

## Acquiring Culinary Vocabulary through Realia Media at SMK PGRI 7 Malang

Riza Merlinda<sup>1\*</sup>, Sri Hartiningsih<sup>2</sup>

<sup>1,2</sup>Universitas Muhammadiyah Malang, Indonesia

**Corresponding Author:** ✉ rizamerlinda@webmail.umm.ac.id

### ABSTRACT

This study explores the process of acquiring culinary vocabulary in English for Specific Purposes (ESP) lessons at SMK PGRI 7 Malang by using realia media. The research focused on tenth-grade culinary arts students and English teachers, with the school as the research object. The qualitative descriptive method proposed three stages for vocabulary acquisition with realia media: the naming, introduction, and recall phases. The findings revealed that the use of realia media assisted in vocabulary acquisition. However, difficulties were encountered in terms of pronunciation and the amount of preparation required. The strengths include convenient accessibility, active student participation, enhancement of skills, and practical utilization of knowledge. However, weaknesses are integrated, and endeavors are made to obtain resources. The use of realia media was advantageous in improving vocabulary skills and increasing student motivation. The study determined that the teacher successfully utilized realia media to introduce culinary language, resulting in learners obtaining crucial skills for the food sector. The challenges were overcome by strategically implementing realia media, which positively affected the tenth-grade students' understanding of language. Implementing this methodical technique cultivated excitement and active participation, enhancing learning a more comprehensive vocabulary.

**Keywords:** *English for Specific Purposes, Culinary Vocabulary, Realia Media*

### ARTICLE INFO

*Article history:*

Received

October 03, 2023

Revised

December 18,

2023

Accepted

December 30, 2023

Journal Homepage

<https://www.attractivejournal.com/index.php/aj/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

Published by

CV. Creative Tugu Pena

### INTRODUCTION

English is a global communication. Everyone needs to have an increased degree of proficiency in English communication. Poedjiastutie & Oliver (2017) stated that English is crucial for students to navigate the demands of the globalized world effectively. Then, according to Noviana (2020) English is an international language that serves as a means of communication in educational institutions, facilitating connections among individuals worldwide. English proficiency is a highly valued skill in numerous industries. It frequently results in higher-paying positions, expands global career prospects, and improves employment prospects. Thus, Vocational students need to improve their proficiency in English communication, particularly in English for Specific Purposes (ESP), to meet workplace demands.

ESP plays a vital role in Vocational High Schools, especially in the culinary field, by effectively providing students with the necessary skills and knowledge for

their future careers. It is specifically tailored to adjust the specific needs of students' academic or professional requirements, with a primary emphasis on enhancing practical communication abilities (Hyland, 2022). Then, Khasanah & Madya (2019) and Wahyudi & Jufrizal (2023) highlighted the significance of ESP materials that are appropriate to the students' academic disciplines and future professions. The importance of culinary education in developing the future of the food industry is growingly acknowledged. Kaura et al., (2022) pointed out the necessity of evolving towards environmentally sustainable culinary practices. This entails a reform in culinary education to produce future chefs with the skills to promote and provide sustainable meals.

Furthermore, everyone has to know the basic skills to start communication. Vocabulary is a crucial element for language proficiency, assisting students in understanding written and spoken text and enhancing communication (Sadieda et al., 2020). Therefore, it is essential to have foundational knowledge in order to create menus and engage with customers effectively. Principally, culinary vocabulary can improve communication with foreign customers and people in the global industry food. Tambunsaribu & Galingging (2021) stated that the teacher or lecturer significantly influences their ability to master English language learning, especially how to convey the material. In fact, there are so many ways that educators can employ in the classroom. Hence, the students do not have difficulty acquiring culinary vocabulary. One of them is using realia material.

The use of learning media is important to increase student learning motivation (Palyanti, 2023). This not only increases students' motivation but also increases students' achievement. Realia or reality is a term that denotes the utilization of real objects in the educational setting (Suadiyatno, 2018). For instance, a pen, a ruler, a table, and similar items. All objects that can be utilized and located within the classroom. Realia media is real objects that are used as media learning to make learning easier by providing examples of actual media (Dinalis, 2017; Gusmara, 2017). The use of realia material for vocabulary learning has significantly improved vocabulary acquisition and proficiency within diverse educational environments.

There are several studies related to vocabulary learning with realia media. Firstly, study conducted by Rahmayani (2022) found that the utilization of natural media, such as tangible things, might enhance students' proficiency in language and stimulate their enthusiasm for learning. Secondly, study conducted by Sitepu & Kurniawati (2021) showed that the implementation of realia in a private English course, emphasizing its capacity to engage learners and enrich their multisensory educational encounters. Thirdly, study conducted by Amumpuni & Rahmasari (2019) revealed that the use of Realia in the classroom creates a favorable environment. Fourthly, study conducted by Patmi & Sabaruddin (2021) examined the utilization of Communicative Language Teaching (CLT) using realia, showcasing its efficacy in enhancing students' vocabulary. Based on these previous studies, we can conclude that realia material is a good media to implement in the classroom. This current study is planned to explore the procedure of realia media vocabulary learning in an ESP class and the strengths and weaknesses of the media.

## **METHOD**

This research used descriptive qualitative to approach the research in order to understand how they learn specialized vocabulary, especially in culinary arts Vocational High School classes. According to Ary and colleagues (2019) qualitative

methodology refers to a collection of research techniques employed to collect and analyze data that is not in numerical form. It focuses on comprehending social processes from the viewpoints of the individuals involved. This method prioritizes the examination and analysis of experiences, behaviors, meanings, and situations. The location of this research was carried out at Vocational High School PGRI 7 Malang, which is located on Slamet Supriadi street No. 48, Sukun, Malang City, East Java. The subject of this research consisted of the tenth-grade culinary arts students and the English teacher SMK PGRI 7 Malang. The data collection techniques used were the observation of a tenth-grade class with ten students and interviews. The interview was done with the English teacher. Then, the data analysis applied by the researcher is using three phases (Rahmayani, 2022). They are the naming phase, recognition phase and recall phase.

## **RESULT AND DISCUSSION**

The purpose of this research is the result and the discussion is to answer the research problems. The aim of this study was to describe vocabulary learning in class X students of Vocational High School PGRI 7 Malang City. The research data is based on the observation class and interview.

Based on English teacher who has taught for 15 years in SMK PGRI 7 Malang, he has experienced various kinds of experiences related to teaching English to students who have different backgrounds, both in terms of economic, social and cultural aspects. According to him, this also significantly influences the obstacles that arise. The first obstacle, lack of student motivation, is believed to be one of the main problems of learning English. He further explained that student motivation can come from outside, such as socializing with friends, family conditions, and a less supportive living environment. The second obstacle is that many students consider English a complex subject. This may be due to students' previous knowledge of English being minimal and the striking differences between English and Indonesian, especially in the pronunciation of vocabulary and sentence patterns used. Because of this, they tend to be passive and hesitant to try it. This is made worse when they pay less attention to the lesson during the teaching and learning process.

From the explanation of the problems above, he provided several alternative solutions to overcome these problems as he did for his students. Firstly, he tried to instill the importance of learning English, both for everyday life and to face developments in the era which continues to develop rapidly and become increasingly sophisticated, and for international careers, especially in the food industry. Secondly, He explained that English was not difficult. If students are willing to study seriously and do assignments, they will naturally get used to the questions, ranging from easy to complex, and automatically understand English. Lastly, Students can only imagine without seeing the shape or condition directly. As a result, it is difficult for them to understand what the teacher conveys. So, he used realia media. It makes students see and know directly and comprehend what the teacher is saying, especially if it relates to their major.

The researchers displayed twenty instructional items, employing realia as a media for teaching vocabulary to tenth-grade students. Here are the products:

Table 1. The Specification of Materials

No	Topic Material:	Description	Total
	Cooking Utensils		
1.	Pot	A large, deep cooking container, typically made of metal, used for boiling or simmering liquids, such as water or soup.	10
2.	Pan	A flat-bottomed cooking utensil with short sides, used for frying, sautéing, or searing food.	
3.	Skillet	A type of frying pan with sloping sides, used for cooking dishes such as omelets or frittatas.	
4.	Oven	A heavy cooking pot with a tight-fitting lid, used for slow-cooking dishes such as stews and casseroles.	
5.	Rice cooker	An electrical appliance used for cooking rice automatically, with precise timing and temperature control.	
6.	Grill pan	A heavy, ridged pan used for grilling meats and vegetables indoors.	
7.	Spatula	A flat, flexible tool used for flipping and turning food in a pan.	
8.	Whisk	A tool used for beating and mixing ingredients together, typically made of metal wires.	
9.	Saucepan	A small, deep cooking pot with a handle and a lid, used for heating or cooking sauces, gravies, and other liquids.	
10.	Stove	A tool used for cooking food by applying heat to pots, pans, or other cookware	
No	Cutlery	Description	Total
1.	Fork	A utensil with three or four prongs used for picking up and holding food.	10
2.	Knife	A sharp-bladed utensil used for cutting, slicing, and chopping food.	
3.	Spoon	A utensil with a small bowl-shaped head and a long handle, used for eating and serving food.	
4.	Teaspoon	A smaller version of a spoon, used for stirring tea or coffee and for measuring small amounts of ingredients.	
5.	Tablespoon	A larger version of a spoon, used for serving and measuring larger amounts of ingredients.	
6.	Ladle	A large spoon with a deep bowl, used for serving soups, stews, and other liquid-based dishes.	
7.	Chosticks	A pair of slender sticks, typically made of wood or bamboo, used for eating food in East Asian cultures.	
8.	Bowl	A bowl has a round, deep, and curved shape, often used for holding or serving food, liquids, or other	

		items.	
9.	Plate	A plate is a flat, typically round dishware item used for serving and consuming food	
10.	Glass	A container used for drinking beverages.	

From the table above, the teacher gave two topic materials with ten items for each topic to the students. The teacher taught the students by sequentially introducing various products. It is referred to as a naming phase. The teacher explained all the products by continuously repeating and providing definitions for each product. He described them well and slow until the students got the point. Additionally, pupils are obligated to write the terms they have heard in English and accurately transcribe the information provided by the teacher. Subsequently, the pupils were instructed to deliver presentations in front of the class.

The utilization of realia media in the teaching of vocabulary is accomplished by the implementation of the three-phase lesson approach, which includes the naming phase, the recognizing phase, and the recalling phase. The first phase is referred to as the naming phase. During this phase, the teacher plays the role of an implementer, systematically introducing vocabulary to the learners. This is done by pointing at specific items and consistently repeating the name defining of each object, ensuring accurate pronunciation. The teacher serves as a role model. The learner demonstrates focus independently when the teacher introduces these objects, actively listening and perceiving the information.

The second phase is the phase of recognition. The teacher can continue to this stage if they assess their student to have achieved a satisfactory level in the first phase, known as the naming phase. During this stage, students must acquire extensive familiarity with the auditory recognition of object names. Students are asked to determine and explain of things and how to use them based on the name given by the teacher. At this stage, learners often encounter problems with their capacity to recall and describe information about things as the teacher demands. To address this issue, researchers want to ensure that students acquire knowledge by engaging in cooking activities. This condition facilitates learners' memorization for future career opportunities. Teachers require a higher level of patience to instruct students effectively.

The last phase is the recall phase. During this time, students review and remember the knowledge and skills they acquired in the previous phase. At this stage, pupils have to demonstrate and label these objects with accurate pronunciation. At this point, if the learner can effectively demonstrate and apply their understanding of how objects function, they have achieved the cognition stage. However, if pupils still lack the necessary skills, it suggests that the instruction provided in the previous phase was insufficient. The current issue is in the students' pronunciation errors, which go unnoticed by the teacher, as previously stated. The implementation of Realia was proven to be successful in enhancing learners' vocabulary, as evidenced by the qualitative data findings.

There are several strengths of realia media. First, it is easy to obtain because it uses objects around us. Second, it can develop student enthusiasm and curiosity. Third, it is providing opportunities for students to experience learning directly. Fourth, it is training students' motor and sensory skills. The last, it is providing students with an understanding of the real application of science. Supported by Amumpuni &

Rahmasari (2019) study the realia media exist in its ability to engage students actively and foster enthusiasm, excitement, and motivation inside the classroom. Realia can also enhance the learning process by increasing pleasure (Harmer, 2007). However, there are weaknesses to utilizing realia in language learning. One such weakness is that students may need help to express themselves due to their limited vocabulary. Next, they may need clarification about how to pronounce some English words correctly. Furthermore, using realia requires a significant amount of effort to compile the necessary materials. Additionally, there are objects that are too big, so students have to come to their place.

As we know, realia refer to tangible objects or things that are used as educational tools. It is considered one of the most user-friendly learning materials for teachers, requiring minimal preparation before usage. The use of real objects or realia as a pedagogical method serves as a means to effectively convey knowledge about language, particularly English vocabulary, by utilizing tangible items that represent the actual objects being referred to. Realia media is a valuable tool for gathering information and facilitating cognitive achievement through students' experiential learning. Hence, realia refer to real things that students can directly interact with in order to enhance their understanding. The term "realia" refers to real-life objects used in teaching to help pupils establish connections with their own experiences. Students' comprehension of a word's function is enhanced when they have had the opportunity to perceive or physically interact with a corresponding object visually.

## **CONCLUSION**

Based on the result above, the teacher delivered some culinary vocabulary materials. It is appropriate with the student's major. The students learned cooking utensils and cutlery materials. Hence, they gain the basic skills to enter the world of the food industry. While the students had difficulty in the learning process, the teacher tried to give some solutions to overcome their problems by using realia media. Realia media is real objects that are used as media learning to make learning easier by providing examples of actual media. The researchers have pertained to three phases in acquiring culinary vocabulary in the English learning process. Researchers concluded that utilizing realia media to teach vocabulary through implementing the three phases is beneficial in enhancing students' proficiency in vocabulary, particularly among tenth-grade students. Utilizing these procedures and techniques facilitates and offers a structured approach for teachers to transfer language to their students. This application is also beneficial in building students' enthusiasm for learning since it allows them to engage themselves in the learning process and gain fresh, delightful experiences. This is positively influencing the enhancement of students' mastery of vocabulary.

## **REFERENCES**

- Amumpuni, R. S., & Rahmasari, B. S. (2019). enhancing students' english ability by using realia. *JPE (Jurnal Pendidikan Edutama)*, 6(1). <http://ejournal.ikipgribojonegoro.ac.id/index.php/JPE>
- Ary, D., Jacobs, L. C., Irvin, C. K. S., & Walker, D. A. (2019). *Introduction to Research in Education, 10th ed.* (10th Ed). Boston: CENGAGE Learning.
- Dinalis, S. (2017). *pengaruh media realia pada pembelajaran terpadu terhadap hasil belajar siswa kelas iv sdn 2 gedong air bandar lampung*. Universitas Lampung.

- Gusmara, E. (2017). *Penggunaan Media Realia Untuk Meningkatkan Aktiivitas Dan Hasil Belajar Ips Siswa Kelas Iv Sd Negeri 01 Ciptamulya Kebun Tebu Lampung Barat*. Universitas Lampung.
- Harmer, J. (2007). *The Practice of English Language Teaching with DVD (4th Edition)*. Pearson Longman.
- Hyland, K. (2022). English for specific purposes: what is it and where is it taking us? *Esp Today*, 10(2), 202–220. <https://doi.org/10.18485/esptoday.2022.10.2.1>
- Kaura, A., Hussain, S., Reddy Gavinolla, M., & Mohanty, P. (2022). *Reorienting Teaching Dynamics of Culinary Education with Sustainability*.
- Khasanah, I. K., & Madya, S. (2019). *ESP for Vocational High School Students of Electricity Installation Engineering Study Program; A Needs Analysis*.
- Noviana, I. (2020). *The Training of English TOEFL Equivalent for students in SMA Muhammadiyah Jombang*.
- Palyanti, M. (2023). Media Pembelajaran Asik dan Menyenangkan untuk Meningkatkan Motivasi Belajar Mahasiswa dalam Mata Kuliah Bahasa Indonesia. *Attractive : Innovative Education Journal*, 5(2). <https://www.attractivejournal.com/index.php/aj/>
- Patmi, R. I. U., & Sabaruddin. (2021). Communicative Language Teaching With Realia To Enhance Students' English Vocabulary. *Journal of Literate*. <https://doi.org/10.47435/jle.v1i2>
- Poedjiastutie, D., & Oliver, R. (2017). English learning needs of esp learners: exploring stakeholder perceptions at an indonesian university. *Teflin Journal*.
- Rahmayani, F. A. (2022). Vocabulary acquisition on young learners through the use of realia media. *Journal of Research on English and Language Learning (J-REaLL)*, 3(2), 89–97. <https://doi.org/10.33474/j-reall.v3i2.15998>
- Sadieda, L. U., Bimantoro, R., Muzakie, A. W., TA, B., & Rahmawati, R. P. (2020). *The Effect of Using Dictionary to Develop Students' Vocabulary in MTs. Al Musthofa*.
- Sitepu, S. B., & Kurniawati, L. A. (2021). An exploration on the use of realia-mediated instruction for teaching English for young learners. *Research and Innovation in Language Learning*, 4(1), 36. <https://doi.org/10.33603/rill.v4i1.4216>
- Suadiyatno, T. (2018). The use of realia to increase students' vocabulary achievement at seventh grade studens' of smp n 1 jonggat. *JIME*, 4(1).
- Tambunsaribu, G., & Galingging, Y. (2021). Masalah yang dihadapi pelajar bahasa inggris dalam memahami pelajaran bahasa inggris. *dialektika: jurnal bahasa, sastra dan budaya*, 8(1), 30–41. <https://doi.org/10.33541/dia.v8i1.3110>
- Wahyudi, W., & Jufrizal, J. (2023). The Need of English for Specific Purposes in Vocational High School. *AL-ISHLAH: Jurnal Pendidikan*, 15(3), 3084–3093. <https://doi.org/10.35445/alishlah.v15i3.3047>

---

**Copyright Holder :**

© Riza Merlinda (2023).

**First Publication Right :**

© Attractive : Innovative Education Journal

**This article is under:**

