improving students' reading skills through recipe books. Through the recipe book, culinary students can slowly discover and understand the language structure provided in the book, so besides that,

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¹³ Nurhayati Usman, Hendrik , Madehang, Wisran, "Difficulties in Understanding the TOEFL Reading Test of English Language Education Study Program at University" Jurnal on English Language Teaching and learning, linguistics and literature 12, no.1 (Juny 29,2024): <https://doi.org/10.24256/ideas.v12i1.5179>

¹⁴ Viny Sarah Alpian, Ika Yatri "Analisis Kemampuan Membaca Pemahaman pada Siswa Sekolah Dasar" Faculty Of Education University Of Pahlawan Tuanku Tambusai 4, no. 4 (2022) : 5573-5581 <https://doi.org/10.31004/edukatif.v4i4.3298>

this English recipe book also contains the culture of Tana Luwu which makes this book attract students' attention to read.

According to Supadmi Rejeki (2020), reading ability is a person's ability to pronounce, spell, pronounce, and understand critically and evaluatively the entire contents of the reading as is known, English is very important in the Culinary Arts Department because it helps students develop their careers, access information, and improve communication skills.¹⁵ By using a traditional Tana Luwu food recipe book containing English along with vocabulary and procedure texts, it can make it easier for students to use the recipe book. Therefore, researcher want to involve reading skills and Content and Language Integrated Learning (CLIL).

Developing reading skills through a Content and Language Integrated Learning (CLIL) approach involves integrating subject matter with language learning. Some effective steps in implementing CLIL for reading skills include:

- 1) Use of Authentic Texts: Introducing relevant and engaging texts to increase student motivation and understanding.
- 2) Group Discussion: Encourage group discussion to deepen understanding of the material and increase student engagement.

¹⁵ Supadmi Rejeki, "Peningkatan Kemampuan Membaca Dengan Menggunakan Model Pembelajaran PAKEM (Aktif, Kreatif, Efektif, Dan Menyenangkan)", SHEs: Conference Series 3, no. 3 (November,14 2020): 2233 <https://jurnal.uns.ac.id/SHEs/article/download/57114/33734>

- 3) Interactive Methods: Using techniques such as quizzes and group presentations to make learning more dynamic.
- b. The purpose of reading and its essence

Ulvia Ramadhani Wahyuddin, Sahraini, and Andi Tenrisanna Syam (2024) stated that reading is a process of identifying important ideas, the most important thing is that a reader can understand what he has read¹⁶. According to (Harianto, 2020), reading is the act of pronouncing words and deriving meaning from written text¹⁷. This process involves complex skills such as comprehension, critical thinking, evaluation, synthesis, and problem-solving to produce an understanding of information for the reader.

Based on these opinions, researcher found several goals of reading for students.

- 1) Reading multiple types of texts supports the enrichment of both linguistic competence and intellectual capacity, particularly in terms of critical reasoning.
- 2) Reading is appropriately organized and delivered, it supports the advancement of language skills alongside students' intellectual, creative, and ethical growth..
- 3) Reading has many benefits.
- 4) Reading provides extensive knowledge, and reading fluently impact the learning of others.

¹⁶ Ulvia Ramadhani Wahyuddin, Sahraini Sahraini, Andi Tenrisanna Syam “*The use of paired reading method to teach reading skill for the eighth grade students of Islamic boarding school*” English Education Jurnal 1, no.13 (February,242022) :1
https://scholar.google.com/citations?view_op=view_citation&hl=id&user=oqwMseUAAAAJ&sor tby=pubdate&citation_for_view=oqwMseUAAAAJ:KxtntwgDAa4C

¹⁷ Erwin Hariyanto, “Keterampilan Membaca dalam Pembelajaran Bahasa” Didaktia 9, no. 1 (February,2020): 1-7 <https://jurnaldidaktika.org/>

- 5) Students who are used to reading can have more knowledge and experience than students who rarely read.

Based on the description of the objectives above, the researcher suggests the conclusion from this objective is that reading various types of texts has many benefits. This not just enriches your vocabulary and knowledge but also helps you think more critically. Well-designed reading can help students understand moral values, enhance their reasoning skills, and improve their language skills. Good reading habits also help broaden horizons and influence the learning process, so students who read regularly have more knowledge and experience than those who read less frequently.

Apart from the objectives, researcher also have the essence of reading skills based on their objectives:

- 1) Competency enhancement, which involves comprehending the general meaning of a text, along with interpreting individual words, sentences, and paragraphs.
- 2) Visual processes involve directing eye movement along lines of text, concentrating on individual words and clusters of words, as well as re-examining them as needed.
- 3) This component consists of analyzing and understanding textual elements, and relating them to known information and familiar experiences to construct meaning.
- 4) An intellectual function where individuals use background understanding to analyze and comprehend the reading material.

- 5) The process by which readers process information using the information they read, as well as relevant prior knowledge and experience.
- 6) The writing system connects the written word and its sound. The ability to infer meaning from written lines.
- 7) The ability to read is not just a mechanical act; his memory captures the meaning of a collection of words.

2. Use of vocabulary & procedure text as a means of utilizing reading skills

a. Vocabulary

Foreign language skills, especially English, are crucial for effective communication in today's era of globalization. However, many students struggle to understand texts due to limited understanding and ineffective learning strategies for adjectives, adverbs, pronouns, and frequently used phrases and expressions.

With a wide and varied vocabulary, a person can better communicate and understand texts in the language they are learning (Firdaus, Muthiara, Muryanti, & Elise, 2020)¹⁸. According to Nurul Annisa, Andi Tenrisanna Syam, and Masruddin (2022) stated that vocabulary is still one of the biggest problems in learning English, especially for those who are new to learning

¹⁸ Firdaus, M., Muthiara, M., Muryanti, & Elise “ *Games edukasi bahasa Inggris untuk pengembangan kosakata bahasa Inggris pada anak usia dini* ” . Jurnal Pendidikan Tambusai 4, no. 2 (Agustus, 2020): <https://doi.org/10.31004/jptam.v4i2.588>

English¹⁹. In contrast to Indonesian is acquired directly, English is acquired through learning and must be practiced repeatedly.

Based on this opinion, the researcher concluded that improving vocabulary in English learning is very important. Students be greatly helped if their vocabulary is fluent, and with good vocabulary mastery and understanding, students can improve their language skills, both orally and in writing. Research shows that the more vocabulary a student has, the better their ability to read and understand texts. According to the researcher, culinary students are also included in this context, where they also want to know the pronunciation, meaning, and intent of what they read in the recipe book they designed.

b. Procedure Text

Nia Budianti, Herman Budiyono, and Imam Suwardi (2020) define a procedural text as a text that contains steps or stages for carrying out something, whether it's carrying out a specific activity or creating something, presented in a specific order²⁰. Therefore, to be able to write a procedural text, students are required to first understand what needs to be prepared before undertaking the task.

A procedural text is a text that contains the objectives and steps that must be followed to complete a task. Procedural text is a common type of text. It

¹⁹ Nurul Annisa, Andi Tenrisanna Syam, Masruddin Masruddin, "Teaching vocabulary through Round Robin Brainstorming Technique" English Education Journal1, no.13 (February,28 2022) : 46 https://scholar.google.com/citations?view_op=view_citation&hl=id&user=NYKHFaIAAAJ&citation_for_view=NYKHFaIAAAJ:isC4tDSrTZIC

²⁰ Budianti, Nia "Kemampuan Menulis Teks Prosedur Siswa Kelas Vii D Smp Negeri 11 Kota Jambi." Repository Universitas Jambi, 14 Feb 2018 01:04, <https://repository.unja.ac.id/id/eprint/3311>

explains how something can be done through a series of steps or is read by students. Researcher have found that there are several important reasons for using procedural text in learning, particularly in designing recipe books:

1) Becoming a Guide

Procedural texts make it easier for students to understand the steps needed to complete a particular task or activity, so they can follow instructions accurately.

2) Improving Critical Thinking Skills

Procedural texts are often used in practical contexts, such as food recipes or tool instructions, making learning more relevant and applicable to everyday life. Writing books with engaging procedural texts pique culinary students' interest.

3) Facilitating Student Learning

Procedural texts instruct students aboutHow to do something correctly, so they can achieve the desired results more effectively. For example, a procedural text describing a recipe for Tana Luwu food can help students improve their reading skills.

4) Train Logical Thinking Skills

By utilizing a structured structure, procedural texts support students in understanding information in a more in-depth and organized manner. This is beneficial in the culinary world, as precision and certainty are required when cooking from a recipe book.

5) Sharing Knowledge Effectively

With procedural texts, students are encouraged to think logically and systematically in aligning steps with desired goals. This develops their critical and analytical thinking skills. As is known, the purpose of including procedural texts in the recipe book designed by the researcher is to develop the reading skills of culinary arts students.

By writing procedural text, of course researcher structure can follow in writing procedural text which consists of several important parts that must be applied:

1) Title:

Stating the topic or activity to be carried out, such as "Widow Cake, Typical of Luwu Regency"

2) Objective:

Describes the desired end result of the procedure. This provides the reader with background information about what they are doing.

3) Materials (Tools and Materials):

Describes all the equipment and materials needed to perform the procedure. This is crucial so readers can prepare everything before beginning.

4) Steps:

This section outlines the steps or procedures to be followed in an orderly and systematic manner. The steps should be clearly, logically, and easily understood so that readers can follow the instructions properly.

5) Reaffirmation (Conclusion):

Conclude the final results or final steps of the procedure, although this part is optional.

3. Components of Designing a Recipe Book

a. Goals/targets

Recipe books serve as educational tools that help readers, especially beginners, learn to cook. They provide clear and structured instructions, enabling readers to understand basic cooking techniques and ingredients. Another purpose of creating recipe book is to introduce and preserve traditional cuisine from various cultures. By presenting recipes in English, these books can reach a wider audience and increase appreciation for culinary diversity. The purpose of a recipe is, of course, to show how to prepare a dish. To convey this, you can write a simple headline or title.

Amalia Yahya, Yuyun Ruqiyyat and Masruddin (2020) define that learners were seen to employ different learning strategies, use different skills enter with different learning schemata, and be supported by different needs and interests²¹. When writing a recipe, it's important to understand that the researcher plays a crucial role in providing direction and focusing on the steps to follow to create the desired dish. This goal also helps determine the ingredients needed and the steps to achieve the desired result.

²¹ Amalia Yahya, Yuyun Ruqiyyat, Masruddin “Developing Appropriate English Learning Materials for Syariah Economic Law Studyy Program Students at IAIN Palopo ”The Asian ESP Journal 1.2, no.15 (February,28 2022) : 22-23 https://www.researchgate.net/profil/Filemon_Pamittan/Publication/346385492_Investigating_ESL_Freshmen-Students-Writing-Proficiency.pdf

b. Description In Recipe Book

In this section, the researcher provide a description in the recipe book such as a brief explanation of the dishes, the uniqueness of the contents of the recipe book such as the history of food, the origin of food explained in English and Indonesian which is equipped with vocabulary.

c. Step

The final and most important part is the steps. We can write these steps in the form of procedural text in English. The sentences are in the imperative form (commands). The researcher included step-by-step instructions for making traditional dishes, along with detailed explanations of each step, in the recipe book.

d. Ingredients

Ingredients in food recipes are usually listed as "ingredients." After that, we must list the required ingredients, such as flour, sugar, eggs, and so on to make bread.

e. Photos and Illustrations

Images of dishes can help understand how to prepare and the final appearance of the dish. Photos can increase culinary students' motivation to learn to cook. Visualizing the food can increase students' enthusiasm

and interest in learning the recipe. Images show the steps for preparing traditional dishes and the ingredients used.

3.

4. Book Criteria

The general criteria for a traditional food recipe book can be summarized as follows:

1. This book is designed with the type of recipe book for typical Tana Luwu cuisine with a pastel color design accompanied by pictures so that it can increase interest in reading and using this book is designed with a selection of food description content, and cultural insights related to local cuisine to explain the history of typical Tana Luwu food in it and details down to cooking ingredients in English so that it seems unique and interesting.
2. The contents of the book contain the importance of learning vocabulary in various contexts which is very significant.Ummi Rasyida Syafawani(2023)In learning English, the most basic thing that students must master is vocabulary mastery.²² In language and communication, besides making it easier for students to use recipe books, a good vocabulary mastery contributes to reading ability.

²² Ummi Rasyida Syafawani , “*Metode Pembelajaran Building Words Dalam Vocabulary Inggris*” , Karimah Tauhid Vol. 2 No.2 (2023) <https://www.scribd.com/document/791035100/486-491-2-2-2023-Ummi-Rasyida-Syafawani>

Having a strong vocabulary is one of the requirements for mastering English. English mastery is enhanced by mastering a good vocabulary, as good vocabulary mastery significantly impact one's language skills.

3. Researcher link vocabulary and procedure texts so that researcher can improve students' reading skills.
4. Researcher designed this recipe book using easy-to-understand language. Recipes should be written in clear and detailed language so students can easily understand the steps involved in making traditional dishes.
5. Steps to Design a Recipe Book

At this point, the researcher used research and development methods to achieve the goal of creating a traditional food recipe book for culinary arts students. To achieve this goal, the researcher took the following steps:

- a. Needs Analysis:
 - 1) Understand students' level of proficiency, interests, and cultural context.
 - 2) Identify their motivations for learning about local cuisine.
- b. Content Selection :
 - 1) Collect traditional recipes, food descriptions, and cultural insights related to local cuisine.
 - 2) Include information about ingredients, cooking methods, and the history of the dish.
- c. Language Adaptation :

- 1) Simplify complex culinary terms and use clear, learner-friendly language.
- 2) Explanations for special vocabulary.

d. Visuals and Layout :

- 1) Include interesting pictures of the dish, ingredients, and cooking process.
- 2) Organize the content logically, with sections on different dishes, ceremonies, and preparation methods.

e. Interactive Elements:

- 1) Include activities such as recipe comprehension questions, vocabulary practice, and cultural discussions.
- 2) Encourage students to actively engage with the material.

f. Testing and Feedback :

- 1) Trial of the book with a sample group of students.
- 2) Gather feedback on clarity, cultural accuracy, and overall usability.

g. Publication and Distribution :

- 1) Publish books in print or digital format.

6. Instructional Design Material

W. Chandra (2023) Cooking is an activity carried out by someone by processing food ingredients through the process of giving heat with a specific purpose²³. In cooking, there are slight differences in the

²³ Chandra, W., Maryaningsih., Arliando Yode, “*An Application Of Case-Based*

amount of ingredients and seasonings as well as the way of processing so that recipes are needed to be used as a reference in cooking. A cooking recipe is a measure used to process food ingredients that have been tested for accuracy.

According to the researcher, there are 10 principles in designing a food recipe book, namely:

a. Use clear and detailed language

Recipes written in clear and detailed language, therefore readers can easily understand the steps involved in making traditional foods.

b. Using the Right Terms

The terminology used in recipes should be appropriate to the culture and traditions of the food being discussed. This allows readers to better understand and apply the recipe.

c. Using Examples and Images

Examples and images can be used to clarify the step-by-step process of making traditional foods. This helps readers better understand and apply the recipes.

d. Using a Detailed Format

The format used in writing recipes must be detailed and clear, so that readers can understand and apply the recipe better.

e. Use friendly language

Recipe writing should use friendly language and not be too technical, so that readers can understand it easily.

f. Using Different Examples

The examples used in writing recipes should be different and not too similar, so that readers can better understand and apply the recipe.

g. Using Clear Images

The images used in writing recipes must be clear and not too complicated, so that readers can understand and apply the recipe better.

h. Use Various Data Collection Methods

The data collection methods used in writing recipes must be diverse, such as interviews, observations, and documentation, so that readers can understand and apply the recipes better.

i. Use Various Data Collection Methods

The data collection methods used in writing recipes should be varied, such as interviews, observations, and documentation, so that readers can understand and apply the recipes better.

j. Using Accurate Data Analysis

The data analysis used in writing recipes must be clear and easy to understand, so that readers can better understand and apply the recipe.

Based on the 10 principles above, researcher suggest that recipe books should be written in clear and detailed language, using culturally

appropriate terms and vocabulary to facilitate student comprehension.

Furthermore, step-by-step instructions should be accompanied by illustrations for better understanding. To enhance reader comfort, researcher argue that a detailed format and user-friendly language are crucial.

7. CLIL (Content and Language Integrated Learning)

a. Understanding CLIL

Content and Language Integrated Learning (CLIL) is an educational approach with a dual focus: the use of additional languages throughout the learning process, both in terms of language and content. Thus, CLIL can be considered an innovation in learning that emphasizes both aspects simultaneously (Coyle et al., 2021).

The term Content and Language Integrated Learning (CLIL) first appeared in Europe in 1994 and is used to describe good practice achieved in various types of school environments where additional language learning takes place (Coyle et al., 2021). CLIL is an approach that pays special attention to additional language as a form of odd-focused instruction (Coyle et al., 2021)²⁴.

Therefore, researcher suggest that CLIL (Content and Language Integrated Learning) is an approach in which a subject is taught through a

²⁴Dina Fitria Handayani, Annisa Mutia Rahmah," *Implementation Of Content And Language Integrated Learning (Clil) Towards Indonesian Language Learning*",PBS Indonesia IKIP Siliwangi 3, no. 39 (04 Juli, 2023): 3, <https://pbsi.ikipsiliwangi.ac.id/eprosiding/artikel/39/implementation-of-content-and-language-integrated-learning-clil-towards-indonesian-language-learning>

foreign language. CLIL is an educational approach that combines the teaching of academic content with language learning. The Content and Language Integrated Learning (CLIL) approach is a learning method that combines language with content, communication, and cultural understanding. Language is not just considered a discipline that can be learned, but also as a tool for transforming knowledge. Thus, language plays an important role in the formation of knowledge. Therefore, the CLIL approach in addition to uses language as a subject to be studied, but also as a medium for building and transforming knowledge.

By utilizing language as a tool to build and transform knowledge, CLIL helps students develop the communication skills needed in today's global world. This approach also facilitates deeper learning, as students do not simply memorize vocabulary or grammar, but also apply language in meaningful contexts. Overall, CLIL offers a dynamic and integrative approach to education, which focuses not only on language acquisition but also on developing knowledge and skills relevant to students' daily lives and future careers. In this study, the researcher chose to use the CLIL approach in teaching English to Gastronomy students at SMKN 1 Palopo through the design of a traditional Tana Luwu food recipe book.

b. CLIL Components

Using this approach, researcher have identified the main components of implementing the CLIL (Content and Language Integrated Learning) approach

when developing a recipe book in English for gastronomy. These components include four components, commonly referred to as the 4Cs: Content, Cognition, Communication, and Culture. The following is an explanation of these four components.

1) Content (Material)

In this case, increasing knowledge and understanding is the function of content. Educators deliver the material and assess it. This includes:

- a) Providing a learning context that suits students' needs; in this case, researcher design a recipe book that reflects culinary aspects. Researcher choose language that is appropriate to the situation of gastronomy students.
- b) Integrating a broader language into the subject; in this case, the researcher chose to balance English learning with gastronomy students through recipe books.

2) Communication

Communication improves students' ability to communicate using language. During the learning process, students' communication skills are enhanced through discussions and questions. This includes:

- a) Combining languages to build new skills and knowledge; By incorporating English in the recipe book that researcher create to teach English which is considered important to understand in practicing cooking skills.
- b) Providing direct opportunities to learn through language learning and gaining meaning; in this case, researcher provide vocabulary lists in recipe books for gastronomy students or language explanations.

3) Cognition

Cognition helps students improve their thinking skills through discussions, writing practice, and dividing the class into small groups. This includes:

- a) Improving students' development in constructing knowledge and language skills; in this case, researcher create activities based on recipe books, such as activities where students demonstrate recipes to their friends and explain the steps in English.
- b) Increasing attention to the relationship between cognition and communication and redefining the school curriculum; In this case gastronomy students can read and explain the cooking process following food preferences in recipe books.

4) Culture

Culture enhances students' understanding of themselves and others, leading them to become more caring and responsible. This includes:

- a) Relevant to classes consisting of students with cultural experience; according to researcher, the Gastronomy class at SMKN 1 Palopo is considered experienced in cooking on the other hand researcher chose gastronomy students as the young generation who develop culture in Luwu.
- b) The involvement of context and content helps students understand culture. In the recipe book that designed by the researcher, the book contain the history of the dishes presented, thus helping students understand what they

want to cook based on the history presented. In addition to having a reference for cultural learning, students can also improve their English skills, especially in terms of reading skills.

c) Improving intercultural understanding (Sihombing, 2023); in this section the researcher chooses to provide an understanding of surrounding cultures such as Luwu.

Therefore, the goal of CLIL education is to integrate target language learning with subjective materials in addition to improving students' critical thinking, cultural awareness, and English language skills.

C. Conceptual Framework

According to researcher, recipe books are important books in culinary arts students' learning because they are there so that students can learn and develop their cooking skills in a structured and effective way. In this context, researcher also link it to culinary arts students' English learning which be honed by the use of recipe books. By designing this recipe book, it can be a learning platform for students that can improve, especially in improving students' reading skills and increasing vocabulary, even for culinary arts students. As quoted in Agnes Siwi P in her journal, "Every region in Indonesia has a culinary wealth that is a characteristic or identity of the region. One way to introduce and promote this culinary wealth is through learning content in schools, including in English learning." Based on this opinion, researcher did not forget to link this recipe book with traditional Luwu cuisine.

At the design stage, the researcher adopted the 4D model as a Research and Development approach. First, the researcher conducted a questionnaire and analyzed the needs of culinary arts students at SMKN 1 Palopo and spoke with the students' English teachers. After collecting the data, the researcher designed a recipe book for traditional Luwu cuisine based on the results and information previously analyzed on culinary arts students. Following the design phase, the researcher proceeded to develop a traditional Luwu recipe book, which was then evaluated for its feasibility by expert lecturers. Based on their feedback, minor revisions were made. After completing the validation and revision processes, the product was distributed to the target users for testing. To evaluate the outcomes of the trial, the researcher collected student responses via a Google Form questionnaire and conducted interviews with teachers from SMKN 1 Palopo to examine the book's effectiveness in culinary education.

Student Need Analysis
(Interview & Questionnaire)



Designing tana Luwu
Traditional Recipe Book



Process the results of the
student needs analysis search up
to the pilot testing stage.



Recipe book of Tana Luwu
traditional food for gastronomy
student SMKN 1 Palopo

CHAPTER III

RESEARCH METHOD

1. Research Design

The type of research used by researcher in this study is development research or Research and Development (R&D). Okpatrioka (2023) Research and Development is a research method that aims to produce a specific product. Through research, educational problems can be found solutions because it can develop and implement more innovative education, one of which is research and development (R&D). Researcher utilize technology that has developed and the young generation of Indonesia is starting to awaken their enthusiasm to develop and introduce to preserve local culture that exists around them, especially the people of Tana Luwu and newcomers or tourists who visit around Tana Luwu. With the aim that students become the successors of the nation who continue to develop the culture around them, and can motivate students to explore local culinary traditions while improving English language skills through the development of recipe books is one of the reasons researcher chose the culinary class at SMKN 1 Palopo.

Research and development is a process of research methods that involves creating, producing, and refining an existing product for a specific purpose and can be accounted for. Designed products include books, classroom learning aids, libraries, laboratories, product manufacturing, and more.

The development research conducted by the researcher is a product in the form of an English-language recipe book as a learning aid intended for students of SMKN 1 Palopo, especially those majoring in culinary arts. According to Schema theory, it is stated that: Knowledge is easier to understand when presented in a clear context and relationship²⁵

Therefore, the researcher chose to use a 4D model to help organize the content of the recipe book, from the introduction of recipes, ingredients, cooking steps, to local history. The product was designed using the 4D method which eliminates the disseminate stage by using the (Define, Design, Develop) method in compiling the recipe book.

2. Location and Time of Research

1. Location

The research location is the place or object of the research conducted by the researcher. The research location is at Jalan KHM Kasim No. 10, Pattene, Palopo, Palopo City, South Sulawesi 91913.

2. Research Time

Researcher conducted a survey using a needs analysis questionnaire was distributed to students over a period of 3 months, starting from December 31, 2024 to March 31, 2025.

²⁵ Charles M. Reigeluth and Yunjo An “*Merging the Instructional Design Process with Learner Centered Theory The Holistic 4D Model*” 2(Vanderbilt Avenue, New York: Routledge,2021) 7

3. Subjects and Objects of Research

Revealing facts about existing problems in the field. In this research, researcher took 12th-grade students majoring in culinary arts at SMKN 1 Palopo as research subjects with the aim of developing an English recipe book. Choosing 12th-grade students as research objects in compiling a recipe book of traditional Tana Luwu dishes in English is the right choice because students at this level have achieved academic maturity and adequate language skills. In addition, the level of English they are experiencing in class supports the writing of this book in English, this project can be an effective means to train their academic abilities and soft skills, especially English language skills. In designing this traditional food recipe book, it also plays an important role in preserving the local culture of Tana Luwu. Thus, 12th-grade students are not only prepared to face higher levels of education, but also contribute to introducing the richness of their regional culture to the wider world.

The research object can be an individual, an organization, or a product. In this study, the object of research is the design of a traditional food recipe book as an introduction to local culture.

4. Development Procedure

1). Preliminary Research Stage

At this stage, the researcher took the location at SMKN 1 Palopo Jalan KHM Kasim No.10, Pattene, Palopo, Palopo City. The data collection technique carried

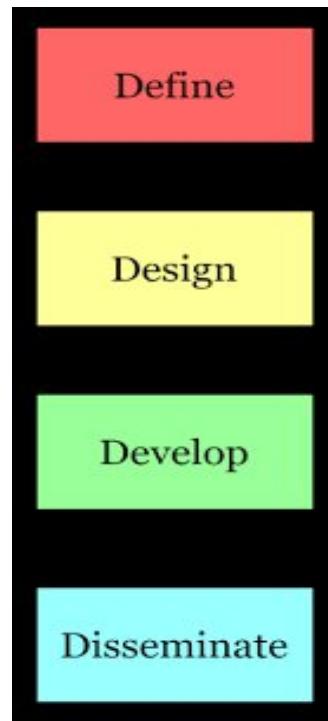
out by the researcher was data collection through questionnaires distributed by the researcher to class XII culinary arts students. Through the distributed questionnaires, the researcher reviewed many things starting from the development of English for each student in the class, culinary arts knowledge, to quizzes regarding the learning objectives of culinary arts textbooks and students' expectations of the book.

2). Initial Product Development Stage

Several experts have proposed various development methods, one of which is the 4D research model. The 4D model helps improve the quality of developed products by following systematic stages and conducting evaluations at each stage, so that the final result is more efficient and in accordance with user needs. The 4D model is a development model that can be used to develop various types of learning media (Arkadiantika et al. 2020)²⁶. As the name suggests, 4D is a model that combines the phases of the development model, which consists of four steps or development phases, namely: Define, Design, Develop, and the Disseminate stage (which is replaced by the Pilot Testing stage).

²⁶ Irnando Arkadiantika, Wanda Ramansyah, Muhamad Afif Effindi, Prita Dellia,, “*Pengembangan Media Pembelajaran Virtual Reality Pada Materi Pengenalan Termination Dan Splicing Fiber Optic*”, Jurnal Dimensi Pendidikan Dan Pembelajaran Vol 8, No.1(2021) , <https://journal.umpo.ac.id/index.php/dimensi/article/view/2298>

The stages of development can be seen in the chart:



Development stage with 4D model.

1. Define

At this stage, the researcher analyzed the needs, desires and problems that exist in the learning process faced by students through a questionnaire on the needs analysis of culinary arts students at SMKN 1 Palopo.

a. Observation

This stage is important to be carried out at school to find out what obstacles culinary arts students face in learning English at culinary arts students at SMKN 1 Palopo.

b. Needs Analysis

This stage aims to enable researcher to analyze what students need, such as the types of English recipes discussed and the criteria for recipe books that culinary arts students need in order to improve their English skills.

c. Literature Study

Researcher have conducted a literature review related to the research topic to produce a study relevant to the topic. Furthermore, this stage also aims to facilitate researcher' understanding of market trends and needs.

2. Design

At this stage, researcher design product concepts based on the analysis results. At this stage, researcher also ensure that the product design meets student needs.

a. Design Preparation Stage

Developing a benchmark test connects the definition and design stages. To develop this product, a validation questionnaire and a student response questionnaire were used to determine students' initial English language skills.

b. Media Concept

At this stage, the researcher designed a recipe book based on what the students wanted. The recipe book was made in English with written stages about typical Tana Luwu food, there is vocabulary material in the English recipe book that was designed because in

addition to designing a recipe book for culinary students, the researcher also added it in the recipe book to improve the English language skills of culinary students at SMKN 1 Palopo.

c. Format Selection

In creating the recipe book, researcher also considered several factors, including objectives, target audience, and user preferences. Therefore, they took the step of creating this recipe book in digital format, accessible to anyone.

3. Develop

a. Expert Validation (expert appraisal)

The dissemination process is the final stage of the design process to improve students' English language skills, particularly reading skills. Researcher design books utilizing current technology. Next, the product is validated by experts using instruments developed during the design phase. Validators evaluate the design by considering content accuracy, language and vocabulary, language appropriateness, visual appropriateness, and the appropriateness of the approach used in the product. Validation continues until the product is ready for implementation by students.

4. Disseminate

A. Pilot Testing

Pilot testing is the initial stage of testing a research instrument, such as a questionnaire, to ensure that its elements meet validity and reliability standards. The primary purpose of pilot testing is to evaluate the feasibility, effectiveness, and potential problems of an instrument or project before its full implementation. Pilot testing also ensures that the instrument is well understood by respondents and identifies potential problems before its widespread distribution.

In the trial stage, the researcher chose English teachers as respondents to assess the development of the recipe book designed by the researcher in English language learning in culinary arts classes.

5. Data Collection Technique

1.) Observation

At this stage, the researcher conducts observations at the target school, SMKN 1 Palopo, with students majoring in culinary arts. At this stage, the researcher can identify students' problems in learning English, the obstacles faced by teachers in teaching English, and the obstacles faced by teachers in teaching English.

2.) Questionnaire

In this section, the researcher chose to use a questionnaire to collect data to determine the student needs analysis. At this stage, the researcher distributes questionnaires face to face at the class, the

researcher distributes questionnaires about student perception, culinary knowledge, student expectation of the book , and also about the learning objective of the students.

3.) Expert Validation Technique

Once the product is ready, researcher conduct an expert evaluation. In this step, experts evaluate the initial product using a questionnaire. In addition to the questionnaire, data is also collected from experts in the form of a proposal. The expert evaluation is conducted to ensure that the product is ready for testing.

6. Data Analysis Technique

1. Data Analysis of Questionnaire

Descriptive analysis was the method employed for data interpretation in this research, conducted using descriptive statistics. Descriptive analysis is a type of data analysis used to describe, display, and summarize a set of data.

The data provided to the students during the needs analysis phase were described according to the students' answers and the needs presented. The data were handled quantitatively using two formulas.\\

1) calculated in the following way:

The highest percentage indicates student preference, which guided the researcher in book design.

2) The next method for calculating the categorization of student values and

abilities. The results of the calculated percentage values can help researcher measure student abilities.

- Low category, namely:

$$X < \text{Mean} - (1 \times \text{SD}_i)$$

- Medium category, namely:

$$\text{Mean} - (1 \times \text{SD}_i) \leq X < \text{Mean} + (1 \times \text{SD}_i)$$

- High category, namely:

$$\text{Mean} + (1 \times \text{SD}_i) \leq X$$

Information :

X : Score

SD_i = Standard Deviation

Mean = Average Score

2. Data Analysis of Expert Validation and Student Perception

The researcher used a Likert scale to calculate expert validation scores and student perception scores. The average score was calculated based on expert and student assessments and the data was analysed as following formula²⁷:

The number of Excellent answers : E x 4 = . . .

The number of good answers : G x 3 = . . .

The number of average answers : A x 2 = . . .

²⁷Likert, R. (1932). "A Technique for the Measurement of Attitudes." Archives of Psychology, 22(140), 1-55.

The number of Poor answers : $P \times 1 = \dots$

Total score = \dots

To find the percentage (x), the total score averaged (Mean) using the following formula:

$$M = \frac{B}{N}$$

M = Mean score

B = Total Score.

N = The Number of Topic Materials

Figure 3 3 Formulation of Mean Score

After collecting the average, researchers used the following formula to calculate the average and determine the percentage (x)

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

average X = Percentage (%)

M = Mean score.

N = the number of values.

Figure 3 4 Formulation of Value Score

After collected the results, the researcher determined that it was an English recipe book for gastronomy students at SMKN 1 Palopo. The

following data conversion table shows the average values and results in percent.

Score	Criteria	Average Score	Description

Table 3.1 The Example of Students' Perception

Score	Percentage	Qualification	Classification
29.5 - 36	≥82%	Excellent	It can be used without revision
23 - 29.5	64%-82%	Good	It can be used with a little revision
16.5 - 23	46 - 64%	Average	It can be used with many revisions
10 - 16.5	≤46%	Poor	It cannot be used

Table 3.2 The students' material qualification for product evaluation

CHAPTER IV

FINDING AND DISCUSSION

The results and discussion of the research are discussed in this chapter. At this stage, the researcher explains in detail how the traditional food recipe book of Tana Lulu for culinary students of SMKN 1 Palopo was made. This study uses the 4D Model development research model, which is explained in chapter 3, to design a food recipe book in English. Each step by step is discussed further in the following description.

A. Findings

The researcher provides a detailed explanation of the design of a traditional food recipe book written in English here. They used the 4D model (definition, design, development, and dissemination, replaced by the pilot testing stage), as described in chapter three. The following is a specific explanation of the stages of the procedure.

1. Define

At the stageIn this research, the researcher determined the students' abilities, desires, needs, and expectations for the product to be designed. To collect data, the researcher administered a questionnaire with a number of questions to measure English language skills and cooking skills, as well as a number of questionnaire questions and then the researcher knew the expectations and learning objectives in designing and using the recipe book. After that, the researcher prepared an instrument questionnaire and validated it by Amalia Yahya, SE, M. Hum. as a needs analysis validation expert. The validation results

from the needs analysis expert showed an average value of 5, which indicates that the questionnaire is ready to be distributed to students. According to Sugiyono, the mixed methods research method is a research method between quantitative and qualitative methods to be used together in a research activity.²⁸ Therefore, the researcher chose to take a mixed method in the data analysis stage. After the validator validated the questionnaire, the researcher continued by distributing the questionnaire directly to the 12th grade culinary arts students. There were 18 students consisting of 12 female students and 6 male students who filled out the questionnaire. After obtaining the questionnaire data, the researcher summarized the percentages starting from the data processing of paragraphs 1 & 2 using the analysis method descriptive and continued with part 3 & 4 using the calculation method.

Descriptive statistics is essentially the process of transforming research data into a form that is easier to understand and interpret. The following is an explanation and description of the results of data collection conducted on culinary arts students at SMKN 1 Palopo

A. Questionnaire Results with Culinary Arts Students

The following are the results of the analysis of the needs of class XII Culinary Arts 1 students of SMKN 1 Palopo. The percentage of student answers displayed in the graph below.

1) English Language Proficiency

²⁸ Sugiyono, Prof. "Metode penelitian kombinasi (mixed methods)." Bandung: Alfabeta 28.1 (2015): 12.

At this stage, the researcher distributed questionnaires to collect data containing students' grades in English. The researcher calculated the culinary arts students' scores by distributing multiple-choice questionnaires to measure their English proficiency. The average score was then adjusted based on the textbook's content. The following table summarizes the students' grades:

Table 4 1 List of Student Respondents & Scores

NO	Full Name	Score
1	Student 1	80
2	Student 2	90
3	Student 3	100
4	Student 4	70
5	Student 5	60
6	Student 6	80
7	Student 7	70
8	Student 8	90
9	Student 9	60
10	Student 10	40
11	Student 11	80
12	Student 12	70
13	Student 13	100
14	Student 14	60
15	Student 15	80
16	Student 16	60
17	Student 17	50
18	Student 18	70

From the score results above, the researcher determines 3 values, namely the mean to calculate the average test score, the median to calculate the middle

test score, the standard deviation to calculate the distribution of scores using SPSS & Microsoft Excel. These 3 values are used to measure students' English language skills, especially in improving reading skills.

Table 4 2
Descriptive Data of Students' English Proficiency

N	Valid	18
	Missing	0
Mean		72.78
Median		70.00
Std. Deviation		16,380

After finding the 3 values based on student learning outcomes, the researcher calculated the level of categorization of students' English language abilities using the formula below²⁹:

1) High Value Category

²⁹ Hasmawati, " *Peningkatan Kemampuan Peserta Didik Dalam Menjumlah Bilangan Pecahan Dengan Menggunakan Media Gambar Luas Daerah Di Kelas VII MTs.N 1 Enrekang*"2022

$$\text{Mean} + (1 \times \text{SDi}) \leq X$$

$$72.78 + (1 \times 16,380) \leq X$$

$$89 \leq X$$

Description: Students with a score (x) are included in the high category if their score is 89 or more.

2) Medium Value Category

$$\text{Mean} - (1 \times \text{SDi}) \leq X < \text{Mean} + (1 \times \text{SDi})$$

$$72.78 - (1 \times 16,380) \leq X < 72.78 + (1 \times 16,380)$$

$$56 \leq X < 89$$

Description: The moderate value category for students is if (X) is not less than 56 and not more than 89.

3) Low Value Category

$$X < \text{Mean} - (1 \times \text{SDi})$$

$$X < 72.78 - (1 \times 16.380)$$

$$X < 56$$

Description: Students with a score (x) are included in the low category if their score is less than 26.

Table 4 3 English Language Proficiency

No	Category	Amount	Presentation
1	High	4	22.22%
2	Currently	12	66.67%
3	Low	2	11.11%
	Total	18	100.00%

To clarify the English language skills of culinary arts students in this study, it can be seen in the following chart.

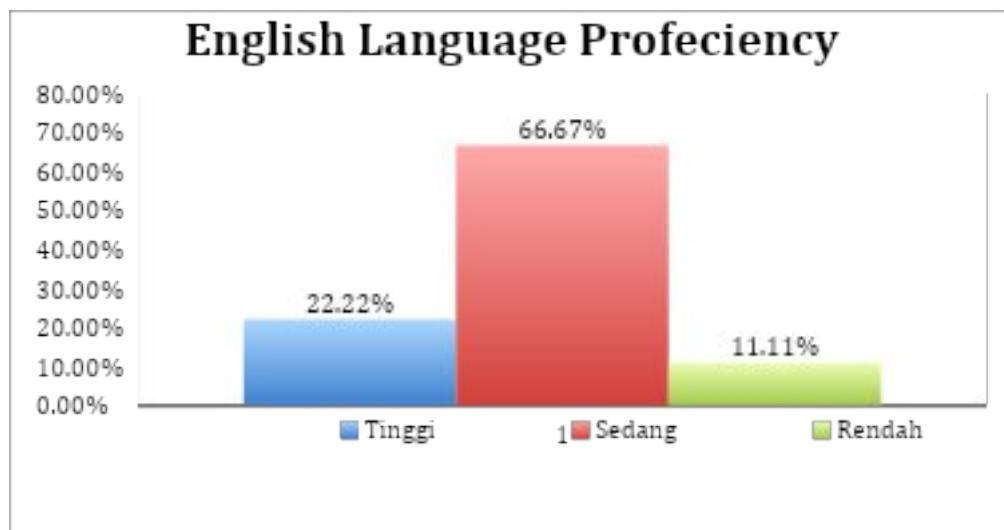


Chart 4 1 English Language Profeciency

Based on table 4.3 and chart 4.1 shows that the level of English proficiency of students, especially in reading skills, in the highest category is 4

people (22.22%), in the medium category is 12 people (66.67%) and in the low category is 2 people (11.11%). This shows that the average learning ability of culinary students at SMKN 1 Palopo in English, especially in the field of reading skills, is in the medium category with a value of 56 to 89.

2) Culinary Knowledge Questionnaire

In this section, the researcher enters data containing the values of the students when the researcher wants to know about the students' knowledge about culinary. As described in the table below:

Table 4 4 Student list & scores

NO	Respondents	Score
1	Student 1	87
2	Student 2	83
3	Student 3	72
4	Student 4	72
5	Student 5	84
6	Student 6	83
7	Student 7	87
8	Student 8	83

9	Student 9	87
10	Student 10	88
11	Student 11	83
12	Student 12	79
13	Student 13	79
14	Student 14	64
15	Student 15	74
16	Student 16	81
17	Student 17	88
18	Student 18	83

From the score results above, the researcher determines 3 values, namely the mean to calculate the average test score, the median to calculate the average test score, and the standard deviation to calculate the distribution of scores. These 3 values are used to measure students' knowledge about culinary as described below:

Table 4 5
Descriptive Data of Students' Culinary Knowledge

N	Valid	18
	Missing	0
Mean		80.94
Median		83.00
Std. Deviation		6.611

After finding the 3 calculations based on the answers from the 18 students, the researcher calculated the level of categorization of students' knowledge about culinary using the formula below:

- 1) High Value Category

$$\text{Mean} + (1 \times \text{SDi}) \leq X$$

$$80.94 + (1 \times 6.611) \leq X$$

$$87 \leq X$$

Description: Students with a score (x) are included in the high category if their score is 87 or more.

- 2) Medium Value Category

$$\text{Mean} - (1 \times \text{SDi}) \leq X < \text{Mean} + (1 \times \text{SDi})$$

$$80.94 - (1 \times 6.611) \leq X < 80.94 + (1 \times 6.611)$$

$$74 \leq X < 87$$

Description: The moderate value category for students is if (X) is not less than 74 and not more than 87.

3) Low Value Category

$$X < \text{Mean} - (1 \times \text{SD}_i)$$

$$X < 80.94 - (1 \times 6.611)$$

$$X < 74$$

Description: Students with a score (x) are included in the low category if their score is less than 74.

Table 4 6

Students' Culinary Knowledge

No	Category	Amount	Presentatio n
1	High	5	27.78%
2	Medium	9	50.00%
3	Low	4	22.22%
	Total	18	100.00%

Clarify the English language skills of culinary arts students in this study, it can be seen in the following chart.

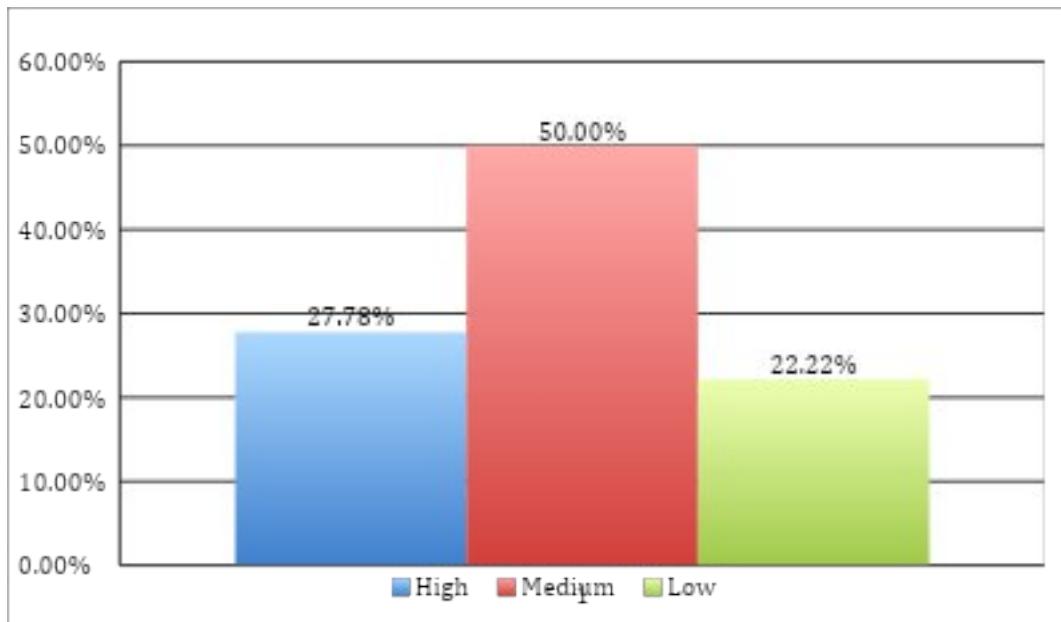


Chart 4 2 Cullinary Knowledge Questionnaire

Based on table 4.6 and chart 4.2, it shows that the level of Cullinary Knowledge Questionnaire of students, especially in reading skills, is in the highest category of 5 people (27.78%), in the medium category of 9 people (50.00%) and in the low category of 4 people (22.22%). This shows that the average knowledge of culinary students at SMKN 1 Palopo in terms of culinary is in the medium category with a value of 74 to 87.

Researcher also calculated the culinary knowledge potential of culinary arts students because knowing the final results of their culinary knowledge can

facilitate their introduction to terms and concepts in English recipe books. Furthermore, by understanding students' culinary knowledge, recipe books can be tailored to their ability levels.

3). Learning Objective Questionnaire

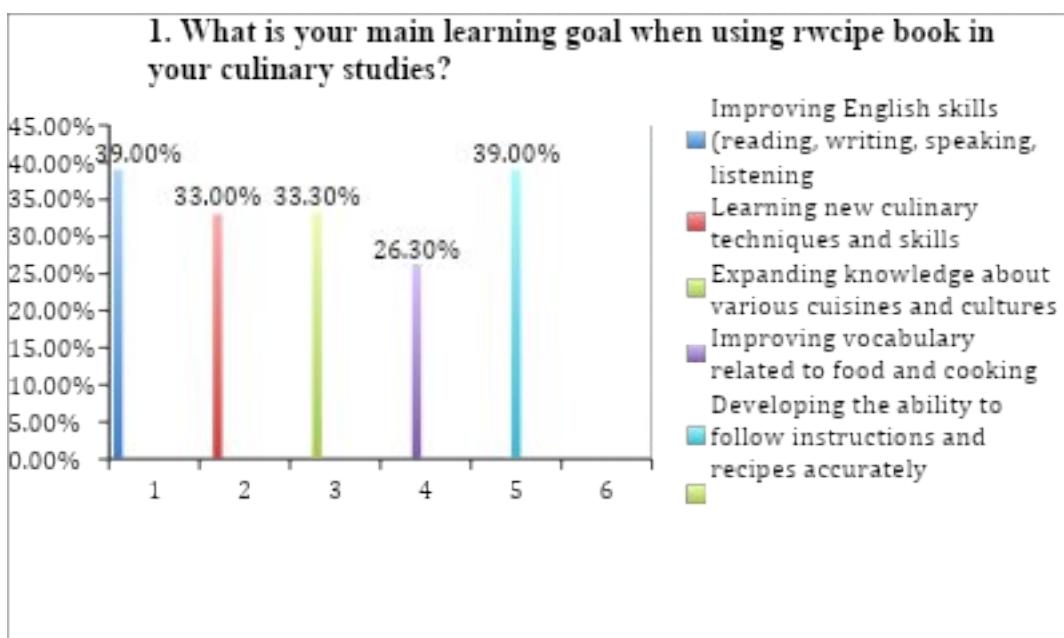


Chart 4 3 Percentage of Main Purposes of Using Recipe Books

In graph 4.3 shows that 7 students (39.0%) chose Improving English skills (reading, writing, speaking, listening, 6 students (33.3%) chose Learning new culinary techniques and skills, 6 students (33.3%) chose Expanding knowledge about various cuisines and cultures, 4 students (26.3%) chose Improving vocabulary related to food and cooking, 7 students (39.0%) chose Developing the ability to follow instructions and recipes accurately, 1 student (0.5%) chose Learning about food safety and hygiene, 4 students (0.22%) chose Explore the

history and cultural meaning of various dishes, and 1 student (0.5%) chose Developing creativity in the kitchen.

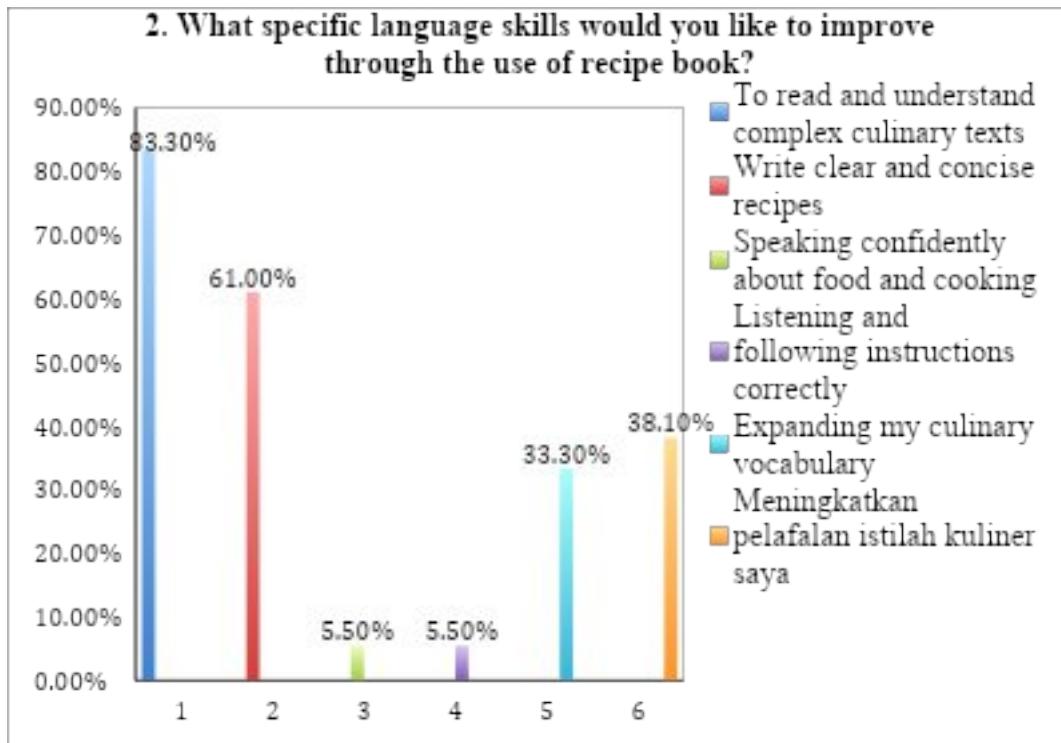


Chart 4 4 Specific language skills you want to improve through recipe books

Graph 4.4 shows that 16 students (83.3%) chose to read and understand complex culinary texts, 11 students (33.3%) Write clear and concise recipes, 1 student (5.5%) chose Speaking confidently about food and cooking, 1 more student (5.5%) chose Listening and following instructions correctly, 6 students (33.0%) chose Developing abilities, and 7 other students (38.1%) chose Improving pronunciation of culinary terms.

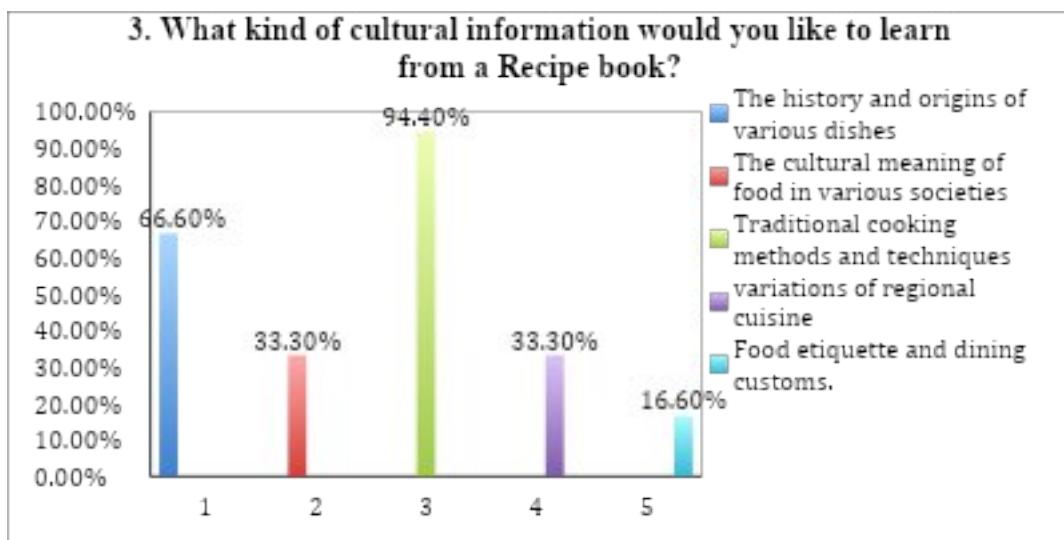


Chart 4 5 Types of Cultural Information for recipe books

Graph 4.5 shows that 12 students (66.6%) chose the history and origins of various dishes, 6 students (33.3%) chose the cultural meaning of food in various societies, 17 students (94.4%) chose traditional cooking methods and techniques, 6 more students (33.3%) chose variations of regional cuisine, and 3 other students chose (16.6%) chose Food etiquette and dining customs.

4. What features do you find most helpful in a recipe book designed for students learning needs?

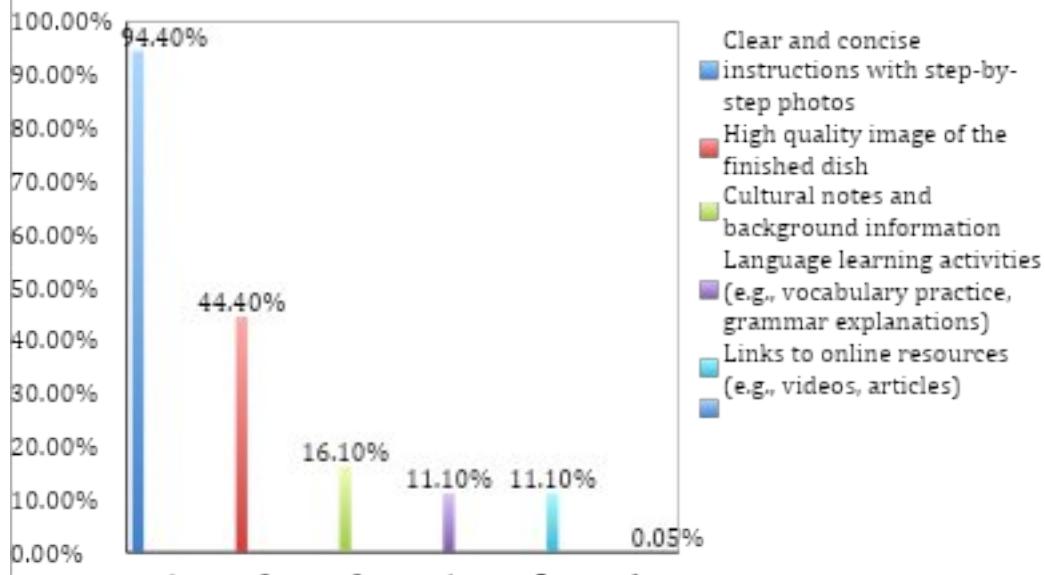


Chart 4 6 Recipe book for learning needs

In graph 4.6 it shows that 17 students (94.4%) chose the history and origins of various dishes, 8 students (44.4%) chose the cultural meaning of food in various societies, 3 students (16.1%) chose traditional cooking methods and techniques, 2 more students (11.1%) chose variations in regional cuisine, 2 students (11.1%) chose the cultural meaning of food in various societies, 3 students (16.1%) chose the cultural meaning of food in various societies, 2 ... (11.1%) chose Food etiquette and dining customs, and 1 student (0.05%) also chose Opportunity to do self-assessment.

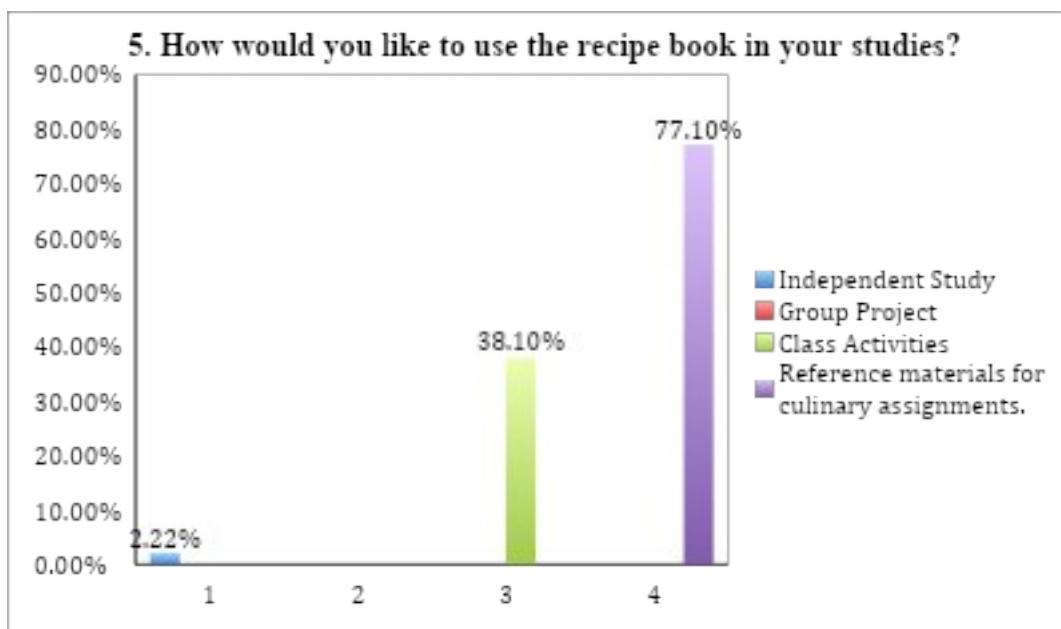


Chart 4.7 Use of recipe books in studies

Graph 4.7 shows that 4 students (2.22%) chose Independent Study, 8 students (44.4%) chose Group Project, 7 students (38.1%) chose Class Activities, and 14 students (77.1%) chose Reference materials for culinary assignments.

Part 4 : Questionnaire: Student Expectations for a Recipe Book

1. What are the students perception for a recipe book designed for English language learning in culinary arts majors?

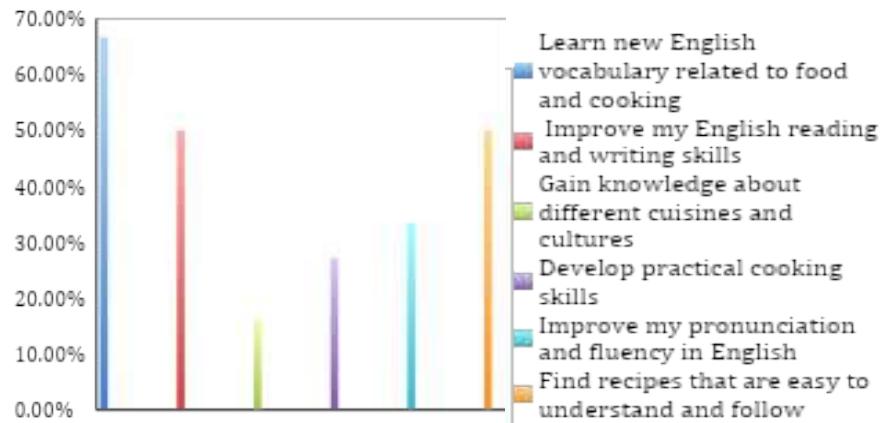


Chart 4.8 Hope for the English recipe book to be designed

In graph 4.8 shows that 12 students (66.6%) chose Learn new English vocabulary related to food and cooking, 9 students (50.0%) chose Improve my English reading and writing skills, 3 students (16.1%) chose Gain knowledge about different cuisines and cultures, 5 students (27.1%) chose Develop practical cooking skills. 6 students (33.3%) chose Improve my pronunciation and fluency in English., 9 students (50.0%) chose Find recipes that are easy to understand and follow, 10 students (55.5%) chose Find new and interesting dishes to cook, and no students (0%) chose Learn about the history and cultural significance of food.

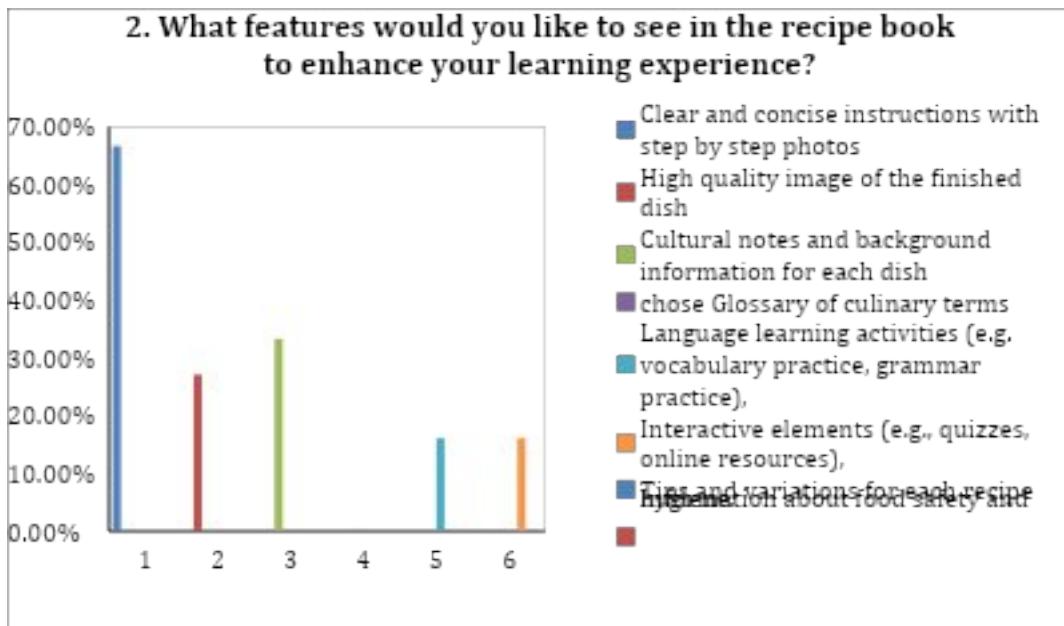


Chart 4.9 Features In Recipe Book

Graph 4.9 shows that 12 students (66.6%) chose Clear and concise instructions with step-by-step photos, 5 students (27.1%) chose High quality image of the finished dish, 6 students (33.3%) chose Cultural notes and background information for each dish, 1 student (0.05%) chose Glossary of culinary terms, 3 students (16.1%) chose Language learning activities (e.g. vocabulary practice, grammar practice), 3 students (16.1%) chose Interactive elements (e.g., quizzes, online resources), 9 students (50.0%) chose Tips and variations for each recipe, and 5 students (27.1%) chose Information about food safety and hygiene.

3. Do you have any particular preferences for the types of recipes included in this book?

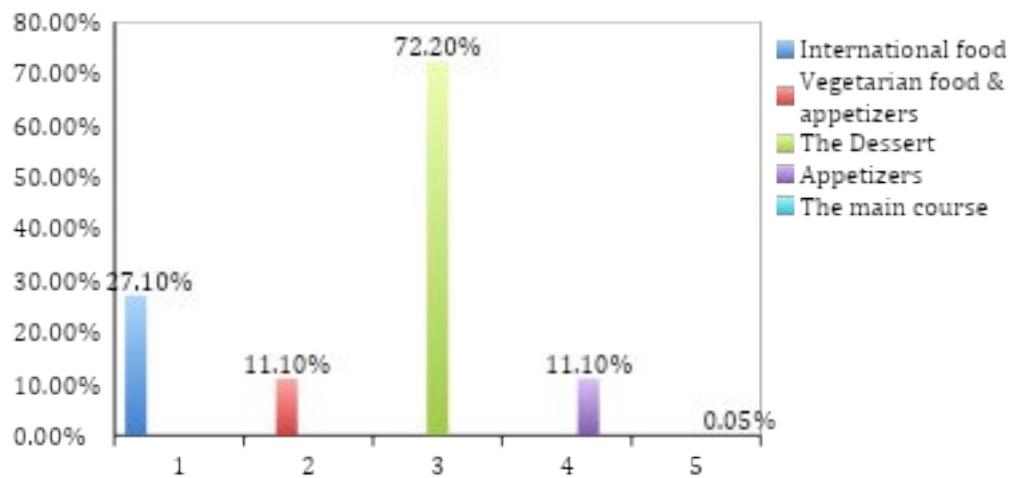


Chart 4 10 Preferences For Recipe Type

Based on graph 4.10 & from the questionnaire that the researcher calculated, the researcher found that Dessert was in the highest position chosen by culinary students (72.20%), then in second place was the choice of international food at (27.10%), then the choice of vegetarian food & appetizers was at (11.1%), and the main course was at (0.05%).

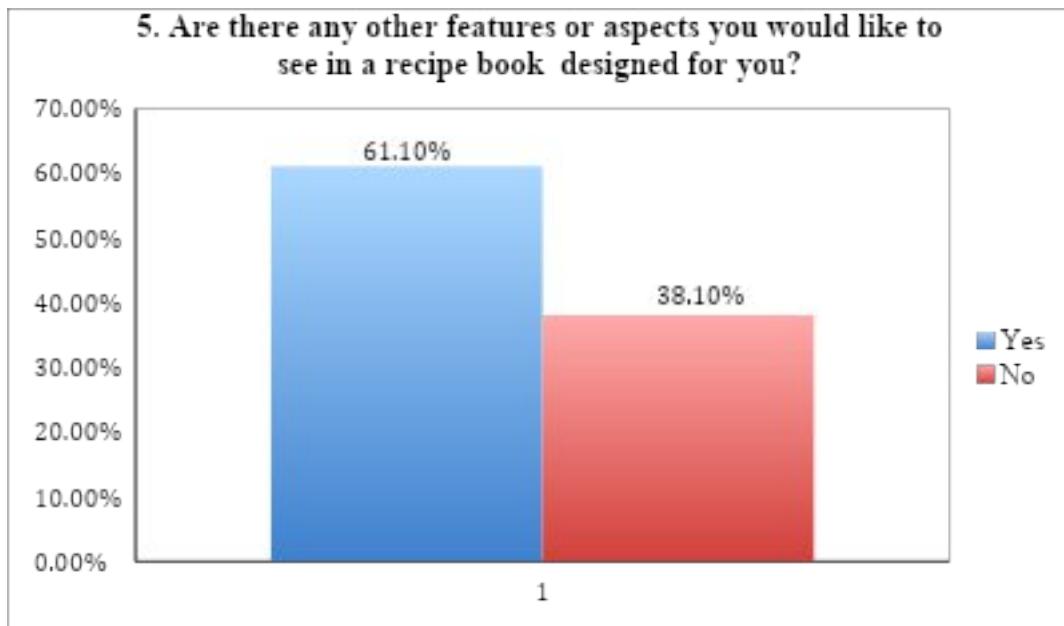


Chart 4 11 Input Features or other aspects

The graph 4.11 Shows that students who gave no answers were 7 people (38.10%) and those who gave yes answers were 11 people (61.10). From the yes answers, the researcher found that there were 11 different opinions and suggestions given by respondents. As many as 3 students (22.2%) agreed with the aspect of the photos in the recipe book being designed clearly, 3 students (16.1%) agreed to add QR codes to the recipe book, 2 students (11.1%) suggested increasing the history of the food to be displayed, 1 student (0.05%) chose the aspect of clear instructions & language, and 1 person (0.05%) again argued for a recipe book that is connected to the Youtube link feature for the making process.

Table 4.7
How Important Are Features In A Recipe Book?

NO	Full Name	1	2	3	4	5	6	Total Score	Category
1	Student 1	5	4	3	5	5	5	27	Very important
2	Student 2	4	4	3	4	3	4	22	Important
3	Student 3	4	3	3	3	3	4	20	Quite Important
4	Student 4	5	5	3	4	5	5	27	Very important
5	Student 5	4	4	4	4	4	4	24	Important
6	Student 6	5	2	3	2	3	4	19	Quite Important
7	Student 7	4	4	4	4	4	4	24	Important
8	Student 8	4	3	3	5	3	4	22	Important
9	Student 9	5	5	4	5	4	5	28	Very important

10	Student 10	5	4	4	4	3	4	24	Important
11	Student 11	4	2	3	2	3	5	19	Quite Important
12	Student 12	4	3	3	5	4	4	23	Important
13	Student 13	4	4	4	4	4	4	24	Important
14	Student 14	4	4	4	4	4	4	24	Important
15	Student 15	4	4	4	4	4	4	24	Important
16	Student 16	4	4	4	4	4	4	24	Important
17	Student 17	5	4	3	4	5	5	26	Very important
18	Student 18	4	4	4	4	4	4	24	Important

B

a

sed on Table 4.7, the researcher wrote down the scores from the students' answers given on a scale of 1-5. The researcher determined each student's score according to the categories presented, the researcher determined the number of intervals based on the categories that summarized in the following table:

Table 4 8 The Importance of Features in a Recipe Book

Interval	Category	F	%
25.2-30	Very important	4	22,22222
20.4-25.2	Important	11	61,11111
15.6-20.4	Quite Important	3	16,66667
11.8-15.6	Not important	0	0
6-10.8	It doesn't Important at all	0	0
Total		18	100

Based on table 4.8 is the result of questions about the importance of features in the recipe book that designed by the researcher. With Microsoft Excel application, the researcher found a formula to determine the results of the table above.

The minimum score is determined from the number of questions distributed to respondents:

Meanwhile, the Maximum Score is found from the results of multiplying the Minimum Score & Total Category:

$$\text{ScoreMax: Min Score} \times \text{Total Category}$$

$$\text{Max Score} = 6 \times 5$$

Max Score = 30

The interval distance is determined from:

$$\frac{\text{Score Max} - \text{Score Min}}{\text{Total Categories}} = \frac{30 - 6}{5} = 4,8$$

Total Categories 5 5

To clarify how important the features are according to the students in this study, it can be seen in the following chart.

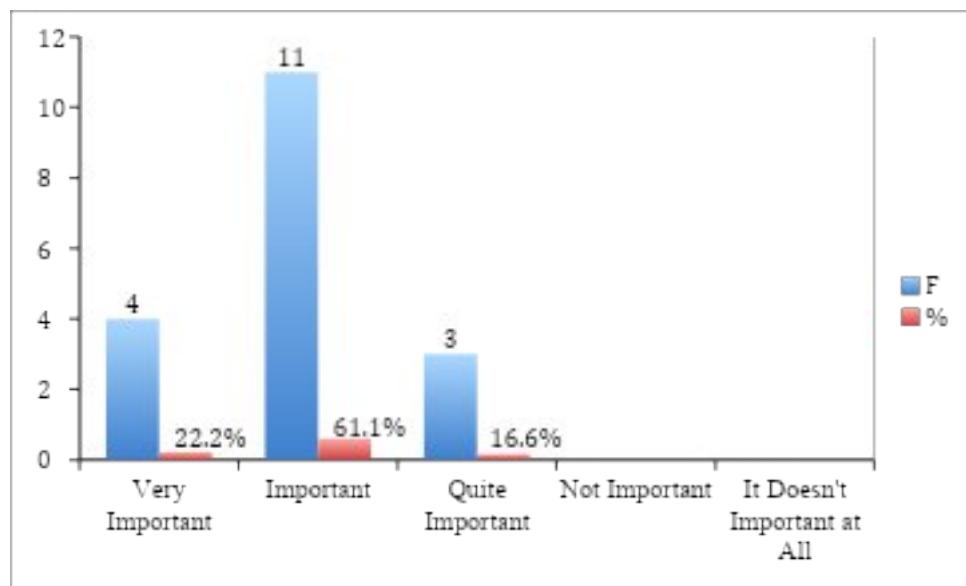


Chart 4 12 The Importance of Certain Features in a Recipe Book

Based on table 4.8 and Chart 4.12 it can be concluded that the number of students adjusted to category (F) where there are 4 students (22.2%) who fall into the very important category with an interval score of 25.2 - 30. Then 11 students (61.1%) fall into the important category with an interval score of 20.4 - 25.2. And 3 students (16.6%) fall into the Quite important category with an interval score of 15.6 - 20.4.

2. Design

After analyzing student data, the researcher began the process of designing a new product, which is explained in this section. Through this stage, researcher also designed products and produced new products in the form of food recipe books in English and instruments to validate the design. Researcher began designing the recipe book by determining the topics expected by culinary students, designing the contents of the book with an attractive design. The recipe book was designed using Canva application.

At this stage, the researcher described the components of the designed recipe book product. Starting from the vocabulary section, to an explanation of each part of the book.

Here is the design of the recipe book that was designed researcher :

Table 4 9 The Blueprint Of The Product

No	Topic	Element	Learning Objective
1.	The Sweetness of Luwu	Vocabulary	Students will familiar with the vocabulary and terms for ingredients in English in the context

	Regency	Understand the ingredients Understand the procedure text History of Each Recipe	of a recipe, students can accurately recognize about sweet and dessert in The students understand the ingredients needed and completely according to the typical Tana Luwu food recipe especially at Luwu regency Train the ability to compose clear and coherent recipe procedure texts, including ingredients lists, in English of tana luwu traditional food recipe especially at Luwu regency This section students will have knowledge of the history of each dessert and sweet in their respective regions.
2	The Sweetness of North Luwu Regency	Vocabulary Understand the ingredients	Students will familiar with the vocabulary and terms for ingredients in English in the context of a recipe, students can accurately recognize about sweet and dessert in The students understand the ingredients needed and completely according to the typical Tana Luwu food recipe especially at North Luwu regency

		Understand the procedure text History of Each Recipe	Train the ability to compose clear and coherent recipe procedure texts, including ingredients lists, in English of tana luwu traditional food recipe especially at North Luwu regency This section students will have knowledge of the history of each dessert and sweet in their respective regions.
3	The Sweetness of East Luwu Regency	Vocabulary Understand the ingredients	Students will familiar with the vocabulary and terms for ingredients in English in the context of a recipe, students can accurately recognize about sweet and dessert in The students understand the ingredients needed and completely according to the typical Tana Luwu food recipe especially at North Luwu regency

		Understand the procedure text History of Each Recipe	Train the ability to compose clear and coherent recipe procedure texts, including ingredients lists, in English of tana luwu traditional food recipe especially at North Luwu regency This section students will have knowledge of the history of each dessert and sweet in their respective regions.
4	The Sweetness of Palopo City	Vocabulary	Students will familiar with the vocabulary and terms for ingredients in English in the context of a recipe, students can accurately recognize about sweet and dessert
		Understand the ingredients	The students understand the ingredients needed and completely according to the typical Tana Luwu food recipe especially at Palopo City
		Understand the procedure text	Train the ability to compose clear and coherent recipe procedure texts, including ingredients lists, in English of tana luwu traditional food

		History of Each Recipe	recipe especially at Palopo City This section students will have knowledge of the history of each dessert and sweet in their respective regions.
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3. Develop

a. The result of experts' validation

The developed website was validated by three experts, namely design and layout expert, language expert, and material expert. The recapitulation results from the experts are presented as follows:

1) Language

A questionnaire was distributed to language experts by the researcher for the purpose of this study. This section contains nine questions about the traditional English recipe book designed by the researcher. The experts are: Amalia Yahya, SE, M.Hum is a lecturer in English Education at the UIN Palopo campus.

The average score was calculated by the researcher using the formula below, based on the language assessments.:

$$M = \frac{B}{N} = \frac{27}{9} = 3.$$

Based on the average value, the researcher calculated the percentage value as follows:

$$x = \frac{M}{N} \times 100\%$$
$$x = \frac{3}{4} \times 100\% = 75\%$$

Based on the validation results provided by the linguists, the researcher concluded that the mean score reached 3, with 75% achieving good qualifications. The linguists' validation results indicated that the traditional English recipe book could be used with minor revisions.

2) Design and Layout

The researcher administered a questionnaire to design and layout specialists as part of this research. This section contains nine questions about the traditional food recipe book in English designed by the researcher. The experts are: Fadhliah Rahmah Muin, S.Pd., M.Pd is a lecturer in English Language Education at the UIN Palopo campus.

Based on the assessment provided by the design and layout expert, the researcher computed the average score. the average is given using the formula below:

$$M = \frac{B}{N} = \frac{32}{9} = 3,5$$

Based on the average value, the researcher calculated the percentage value as follows:

$$x = \frac{M}{N} \times 100\%$$
$$x = \frac{3,5}{4} \times 100\% = 87,5\%$$

The linguist validation results obtained a mean score of 3.5, with an 87.5% rating, qualifying as Very Good. The linguist validation results indicate that the Traditional Food Recipe Book in English can be used without revision. The Design and Layout Expert also added a few suggestions in the Qualitative Summary column.

3) Material

The researcher distributed a questionnaire to subject matter experts in conducting this study. This section contained 10 questions about the English-language recipe book designed by the researcher. These experts were: Amalia Yahya, SE, M.Hum, is a lecturer in English Education at the UIN Palopo campus. Based on the assessment provided by the material expert, the researcher computed the average score.:

$$M = \frac{B}{N} = \frac{36}{10} = 3,6$$

Based on the average value, the researcher calculated the percentage value as follows:

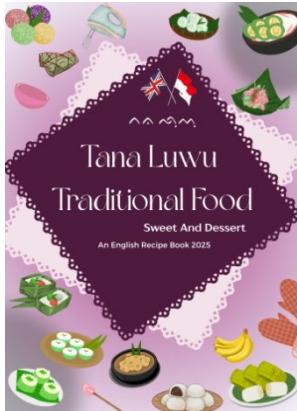
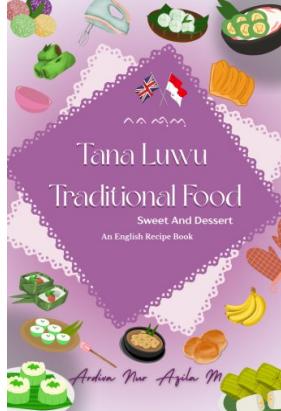
$$x = \frac{M}{N} \times 100\%$$

$$x = \frac{3,6}{4} \times 100\% = 90\%$$

The validation results from the linguists obtained a mean score of 3.6, with a 90% percentage, qualifying as Very Good. The validation results from the material experts indicated that the traditional food recipe book in English could be used without revision.

a. Draft Change

After conducting expert validation, the researcher received several revisions from the experts. The revisions were intended to perfect the design of this website. Furthermore, the corrections from the experts are presented as follows:

 <p>Before</p>	 <p>After</p>																																																																																						
<p>Table of Content</p> <p>Kota Pangkotar Komus Dapur</p> <p>THE SWEETNESS OF LUWU REGENCY</p> <table> <tr><td>Puto Cup Cake.....</td><td>1</td></tr> <tr><td>Janda Cake.....</td><td>1</td></tr> <tr><td>Barongko Cake.....</td><td>1</td></tr> <tr><td>Princess Bath Cake.....</td><td>1</td></tr> <tr><td>Baje Cake.....</td><td>1</td></tr> <tr><td>Banana Epe.....</td><td>1</td></tr> <tr><td>Peca Cake.....</td><td>1</td></tr> <tr><td>Cucur Cake.....</td><td>1</td></tr> <tr><td>Pisang Epe.....</td><td>1</td></tr> <tr><td>Omelette Cake.....</td><td>1</td></tr> <tr><td>Talam Cake.....</td><td>1</td></tr> </table> <p>THE SWEETNESS OF NORTH LUWU REGENCY</p> <table> <tr><td>Puto Canekir.....</td><td>1</td></tr> <tr><td>Corn Talam Cake.....</td><td>1</td></tr> <tr><td>Green Bean Cake.....</td><td>1</td></tr> <tr><td>Srikaya Cake.....</td><td>1</td></tr> <tr><td>Bagea Cake.....</td><td>1</td></tr> <tr><td>Peanut Cake.....</td><td>1</td></tr> <tr><td>Taro Cake.....</td><td>1</td></tr> <tr><td>Black Sticky Rice.....</td><td>1</td></tr> <tr><td>Red Bean Cake.....</td><td>1</td></tr> <tr><td>Lempeng Cake.....</td><td>1</td></tr> </table> <p>THE SWEETNESS OF EAST LUWU REGENCY</p> <table> <tr><td>Wajik Cake.....</td><td>1</td></tr> </table> <p>ii</p> <p>Before</p>	Puto Cup Cake.....	1	Janda Cake.....	1	Barongko Cake.....	1	Princess Bath Cake.....	1	Baje Cake.....	1	Banana Epe.....	1	Peca Cake.....	1	Cucur Cake.....	1	Pisang Epe.....	1	Omelette Cake.....	1	Talam Cake.....	1	Puto Canekir.....	1	Corn Talam Cake.....	1	Green Bean Cake.....	1	Srikaya Cake.....	1	Bagea Cake.....	1	Peanut Cake.....	1	Taro Cake.....	1	Black Sticky Rice.....	1	Red Bean Cake.....	1	Lempeng Cake.....	1	Wajik Cake.....	1	<p>Table of Content</p> <p>Foreword Sweet & Dessert Vocabulary.</p> <p>THE SWEETNESS OF LUWU REGENCY</p> <table> <tr><td>Kue Puto Cangkir.....</td><td>1</td></tr> <tr><td>Kue Janda.....</td><td>3</td></tr> <tr><td>Kue Barongko.....</td><td>5</td></tr> <tr><td>Kue Mandi Putri.....</td><td>7</td></tr> <tr><td>Kue Baje.....</td><td>9</td></tr> <tr><td>Pisang Epe.....</td><td>11</td></tr> <tr><td>Kue Cucur.....</td><td>13</td></tr> <tr><td>Kue Peca.....</td><td>15</td></tr> <tr><td>Kue Dadar.....</td><td>17</td></tr> <tr><td>Kue Talam.....</td><td>19</td></tr> </table> <p>THE SWEETNESS OF NORTH LUWU REGENCY</p> <table> <tr><td>Bolu Cukke.....</td><td>22</td></tr> <tr><td>Kue Talam Jagung.....</td><td>24</td></tr> <tr><td>Onde - Onde Wijen.....</td><td>26</td></tr> <tr><td>Kue Srikaya.....</td><td>28</td></tr> <tr><td>Kue Bapca.....</td><td>30</td></tr> <tr><td>Kue Kacang Sembunyi.....</td><td>32</td></tr> <tr><td>Kue Puto Ayu.....</td><td>34</td></tr> <tr><td>Kue Keanu hitam.....</td><td>36</td></tr> <tr><td>Kue Kacang Merah.....</td><td>38</td></tr> <tr><td>Kue Lemper.....</td><td>41</td></tr> </table> <p>THE SWEETNESS OF EAST LUWU REGENCY</p> <table> <tr><td>Onde - Onde.....</td><td>43</td></tr> </table> <p>ii</p> <p>After</p>	Kue Puto Cangkir.....	1	Kue Janda.....	3	Kue Barongko.....	5	Kue Mandi Putri.....	7	Kue Baje.....	9	Pisang Epe.....	11	Kue Cucur.....	13	Kue Peca.....	15	Kue Dadar.....	17	Kue Talam.....	19	Bolu Cukke.....	22	Kue Talam Jagung.....	24	Onde - Onde Wijen.....	26	Kue Srikaya.....	28	Kue Bapca.....	30	Kue Kacang Sembunyi.....	32	Kue Puto Ayu.....	34	Kue Keanu hitam.....	36	Kue Kacang Merah.....	38	Kue Lemper.....	41	Onde - Onde.....	43
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KITCHEN VOCABULARY

Kamus Dapur

Ice cubes - Es batu	Oven - Oven
Shaved ice - Es serut	Microwave - Mikro волн
Frozen fruit - Buah beku	Refrigerator - Kulkas
Flour - Beras	Fridge - Kulkas
Frozen yogurt - Yoghurt beku	Orthodont - Mesin pencuci piring
Ice cream mix - Campuran es krim	Blender - Blender
Ice cream scoop - Sendok es krim	Toaster - Mesin panggang roti
Ice pop - Es tin	Rice cooker - Periuk nasi
Ice spray - Semprot es	Air fryer - Penggoreng udara
Mint leaves - Daun mint	Meat grinder - Mesin giling daging
Band weeds - Biji selada	Food processor - Pemeras makanan
Band weeds - Biji selada	Electric kettle - Kettle listrik
Band weeds - Biji selada	Coffee maker - Mesin pembuat kopi
Rose water - Air mawar	Water dispenser - Dispenser air
Orange blossom water - Air tangerine jenip	Juicer - Pemeras jus
Orange blossom water - Air tangerine jenip	Electric kettle - Kettle listrik
Pandan extract - Daun pandan	Slow cooker - Periuk lambat
Aloe vera - Lidah buaya	Pressure cooker - Panci presto
Almond - Kacang almond	Dehydrator - Pengeringan rendam
Dried rice snacks - Kripik nasi kering	Knife - Pisau
Food coloring - Pewarna makanan	Cutting board - Taleran
Food coloring - Pewarna makanan	Water - Air
Flour - Beras	Grater - Pengolesan
Preservative - Pengawet	Spices - Bumbu
Stabilizer - Pengstabil	Ladle - Sendok sayur
Flour - Beras	Tongs - Pengisip
Glazing agent - Agen pengkilap	Can opener - Pengiris kaleng
Decoction coconut - Kelapa kering	Knife - Pisau
Vanilla extract - Pengarum	Knife - Pisau
Whisk - Pengocok	Garlic press - Pemeras bawang putih
Mixer - Mixer	Masher - Cobek
Almond - Kacang almond	Fork - Sendok
Measuring cup - Gelas ukur	Rolling pin - Pengalas
Baking pan - Loyang	Sieve - Saringan
Almond - Kacang almond	Ice cream scoop - Sendok es krim
Grater - Parutan	Strainer - Saringan
Measuring cup - Gelas ukur	Ice cream scoop - Sendok es krim
Baking pan - Loyang	Zester - Parutan buah
Almond - Kacang almond	Bowl - Mangkuk

KITCHEN VOCABULARY

Kosakata Separuh Makanan Manis & Penutup

NO	VOCABULARY	MEANING	Fonetik (Sandhi Rasa)
93	Sesame seeds	Tambukan	/təm'bukən/
94	Slice	Iris	/ɪləs/
95	Softi	Lembut	/ləm'bət/
96	Sour	Asam	/ə'sam/
97	Soybean	Kedelai	/sɔɪ'bɛn/
98	Spicy	Pedas	/pə'dəs/
99	Spread	Oleskan	/spred/
100	Steam	Kukus	/stəm/
101	Sticky	Lengket	/ləng'kət/
102	Sticky syrup	Sirup kental	/stɪkɪ'syʊp/
103	Sir	Aduk	/əd'uk/
104	Sugar	Gula	/gʊlə/
105	Sugarcane	Tebu	/tə'bəu/
106	Sweetened condensed milk	Susu kental manis	/su'su kəntəl mənɪs/
107	Tamarind	Asam jawa	/ə'sam dʒawə/
108	Tapioca	Tepung tapioka	/tə'piəʊkə/
109	Vanilla	Vanili	/vən'ələ/
110	Vanilla extract	Ekstrak vanili	/vən'ələ vɪk'stræk/
111	Vinegar	Cuka	/kʊkə/
112	Whip	Hangat	/hə'pəm/
113	Whipped cream	Krim kocok	/wɪpt kəkəm/
114	Yeast	Ragi	/rədʒə/

viii

Before

THE SWEETNESS OF
EAST LUWU REGENCY

Onde - Onde Cake (Kue Onde-onde)



Ingredients

Starch Ingredients

- 200 grams of white glutinous rice flour
- 50 grams of rice flour
- 100 grams of all-purpose flour
- 800 ml of warm coconut milk (or enough until the dough is smooth and pliable)
- 1 piece of yeast
- Green food coloring, as needed

Filling Ingredients

- 100 grams of cocomate, ground coconut

or 100 grams of dried palm sugar

+ 1/2 teaspoon of salt

+ 1 pandan leaf

Coating Ingredients

- 100 grams of coarsely grated coconut, measured with a pack of salt for 100 minutes

How To Make

1. In a bowl, combine the starch ingredients, white glutinous rice flour, salt, and pandan leaf.
2. In a separate bowl, mix the warm coconut milk with the palm sugar and mix to evenly coat the mixture. Cover and let stand for 10 minutes.
3. Remove from heat, let it cool, then shape it into small balls for the filling.
4. In a small mix together the white glutinous rice flour, rice flour, and yeast until the yeast is dissolved.
5. Gradually pour in the warm coconut milk while kneading and the dough becomes smooth and no longer sticks to your hands. If using a stand mixer, mix on low speed until the dough is smooth and pliable.
6. Divide the dough into several equal portions (about 20-25 grams).

7. Flatten each portion of dough about half of the coconut filling is the size of a ping-pong ball. Place the filling in the center of the flattened dough.

8. Wrap the filling in the flattened dough and seal the edges.

9. Place the filled onde-onde on a greased tray.

10. Cover the onde-onde with a piece of cloth and let it rest for 10-15 minutes.

11. Once the onde-onde has risen, then fill each onde-onde with the coconut filling and seal the edges.

12. Place the onde-onde on a greased tray.

13. Preheat the oven to 180°C.

14. Place the onde-onde in the oven and let it bake for 15-20 minutes.

15. Once the onde-onde has risen, then fill each onde-onde with the coconut filling and seal the edges.

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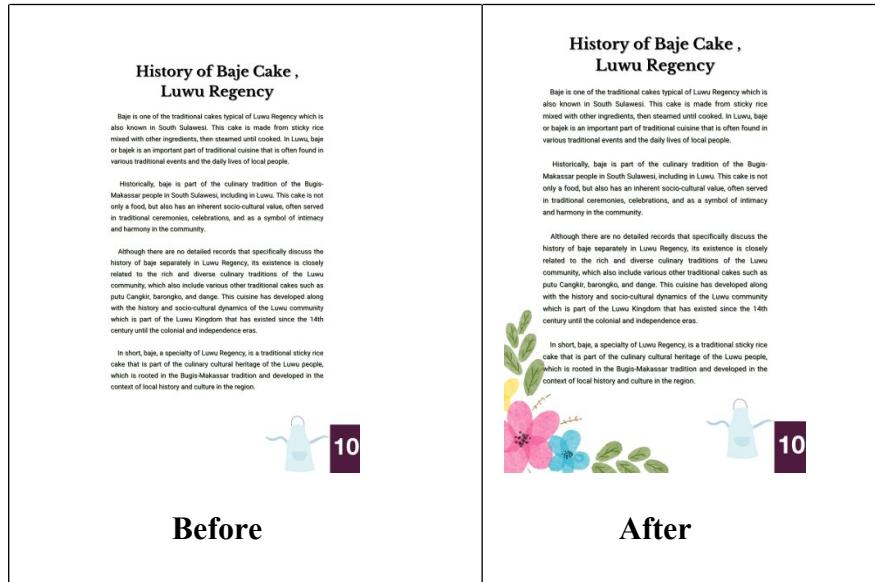
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132. Place the onde-onde in the oven and let it bake for 15-20 minutes.

133. Once the onde-onde has risen



a) Material

Material experts suggest that there be additional phonemes (pronunciation sounds) in each word in the vocabulary section.

b) Language

Linguists recommend that researcher be consistent in choosing words and titles for each recipe presented.

c) Design and Layout

The expert design and layout validator said that physically the book is quite attractive and the right size and comfortable for culinary students to use. However, the validator also suggested presenting the material more interestingly and adding supporting elements.

4. Disseminate

The English traditional food recipe book was presented to class XII culinary students at SMKN 1 Palopo by the researcher after undergoing several phases and revisions. The researcher introduced the English recipe book to 18 students in the classroom and provided an explanation of its content. Furthermore, 18 students and one English teacher, Mrs Aniati, S.Pd, conducted an interview with the researcher regarding their perception of the traditional food recipe book in English that the researcher designed. The results of the interview with the teacher concluded that this book is useful both as a reference book and a book for guidelines to provide new challenges to students to improve their English. The teacher also said that all of the students welcomed and were enthusiastic about the book, The English teacher responded enthusiastically, offering positive comments and noting that the material was suitable for classroom use and beneficial for increasing students' motivation to learn English. The following are the results of the book trial with students, as evidenced by their perceptions of it.

1) Pilot Testing Recipe Book

At this stage, researcher conducted a pilot test on 02 June 2025, by introducing the contents of traditional food recipe books in English to students. SMKN 1 Palopo catering students. Starting with introducing the recipe book in English, the contents of the food from various districts along with its history, and the vocabulary list from the recipe book, the aim is for students to utilize their reading skills by finding out vocabulary related to the contents of the recipe book.

The mean score of the students' perceptions was calculated below:

$$M = \frac{B}{N} = \frac{33,87}{10} = 3,38$$

Figure 4 7 The Mean Score of the Students' Perceptions

The percentages of the students' perceptions were calculated below:

$$x = \frac{M}{N} \times 100\% \\ x = \frac{3,38}{4} \times 100\% = 84,5\%$$

Figure 4 8 The Percentage Score of the Students' Perceptions

Student perception results reached an average of 33.87 or 84.5%, which is rated excellent, confirming the English recipe book is feasible for use without the need for revisions.

B. Discussion

This product is designed to meet the needs and expectations of students, which can be identified through a needs analysis. Researcher found that culinary arts students at SMKN 1 Palopo need to improve their English skills, considering that their English language level is at an intermediate level that needs to be improved. With the current development of the times, researcher have also found that the reading level of culinary arts students, especially those majoring in English, needs to be improved. Therefore, this research is present as a form of

solution to the problem by designing a traditional food recipe book typical of Tana Luwu, a book that is more specific to the culinary arts major. With the hope that this book can motivate students to practice their English more deeply through their studies, namely culinary arts at SMKN 1 Palopo.

By finding a solution to design an English recipe book that is believed to improve students' reading skills and introduce traditional culture. The researcher designed this book by discussing sections consisting of Luwu Regency, North Luwu, East Luwu, and Palopo City including a discussion of the vocabulary of sweets in English. The researcher designed the book using the 4D model method consisting of Define, Design, Develop, and Disseminate.

In the first stage, namely Define, the researcher describes one by one the results of the needs analysis using a questionnaire on culinary arts students that the researcher distributed to culinary arts students based on the formulas the researcher used. From this analysis, the researcher concluded that the level of English language proficiency and traditional culinary knowledge of students was at an average level. The researcher used a quantitative method to calculate students' desires and expectations for the recipe book to be designed. The questionnaire showed various factors needed in designing a recipe book. The results showed that students needed a food recipe book in English to help them improve their English language skills, especially in reading skills, increasing vocabulary in the kitchen, and their desire to know desserts and sweets if made in English.

After analyzing the students' needs, the researchers took the next step, namely designing a product designed based on the results of the needs analysis and the students' shortcomings addressed after they answered the questionnaire. Entering the Design stage, the researchers chose to use the Canva application to design a traditional food recipe book that uses interesting elements and food writing, the history of each dish, and vocabulary about typical Tana Luwu desserts that are appropriate for the students' level. This expert assessment aims to ensure the feasibility of a product. In conclusion, the product can be used with several changes. These changes include changing the font type and size, modifying the images to make them more realistic, improving word choice to be more precise, and adding phonemes to the vocabulary section.

After that, the researcher went directly to SMKN 1 Palopo on Monday, June 2, 2025 to test and see the outcomes of students' perceptions regarding the recipe book developed by the researcher. Students assessed the traditional food recipe book in English through the Google Form link that the researcher shared. The results from the link showed that the recipe book was very good to use. In the next stage, the researcher conducted interviews with English teachers in culinary classes to find out whether the recipe book was good for teaching culinary class students. And the results that the researcher found were that according to the teacher, students began to be enthusiastic and also with the use of this book the level of students' English proficiency slowly increased.

The findings of this research are systematically related to previous studies on the creation of recipe books specifically for the field of culinary cooking. All

five previous related studies indicate that the developed guidebooks are highly beneficial and serve effectively as supplementary materials for learning English.

One of the related previous studies is the research conducted by the theory of Alex F. Osborn (1994) "Brainstorming is a form of group discussion that aims to encourage the emergence of creative ideas in solving problems so that the ideas that emerge can be arranged into concrete solutions" based on this explanation, the researcher connected it with researchers related to this thesis.

In the research Khoirun Nisa', Mauren Gita Miranti, Suhartiningsih, Asrul Bahar (2021) entitled "Development of Asian Culinary Textbooks Using the Steam Method for Culinary Arts Students" focuses on making culinary textbooks for culinary arts students in this Asian culinary student textbook there is science which lies in the characteristics of food, technology which lies in the cooking equipment used, engineering which lies in the cooking techniques, art which lies in the way it is served, and finally mathematics which lies in the food recipes. This study uses the 4-D development method. Similarities and differences were found by the researchers in the studies mentioned earlier; the similarity lies in the researchers planning to make an Asian culinary recipe book for culinary arts students. The research conducted by the researcher focuses on culinary students of vocational high schools with food recipe books in English.

Another findings of this research ae systemucakky related to previous studies , the related previous studies is the research conducted by Dewi Furwana , Andi Tenrisanna Syam , Wisran , Maskur (2025) with their research

entitled "Developing English-Speaking Worksheets For The Culinary Arts Study Program At Vocational School " with the results of his research suggesting that This study aimed to create suitable English-speaking worksheets for culinary art students at Vocational School and to assess the perceptions of both students and teachers regarding the worksheets. The research followed a Research and Development (R&D) methodology using the 4-D Design Model, which includes the stages of defining, designing, developing, and disseminating. The participants were 24 tenth-grade culinary art students from SMK Negeri 1 Palopo. Data were gathered through a needs analysis questionnaire, expert validation sheets, and feedback on the worksheets from students and teachers. The study produced four culinary-related topics for the speaking worksheets, covering basic culinary skills, service, operations, and table manner. The findings revealed an average score of 375 (93.75%) from students and 3.72 (93%) from teachers, both classified as "Excellent", indicating the worksheets were well-suited for the culinary arts program and could serve as a resource to enhance students' motivation in learning English³⁰. Researchers found similarities and differences between the research and research conducted by researchers. The similarity is in making culinary students as the object of the second researcher using the RND (Research And Development) method and the 4D model (Define, Design, Develop, Disseminate). The difference is that the researcher wants to make a worksheet to improve students' speaking skills, but the researcher wants to make

³⁰ Dewi Furwana , Andi Tenrisanna Syam , Wisran , Maskur "Developing English-Speaking Worksheets for the Culinary Arts Study Program at Vocational School" English Education Journal Vol. 7 No. 2 (September 2024) pp. 366 382 file:///C:/Users/HP/Downloads/Telegram%20Desktop/10980-Article%20Text-26237-2-10-20250423.pdf

a food recipe book to improve students' reading skills.

The book made by the researcher focuses on traditional food recipe books typical of Luwu by adding 5 units of idioms from books covering each region and this book is also equipped with a discussion of vocabulary related to the book designed, the purpose of making this recipe book is also to improve the English of students who are still at an intermediate level and hone skills, especially in students' reading skills with book contents that are tailored to students' needs.

CHAPTER V

CONCLUSION & SUGGESTION

A. Conclusion

The appropriate recipe book for culinary art students designed by researchers consists of 4 units, Unit 1 Luwu Regency, Unit 2 North Luwu, Unit 3 East Luwu, and Unit 4 Palopo City and this book is equipped with vocabulary learning and historical learning of each food in each unit. The data analysis conducted in this study shows that traditional food recipe books that have been designed by researchers can be used without revision, this value is supported by the results of the perceptions of 18 culinary students with a value

of 84.5% in the “Very Good” category. These results are also supported by the results of interviews conducted by researchers with culinary teachers of SMKN 1 Palopo, with the results of the interview concluding that the recipe book for traditional pastries and desserts of tana luwu is considered interesting and useful.

The researcher aims to design this recipe book, which is designed using the 4-D model. Additionally, this book is designed to determine how suitable it is for students and English teachers in the culinary class. The research method in designing this book the teacher suggests that with the first step defined at that stage, the researcher conducts a needs analysis which is carried out by manually distributing research questionnaires to XII culinary students of SMKN 1 Palopo. At the Design stage, the researcher also formulates a traditional food recipe book for Tana Luwu in response to students' needs and submits it to experts in materials and language for validation. Suggestions for improvement were provided by the validation experts, after which the researcher revised the components of the food recipe book and refined it into the final product draft, then the last stage is at the trial stage which researchers have done at school to assess the extent to which the food recipe book is useful in culinary classes in English classes.

B. Implication

Implications of the study: 1) In terms of education, the traditional food recipe book typical of Tana Luwu in English can be used by English teachers in the teaching and learning process. By making this book the teacher can

create more unique learning in learning English in the culinary class. Furthermore, 2) students majoring in culinary can use this product in the classroom to help learn English, especially to improve the reading skills of students, 3) .The product is designed with the following specifications: It features 4 dishes from Tana Luwu Regency and an additional 1 sweet dish typical of Palopo City, vocabulary in each chapter, and the history of each dish.

C. Suggestion

Recommendations are provided, based on the conclusions, for students, English teachers, and future researchers.

1. For the Students

Culinary students can use the book as a guide in cooking as well as a guide to studying history with the use of English in it.

2. For the English Teacher

English teachers suggest utilizing the recipe book as a supplementary tool for English instruction. It can help English teachers in teaching vocabulary, sentence structure in each recipe, and introducing cultural context to students.

3. For Further Researcher

Researcher hope that with the presence of this food recipe book, future researcher can add new discussions about the main dishes typical of Tana Luwu.

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APPENDIX 1

SURAT IZIN MENELITI DAN

SETELAH MENELITI



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. K H M. Hasym, No. 5, Kota Palopo, Kode Pos 91921
Telp/Fax (0471) 326048, Email: dpmptsp@palopokota.go.id, Website: http://dpmptsp.palopokota.go.id

SURAT KETERANGAN PENELITIAN

NOMOR : 500.16.7.2/2024.1244/IP/DPMPTSP

DASAR HUKUM :

- Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi,
- Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja,
- Peraturan Mendagri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian,
- Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyordohan Penzinan dan Non Penzinan di Kota Palopo,
- Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Penzinan dan Nonpenzinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: ARDIVA NUR AZILA MADINA A
Jenis Kelamin	: P
Alamat	: Jl. KH. Muh Kasim No. 83A Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 2102020015

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

DESIGNING RECIPE BOOK OF TANA LUWU TRADITIONAL FOOD AS AN INTRODUCTION TO LOCAL CULTURE

Lokasi Penelitian	: SMK Negeri 1 Palopo
Lamanya Penelitian	: 31 Desember 2024 s.d. 31 Maret 2025

DENGAN KETENTUAN SEBAGAI BERIKUT :

- Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
- Menepati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
- Penelitian tidak menyinggung dari maksud izin yang diberikan.
- Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
- Surat Izin Penelitian ini dinyatakan tidak berlaku, bila masyarakat memegang izin ternyata tidak menepati ketentuan-ketentuan tersebut di atas.

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 2 Januari 2025

Ditandatangani secara elektronik oleh :
Kepala DPMPTSP Kota Palopo
SYAMSURIADI NUR, S.STP
Pangkat : Pembina IV/a
NIP : 19850211 200312 1 002

Tembusan Kepada Yth

- Wali Kota Palopo,
- Dandim 1403 SWG,
- Kapolda Palopo,
- Kepala Badan Kebang Prov. Sul Sel,
- Kepala Badan Penelitian dan Pengembangan Kota Palopo,
- Kepala Badan Kesbang Kota Palopo,
- Instansi terkait tempat dilaksanakan penelitian.

Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik
yang diterbitkan oleh Balar Semitau/Elektronik (BS/E), Badan Siber dan Sandi Negara (BSSN)





PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT-SMK NEG. 1 PALOPO

Jln.K.H.M. Kasim No.10 Telp.(0471) 3200930, Kelurahan Pattene, Kota Palopo
Website : <http://smknegeri1palopo.sch.id> Email : info@smknegeri1palopo.sch.id

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor: 421.5/567 -UPT,SMKN.1/PLP/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMK Negeri 1 Palopo menerangkan :

Nama : Adiva Nur Azila Madina A
NIM : 2102020015
Alamat : Jl. KH.Muh. Kasim No.3A Kota Palopo
Universitas : Universitas Islam Negeri Palopo

Telah selesai melaksanakan penelitian dalam rangka penulisan **Skripsi (S-1)** yang dimulai pada tanggal 2 Januari s.d 31 Maret 2025 berdasarkan Surat dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu, Nomor : 500.16.7.2/2024.1244/IP/DPMPTSP, Tanggal 2 Januari 2025, Perihal : Permohonan Izin melakukan Penelitian, dengan judul :

"DESIGNING RECIPE BOOK OF TANA LUWU TRADITIONAL FOODS AS AN INTRODUCTION TO LOCAL CULTURE"

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.



#BerAKHLAK #CERDASHI!
#SIPAKATAU

SETELAH KETI: DIPERLUAS, DILAKUKAN RABU

MEMERIKSA DAN DILAKUKAN SELATAN

APPENDIX 2

QUESTIONNAIRE'S

INSTRUMENT OF

NEED ANALYSIS

Questionnaire of Need Analysis

DESIGNING RECIPE BOOK OF TANA LUWU TRADITIONAL FOOD FOR ELL (ENGLISH LANGUAGE LEARNER) MAJORING IN GASTRONOMY AT SMKN 1 PALOPO

Kuesioner ini disusun dengan tujuan mengumpulkan data analisis kebutuhan (need analysis) siswa jurusan tata boga SMKN 1 Palopo pada kemampuan dan kebutuhan terhadap pembelajaran Bahasa Inggris. Hasil data yang diperoleh akan dijadikan sebagai acuan pembuatan Buku resep makanan tradisional dalam Bahasa Inggris.

Full Name :

Class :

Gender :

Part 1 : English Language Proficiency Assessment

Petunjuk: Penilaian ini akan membantu kami memahami kemampuan keterampilan membaca (Reading) Anda saat ini. Mohon jawab semua pertanyaan dengan sebaik-baiknya.

1. Read the following passage and answer the questions below

"Baking a cake is a simple yet rewarding process. First, sift the flour and combine it with sugar and baking powder in a large bowl. In a separate bowl, whisk together eggs and milk. Gradually add the wet ingredients to the dry ingredients, mixing gently until just combined. Pour the batter into a greased and floured

baking pan. Bake in a preheated oven at 350°F (175°C) for 30-35 minutes, or until a toothpick inserted into the center comes out clean. Let the cake cool completely before frosting and serving."

1) What is the first step in the baking process?

- a) Preheat the oven.
- b) Sift the flour.
- c) Combine wet ingredients.
- d) Grease the baking pan.

2) What does the word "sift" mean in this context?

- a) To mix quickly
- b) To add liquid
- c) To strain through a fine mesh
- d) To bake in the oven

3) How long is the recommended baking time?

- a) 15-20 minutes
- b) 30-35 minutes
- c) 45-50 minutes
- d) 60 minutes

2. Match the following English words with their definitions:

1) Ingredient	a) To cook in liquid that is gently bubbling
2) Recipe	b) A set of instructions for making a dish
3) Bake	c) To cut into tiny pieces
4) Boil	d) To cook in an oven

5) Chop e) Any item used to make a dish

3. Choose the correct verb form to complete the following sentences:

1) _____ the onions before adding them to the pan.

- a) Chop
- b) Chopping
- c) Chopped

2) The cake _____ for 30 minutes.

- a) bake
- b) bakes
- c) baked

Part 2 : Culinary Knowledge

Intruksi : Harap jawab pertanyaan berikut sebaik-baiknya sesuai kemampuan Anda.

1. Basic Cooking Techniques

a) What is the difference between sautéing and frying?

Answer :

b) How do you measure a cup of flour accurately?

Answer :

c) What are the different methods for cooking meat? (List at least 3)

Answer :

d) What is the purpose of using herbs and spices in cooking?

Answer:

2. Food Safety And Hygiene

a) Why is it important to wash your hands before handling food?

Answer :

b) How should you store raw meat and poultry?

Answer :

c) What are the common signs of food spoilage?

Answer :

3. Ingredient Identification

a) What are the different types of flour you are familiar with?

Answer :

4. Culinary Terms

a) Define the following terms:

- ✓ blanch,
- ✓ sauté,
- ✓ simmer,
- ✓ broil.

Answer :

b) What does "al dente" mean when cooking pasta?

Answer :

Part 3 : Learning Objectives Questionnaire

Petunjuk: Kuesioner ini bertujuan untuk mengetahui harapan dan tujuan pembelajaran Anda terhadap buku resep yang dirancang khusus untuk siswa tata boga. Jawablah semua pertanyaan dengan jujur dan sebaik mungkin.

(Silahkan centang yang sesuai dengan jawaban anda)

1. Apa tujuan pembelajaran utama anda saat menggunakan buku resep dalam studi kuliner Anda?

- Meningkatkan kemampuan bahasa Inggris saya (membaca, menulis, berbicara, mendengarkan)
- Pelajari teknik dan keterampilan kuliner baru
- Memperluas pengetahuan saya tentang berbagai masakan dan budaya
- Meningkatkan kosakata saya terkait makanan dan memasak
- Mengembangkan kemampuan saya untuk mengikuti instruksinya dan resep secara akurat
- Mendapatkan kepercayaan diri atas kemampuan memasak saya
- Pelajari tentang keamanan dan kebersihan makanan
- Jelajahi sejarah dan makna budaya dari berbagai hidangan
- Mengembangkan kreativitas saya di dapur

Lainnya : _____

2. Keterampilan bahasa spesifik apa yang ingin Anda tingkatkan melalui penggunaan buku resep?

- Membaca dan memahami teks kuliner yang kompleks
- Menulis resep yang jelas dan ringkas
- Berbicara dengan percaya diri tentang makanan dan memasak
- Mendengarkan dan mengikuti instruksi dengan tepat
- Memperluas kosakata kuliner saya
- Meningkatkan pelafalan istilah kuliner saya

3. Jenis informasi budaya apa yang ingin Anda pelajari dari buku resep?

- Sejarah dan asal usul berbagai hidangan
- Makna budaya makanan di berbagai masyarakat
- Metode dan teknik memasak tradisional
- Variasi masakan daerah
- Etika makanan dan adat istiadat makan

4. Fitur apa yang menurut Anda paling membantu dalam buku resep yang dirancang untuk kebutuhan belajar Anda?

- Instruksi yang jelas dan ringkas dengan foto langkah demi langkah
- Gambar hidangan yang sudah jadi dengan kualitas tinggi
- Catatan budaya dan informasi latar belakang
- Aktivitas pembelajaran bahasa (misalnya, latihan kosakata, penjelasan tata bahasa)

- Tautan ke sumber daya daring (misalnya, video, artikel)
- Elemen interaktif (misalnya, kuis, permainan)
- Kesempatan untuk melakukan penilaian diri

5. Bagaimana Anda ingin menggunakan buku resep dalam studi Anda?

- Studi independen
- Proyek kelompok
- Aktivitas di kelas
- Bahan referensi untuk tugas kuliner

6. Apakah Anda memiliki tujuan pembelajaran atau harapan spesifik lainnya untuk buku resep?

- Answer : _____

Part 4 : Questionnaire: Student Expectations for a Recipe Book

Petunjuk: Jawablah pertanyaan-pertanyaan berikut ini dengan jujur dan sebaik mungkin. Jawaban Anda akan membantu kami membuat buku resep yang sesuai dengan kebutuhan Anda.

(Silahkan centang yang sesuai dengan jawaban anda)

1. Apa harapan utama Anda untuk buku resep yang dirancang untuk pembelajaran bahasa Inggris di jurusan tata boga?

- Pelajari kosakata bahasa Inggris baru yang terkait dengan makanan dan memasak.
- Meningkatkan keterampilan membaca dan menulis bahasa Inggris saya.

- Dapatkan pengetahuan tentang berbagai masakan dan budaya.
- Mengembangkan keterampilan memasak yang praktis.
- Meningkatkan pengucapan dan kefasihan saya dalam bahasa Inggris.
- Temukan resep yang mudah dipahami dan diikuti.
- Temukan hidangan baru dan menarik untuk dimasak.
- Pelajari tentang sejarah dan makna budaya makanan.

Lainnya:

2. Fitur apa yang ingin Anda lihat dalam buku resep untuk meningkatkan pengalaman belajar Anda?

- Instruksi yang jelas dan ringkas dengan foto langkah demi langkah.
- Gambar hidangan yang sudah jadi dengan kualitas tinggi.
- Catatan budaya dan informasi latar belakang setiap hidangan.
- Glosarium istilah kuliner.
- Aktivitas belajar bahasa (misalnya, latihan kosa kata, latihan tata bahasa).
- Elemen interaktif (misalnya, kuis, sumber daya daring).
- Tips dan variasi untuk setiap resep.
- Informasi tentang keamanan dan kebersihan makanan.

Lainnya:

3. Seberapa pentingkah fitur-fitur berikut bagi Anda dalam sebuah buku resep?

(Silakan beri peringkat setiap fitur pada skala 1 hingga 5, di mana

1 = Tidak penting sama sekali

2 = Tidak Penting

3 = Cukup Penting

4 = Penting

5 = Sangat Penting

- Instruksi yang jelas dan ringkas : _____
- Gambar berkualitas tinggi : _____
- Informasi budaya : _____
- Kegiatan belajar bahasa : _____
- Elemen interaktif : _____
- Kemudahan penggunaan : _____

4. Apakah Anda memiliki preferensi khusus untuk jenis resep yang disertakan dalam buku ini?

- Misalnya, Masakan internasional,
- Pilihan vegetarian/vegan,
- Makanan penutup,
- Makanan pembuka,
- Makanan utama
- Answer _____

5. Apakah ada fitur atau aspek lain yang ingin Anda lihat dalam buku resep yang dirancang untuk Anda?

Answer

:

APPENDIX 3

INSTRUMENT VALIDATION

BY THE EXPERTS

LEMBAR VALIDASI INSTRUMENT NEED ANALYSIS
DESIGNING RECIPE BOOK OF TANA LUWU TRADITIONAL FOOD
FOR ELL (ENGLISH LANGUAGE LEARNER) MAJORING IN
GASTRONOMY AT SMKN 1 PALOPO

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek isi, dan bahasa.
2. Berilah tanda (**✓**) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: Tidak sesuai
 - 2: Kurang sesuai
 - 3: Cukup sesuai
 - 4: Sesuai
 - 5: Sangat sesuai
4. Anda dimohon kesediaannya untuk memberikan saran perbaikan pada akhir lembar ini.

B. Penilaian Kesesuaian Instrumen

No	Uraian	Kesesuaian				
		1	2	3	4	5
I	Aspek Isi					
A	Tujuan penelitian dinyatakan jelas					✓
B	Tujuan kuesioner dinyatakan dengan jelas					✓
C	Petunjuk pengisian kuesioner mudah dipahami					✓
II	Aspek Cakupan (Isi)	1	2	3	4	5

A	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					✓
B	Butir-butir kuesioner dirumuskan dalam Bahasa yang baik dan benar.					✓
III	Aspek Bahasa	1	2	3	4	5
A	Butir-butir kuesioner dirumuskan dalam Bahasa yang efektif.					✓
B	Butir-butir kuesioner dirumuskan dalam Bahasa yang efisien.					✓
C	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					✓

C. Komentar

Silahkan dilanjutkan pengumpulan datanya dengan menggunakan kuesioner yang disarankan

D. Saran

Jangan lupa mempertimbangkan aspek Teknik penulisan dalam Bahasa Inggris biasanya sering dilupakan oleh mahasiswa seperti punctuation and diction.

E. Kesimpulan

Instrumen kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
- 2. Dapat digunakan**
3. Dapat digunakan dengan perbaikan sebagai berikut.

.....

Palopo,

Validator

Amalia Yahya, SE.,M.Hum

APPENDIX 4

THE RESULT OF THE

INSTRUMENT'S VALIDATION

BY EXPERTS

LEMBAR VALIDASI INSTRUMENT NEED ANALYSIS
DESIGNING RECIPE BOOK OF TANA LUWU TRADITIONAL FOOD
FOR ELL (ENGLISH LANGUAGE LEARNER) MAJORING IN
GASTRONOMY AT SMKN 1 PALOPO

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek isi, dan bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
1: Tidak sesuai
2: Kurang sesuai
3: Cukup sesuai
4: Sesuai
5: Sangat sesuai
4. Anda dimohon kesediaannya untuk memberikan saran perbaikan pada akhir lembar ini.

B. Penilaian Kesesuaian Instrumen

No	Uraian	Kesesuaian				
		1	2	3	4	5
I	Aspek Isi					
a	Tujuan penelitian dinyatakan jelas					✓
b	Tujuan kuesioner dinyatakan dengan jelas					✓
c	Petunjuk pengisian kuesioner mudah dipahami					✓
II	Aspek Cakupan (Isi)	1	2	3	4	5
a	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					✓

b	Butir-butir kuesioner dirumuskan dalam Bahasa yang baik dan benar.				✓
III	Aspek Bahasa	1	2	3	4
a	Butir-butir kuesioner dirumuskan dalam Bahasa yang efektif.				✓
b	Butir-butir kuesioner dirumuskan dalam Bahasa yang efisien.				✓
c	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.				✓

C. Komentar

Silahkan dilanjutkan pengumpulan datanya dengan menggunakan kuesioner yang disarankan

D. Saran

Jangan lupa mempertimbangkan aspek Teknik penulisan dalam Bahasa Inggris biasanya sering dilupakan oleh mahasiswa seperti punctuation and diction.

E. Kesimpulan

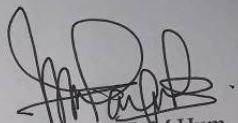
Instrumen kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. **Dapat digunakan**
3. Dapat digunakan dengan perbaikan sebagai berikut.

.....

Palopo,

Validator



Amalia Yahya, SE, M.Hum

APPENDIX 5

THE RESULT OF THE

QUESTIONNAIRE'S

INSTRUMENT OF NEED

ANALYSIS

Questionnaire of Need Analysis

DESIGNING RECIPE BOOK OF TANA LUWU TRADITIONAL FOOD FOR ELL (ENGLISH LANGUAGE LEARNER) MAJORING IN GASTRONOMY AT SMKN 1 PALOPO

Kuesioner ini disusun dengan tujuan mengumpulkan data analisis kebutuhan (need analysis) siswa jurusan tata boga SMKN 1 Palopo pada kemampuan dan kebutuhan terhadap pembelajaran Bahasa Inggris. Hasil data yang diperoleh akan dijadikan sebagai acuan pembuatan Buku resep makanan tradisional dalam Bahasa Inggris.

Full Name : Arieli Batari Patienjala N.

Class : XI Kuliner 1

Gender :

Part 1 : English Language Proficiency Assessment

Petunjuk: Penilaian ini akan membantu kami memahami kemampuan keterampilan membaca (*Reading*) Anda saat ini. Mohon jawab semua pertanyaan dengan sebaik-baiknya.

1. Read the following passage and answer the questions below

"Baking a cake is a simple yet rewarding process. First, sift the flour and combine it with sugar and baking powder in a large bowl. In a separate bowl, whisk together eggs and milk. Gradually add the wet ingredients to the dry ingredients, mixing gently until just combined. Pour the batter into a greased and floured baking pan. Bake in a preheated oven at 350°F (175°C) for 30-35 minutes, or until a toothpick inserted into the center comes out clean. Let the cake cool completely before frosting and serving."

- 1) What is the first step in the baking process?
a) Preheat the oven.
b) Sift the flour.
c) Combine wet ingredients.
d) Grease the baking pan.
- 2) What does the word "sift" mean in this context?
a) To mix quickly
b) To add liquid
c) To strain through a fine mesh
d) To bake in the oven

5	English Recipe Book sesuai dengan kemampuan berbahasa siswa.				✓
6	English Recipe Book dapat menambah wawasan siswa.				✓
7	Materi menggunakan tata Bahasa yang benar.				✓
8	Materi meningkatkan motivasi siswa untuk belajar Bahasa Inggris.				✓
9	Ketepatan penggunaan tata bahasa pada materi.				
Rangkuman Kualitatif:					

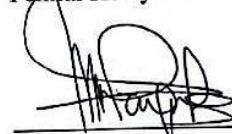
C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap English Recipe Book yang dikembangkan:

- Layak
- Layak dengan perbaikan
- Tidak layak

Palopo,

Pemilai Kelayakan



NIP 19771013 2005 01 2006

KUISIONER EVALUASI UNTUK AHLI BAHASA
“DESIGNING RECIPE BOOK OF TANA LUWU TRADITIONAL
FOOD FOR ELL MAJORING IN GASTRONOMY AT
SMKN 1 PALOPO”

A. Data Responden

Nama : Amalia Yahya, S.E., M.Hum
Umur :
Jenis Kelamin :
Pendidikan : S1 S2 S3 Professor
Pengalaman Mengajar : 0-2 tahun 2-4 tahun
4-6 tahun 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah disediakan.

Keterangan Poin Validitas:

4: Sangat Baik

3: Baik

2: Kurang Baik

1: Tidak Baik

No	Pernyataan	1	2	3	4
A. Bahasa					
1	English Recipe Book disajikan dengan struktur kalimat yang tepat.			✓	
2	English Recipe Book menggunakan kalimat yang efektif.			✓	
3	English Recipe Book disajikan dengan menggunakan gaya Bahasa yang mudah dipahami siswa.			✓	
4	Kosakata pada English Recipe Book sesuai dengan siswa.		✓		

	membaca.				✓
5	Materi yang digunakan dalam English Recipe Book sesuai dengan benar.				✓
6	Materi & Resep yang disajikan mudah dipahami				✓
7	Input materi dalam English Recipe Book menarik.				✓
8	Input materi dalam English Recipe Book dapat menambah wawasan siswa.				✓
9	Materi yang disajikan English Recipe Book sesuai dengan tingkatan perkembangan kognitif siswa.				✓
10	Keseluruhan materi sesuai dengan kemampuan siswa.			✓	
Saran					
:					

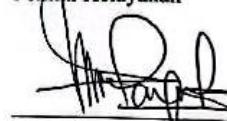
C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *English Recipe Book* yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo,

Penilai Kelayakan



NIP 197710132005012006

**KUISIONER EVALUASI UNTUK AHLI DESIGN AND LAYOUT
“DESIGNING RECIPE BOOK OF TANA LUWU TRADITIONAL
FOOD FOR ELL MAJORING IN GASTRONOMY AT
SMKN 1 PALOPO”**

A. Data Responden

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah disediakan.

Keterangan Poin Validitas:

4: Sangat Baik
3: Baik
2: Kurang Baik
1: Tidak Baik

No	Pernyataan	1	2	3	4
A. Aspek Isi					
1	Pemilihan gambar ilustrasi dapat mempresentasikan materi yang ada.				✓
2	Pilihan gambar pada materi sesuai dengan siswa.				✓
3	Pemilihan warna pada English Recipe Book menarik.				✓
4	Sampul English Recipe Book menarik.				✓

5	Tampilan English Recipe Book jelas..				✓
6	Penggunaan tanda baca sudah tepat.			✓	
7	Sununan materi dalam English Recipe Book sistematis.				✓
8	Sumber dalam English Recipe Book jelas.			✓	
9	Jarak spasi dalam English Recipe Book sudah sesuai.				✓

Rangkuman Kualitatif :

Materi disajikan dengan menarik dan
dengan cakupan efekti sebagai penekungan materi

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *English Recipe Book* yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo, 20 Mei 2025.....

Penilai Kelayakan


Fadilah R. Munir

NIP

APPENDIX 6

THE EXPERTS' EVALUATION

QUESTIONNAIRE OF THE

PRODUCT

KUISIONER EVALUASI UNTUK AHLI MATERI
“DESIGNING RECIPE BOOK OF TANA LUWU TRADITIONAL
FOOD FOR ELL MAJORING IN GASTRONOMY AT
SMKN 1 PALOPO”

A. Data Responden

Nama : ...

Umur

Jenis Kelamin

Pendidikan · S1 · S2 · S3 · Professor

Pengalaman Mengajar : 0-2 tahun 2-4 tahun

4-6 tahun 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberikan tanda centang (✓)

pada kolom yang telah disediakan.

Keterangan Poin Validitas:

4: Sangat Baik

3: Baik

2: Kurang Baik

1: Tidak Baik

No	Pernyataan	1	2	3	4
A. Aspek Isi					
1	Judul pada English Recipe Book sesuai dengan isi materi.				
2	Kesesuaian materi dengan ilustrasi pada English Recipe Book memadai.				

3	Keaslian materi dalam English Recipe Book untuk siswa memadai.			
4	Materi menumbuhkan motivasi siswa dalam membaca.			
5	Materi yang digunakan dalam English Recipe Book sesuai dengan benar.			
6	Materi & Resep yang disajikan mudah dipahami			
7	Input materi dalam English Recipe Book menarik.			
8	Input materi dalam English Recipe Book dapat menambah wawasan siswa.			
9	Materi yang disajikan English Recipe Book sesuai dengan tingkatan perkembangan kognitif siswa.			
10	Keseluruhan materi sesuai dengan kemampuan siswa.			
Saran				
:				

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *English Recipe Book* yang dikembangkan:

- Layak
- Layak dengan perbaikan
- Tidak layak

Palopo,

Penilai Kelayakan

NIP

KUISIONER EVALUASI UNTUK AHLI DESIGN AND LAYOUT

“DESIGNING RECIPE BOOK OF TANA LUWU TRADITIONAL

FOOD FOR ELL MAJORING IN GASTRONOMY AT

SMKN 1 PALOPO”

A. Data Responden

Nama :

Umur :

Jenis Kelamin :

Pendidikan : S1 S2 S3 Professor

Pengalaman Mengajar : 0-2 tahun 2-4 tahun

4-6 tahun \geq 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah disediakan.

Keterangan Poin Validitas:

4: Sangat Baik

3: Baik

2: Kurang Baik

1: Tidak Baik

N o	Pernyataan	1	2	3	4
A. Aspek Isi					
1	Pemilihan gambar ilustrasi dapat mempresentasikan materi yang ada.				

2	Pilihan gambar pada materi sesuai dengan siswa.				
3	Pemilihan warna pada English Recipe Book menarik.				
4	Sampul English Recipe Book menarik.				
5	Tampilan English Recipe Book jelas..				
6	Penggunaan tanda baca sudah tepat.				
7	Sununan materi dalam English Recipe Book sistematis.				
8	Sumber dalam English Recipe Book jelas.				
9	Jarak spasi dalam English Recipe Book sudah sesuai.				
Rangkuman Kualitatif :					

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *English Recipe Book* yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo,

Penilai Kelayakan

NIP

KUISIONER EVALUASI UNTUK AHLI BAHASA
“DESIGNING RECIPE BOOK OF TANA LUWU TRADITIONAL
FOOD FOR ELL MAJORING IN GASTRONOMY AT
SMKN 1 PALOPO”

A. Data Responden

Nama : _____

Umur : _____

Jenis Kelamin : _____

Pendidikan : S1 S2 S3 Professor

Pengalaman Mengajar : 0-2 tahun 2-4 tahun

4-6 tahun \geq 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberikan tanda centang (✓)

pada kolom yang telah disediakan.

Keterangan Poin Validitas:

4: Sangat Baik

3: Baik

2: Kurang Baik

1: Tidak Baik

N o	Pernyataan	1	2	3	4
A. Bahasa					
1	English Recipe Book disajikan dengan struktur kalimat yang tepat.				
2	English Recipe Book menggunakan kalimat yang efektif.				

3	English Recipe Book disajikan dengan menggunakan gaya Bahasa yang mudah dipahami siswa.				
4	Kosakata pada English Recipe Book sesuai dengan siswa.				
5	English Recipe Book sesuai dengan kemampuan berbahasa siswa.				
6	English Recipe Book dapat menambah wawasan siswa.				
7	Materi menggunakan tata Bahasa yang benar.				
8	Materi meningkatkan motivasi siswa untuk belajar Bahasa Inggris.				
9	Ketepatan penggunaan tata bahasa pada materi.				

Rangkuman Kualitatif:

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *English Recipe Book* yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo,

Penilai Kelayakan

NIP

APPENDIX 7

**THE RESULT OF THE
EXPERTS' EVALUATION
QUESTIONNAIRE OF THE
PRODUCT**

**KUISIONER EVALUASI UNTUK AHLI MATERI
“DESIGNING RECIPE BOOK OF TANA LUWU TRADITIONAL
FOOD FOR ELL MAJORING IN GASTRONOMY AT
SMKN 1 PALOPO”**

A. Data Responden

Nama : Amalia Yahya, SE, M. Hum

Umur :

Jenis Kelamin :

Pendidikan : S1 S2 S3 Professor

Pengalaman Mengajar : 0-2 tahun 2-4 tahun

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah disediakan.

Keterangan Poin Validitas:

4: Sangat Baik

3: Baik

2: Kurang Baik

1: Tidak Baik

No	Pernyataan	1	2	3	4
A. Aspek Isi					
1	Judul pada English Recipe Book sesuai dengan isi materi.				✓
2	Kesesuaian materi dengan ilustrasi pada English Recipe Book memadai.				✓
3	Keaslian materi dalam English Recipe Book untuk siswa memadai.				✓
4	Materi menumbuhkan motivasi siswa dalam				✓

	membaca.				✓
5	Materi yang digunakan dalam English Recipe Book sesuai dengan benar.				✓
6	Materi & Resep yang disajikan mudah dipahami				✓
7	Input materi dalam English Recipe Book menarik.				✓
8	Input materi dalam English Recipe Book dapat menambah wawasan siswa.				✓
9	Materi yang disajikan English Recipe Book sesuai dengan tingkatan perkembangan kognitif siswa.				✓
10	Keseluruhan materi sesuai dengan kemampuan siswa.				✓
Saran					
:					

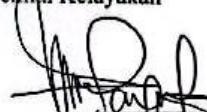
C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *English Recipe Book* yang dikembangkan:

- Layak
- Layak dengan perbaikan
- Tidak layak

Palopo,

Penilai Kelayakan



NIP 197710132005012006

**KUISIONER EVALUASI UNTUK AHLI DESIGN AND LAYOUT
"DESIGNING RECIPE BOOK OF TANA LUWU TRADITIONAL
FOOD FOR ELL MAJORING IN GASTRONOMY AT
SMKN 1 PALOPO"**

A. Data Responden

Nama : Fadhlirah Rahmah Mu'm, S.Pd., M.Pd.
Umur :
Jenis Kelamin :
Pendidikan : S1 S2 S3 Professor
Pengalaman Mengajar : 0-2 tahun 2-4 tahun
4-6 tahun ≥ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah disediakan.

Keterangan Poin Validitas:

4: Sangat Baik

3: Baik

2: Kurang Baik

1: Tidak Baik

No	Pernyataan	A. Aspek Isi			
		1	2	3	4
A. Aspek Isi					
1	Pemilihan gambar ilustrasi dapat mempresentasikan materi yang ada.				✓
2	Pilihan gambar pada materi sesuai dengan siswa.				✓
3	Pemilihan warna pada English Recipe Book menarik.				✓
4	Sampul English Recipe Book menarik.				✓

5	Tampilan English Recipe Book jelas..				✓
6	Penggunaan tanda baca sudah tepat.			✓	
7	Sununan materi dalam English Recipe Book sistematis.				✓
8	Sumber dalam English Recipe Book jelas.			✓	
9	Jarak spasi dalam English Recipe Book sudah sesuai.				✓

Rangkuman Kualitatif :

Materi disajikan dengan menarik dan
dengan cakupan efekif sebagai penekung materi

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *English Recipe Book* yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo, 20 Mei 2025.....

Penilai Kelayakan

NIP

KUISIONER EVALUASI UNTUK AHLI BAHASA
“DESIGNING RECIPE BOOK OF TANA LUWU TRADITIONAL
FOOD FOR ELL MAJORING IN GASTRONOMY AT
SMKN 1 PALOPO”

A. Data Responden

Nama : Amalia Yahya, S.E., M.Hum
Umur :
Jenis Kelamin :
Pendidikan : S1 S2 S3 Professor
Pengalaman Mengajar : 0-2 tahun 2-4 tahun
4-6 tahun ≥ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut ini dengan memberikan tanda centang (✓) pada kolom yang telah disediakan.

Keterangan Poin Validitas:

4: Sangat Baik

3: Baik

2: Kurang Baik

1: Tidak Baik

No	Pernyataan				
		1	2	3	4
A. Bahasa					
1	English Recipe Book disajikan dengan struktur kalimat yang tepat.			✓	
2	English Recipe Book menggunakan kalimat yang efektif.		✓		
3	English Recipe Book disajikan dengan menggunakan gaya Bahasa yang mudah dipahami siswa.		✓		
4	Kosakata pada English Recipe Book sesuai dengan siswa.	✓			

Questionnaire of Need Analysis

DESIGNING RECIPE BOOK OF TANA LUWU TRADITIONAL FOOD FOR ELL (ENGLISH LANGUAGE LEARNER) MAJORING IN GASTRONOMY AT SMKN 1 PALOPO

Kuesioner ini disusun dengan tujuan mengumpulkan data analisis kebutuhan (need analysis) siswa jurusan tata boga SMKN 1 Palopo pada kemampuan dan kebutuhan terhadap pembelajaran Bahasa Inggris. Hasil data yang diperoleh akan dijadikan sebagai acuan pembuatan Buku resep makanan tradisional dalam Bahasa Inggris.

Full Name : Arieli Batari Patiungjala N.

Class : XI Kuliner 1

Gender :

Part 1 : English Language Proficiency Assessment

Petunjuk: Penilaian ini akan membantu kami memahami kemampuan keterampilan membaca (*Reading*) Anda saat ini. Mohon jawab semua pertanyaan dengan sebaik-baiknya.

1. Read the following passage and answer the questions below

"Baking a cake is a simple yet rewarding process. First, sift the flour and combine it with sugar and baking powder in a large bowl. In a separate bowl, whisk together eggs and milk. Gradually add the wet ingredients to the dry ingredients, mixing gently until just combined. Pour the batter into a greased and floured baking pan. Bake in a preheated oven at 350°F (175°C) for 30-35 minutes, or until a toothpick inserted into the center comes out clean. Let the cake cool completely before frosting and serving."

- 1) What is the first step in the baking process?

- a) Preheat the oven.
- b) Sift the flour.
- c) Combine wet ingredients.
- d) Grease the baking pan.

✗

- 2) What does the word "sift" mean in this context?

- a) To mix quickly
- b) To add liquid
- c) To strain through a fine mesh
- d) To bake in the oven

5	English Recipe Book sesuai dengan kemampuan berbahasa siswa.			✓
6	English Recipe Book dapat menambah wawasan siswa.			✓
7	Materi menggunakan tata Bahasa yang benar.			✓
8	Materi meningkatkan motivasi siswa untuk belajar Bahasa Inggris.			✓
9	Ketepatan penggunaan tata bahasa pada materi.			

Rangkuman Kualitatif:

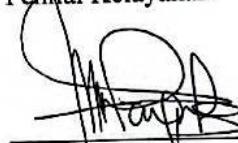
C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *English Recipe Book* yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo,

Perihai Kelayakan



NIP 19771013 2005 01 2006

APPENDIX 8

THE RESULT OF THE

STUDENTS PERCEPTION

No.	Criteria	Score	Description	Follow up
1.	The material presented in the English recipe book for traditional desserts and sweets typical of Tana Luwu is in accordance with the needs of students in the culinary arts department at SMKN 1 Palopo Palopo.	3,55	Good	Qualification “Good” It was found from the data results that 11 Person answered “Very Good” , 6 Person answered “Good” and 1 answered “average”
2.	The entire contents of the Recipe Book for Traditional Food from Luwu in English for Culinary Arts Students are unique	3,5	Good	Qualification “Good” It was found from the data results that 11 Person answered “Very Good” , 5 Person answered “Good” and 2 answered “average”

	and varied.			
3.	The contents of the traditional Tana Luwu food recipe book in English can improve the English of culinary students in English language learning.	3,5	Good	Qualification “Good” It was found from the data results that 9 Person answered “Very Good” , 8 Person answered “Good” and 1 answered “average”
4.	The vocabulary section of the contents of the recipe book for typical Luwu food in English is interesting and easy to learn for culinary arts students at SMKN 1 Palopo.	3,55	Good	Qualification “Good” It was found from the data results that 10 Person answered “Very Good” , 8 Person answered “Good”
5.	The selection of images in this traditional Luwu	3.4	Good	Qualification “Good” It was found from the data results that 8 Person

	food recipe book in English is interesting and suitable for office administration students at SMKN 1 Palopo.			answered “Very Good” , 10 Person answered “Good”
6.	The selection of desserts and sweets in the Traditional Food Recipe Book for Tana Luwu in English for Culinary Arts Students is easy for students to learn independently.	3	Good	Kualifikasi “bagus” Ditemukan dari hasil pengolahan data 7 orang yang menjawab “sangat bagus”, 8 orang menjawab “Bagus”, dan 2 menjawab “Rata – Rata”.
7.	The selection of font type and size in the Traditional Luwu Food Recipe Book in English for	3,5	Good	Qualification “Good” It was found from the data results that 8 Person answered “Very Good” , 10 Person answered

	culinary students is interesting and comfortable to read.			“Good”
8.	The color selection in the Traditional Food Recipe Book from Luwu in English for Culinary Arts Students is interesting and fun to read.	3,4	Good	<p>Kualifikasi “bagus” Ditemukan dari hasil pengolahan data 9 orang yang menjawab “sangat bagus”, 8 orang menjawab “Bagus”, dan 1 menjawab “Rata – Rata</p> <p>Qualification “Good” It was found from the data results that 9 Person answered “Very Good” , 8 Person answered “Good” and 1 answered “average”</p>
9..	The cover design of the Traditional Food Recipe Book	3,4	Good	Qualification “Good” It was found from the data results that 7 Person

	of Tana Luwu in English for Culinary Arts Students is attractive.			answered “Very Good” , 11 Person answered “Good”
10.	The size of this traditional Tana Luwu food recipe book in English for Culinary Arts Students is appropriate, practical, and easy to carry around.	3,27		Qualification “Good” It was found from the data results that 9 Person answered “Very Good” , 9 Person answered “Good”

APPENDIX 9

THE FINAL DRAFT OF THE PRODUCT

APPENDIX 10

DOCUMENTATIONS

1. Documentation of Research at SMKN 1 Palopo



2. Documentation of Doing disseminate stage at SMKN 1 Palopo



CURICULUM VITAE



Ardiva Nur Azila Madina A was born on September 24, 2003, in Palopo. Her father's name is Anwar Nur, and her mother's name is Idayani. She studied at Elementary School SDN 5 Burau in 2009 and graduated in 2016. After that, she continued at SMPN 1 Palopo she graduated in 2018, and continued her education at SMAN 1 Palopo, where she graduated in 2021. After that, in 2021, she continued her studies at the State Islamic Institute of Palopo (IAIN Palopo) and majored in English Language Education at the Islamic Institute (IAIN Palopo). She completed his final studies using R&D research with the title "Designing Recipe Book Of Tana Luwu Traditional Food For ELL (English Language Learner) Majoring In Gastronomy at Smkn 1 Palopo"

