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### Students' Need Analysis on English Speaking Supplementary Material at Culinary Department of SMKN 1 Banjarbaru

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#### **Abstract**

*This study aims on analyze the students' needs at vocational school in learning English speaking in order to develop supplementary materials based on culinary topics. This research was a qualitative descriptive research. The data were collected using a questionnaire and an interview. The questionnaire is aimed at gathering information related to the target needs, and wants. Whilst the interview is used to confirm and elicit more specific information. The subjects were 29 students from the eleventh-grade students at culinary department of SMKN 1 Banjarbaru. The results found that the students target of studying English speaking are for their future profession in line with their area of expertise. Students need supplementary materials that involve challenging activities, real-life experiences, and authentic learning opportunities that are based on the culinary. They also need both printed and online materials, and activities that allow them to use the expressions learned in the English speaking skill. The students agreed to the advantages of supplementary materials such as creativity, enhances communication skills, and overcomes stage fear. They want enjoying a lot of speaking activities at the classroom both with their group or individual. The most favor topic chosen by students found as follows: Explaining food in English to customers, selecting fresh fruits at the market, Japanese cheesecake recipe, Korean fried chicken recipe, cocktails recipe, and crafting your own delicious recipes for your Blog/You Tube. Finally, it is suggested for other researchers to conduct extended research regarding the development of the supplementary materials at culinary department.*

**Keywords:** needs analysis, speaking skill, supplementary materials, culinary department

#### **INTRODUCTION**

Speaking is one of the most important language skills in learning English. (Nunan, 1995) defines speaking as the most important aspect of

learning a second or foreign language. Whilst, (G. Brown & Yuke, 1983) said speaking is the skill that the students will be judged upon most in real life situations. It is the skill which is taught as a foreign language at culinary department of SMKN 1 Banjarbaru, South Kalimantan. At Culinary Department students' explores the breadth of food, from learning about basic ingredients, food preparation, food processing and serving techniques. The Culinary Department is one of the majors that using English for a specific purpose. According to (Maula, 2021) the Culinary Department has different English language requirements than public school students. Therefore, students need specialized, technical materials in line with their area of expertise. As English is important for their future career, they need a specific learning material that can connect to their future career.

The primary goal is to enable the learners to speak in target language that is spoken in English communicatively. Unfortunately, making students speak communicatively is not a simple job for the teacher to do. The teacher has to prepare a best way to teach them. One of the helpful ways is planning supplementary material based on the students needs. According to (Nation & Macalister J., 2010) the outcomes of need analysis will be beneficial when designing curriculum, as well as developing and providing materials. Further, for (Browns, 1995), the need analysis is considered as an essential development of systematic curriculum development.

Supplementary materials provide some important roles in teaching and learning process. For instance, increasing students' motivation. Many pieces of research have been conducted to prove that using supplementary materials is indeed effective to increase students' engagement and motivation with the learning activity. (Ishihara & Chi, 2004) found out that learners are far more motivated and engaged if they use current and exciting materials. More recently, (Dodd et al., 2015) also pointed out that supplementary materials support the improvement of students' motivation. Furthermore, the textbooks that are usually used by teachers and students in the English classroom are not authentic and relevant enough to what students encounter. Thus, supplementary materials are needed.

## **METHOD**

This research is categorized into a qualitative research. The participants of this study were 29 students from the eleventh-grade students of culinary department of SMKN 1 Banjarbaru academic Year 2023/2024. The data collection instrument was in the form of a questionnaire and interview. In the questionnaire, the learners were asked to answer 28 questions in relation to their target, want and their lacks of learning English Speaking by choosing

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one or more option from several options provided. However, they are also allowed to give other answers related to the questions. Whilst the interview is used to confirm and elicit more specific information. the detailed questions were adapted from (Masuhara, 1998) and (Reddy, 2013). They are outlined as follows:

Ownership	Kind	Source
Learners' Needs	Personal Needs	Age; sex Cultural background Interests Educational background
	Learning Needs	Learning styles Previous language learning experiences The gap between the target level and the present level of proficiency in various competence areas (skills strategies) Learning goals and expectations for a course
	Future Professional Needs	Requirements for the future undertaking in terms of: Knowledge of language Knowledge of language use L2 competence

(Masuhara, 1998)

Supplementary Materials	Kind
Students have their preference of supplementary material according to the advantages of the supplementary materials	activities that can excite students
	enhances language skills and communication skills
	to overcome stage fear
	leads to group/teamwork
	tasks can be challenging

(Reddy, 2013)

According to (H. D. Brown, 2007), knowing the characteristics of the students is essential in considering choices of supporting materials. The latest

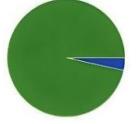
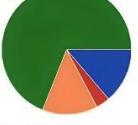
age group has an age range between twelve to eighteen years old, which makes high school classified into the teenage group. In teaching this age group or vocational high school students, pay attention to their intellectual capacity, attention spans, and identity.

Supplementary materials provide many advantages such as creativity and exciting learning activities for the students. The advantages are beneficial to the students. Therefore, making the supplementary materials are great choice for teachers and students to conduct a more desirable lesson in the classroom.

## RESULT AND DISCUSSION

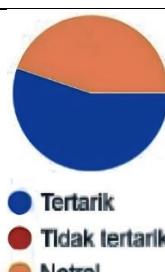
The results of the need analysis are presented in table 1-6 as follows:

**Table 1. Students have learners' needs (Personal Needs)**

Learner needs	No	Questions	Options	N	The Majority Answers
Personal needs	4	Have you ever studied English in a specific culinary context?	a. Ever b. Never c. No idea	29	Never  Pernah Tidak Pernah Tidak Tahu
	5	What skills do you think need to be improved in learning English?	a. Reading b. Writing c. Listening d. Speaking	29	Speaking  Membaca (Reading) Menulis (Writing) Mendengar (Listening) Berbicara (Speaking)
	8	What type of material do you like in learning English speaking skills?	a. Text-based material b. Audio material c. Material in the form of image d. Material in video form	29	Material in video form  Materi berbentuk text Materi berbentuk audio Materi berbentuk gambar Materi berbentuk video

9	Do you find English speaking skill difficult?	a. Yes b. No c. Neutral	29	Yes	<table border="1"> <tr> <td>Ya</td> <td>Tidak</td> <td>Netral</td> </tr> </table>	Ya	Tidak	Netral	
Ya	Tidak	Netral							
17	Do you like activities that hone and test your English speaking skills?	a. Yes b. No c. Neutral	29	Yes	<table border="1"> <tr> <td>Ya</td> <td>Tidak</td> <td>Netral</td> </tr> </table>	Ya	Tidak	Netral	
Ya	Tidak	Netral							
18	How would you like to be evaluated in the process of teaching and learning English speaking skills?	a. Evaluation in the form of a work project b. Evaluation in the form of exercise sheets	29	Evaluation in the form of a work project	<table border="1"> <tr> <td>Evaluasi dalam bentuk proyek kerja</td> <td>Evaluasi dalam bentuk lembar latihan</td> </tr> </table>	Evaluasi dalam bentuk proyek kerja	Evaluasi dalam bentuk lembar latihan		
Evaluasi dalam bentuk proyek kerja	Evaluasi dalam bentuk lembar latihan								
19	What obstacles did you encounter when studying English in the Culinary department? (Choose the most	a. Unknown English Vocabulary b. Difficulty understanding tenses and sentence structure c. Difficulty in constructing words specifically	29	Unknown English Vocabulary	<table border="1"> <tr> <td>Kosakata Bahasa Inggris yang tidak dikenal</td> <td>Kesulitan memahami tenses dan struktur kalimat</td> <td>Kesulitan dalam menyusun kata secara spesifik berkaitan tentang Boga</td> <td>Tidak ada kendala</td> </tr> </table>	Kosakata Bahasa Inggris yang tidak dikenal	Kesulitan memahami tenses dan struktur kalimat	Kesulitan dalam menyusun kata secara spesifik berkaitan tentang Boga	Tidak ada kendala
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	relevant answer)	related to Culinary			
d.	No obstacles				
21	What is your preference in learning English speaking skills in the Culinary department?	a. Through reading text b. Through case study examples c. Through learning videos d. Other answers...	29	Through learning video s	 ● Melalui teks bacaan ● Melalui contoh study kasus ● Melalui video pembelajaran
23	What type of material do you like in learning English speaking skills?	a. Printed materials b. Online materials c. Printed and online materials	29	Printed and online materials	 ● Materi berbentuk cetak ● Materi berbentuk online ● Materi berbentuk cetak dan online
26	Do you think the use of additional material (supplementary material) whose topics are related to the Culinary major is important in learning English	a. Very important b. Not Important c. Neutral	29	Very important	 ● Sangat penting ● Tidak penting ● Netral

27	Are you interested in learning further, if English language teaching materials specifically for the Culinary department are available?	a. Interested b. Not Interested c. Neutral	29	Interested	
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The fourth question was intended to find out whether students ever studied English in a specific culinary context. From the 29 responses, the majority of students claimed that they never studied English in a specific culinary context.

The fifth question was intended to find out what skills students think need to be improved when studying English. The result showed that almost all of the students choose speaking skills. It is also confirmed by the students who stated speaking skill as the most difficult skill in learning English language, thus they wanted to improve their English speaking skills.

The eighth and twenty-first question was intended to find what kinds of materials that the students prefer when studying English speaking skills. The result showed that majority of the students preferred to have materials in video form.

The ninth question was set to figure out whether students have any difficulty in English speaking skill. Significant amount of the students agreed that they faced difficulties in English speaking skills. Students further confirmed it in the interview by stating that the difficulties often come if they are faced with vocabularies that don't fit their proficiency.

The seventeenth question item was intended to figure out whether students like activities that challenge their English speaking skills. Based on the item, it was shown that significant amount of the students prefer activities that challenge their English speaking skills. Students further confirmed in the interview that the challenge was needed. They also emphasized that challenging activities allowed them to grow.

The eighteenth question was set to find out how the students would like to be evaluated in the process of teaching and learning English speaking skills. It was shown that significant amount of the students would like to be evaluated through project works. A student, based on the interview, stated that the reason they prefer project works because it more applicable. This shows that the student was bored exposed with exercise sheets in learning English speaking skill.

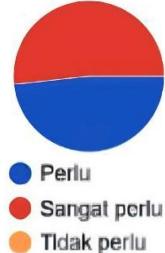
The nineteenth question was set to find out obstacles students encounter when studying English in the culinary department. Most of the students claimed that they faced difficulties over unknown English vocabulary. They find it hard to relate to the materials because they have very limited vocabulary. They stated in the interview they wanted to learn more about vocabulary that relatable with their major which is culinary.

The twenty-third question was intended to find what kinds of materials that the students prefer when studying English speaking skills. The result showed that significant amount of students preferred to have both printed and online materials. The reason why was confirmed during the interview, a student stated that it is because they need both types of materials because they complement each other; printed materials provide simplicity and can be reviewed over time, while online materials are more vast and contain more information they need.

The twenty-sixth questionnaire wants to find students' opinion on the importance of the supplementary materials whose topics are related to the culinary major in learning English speaking skills. All of the responses agreed that it is very important to use supplementary materials in learning English speaking skills. Students were further confirmed that the importance relies on how much diversities and authentic materials provided in the supplementary materials, to support them in learning English speaking skill.

The twenty-seventh questionnaire wants to find students' opinions on whether they are interested in learning further, if English language teaching materials specifically for the culinary department are available. The majority of the total responses agreed that they are interest in learning further. Some students confirmed in the interview that they would like to have specific materials when learn English language.

**Table 2. Students have learners' needs (Learning Needs)**

Learner needs	No	Questions	Options	N	The Majority Answers
Learning needs	1	Do you think interesting materials and activities are needed when studying English in the Culinary Department?	a. Need b. Very necessary c. Not necessary	29	Very necessary  ● Perlu ● Sangat perlu ● Tidak perlu
	3	Do you have difficulty learning English without additional material?	a. Yes b. No c. Neutral	29	Yes  ● Ya ● Tidak ● Netral
	20	Has your teacher used English materials that are relevant to your major? (Culinary)	a. Ever b. Never c. No idea	29	Ever  ● Pernah ● Tidak pernah ● Tidak tahu

The first question is about whether students need interesting materials and activities when studying English in the culinary department. All of the

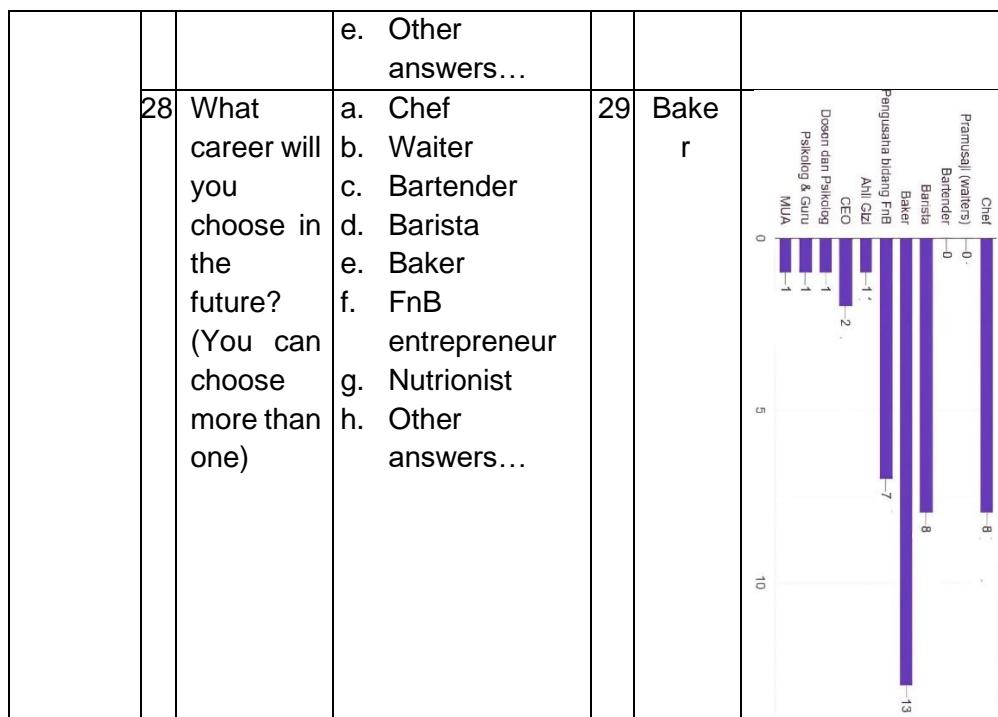
responses claimed that they needed interesting materials and activities when studying English. Further information was obtained through the interview. A student stated that they need interesting materials because they want to avoid monotony.

The third questionnaire was intended to find out whether students have difficulties in learning English speaking skills without supplementary materials. The result showed that the majority of the total students admit that they have difficulties in learning English speaking skills without supplementary materials. It is also confirmed by the students who stated that they faced some difficulties because they find it hard to relate to the materials. More students also confirmed that supplementary materials are useful to increase their knowledge.

The twentieth questionnaire was intended to find out whether teacher ever used English materials that are relevant to culinary major. The result showed that significant amount of students stated the teacher ever used English materials that are relevant to culinary major.

**Table 3. Students have learners' needs (Future Professional Needs)**

Learner needs	No	Question s	Options	N	The Majority Answers										
Future professional needs	10	In your opinion, what materials will be needed in the Culinary major? (You can choose more than one)	<p>a. Explaining food in English to customers</p> <p>b. Explain the steps of food preparation in English</p> <p>c. Practice the manners of serving food in English</p> <p>d. Organizing the job desk of employees in the kitchen in English</p>	29	<p>Explaining food in English to customers</p> <table border="1"> <caption>Data for Question 10: Future Professional Needs</caption> <thead> <tr> <th>Option</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>a. Explaining food in English to customers</td> <td>11</td> </tr> <tr> <td>b. Explain the steps of food preparation in English</td> <td>20</td> </tr> <tr> <td>c. Practice the manners of serving food in English</td> <td>22</td> </tr> <tr> <td>d. Organizing the job desk of employees in the kitchen in English</td> <td>24</td> </tr> </tbody> </table>	Option	Count	a. Explaining food in English to customers	11	b. Explain the steps of food preparation in English	20	c. Practice the manners of serving food in English	22	d. Organizing the job desk of employees in the kitchen in English	24
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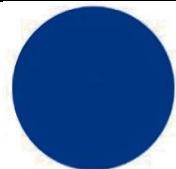
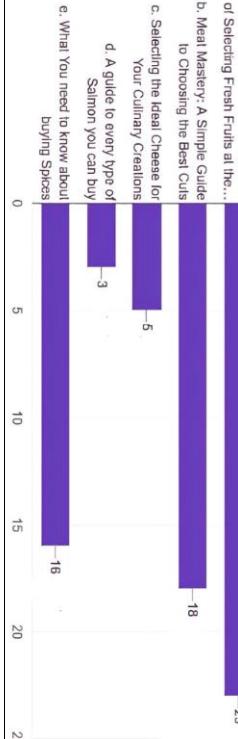


The tenth question was intended to figure out what materials will be needed most in the Culinary major. There are six materials that students can choose in this question. The students were allowed to choose more than one material. The final result showed the materials "Explaining food in English to customers" was the most favored choice of the total students.

The twenty-eighth question was set to figure out students' future career. The students were allowed to choose more than one career. The final result showed that the "Baker" was the most favored choice of the total students. The second place is "Chef". The third place is "Barista and Entrepreneur". The fourth place "CEO and Psychologist". The fifth place is "Nutritionist, Teacher, Lecturer, Make-up artist".

**Table 4. Students' have their preferences of supplementary material according to the advantages of the supplementary materials (activities that can excite students)**

Supplementary Materials	No	Questions	Options	N	The Majority Answers

<p>Activities that can excite students</p>	<p>2 Do you need supplementary material in English specifically based on your major, namely Culinary, to improve your English skills?</p>	<p>a. Yes b. No c. Neutral</p>	<p>29</p>	<p>Yes</p>	 <p>● Ya ● Tidak ● Netral</p>											
<p>11 What do you think is the most interesting topic to study in the Culinary Department? (You can choose more than one)</p>	<p>a. Expert Hack: Mastering the Art of Selecting Fresh Fruits at the Market b. Meat Mastery: A Simple Guide to Choosing the Best Cuts c. Selecting the Ideal Cheese for Your Culinary Creations d. A guide to every type of Salmon you can buy e. What You need to know about buying Spices</p>	<p>29</p>	<p>Expert Hack : Mastering the Art of Selecting Fresh Fruits at the Market Meat Mastery: A Simple Guide to Choosing the Best Cuts Selecting the Ideal Cheese for Your Culinary Creations A guide to every type of Salmon you can buy What You need to know about buying Spices</p>	 <table border="1"> <thead> <tr> <th>Topic</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>a. Expert Hack: Mastering the Art of Selecting Fresh Fruits at the Market</td> <td>3</td> </tr> <tr> <td>b. Meat Mastery: A Simple Guide to Choosing the Best Cuts</td> <td>5</td> </tr> <tr> <td>c. Selecting the Ideal Cheese for Your Culinary Creations</td> <td>16</td> </tr> <tr> <td>d. A guide to every type of Salmon you can buy</td> <td>18</td> </tr> <tr> <td>e. What You need to know about buying Spices</td> <td>23</td> </tr> </tbody> </table>	Topic	Count	a. Expert Hack: Mastering the Art of Selecting Fresh Fruits at the Market	3	b. Meat Mastery: A Simple Guide to Choosing the Best Cuts	5	c. Selecting the Ideal Cheese for Your Culinary Creations	16	d. A guide to every type of Salmon you can buy	18	e. What You need to know about buying Spices	23
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		f. Other answers ...		
16	What do you think is the most interesting topic to study in the Culinary Department? (You can choose more than one)	<p>a. The Etiquette of Enjoying Steak: A Guide to Table Manners</p> <p>b. Mastering the Art of Serving Appetizers, Main Courses, and Desserts to English-Speaking Customers</p> <p>c. Unlock Success: Essential Strategies for Nailing Your Job Interview</p> <p>d. Start Your Culinary Adventure: Crafting Your Own Delicious Recipes for Your Blog/YouTube</p> <p>e. Starting your own Café: unlocking entrepreneurship</p>	<p>29</p> <p>Start Your Culinary Adventure : Crafting Your Own Delicious Recipes for Your Blog/YouTube</p>	<p>a. The Etiquette of Enjoying Steak: A Guide to Table Manners Appetizers, Main Courses, and... c. Unlock Success: Essential Strategies for Nailing Your Job... d. Start Your Culinary Adventure: Crafting Your Own Delicious R... c. Starting your own Café: unlocking entrepreneurship</p> <p>19 19 19 19 26</p>

24	<p>The material that has been taught is narrative text, exposition text, and procedure text. Which material do you like the most?</p>	<p>a. Narrative text b. Exposition text c. Procedure text d. Other answers...</p>	29	Procedure Text	<p> <input checked="" type="radio"/> Teks Naratif  <input type="radio"/> Teks Eksposisi  <input checked="" type="radio"/> Teks Prosedur     </p>
25	<p>Do supplementary materials based on things around you or your life make you more creative in learning English speaking skills?</p>	<p>d. Yes e. No f. Neutral</p>	29	Yes	<p> <input checked="" type="radio"/> Ya  <input type="radio"/> Tidak  <input type="radio"/> Netral     </p>

The second question wants to figure out students' interest if there is available supplementary material in English specifically based on their major, namely culinary, to improve their English skills. The result of questionnaire showed that all of the students' interested learning English with supplementary material.

The eleventh question was set to figure out which topics the students were most interested in studying in the culinary department. There are five topics that students can choose in this question. The five topics were chosen to represent categories of the topics in culinary department. The students

were allowed to choose more than one. The final result showed that the topic "Expert Hack: Mastering the Art of Selecting Fresh Fruits at the Market" was the most favored choice of the total students. The second place is "Meat Mastery: A Simple Guide to Choosing the Best Cuts and What You need to know about buying Spices". The third place is "Selecting the Ideal Cheese for Your Culinary Creations". The fourth place is "A guide to every type of Salmon you can buy".

The sixteenth question was set to figure out which topics the students were most interested in studying in the culinary department. There are five topics that students can choose in this question. The five topics were chosen to represent categories of serving and entrepreneur. The students were allowed to choose more than one. The final result showed that the topic "Start Your Culinary Adventure: Crafting Your Own Delicious Recipes for Your Blog/You Tube" was the most favored choice of the total students. The second place is "The Etiquette of Enjoying Steak: A Guide to Table Manners, Unlock Success: Essential Strategies for Nailing Your Job Interview, and Mastering the Art of Serving Appetizers, Main Courses, and Desserts to English-Speaking Customers". The third place is "Starting your own Café: unlocking entrepreneurship".

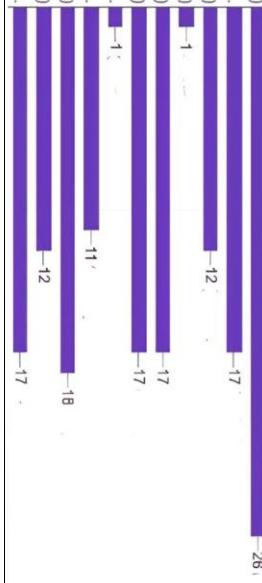
The twenty-fourth question was set to figure out which material that the students favored the most. The result of the questionnaire showed that all of the students favored procedure text. Students who chose procedure text stated that they preferred it because it is relatable with their major, hence all of the students incline with procedure text.

The twenty-fifth question wanted to find out whether using supplementary materials could enhance students' creativity in learning English speaking skills. Significant amount of the students agreed that it enhances their creativity. The creativity enhances in terms of how they can use the language to communicate with other people and how they can study using a variety of materials of their surroundings.

**Table 5. Students have materials and learning activities that are able to motivate them to learn English speaking skills (activities that can enhances language skills and communication skills)**

Supplementary materials	No	Questions	Options	N	The Majority Answers

Activities that can enhances language skills and communication skills	12	What recipe do you think is the most interesting to learn in the Culinary Department? (You can choose more than one)	<ul style="list-style-type: none"> <li>a. Appetizer</li> <li>b. Main course</li> <li>c. Dessert</li> <li>d. All of them (Appetizer, Main course, Dessert)</li> </ul>	29	Appetizer, Main course, Dessert	 <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>a. Resep hidangan pembuka (Appetizer)</td> <td>0</td> </tr> <tr> <td>b. Resep hidangan utama (Main course)</td> <td>1</td> </tr> <tr> <td>c. Resep hidangan penutup (Dessert)</td> <td>1</td> </tr> <tr> <td>d. Semua</td> <td>27</td> </tr> </tbody> </table>	Category	Count	a. Resep hidangan pembuka (Appetizer)	0	b. Resep hidangan utama (Main course)	1	c. Resep hidangan penutup (Dessert)	1	d. Semua	27
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	13	Which cake recipe do you think is the most interesting to learn in the Culinary Department? (You can choose more than one)	<ul style="list-style-type: none"> <li>a. Cromboloni Delight: An Effortlessly Irresistible Recipe</li> <li>b. Banjarese Dessert: Amparan Tatak Delight!</li> <li>c. Japanese cheesecake with mango sorbet and olive crumble</li> <li>d. Other answers...</li> </ul>	29	Japanese cheesecake with mango sorbet and olive crumble	 <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>a. Cromboloni Delight: An Effortlessly Irresistible Recipe</td> <td>18</td> </tr> <tr> <td>b. Banjarese Dessert: Amparan Tatak Delight!</td> <td>9</td> </tr> <tr> <td>c. Japanese cheesecake with mango sorbet and olive crumble</td> <td>28</td> </tr> <tr> <td>d. Other answers...</td> <td>3</td> </tr> </tbody> </table>	Category	Count	a. Cromboloni Delight: An Effortlessly Irresistible Recipe	18	b. Banjarese Dessert: Amparan Tatak Delight!	9	c. Japanese cheesecake with mango sorbet and olive crumble	28	d. Other answers...	3
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14	<p>Which recipe do you think is the most interesting to learn in the Culinary Department? (You can choose more than one)</p>	<p>a. Korean fried chicken (Korea)  b. Dolsot Bibimbap "Stone Pot Rice Bowl" (Korea)  c. Asari Miso (Jepang)  d. Trio of sashimi (jepang)  e. Half Moon scallops (western)  f. Grilled top beef sirloin (western)  g. Crispy mushrooms &amp; truffle wontons (Chinese)  h. Five spice crispy beef belly BaoBun (Chinese)  i. Beef Rendang (Indonesia)  j. Indonesian Satay (Indonesia)  k. Chicken noodle soup: soto banjar (Indonesia)</p>	29	<p>Korean fried chicken (Korea)</p>	 <table border="1"> <thead> <tr> <th>Food Item</th> <th>Count</th> </tr> </thead> <tbody> <tr><td>a. Korean fried chicken (Korea)</td><td>28</td></tr> <tr><td>b. Dolsot Bibimbap "Stone Pot Rice Bowl" (Korea)</td><td>17</td></tr> <tr><td>c. Asari Miso (Jepang)</td><td>12</td></tr> <tr><td>d. Trio of sashimi (jepang)</td><td>11</td></tr> <tr><td>e. Half Moon scallops (western)</td><td>17</td></tr> <tr><td>f. Grilled top beef sirloin (western)</td><td>17</td></tr> <tr><td>g. Crispy mushrooms &amp; truffle wontons (Chinese)</td><td>11</td></tr> <tr><td>h. Five spice crispy beef belly BaoBun (Chinese)</td><td>18</td></tr> <tr><td>i. Beef Rendang (Indonesia)</td><td>12</td></tr> <tr><td>j. Indonesian Satay (Indonesia)</td><td>17</td></tr> <tr><td>k. Chicken noodle soup: soto banjar (Indonesia)</td><td>17</td></tr> </tbody> </table>	Food Item	Count	a. Korean fried chicken (Korea)	28	b. Dolsot Bibimbap "Stone Pot Rice Bowl" (Korea)	17	c. Asari Miso (Jepang)	12	d. Trio of sashimi (jepang)	11	e. Half Moon scallops (western)	17	f. Grilled top beef sirloin (western)	17	g. Crispy mushrooms & truffle wontons (Chinese)	11	h. Five spice crispy beef belly BaoBun (Chinese)	18	i. Beef Rendang (Indonesia)	12	j. Indonesian Satay (Indonesia)	17	k. Chicken noodle soup: soto banjar (Indonesia)	17
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15	Which beverage recipe do you think is the most interesting to learn in the Culinary Department? (You can choose more than one)	<p>a. Espresso – single shot/two shots</p> <p>b. Americano</p> <p>c. Cappucino</p> <p>d. Latte</p> <p>e. Affogato</p> <p>f. Earl grey tea</p> <p>g. Darjeeling tea</p> <p>h. Jasmine tea</p> <p>i. Green tea</p> <p>j. Mint mojito</p> <p>k. Cocktails</p> <p>l. Other answers...</p>	29	<p>Cocktails</p> <table border="1"> <thead> <tr> <th>Beverage</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr><td>a. Espresso – single shot/two shots</td><td>10</td></tr> <tr><td>b. Americano</td><td>2</td></tr> <tr><td>c. Cappucino</td><td>9</td></tr> <tr><td>d. Latte</td><td>20</td></tr> <tr><td>e. Affogato</td><td>9</td></tr> <tr><td>f. Earl grey tea</td><td>9</td></tr> <tr><td>g. Darjeeling tea</td><td>10</td></tr> <tr><td>h. Jasmine tea</td><td>15</td></tr> <tr><td>i. Green tea</td><td>10</td></tr> <tr><td>j. Mint mojito</td><td>10</td></tr> <tr><td>k. Cocktails</td><td>27</td></tr> <tr><td>l. Other answers...</td><td>2</td></tr> </tbody> </table>	Beverage	Number of Students	a. Espresso – single shot/two shots	10	b. Americano	2	c. Cappucino	9	d. Latte	20	e. Affogato	9	f. Earl grey tea	9	g. Darjeeling tea	10	h. Jasmine tea	15	i. Green tea	10	j. Mint mojito	10	k. Cocktails	27	l. Other answers...	2
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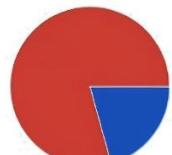
The twelfth question was set to figure out which topics the students were most interested in studying in the culinary department. There are three topics that students can choose in this question. The students were allowed to choose more than one. The final result showed that the topic "Appetizer, Main course, and Dessert" all of them was the most favored choices of the total students.

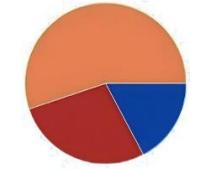
The thirteenth question was set to figure out which cake recipe the students were most interested in studying in the culinary department. There are three topics that students can choose in this question. The three topics were chosen to represent categories of dessert. The students were allowed to choose more than one. The final result showed that the topic "Japanese cheesecake with mango sorbet and olive crumble" was the most favored choice of the total students. The second place is "Cromboloni Delight: An Effortlessly Irresistible Recipe". The third place is "Banjarese Dessert: Amparan Tatak Delight!"

The fourteenth question was set to figure out which recipe the students were most interested in studying in the culinary department. There are eleven topics that students can choose in this question. The eleven topics were chosen to represent categories of main course. The students were allowed to choose more than one. The final result showed that the topic "Korean fried chicken (Korea)" was the most favored choice of the total students. The second place is "Dolsot Bibimbap "Stone Pot Rice Bowl" (Korea), Half Moon scallops (western), Grilled top beef sirloin (western), Beef Rendang (Indonesia), and Chicken noodle soup: soto banjar (Indonesia)". The third place is "Asari Miso (Jepang), and Indonesian Satay (Indonesia)". The fourth place is "Five spice crispy beef belly BaoBun (Chinese)". The fifth place is "Trio of sashimi (jepang) and Crispy mushrooms & truffle wontons (Chinese)"

The fifteenth question was set to figure out which drink recipe the students were most interested in studying in the culinary department. There are eleven topics that students can choose in this question. The eleven topics were chosen to represent categories of drinks. The students were allowed to choose more than one. The final result showed that the topic "Cocktails" was the most favored choice of the total students. The second place is "Latte, and Affogato". The third place is "Green tea". The fourth place is "Espresso, Darjeeling tea, Mint mojito". The fifth place is "Cappucino, Earl grey tea, Jasmine tea". The sixth place is "Americano".

**Table 6. Students have materials and learning activities that are able to motivate them to learn English speaking skills (activities to overcome stage fear, leads to group/teamwork, tasks can be challenging)**

Supple mentar y materia ls	No	Questions	Options	N	The Majority Answers
activities to overcome stage fear,	6	Are you confident when speaking English?	a. Yes b. No c. Neutral	29	No 

leads to group/teamwork, tasks can be challenging	7	If the culinary material was in English, would you feel challenged ?	a. Yes b. No c. Neutral	29	Yes	● Ya ● Tidak ● Netral						
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	22	Which one do you prefer when doing assignments related to English speaking skills?	a. Group b. Individual c. Group and Individual	29	Group and Individual	 <table border="1"> <tr> <td>Berkelompok</td> <td>Blue</td> </tr> <tr> <td>Individual</td> <td>Red</td> </tr> <tr> <td>Berkelompok dan Individual</td> <td>Orange</td> </tr> </table>	Berkelompok	Blue	Individual	Red	Berkelompok dan Individual	Orange
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The sixth question was set to figure out students' confidence when speaking English. Significant amount of the students agreed that they faced difficulties when speaking English. Students further confirmed it in the interview by stating that the difficulties often come if they are faced with vocabularies that don't fit their proficiency.

The seventh question from the questionnaire was set to figure out whether students feel challenged. If the culinary material was in English. The result of the questionnaire showed that all of the students agreed that they indeed feel challenged if the culinary material was in English. Some students confirmed that they would like to have challenging materials to improve their English-speaking abilities.

The twenty-second question from the questionnaire was intended to figure out the type of assignments that the students prefer when doing assignments related to English speaking skills. The result of the questionnaire showed that significant amount of students preferred to have both individual and group assignments. The reason why was confirmed during the interview,

a student explained that they need to prevent monotonous cycles. They preferred to work in groups at times and individually on other occasions. In other words, both complement each other.

Based on the result of the research, students have their own learning needs which are divided into personal needs and learning needs. Personal needs analysis is needed to figure out the general characteristics of the students. According to (H. D. Brown, 2000), acknowledging and using the characteristics of the students is essential in considering choices of supporting or supplementary materials. In personal needs, there are some things that need to be considered which are age, cultural background, interest, and educational background (Masuhara, 1998). The result gives information that majority of students' targeted of studying English speaking because they want to get success for future profession. And most of the students also want to use English speaking skill for their higher education. Thus, teacher can consider those expectations of their future as learning objective in developing a supplementary material of English speaking course.

In students' learning needs, it is also important to describe students' difficulties in learning English speaking skill without supplementary materials. This research has shown that the majority of the students admit that they have difficulties in learning English speaking skills without supplementary materials. Their experience in learning English as Foreign Language has shown that they faced some difficulties. Their difficulties can be concluded to be the lack of related vocabulary that is close to their lives.

## **CONCLUSION**

The finding of the research shows that students need supplementary materials to learn English speaking skills, based on their area of expertise which is Culinary. The data of needs analysis for the students' preference in learning speaking found as follows: The students are studying English speaking because they want to get success for future profession, the students want to use English speaking material in line with their area of expertise which is Culinary, the students want enjoy a speaking class with a lot of activities, the students want more work project than exercise sheet, the students favor both either individual and group assignments, the students prefer both printed and online materials. The students demand specific material about Culinary, the most favor topic found as follows: Explaining food in English to customers, mastering the art of selecting fresh fruits at the market, Japanese cheesecake with mango sorbet and olive crumble recipe, Korean fried chicken recipe, cocktails recipe, and crafting your own delicious recipes for your Blog/YouTube. Since speaking skill based on the culinary is important to increase the

students' competence in the study and future career, it is hoped that the teachers will use this research as a reference to develop supplementary material as well as considering students' characteristics in the designing and developing part of the supplementary materials.

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