



## Developing an ELT Supplementary Student Book on Saprahan for Cookery Department

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### Abstract

The purpose of this research was to develop an ELT supplementary student book on Saprahan for Cookery Department in vocational schools. Saprahan is the local traditional method of serving the dish for guests. Adopting a developmental method of research, ADDIE instructional design was employed as the phase in developing the materials. The book is intended to be extensive reading material. From the need analysis, it can be concluded that both the teachers and students need the product. Not only the product can be used in Special Menu or Food and Beverage Service as its supposedly original use, but it may also function as an English subject at school. The result of the design phase showed that the product was designed in a Content-Based Instruction philosophy. Then, the development phase successfully resulted in the production of an ELT supplementary student book on Saprahan with six units explaining general description, procedure, equipment, menus, event, and news of Saprahan. The implementation phase showed that all students were interested in the book and 81% of the students agreed that the book would enhance their learning. Finally, the experts' assessment in the evaluation phase showed that the product was feasible and effective for students in enriching their knowledge and skills.

**Keywords:** *Saprahan, ADDIE, ELT material, CBI*

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### INTRODUCTION

Currently, available English textbooks in stores are dominated by English Cultural Orientation books. These international books support the teaching of the target language culture. Yeny (2013, p. 507) argues that learning means English culture. What she opines is in line with the Indonesian Government recommendation stating that every teacher should preserve local cultural knowledge. In addition, Miftah (2013, p. 134) found that the use of local culture motivates students in reading. It indicates that it is valuable to combine local culture with English.

To support Curriculum 2013 which encourages local character building, the writers created a supplementary book to encourage local cultural knowledge. Dinina (2013, p. 1) states that the collection of the common library in Indonesia is dominated by textbooks. The availability of supplementary books that increases students' motivation in reading is still lacking, especially reading books that support local culture. There are some

benefits of developing supplementary English book. The developed supplementary material is suitable for students' age and knowledge background (Trismiyati, 2013, p. 69). Students are able to get a lot of new information from the supplementary material texts. Supplementary material is able to enrich and increase students' knowledge, skill, and character (Dinina, 2013).

To connect English Language Teaching (ELT) and local culture in the supplementary material, the writers use Content-Based Instruction (CBI). Andrade (2014) has developed a content-based textbook by offering theme-based general English which is language-driven and taught by language instructors. Specifically to supplementary material, Pamungkas (2016) has developed supplementary material for vocational school as ESP (English for Specific Purpose). He mixes language learning and vocational subject learning as the content. Moreover, Nugraha (2016) has conducted a research project on developing supplementary material about West Kalimantan Culture which is West Kalimantan Folktales. He created a storybook. The paper

relates to the writers' research that addressed developing supplementary material about West Kalimantan Culture. The specialty of Nugraha's research is, it is about Saprahan.

Saprahan is the local traditional method of serving the dish for guests. Asma (2013) defines Saprahan as dishes and drinks served to guest to express gratitude. According to Arpan (2013), Saprahan derives from the Arabic word Assupratu which means '*musafir*' (traveler) dish. It relates to Arabic travelers who like to eat together with one plate in groups. *Saprahan* is the tradition of eating together by sitting across each other with legs crossed. The dishes are served on a cloth called *kain seprah*. The purpose of Saprahan is to strengthen good relationships among people. Sometimes people eat while having conversation and exchange humorous anecdotes courteously.

## METHODOLOGY

Using ADDIE (Analyzing, Designing, Developing, Implementing, and Evaluating) by Hesse & Biber, the research was conducted at the cookery department of a vocational school in Pontianak, Indonesia, where the participants were the teacher of English school subject and teacher of the content subject (food & beverage service).

### Analysis Phase

To prepare the data for analysis, the writers recorded the participants' voices and transcribed the entire data session. Only verbal data were collected. The writers kept the records in different places, mostly in the participants' residence due to vacation period. The data was not considerable and complicated that it allowed being transcribed manually instead of using the transcription software. Besides, unnecessary mistakes and errors could be eliminated by manual transcription. Manual transcription also allowed the writers to rewind the recording in order to get familiar with and reach a deep understanding of the data.

The next step was the coding. The coding process started with open coding with literal codes. The writers followed the format of the excerpt and initial code from the Hesse and Biber (2011).

The process of coding then developed to focused-coding with more interpretative analytical codes. Hesse & Biber defined focused coding as:

These codes are not tied as tightly to the text itself; rather they begin to rely on the researcher's insight for drawing out interpretation.

Codes were drawn from the interview data in two stages – first, by utilizing literal codes which were close to what was said in the interviews. The next stage was to assign interpretative codes. The coding was based on the interview purposes about curriculum, students' ability level, and expected product. The writers then interpreted and summarized the data and after that narrated the findings.

The method of the need analysis was conducted by interviewing the teachers of SMKN (State Vocational High School) 5, an English teacher and a cookery teacher to investigate about the curriculum, student level, book format, and book level. The result was then used to develop the product of supplementary student book. It mainly aimed at finding out the teachers' and students' needs and interests.

The needs analysis was undertaken to discover the curriculum and teachers' need. First, the data for the analysis was collected through interviews to English and F&B service teachers. Transcribing and taking memo were then following. The writers used manual transcription method which meant writing all phrases from the recording. After that, the coding process began. The coding categories include the curriculum, student level, used book, product need, level, topic, and form. Finally, the result of the analysis was summarized.

### Design Phase

During the design phase, the writers applied the theory of CBI (Content-Based Instruction) which includes the roles of teacher, student, and teaching material. This phase allowed to create the designs of the book format, language features, activities, culture, and feedback. In the development phase, there were texts, activities, pictures, and book format development. The text was developed from a book entitled "Saprahan: Adat Melayu Sambas". The next steps were interviewing Permaisuri Ratu Laila, the queen of Kraton Kadariah (Kadariah Castle), and doing observation in Saprahan Festival. Pictures are taken at Saprahan Festival. Overall, the book format is designed for cookery students in learning English as well as their own culture in the intermediate level of English proficiency.

Based on the research, several points to design the product were concluded, namely: (a) content as the focus of the learning; (b) learner-centered learning; (c) support self-access learning; and (d) collaborative learning. These points affect the product design conducted by the writer.

### Development Phase

After deciding the topic, the writers began to develop the texts. The texts were developed from the available text in Bahasa, interview to culture experts, and observation. The Bahasa text that the authors adapted was taken from the book entitled "Saprahan: Adat Budaya Melayu Sambas". Some parts of the product were directly translated into English. One of the cultural experts, Permaisuri Ratu Laila, the current Pontianak King's mother was interviewed on August 16th, 2017. The process of data analysis for this interview was the same as that of the need assessment.

In the development phase, there were the developments of texts, visual elements, and other components such as vocabulary focus, assessment, and user guide. There are five units in the book, e.g.: (a) General Explanation of Saprahan; (b) Serving Equipment; (c) Menu; (d) Event;

and (e) Impact. The texts were developed based on the topics and genres of text. The visual elements in the book function to make the text alive and contribute to the reader's understanding, besides serving as the decorations. The photos in the book help readers understand more about the menus, the processes of Saprahan, and Saprahan situation. The photographs for the visual elements were taken in Pontianak Anniversary celebration for catching reader's attention.

In order to perform the text readability test, the writers used an online tool from <https://www.webpagefx.com/tools/read-able/check.php>. The texts were input to the website then it automatically detected the result. Besides checking the text readability, the writers also did proofread for the quality of the text. The online proofread is by Grammarly. The result showed mistakes in the texts in the product including spelling, grammar, punctuation, and conventions. The writers have already revised the texts through the tool to the correct forms. There were 119 mistakes in spelling, 94 in grammar, 1 in punctuation, and 87 in the convention. Texts were corrected using functions/ tools within Grammarly, however local terminologies were not changed.

### **Implementation Phase**

In the implementation phase, the book was trialed with one group of cookery students. It was implemented in one of the cookery classes in the school. The data were gathered through observation with field notes as the instrument. The writers went to the class and gave a brief explanation of the book. The writer focused on explaining and implementing unit III about the Saprahan menu: started with giving assessment which is in form of KWL (know, want to know, and learned) table; teaching and explaining the topic and asking for their feedback. The numbers of the student are 31 in 16-18 years old.

### **Evaluation Phase**

The evaluation tool in this research was in the form of a checklist. "A checklist is an instrument that helps practitioners in English Language Teaching (ELT) evaluated English Teaching materials, like textbooks" (Mukundan, Nimehchisalem, & Hajimohammadi, 2011). In this phase, the author evaluates the product which is in form of extensive reading book. According to them, one of textbook evaluation reasons is to understand the strengths and weaknesses. By knowing the strengths and weaknesses, the writer could improve the product in the next draft. The writer collected the data of book evaluation from an ELT aspect through tentative evaluation checklist and the cultural aspect through the interview with cultural experts. Some of points in the tentative criteria are the relation to the curriculum, methodology, suitable to learner suitability, physical and utilitarian attributes, and supplementary material. And for elt content, the points include the language skills which are listening, speaking, writing, and reading, but the writer omitted the listening skill.

In the evaluation phase, the writer has evaluated the book as a cultural content and ELT material. One of Pontianak's traditional elders and an ELT material expert were invited to evaluate the cultural content the book. There are minor suggestions that were given to the products. Here are the details of the evaluation of the product.

In the first evaluation, the culture expert did the evaluation. He evaluated the book as the content of Pontianak culture. Since the book is in English and the expert does not speak English, the authors translated the whole book to Indonesian first. The evaluator read the whole book then gave comments orally. The writer recorded the evaluator's voice and took note while the evaluator gave the comments. The expert's comments suggested that overall the book was already good enough but there was some cultural information that was not correct and he added some information about philosophy.

The second evaluator was an ELT expert. She evaluated the book from the aspect of language teaching materials. The writer used a checklist for textbook evaluation adopted form Mukundan, Hajimohammadi, and Nimedchisalem (2011).

## **FINDINGS AND DISCUSSION**

### **Findings**

#### *Analysis Phase*

Based on the result of the need assessment interview conducted previously, it can be concluded that the product is needed in Cookery Department of SMKN 5 Pontianak. The need assessment suggested that the teachers expected that: (a) the product should follow the curriculum 2013; (b) the product can be used in English or as a content for another school subject; (c) The product can be the supplement material for the school subject of Special Menu; (d) the product should be designed for intermediate level with C3 level of assessment and consist of 3-4 paragraphs each discussion; (e) The booking form must be attractive and eye-catching with many pictures; (f) The main topic of the product is about Saprahan as local content theme which is applicable to cookery students.

#### *Design Phase*

According to the result of the design phase, it can be concluded that the designs of the product based on the Content-Based Instruction and the need analysis are as follows: (a) The product is not only used for English lessons but also other subjects. In CBI learning, the teachers teaching other subjects have more roles in using the product to teach the content in English than the English teacher who teaches the language with the local content; (b) Students are able to learn independently outside the classroom by using the product; (c) The material functions to teach the content which is Saprahan as one of resources in school subject of Special Menu and Food and Beverage Service; (d) The activities in the product let the students experience the texts before drawing attention to its language; (e) The pictures

function to help learner connect with the learning material; (f) Saprahan as the content of culture functions to fulfill KI-2 (social aspect) in curriculum 2013; (g) The assessment in the product is something practical in line with the C3 standard (application) and the characteristic of vocational school.

### ***Development Phase***

Based on the result of the questionnaire distributed to the students in this phase, it can be concluded the development of the product is as follows: (a) The product consists of six units with nearly 100 pages; (b) Unit I contains the general explanation of Saprahan including the definition, advantages, philosophy, and the types of Saprahan; (c) Unit II tells about serving equipment of Saprahan. This unit aims at describing the shape and the function of the equipment; (d) Unit III lists the Saprahan menu and the descriptions. This unit aims at informing the ingredients and how to make the menus. The writers added a brief explanation of the menu; (e) Unit IV tells about the procedure of serving the dish; (f) This unit aims at describing the process of serving dishes in Saprahan; (g) Unit V tells about the experience of the writer in Saprahan event; (h) Unit VI aims at influencing the reader to promote their local culture and to make the reader love their local culture. The samples of the product are in Appendix.

From the readability test, it showed that the number of sentences in unit 1 is 30, the number of words is 391, the number of complex words was 71, the percent of complex words is 18,16%, the average number of words per sentence is 13.03, and average syllable per word is 1,65. From the summary of text above, it can be concluded that the result of the readability based on the methods: Flash Kincaid reading ease, Flash Kincaid grade level, Gunning fog score, smog index indicate that the text is easy while Coleman Liau index indicates that the text is hard, and from ARI it indicates that the text is very easy. In conclusion from the website the grade level of the text has an average grade level of about 10. It should be easily understood by 15-16-year-olds.

Unit II readability test result (see Appendix 8) shows that the numbers of sentences, words, and complex words are 69, 1075 and 128 respectively. The percentage of complex words is 11.91%; the average words per sentence were 15.58, and the average syllable per word is 1.48. From the summary of text above it can be concluded that the result of the readability based on the methods of Flesh Kincaid reading ease, Flesh Kincaid grade level, and SMOG index, indicates that the text is very easy; ARI shows that the text is very easy, and from gunning fog score and Coleman Liau index, It demonstrates that the text is easy. Then, the conclusion from the website shows that the grade level of the text has an average grade level of about 9. It should be easily understood by 14-15-year-olds.

Unit III readability test result (see Appendix 9) shows that the number of sentences in unit 3 is 38, the numbers of words and complex words are 362 and 35 respectively.

The percentage of the complex words is 9.67%. Meanwhile, the average word per sentence is 9.53, and the average syllable per word is 1.51. The following summary is made from the result of the readability based on the methods of Flesh Kincaid reading ease, flesh Kincaid grade level, Gunning fog score, and smog index indicated that the text is very easy; Coleman Liau index and ARI indicate that the text is easy. Then, the conclusion gained from the website shows that the grade level of the text has an average grade level of about 7. It should be easily understood by 12-13-year-olds.

Unit IV readability test result (see Appendix 10) shows that the numbers of sentences, words, and complex words in unit 4 are 56 672, and 82 respectively. The percentage of the complex words is 12.20%; the average word per sentence is 12.00, and the average syllable per word is 1.54. The conclusion made is based on the methods of flesh Kincaid reading ease, gunning fog score, and Coleman Liau index that indicates that the text is easy and from flesh Kincaid grade level, smog index that indicates that the text is easy. ARI also indicates that the text is very easy. Then, from the website it can be concluded that the grade level of the text has an average grade level of about 8. It should be easily understood by 13-14-year-olds.

Unit V readability test result (see Appendix 10) shows that the numbers of sentences, words, and complex sentences in unit 5 are 37, 449, and 75 respectively. The percentage of the complex words is 16.70%; The average number of words and syllables per sentence are 12.14 and 1.61 respectively. Then, it can be concluded that the result of the readability based on the methods of flesh Kincaid reading ease, ARI and gunning fog score indicates that the text is easy; flesh Kincaid grade level and smog index also indicate that the text is very easy. On the contrary, Coleman Liau index indicates that the text is hard. Then, from the website it can be concluded that the grade level of the text has an average grade level of about 9. It should be easily understood by 15-16-year-olds.

Unit VI readability test result (see Appendix 11) shows that the numbers of sentences, words and complex sentences in unit 6 are 49, 747 and 166. The percentage of the complex words was 22.22%; The average words per sentence were 15.24, and The average syllable per word is 1.71. The result of the readability based on the methods from flesh Kincaid reading ease and Coleman Liau index indicated that the text is hard and from flesh Kincaid grade level, Gunning fog score, smog index, and ARI it is indicated that the text is easy. Then, t from the website it can be concluded that the grade level of the text has an average grade level of about 12. It should be easily understood by 17-18-year-olds.

The authors tried to make the level of the text increase from unit to unit, but the problem was that unit I has a more complex explanations and higher levels of readability than unit II, III, IV. This is because this basic understanding of Saprahan needed to be share early in the

course. The authors also designed VI at a higher standard of difficulty to provide texts for advanced learners.

### **Implementation Phase**

According to the result of implementation phase, it can be concluded that the implementation of the product is as follows: (a) All students or 100% of participants liked the book and were interested in the book; (b) 81% of students stated that the book is clear enough, they understand the text and need the book; (c) Most students liked the topic about the menu apparently because they study in cookery department; (d) Students mostly complained about the small font of the text; (e) Some students suggested to add the history of Saprahan and add texts in Indonesian.

### **Evaluation Phase**

According to the result of the evaluation phase, it can be concluded that the evaluation of the product is as follows.

From the Cultural Expert's point of view, there are some suggestions for the product, they are: (a) the Islamic role to respect our guest is the dignity of Saprahan; (b) The Gelas Air is should be a water container; (c) Malay people use the word "Ceper" not "Nampan"; (d) The wine glass is not appropriate to fill in the Air Serbat for Saprahan beverage; (e) The evaluator rejected the assumption that Air Serbat is for rejecting men's proposal for marriage.

The ELT expert also gave suggestions such as a) to give an explanation of the students level in the overview of the material; b) Provide the unit number on the front page of each chapter; c) to give complete instructions for assessment; d) to give sources of vocabulary focus translation.

### **Discussion**

Saprahan: Pontianak Aesthetic Tradition is a supplementary student book for cookery students of SMKN 5 Pontianak. It is developed according to ADDIE procedures. The procedures of development were explained one by one in this paper. This study aims at contributing to the development of ELT material as well as local culture material.

This book is a supplementary book entitled "Saprahan: Pontianak Aesthetic Tradition". Saprahan is a traditional food and beverage service that contains many values. Food and Beverage (FB) service in Saprahan contains strong ethics and etiquette. The Islamic value is reflected in the separation of women and men in terms of the place to eat and the uniform of guests and waiter/waitress. The procedure of FB service shows courtesy, respect, cooperation, and beauty. These values must be passed down to the younger generation to build a distinct national and local character. This book has a reader guide, vocabulary focus, functional pictures and texts, and assessment to engage students. There are five units with over nearly 100 pages. The writer provides different genres of texts that are expected to help learner in developing their language abilities.

This book aims to give the supplementary book material for students to learn English and also to supply cultural information for youth. It can be used by cookery students to learn about culinary traditions. In addition, it helps the learner learn English and practice reading with a variety of texts. This book contains not only what Saprahan is and how to serve Saprahan but also why we should learn Saprahan and how to promote it.

Saprahan was used as the theme and title of the product due to the need analysis. The need analysis concluded that the school needs a book for ELT which can also function in other school subjects such as Special Menu and Food and Beverage service. After discussing with the teachers, it is determined that the title of the product is Saprahan. Through the theme of Saprahan, the writer combined English Language Teaching with the local culture.

The participants were Cookery class students in SMKN 5 (Vocational High School) Pontianak. The number of participants was 31. It is easier and efficient to collect data from 31 students through a questionnaire. In this research, the writer used closed and open questionnaire. "... where the answer is factual and fairly predictable, a closed question is probably better. But when the answers are in terms of opinions, beliefs or judgments, a small range of answers is much likely to be representative..." (Gillham, 2007). The closed questions in the questionnaire were to find out the percentage of students think they like and need the product, the topics in the product are interesting, the students understand the texts in the product, and the pictures in the product are clear. The open questions are to follow up the close questions including the reasons they like or dislike the product and their suggestions for the product.

In the student's feedback, the writer asked closed-ended questions and open-ended questions. For closed-ended questions, all students or 100% of the participants like the book and are interested in the book; 81% of students stated that the book is clear enough, that they understand the text and need the book. For open-ended questions, the writer asked about the students' opinions about the book and also their suggestions.

The data shows the inappropriate text or picture in the product which was commented on by the cultural evaluator. The evaluator only evaluated Unit 1 to unit 3 because the rest units are about experiences and news which did not need to be evaluated by cultural experts. What the evaluator was required to evaluate were the texts and pictures. As a Malay native and cultural observer, the evaluator firstly commented about the philosophy of Saprahan. There is a different perspective about the philosophy of Saprahan between what the writers have written and the evaluator's opinion, because of that, the evaluator suggested the remarks. From the evaluator's point of view, Islamic role to respect our guests is the dignity of Saprahan. The second part that has been evaluated is about the wrong definition of a picture. The Gelas Air was supposed to be a water container. The third part that has been evaluated is the mistake in using

the term. Malay people use the word “Ceper”, not “Nampan”. The last part is the mistakes in using the pictures. The wine glass is not appropriate to fill in the Air Serbat for Saprahan beverage. There is also mistake in writing the function of Air Serbat. There was a rumor that Air Serbat was for rejecting men’s proposal but the evaluator rejected the assumption. Overall, the evaluation included the meaning, the use of picture, the function of picture, and the use of the term. The evaluator suggested to dig more information and write it carefully.

### SUGGESTIONS

English teachers should be able to direct their students in understanding a variety of texts by learning the vocabulary and language features, answering the questions, and practicing the assessment. For other teachers teaching the content in Cookery Department, this product can be used in Special Menu and Food & Beverage school subjects. In addition, these teachers will be able to support the students in promoting their culture. It is expected that future researchers will be able to fulfill the limitations especially in the input of the listening sections and to develop materials about other aspects of Pontianak culture to support curriculum 2013 in social aspect and building students’ character with local content. The writers hope that wider society will also find this product useful to promote Saprahan to larger society.

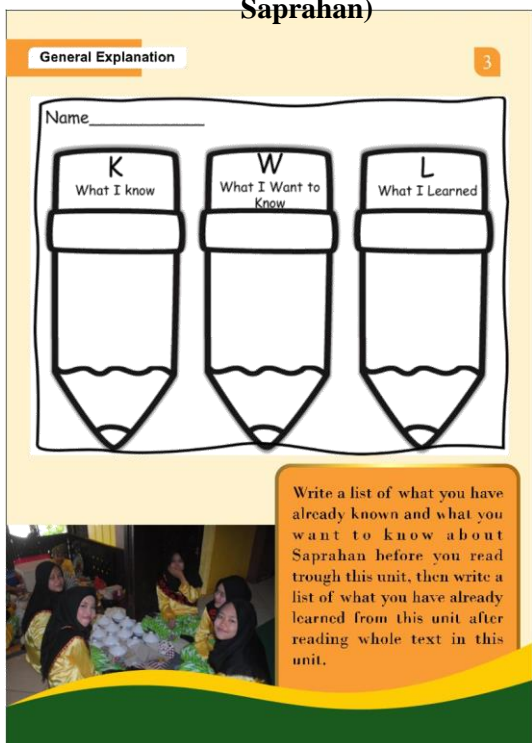
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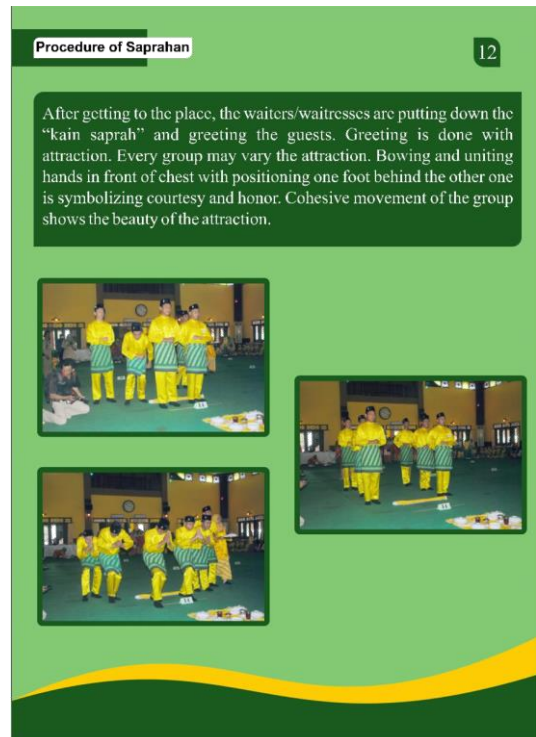
Appendix



Picture 1. Footage of Unit 1 (Explanation of Saprahan)



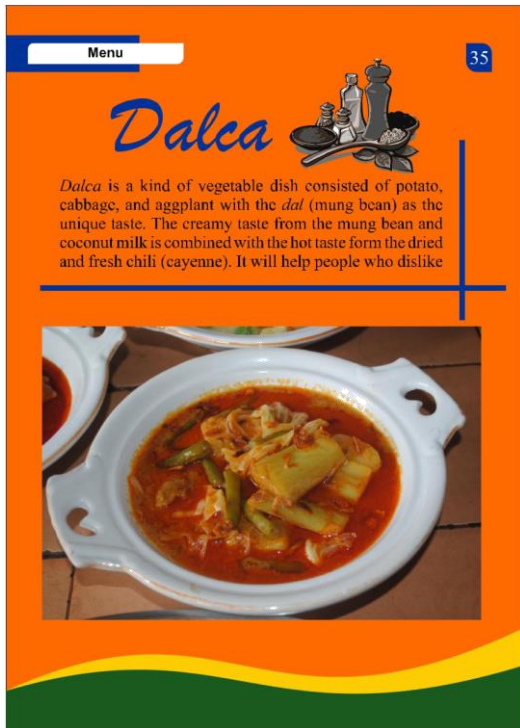
Picture 2. Footage of Unit 1 (Exercise)



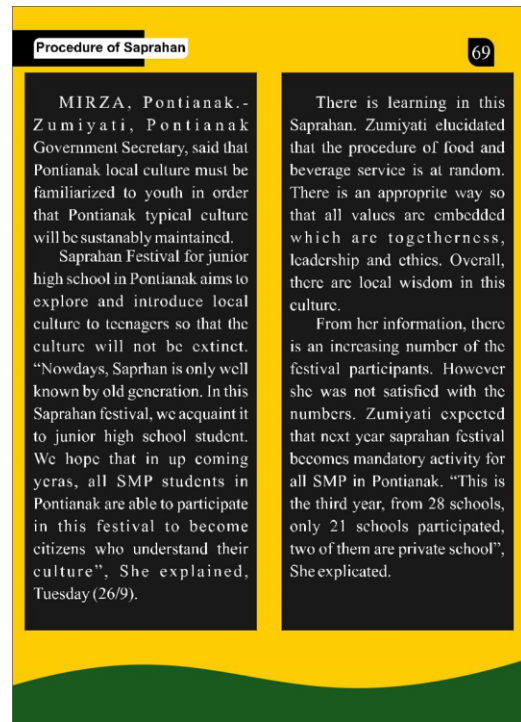
Picture 3. Footage of Unit 2 (The procedure of Saprahan)



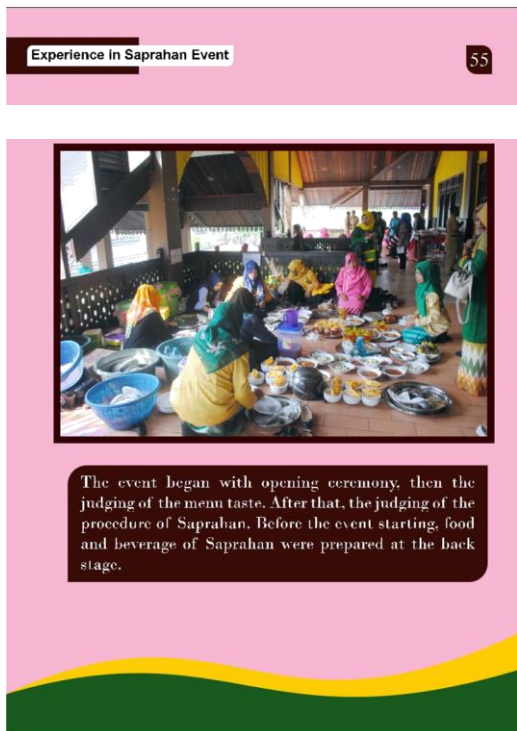
Picture 4. Footage of Unit 3 (Equipment for Saprahan)



Picture 5. Footage of Unit 4 (One of the menus)



Picture 7. Footage of Unit 6 (News about Saprahan)



Picture 6. Footage of Unit 5 (Saprahan Event)