

ENGLISH VOCABULARY TRAINING IN THE FIELD OF CULINARY FOR CHILDREN AT THE NAUNGAN KASIH ENDE ORPHANAGE

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Abstract. A community service program (PKM) aims to improve children's mastery of English vocabulary related to the culinary world at the Naungan Kasih Ende Orphanage. The program was implemented through three stages: preparation, implementation, and evaluation. The preparation stage includes Observation, Coordination with the orphanage, Preparation of training materials, and Preparation of learning media. The implementation stage, a hands-on learning experience, involves giving a pre-test, introducing and explaining basic culinary English vocabulary, having game sessions, doing writing and speaking practice activities, and practising cooking. The evaluation stage includes a post-test, evaluation of program effectiveness, collection of feedback, and preparation of reports. Through this PKM program, it is hoped that the orphanage children can improve their mastery of English vocabulary in the culinary field, which can help them learn, prepare to enter the world of work in the culinary industry and motivate them to continue developing their culinary-related English skills.

Keywords: vocabulary, training, culinary

Abstrak. Program pengabdian kepada masyarakat (PKM) yang bertujuan untuk meningkatkan penguasaan kosakata bahasa Inggris yang berkaitan dengan dunia kuliner bagi anak-anak di Panti Asuhan Naungan Kasih Ende. Program ini dilaksanakan melalui tiga tahap: persiapan, pelaksanaan, dan evaluasi. Tahap persiapan meliputi observasi, koordinasi dengan pihak panti asuhan, persiapan materi pelatihan, dan persiapan media pembelajaran. Tahap pelaksanaan meliputi pemberian pre-test, pengenalan dan penjelasan kosakata dasar bahasa Inggris kuliner, sesi permainan, kegiatan praktik menulis dan berbicara, serta praktik memasak. Tahap evaluasi meliputi post-test, evaluasi efektivitas program, pengumpulan umpan balik, dan penyusunan laporan. Melalui program PKM ini, diharapkan anak-anak panti asuhan dapat meningkatkan penguasaan kosakata bahasa Inggris di bidang kuliner yang dapat membantu mereka dalam belajar, mempersiapkan diri memasuki dunia kerja di industri kuliner, serta memotivasi mereka untuk terus mengembangkan kemampuan bahasa Inggris yang berhubungan dengan kuliner.

Kata Kunci: kosakata, pelatihan, kuliner

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INTRODUCTION

Language is the most crucial factor needed by humans in this world. Life and language can not be separated from one another. Language is used to communicate, share ideas, interpret meanings, and maintain social and interpersonal relationships. In the globalisation era, many countries have their own languages but can connect in doing business because of technology and communication. It is because, in technology, English plays a vital role as a communication medium. As the application of technology, now, many applications use English, like the presence of Artificial Intelligence (AI) (Das et al., 2015) (Fitria, 2023). We will find an easy way to access many things. Many people worldwide can connect by using the internet network.



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Nowadays, it cannot be denied that the most widely used oral and written communication tool by people worldwide is English. It can be concluded that English is a global communication medium (Crystal, 2003) (Perangin-Angin et al., 2023).

Teaching English is very essential and crucial nowadays. It is necessary because English is needed to communicate with many people in different countries. It is also a global language (Rao, 2019; Lerer, 2023). As a global language, English is used globally (Pan & Block, 2011) (Pandaranga, 2015). As a global language, English is also widely recognized and utilized across various domains of business, education, science, and technology. As an educational medium, English is the primary language of instruction in many educational systems worldwide (Asif et al., 2020; Jeevan et al., 2023). It is increasingly used in higher education, particularly in scientific research and technical fields, where most scholarly articles are published in English.

In technological dominance, the internet and digital communication have solidified English's role as a global lingua franca. Most online content is in English, making accessing information and participating in international discussions crucial. Meanwhile, the media provides news, computer language is in English. On the other hand, English is a foreign language, and it is used as a tool for communication (Alsagoff et al., 2012)(Ota et al., 2018) (Mohamadaid & Rasheed, 2019). As a foreign language, it also plays a crucial role in the school environment.

In terms of school area, English is one of the subjects which teach in school. As a language learner, we know that English roles can sometimes be complex (Mercer, 2012). The main point of students learning English is not just about acquiring a new language but about unlocking many opportunities for communication, education, cultural exchange, career advancement, and personal growth. For example, the use of English in school and it learned by students does not include all the English aspects, like in culinary or cooking fields, nursing schools, and many other areas. The curriculum in senior high school or vocational high school should involve English for specific purposes, which can help students increase their ability in English (Kusni et al., 2014) (Kuo, 2016) (Mulyah & Aminatun, 2020).

Teaching English related to the culinary or cooking field is essential for high school students, especially those who choose the culinary major. Mastery of English vocabulary in the culinary field can help them understand recipe information (Utomo et al., 2017) (Andres & Holguin, 2022), communicate with foreign business partners (Motaal, 2023), and improve their ability to compete in the era of globalization. However, not all students have the opportunity to learn and master culinary-related English vocabulary adequately. Because of that, students need a subject that is considered to fit their needs. Teachers need to dig deeper into information and analyze what students need.

One of the efforts to improve the mastery of English vocabulary in the culinary field is through a community service program (PKM) at the Naungan Kasih Ende orphanage. This orphanage accommodates high school children majoring in culinary and junior high school children who will take culinary majors in high school later. This PKM program aims to provide training and assistance in mastering English vocabulary related to culinary/cooking contextually and practically. Therefore, learning vocabulary can help students and support them in learning and mastering another language component (Hidayat, 2016) (Ota, 2022) (Kara et al., 2024).

Through this program, it is hoped that orphanage children can improve their mastery of English vocabulary in the culinary field so that it can support their learning and preparation for entering the world of work in the culinary industry. In addition, this program is also expected to provide motivation and inspiration for orphanage children to continue developing their English skills, primarily related to the culinary/cooking field.

METHOD

There are 3 (three) stages for gaining the information, they are:
The first stage is the preparation stage; which consists of 1). Observing and coordinating with the Naungan Kasih Ende orphanage to determine the selected participants' conditions and

needs; 2). Develop training materials that focus on English vocabulary around culinary and cooking; 3) Prepare exciting and interactive learning media, such as presentation slides, videos, and props.

Implementation Phase; In the second stage, several points can be described; they are: 1). Giving pre-test; 2). Provide an introduction and basic explanation of English vocabulary related to culinary and cooking; 3). Conducting game sessions and providing examples of using English vocabulary in daily conversations in the kitchen; 4). Conducting writing and speaking practice sessions using the English language that has been learned; 5). Dividing participants into small groups to do cooking activities and create food menus by applying the English vocabulary learned; and 6). Provide feedback and evaluation on the participant's ability to use English vocabulary related to culinary (cooking).

Evaluation Stage; In the evaluation stage, some points should be done, such as: 1). Conduct a post-test; 2). Evaluate the effectiveness and success of the training program; 3). Collect participant and orphanage feedback for future program improvement; 4). Compile a final report and documentation of activities. With this implementation method, it is expected that the training participants (high school students majoring in Boga in high school) can improve their mastery of English vocabulary related to culinary and cooking so that it can help them develop English competence in the culinary field.

RESULT AND DISCUSSION

Implementing the PKM increases English vocabulary in the culinary world for children at the Naungan Kasih Ende orphanage (high school level). This training was held three times a week, namely once a week, and this activity was held every Saturday. The implementation of PKM activities at the Naungan Kasih orphanage has received permission from the head of the orphanage. The implementation of this PKM activity begins with a pre-test activity. Pre-tests are one of the critical stages in the learning process and the development of participants' abilities through the PKM program. The main objectives of the pre-test in this PKM are, first, to identify the participants' initial knowledge. Second, to evaluate training needs. Third, to measure progress. They are implementing the pre-test in this PKM as a written test.



Picture 1. Children being directed to do the pre-test

After conducting the pre-test, it was found that participation in the pre-test did not yet reach a satisfactory score. It means that they need to learn more about English through this activity. The following is a further discussion of this situation, namely the identification of the

problem where the pre-test results show that the initial knowledge of PKM participants is still low and not optimal, which is marked by unsatisfactory scores.

During the PKM process, the participants showed high enthusiasm. They were eager to learn and recognize vocabulary related to cooking, such as writing vocabulary, learning to pronounce, and repeating pronunciation in pairs. Participants were keen to repeat the vocabulary individually, in groups, or in pairs from this activity. Sometimes, they look for partners to discuss and communicate related to English vocabulary orally. When interacting directly, they were conversing while asking about the meaning of the Indonesian vocabulary and how to pronounce it. In this case, learning vocabulary is helpful for students to communicate actively, and they can use language effectively (Wulandari, 2021). The trainees' enthusiasm can be reflected in their participation in pronouncing words and answering the speaker's questions about cooking vocabulary. In this training, the participants were eager to learn more. Still, because the time was minimal, the training could have had a maximum impact on increasing the English vocabulary of the orphanage children.



Picture 2. *The presenter explained about ingredients and equipment in the kitchen*

Activity Material

The implementation of PKM activities for orphanage children takes place in an informal atmosphere, carried out in the hall owned by the orphanage. Giving a pre-test at the beginning of the meeting was interspersed with distributing tips and materials to all participants. The material presented in this PKM activity consists of vocabulary about kitchen utensils and vocabulary of kitchen food ingredients (vegetables, fruits, snacks, drinks, and ingredients for making cakes). Therefore, the more vocabulary you have, the easier it will be to understand English sentences (Br Simamora & Oktaviani, 2020) (Sari & Aminatun, 2021) (Ota & Wali, 2022). In addition, effective communication requires a sufficient vocabulary (Suhendar, 2018) (Wardana, 2023) (Saidakhmedovna, 2024)

After they recognize the material provided as a whole, they then get exercises such as repeating the pronunciation made by the speaker, reading and writing the vocabulary given, and conducting question and answer activities with fellow participants related to the vocabulary given. This exercise was helpful so that students could master the material provided (Yudha & Mandasari, 2021) (Kirkova-Naskova, 2019) (Lukas et al., 2023). After the participants successfully master the material presented, then they continue with the game session. The game was a question-and-answer game between two participants who guessed the picture; then, the participants made it into a sentence. The game was arranged in such a way that they could master the vocabulary given by the speaker. Such a game was an exercise for students to

remember the vocabulary they were learning quickly (Kayseroglu & Samur, 2018) (Chonnia & Izzah, 2022) (Manurung et al., 2022).



Picture 3. *The presenter is explaining about the verbs that will be found in kitchen activities*

In the last meeting, the presenters gave a post-test to see how much the participants had mastered the vocabulary that the presenters from the previous meetings had given. After conducting the post-test, it can be concluded that the participants managed to get satisfactory scores. The post-test results show that the material taught to the participants has mastered the training. The scores obtained by most participants were above the passing standard set, and many even achieved perfect scores. It identifies an effective learning process and a deep understanding of the material. The participants deserve appreciation for their hard work during the training to show satisfactory results at the time of the post-test. The appreciation given by the teacher during the teaching and learning process could be an essential aspect in increasing students' motivation to learn (Ayu, 2017) (Cendana & Siswanto, 2022) (Elviana et al., 2022) (Putri & Amaliyah, 2022)(Al-Said, 2023). This achievement will be a valuable asset for them to apply the knowledge and skills gained in the learning process or their daily activities.



Picture 5. *4th-semester students with the children of the Naungan orphanage on the last day of the activity*

CONCLUSION

The implementation of PKM for children at the Naungan Kasih Ende orphanage was carried out well. A warm welcome from the orphanage allows 4th-semester English Literature study program students to carry out these activities. Before providing PKM material, participants were given a pre-test to determine the extent of their initial understanding of English, especially in cooking. Furthermore, after giving material using communicative or interactive strategies, participants were given a post-test at the end of the activity. The learning process in this PKM is carried out in a cheerful atmosphere by doing various games so that the training participants do not feel bored and enthusiastic about participating and can also understand the material provided.

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