

# Developing an Applied English Teaching Module for Culinary Vocational Students in the *Merdeka* Curriculum

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## ABSTRACT

Vocational education in Indonesia, particularly in the Culinary Expertise Program at SMK Negeri 1 Luak District, struggles to deliver English instruction that aligns with industry demands. Given English's role as a global language in the culinary sector, there is an urgent need for a contextualized, industry-relevant English curriculum. This study employed a Research and Development (R&D) approach using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). Four expert validators, one English teacher, and 50 tenth-grade culinary students participated. Instruments included questionnaires, interviews, validation sheets, observation tools, and pre- and post-tests. Expert validation results indicated high content validity, with Aiken's V values ranging from 0.83 to 0.95. The practicality test demonstrated that the module was highly usable in classroom settings. Moreover, students' English proficiency in culinary contexts improved significantly, as reflected by N-Gain scores in the medium to high range. These findings suggest that the developed module effectively supports contextual English learning relevant to vocational culinary needs. Its high validity and practicality support its potential integration into the Merdeka Curriculum. The applied English module tailored to the culinary industry's needs offers a practical and effective solution to enhance students' English skills, equipping SMK graduates with competencies essential for global workforce readiness.

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## 1. INTRODUCTION

Vocational education in Indonesia plays a crucial role in preparing a competent and industry-ready workforce (Angriani et al., 2025; Syarif & Janata, 2024). One of the key institutions in this effort is Vocational High Schools (VHS), which are designed to develop students' practical and specialized skills

(Dahlia et al., 2024; Suparyati & Habsya, 2024). Among the various expertise programs offered, the Culinary Skills Program equips students with technical competencies essential for success in the food industry, both locally and globally (Sutianah, 2021). However, while the curriculum emphasizes hands-on culinary training, a significant gap remains in the area of English language instruction. Most students are only exposed to general English content, which lacks relevance to the actual language used in culinary workplaces.

This disconnect becomes increasingly problematic in the face of globalization and rapid technological advancement, which demand higher linguistic competency from culinary professionals. One of the major challenges faced by culinary expertise programs is the lack of domain-specific English instruction tailored to industry contexts (Swastiwi, 2024). English has become the dominant language in international culinary references, menus, recipes, and food safety documentation (Arwinda & Yanuar, 2024). Without adequate English proficiency, particularly in industry-specific terms and communication, students are less equipped to navigate the global culinary landscape (Safira & Azzahra, 2022). Therefore, bridging this gap through relevant and applied English instruction is essential for enhancing the global readiness of vocational graduates.

In addition, English teaching in VHS often focuses on basic aspects of English, such as grammar and general conversation, without paying attention to the specific needs of students in certain areas of expertise, including culinary (Nuary et al., 2024; Nursiniah, 2024). This makes it difficult for students to apply English in their work context, especially in communicating in an international work environment (Oktavia et al., 2024; Pratiwi et al., 2024). What is missing in current practice is a structured integration of ESP that addresses real-world culinary communication scenarios, such as kitchen operations, recipe interpretation, and customer interaction in English.

Therefore, it is necessary to develop an applied English teaching module that is more relevant to the needs of students in the culinary expertise program. The Culinary Specialization Program at SMK Negeri 1 Kecamatan Luak, one of the SMKs that has great potential in producing workers in the culinary field, also faces similar challenges. Although the students have received English language instruction in the curriculum, often the materials provided are not specific enough and focused on their needs in the culinary field. In this context, the development of applied English teaching modules that are more in line with the characteristics and needs of the culinary world is urgently needed.

The Merdeka curriculum implemented in Indonesia offers freedom for teachers to develop learning materials that are more flexible and relevant to the needs of students (Fauzi et al., 2024; Rosa et al., 2024; Siregar, Mukhtar et al., 2024). This flexibility provides a unique opportunity to design English for Specific Purposes (ESP) modules that are aligned with vocational demands, especially in the culinary sector. The novelty of this research lies in integrating ESP with vocational training under the Merdeka Curriculum, focusing specifically on the culinary domain—a relatively unexplored intersection. In this case, the development of applied English teaching modules in the Culinary Expertise Program at SMK Negeri 1 Luak is expected to adjust to a curriculum that is more based on competencies and the needs of the industrial world.

Thus, students not only master English in general, but also can use it in a more specific and applicable context, especially in the culinary field. The applied English teaching module developed must accommodate various important aspects in the culinary world, such as cooking techniques, restaurant management, the use of international food ingredients, and communication with guests or colleagues in English. It aims to provide students with practical skills in communicating using English, which will be very useful when they enter the increasingly globalized world of work.

Therefore, the development of teaching modules that focus on English language skills in the culinary field is very important. The importance of mastering English is also recognized by many in the industrial world, including international restaurants, hotels, and culinary companies (Dewi, 2023; Ohyver et al., 2024). These companies tend to look for a workforce that not only has technical skills but is also able to communicate in English, both with international customers and with colleagues from different countries. Research by Afifah (2024) and Akromi (2023) has shown that ESP modules significantly improve learners'

ability to apply language skills in professional contexts, leading to better job readiness and communication performance. Therefore, creating teaching modules that combine theory and practice, with a clear culinary context, can give students a competitive advantage in the global labor market.

One of the important steps in developing this teaching module is to involve all relevant stakeholders, including teachers, culinary industry practitioners, and English language experts. Close cooperation between these parties will ensure that the materials are truly relevant and meet the needs of the world of work. Teaching applied English in the culinary field requires being able to touch on the various technical and practical aspects faced by students in the field. This will also ensure that students not only master the language, but are also ready to apply it in the real work environment.

The development of this applied English teaching module must also consider the characteristics of students at SMK Negeri 1 Luak District. Most students in SMK come from diverse backgrounds, both in terms of academic and socio-economic abilities. Therefore, it is important to develop materials that are easy to understand, appropriate to the students' ability level, and able to arouse their interest in learning English. The developed module should also be flexible, so that it can be easily adapted by teachers according to the needs of different classes.

In addition, proper evaluation should also be part of the development of this teaching module. Evaluation is not only done to measure students' understanding of the material taught, but also to assess how well the module can accommodate students' learning needs in the culinary field. Therefore, the development of an evaluation instrument that is integrated with the teaching module is needed. This evaluation instrument is expected to provide constructive feedback, both for students and teachers, for the improvement of future teaching materials.

Thus, the development of applied English teaching modules in the Merdeka Curriculum in the Culinary Expertise Program at SMK Negeri 1 Luak is not only an innovation in the world of education but also a strategic step to prepare students to be ready to compete in the global workforce. By embedding ESP principles into vocational culinary instruction, this initiative bridges the gap between classroom learning and real-world demands. With mastery of English that is applicable and relevant to the culinary field, it is hoped that students can optimize their potential, both in the national and international culinary fields.

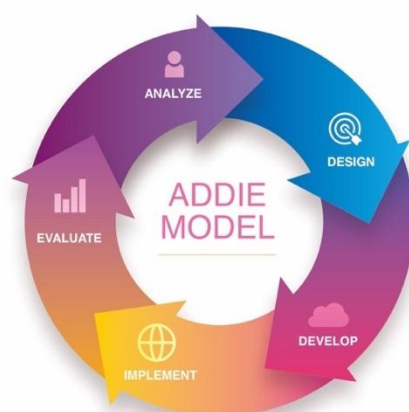
## 2. METHODS

### 2.1. Research Methods

This research uses the Research and Development (R&D) approach, which is a research method designed to develop and validate a particular product, in this case, applied English learning media that suits the needs of class X students at SMK Negeri 1 Luak. The R&D approach aims to produce products that provide concrete solutions to learning problems through a systematic and structured development process (Emon et al., 2025; Fitriyah et al., 2024). The development model used in this research is ADDIE (Analysis, Design, Development, Implementation, Evaluation), which is considered effective for developing educational products (Spatioti et al., 2022).

### 2.2. Research Procedures

The procedure of this study follows the ADDIE model, which consists of five main stages: Analysis, Design, Development, Implementation, and Evaluation (Adeoye et al., 2024; Li & Abidin, 2024). Each stage is carried out systematically to produce an effective applied English learning media that meets the needs of students in class X of the culinary department of SMK Negeri 1 Kec. Luak.



**Figure 1.** ADDIE Model Research Procedure

The figure shows the research procedure using the ADDIE model. In the Analysis stage, the main objective is to identify the needs of the applied English learning module by analyzing the needs of students and teachers through interviews, questionnaires, and observations, and evaluating the suitability of Merdeka curriculum and culinary materials. The Design stage focuses on designing the structure of the teaching module, selecting appropriate tools and formats, and ensuring that the module is in line with the curriculum and relevant to the needs of the culinary industry. Furthermore, at the Development stage, validation is carried out by material and media experts to ensure the quality of the material and module design, based on the evaluation results, the module is refined to meet the set standards. At the Implementation stage, the developed module is applied in the classroom, starting with a pre-test to measure students' initial knowledge, followed by learning using the module and observation to assess its effectiveness. Finally, at the Evaluation stage, the practicality and effectiveness of the module were tested using instruments to measure ease of use and improvement in student learning outcomes through pre-test and post-test, with statistical analysis to assess the impact of the module on students' applied English skills in the culinary field.

### 2.3. Research Subject

This study involved 4 experts as validators, including two material experts in the field of applied English education for culinary programs, and two media experts, to evaluate the validity of technology-based learning media developed for English teaching modules in the Culinary Skills Program. The material experts assessed the suitability of the material with Merdeka curriculum and pedagogical principles relevant to the needs of students in the culinary field, while the media experts evaluated the design elements, interaction, and ease of use of the features in the technology-based teaching module. The selection of these experts was conducted using purposive sampling, considering their expertise and relevance to the research context.

User trials were conducted on 1 teacher and 50 grade X students at SMK Negeri 1 Luak. These participants were chosen using convenience sampling due to accessibility and logistical considerations. This feedback-focused methodology ensured that the developed teaching module met users' expectations and encouraged deeper engagement with applied English materials in a culinary context. A control group was not included in this study, as the primary aim was to evaluate the development and usability of the teaching module rather than to compare learning outcomes across different instructional methods. The focus on qualitative feedback and expert validation was prioritized to refine the module before broader implementation. This research builds a foundation for exploring new approaches to teaching English in SMK by utilizing technology as a relevant and engaging learning medium.

## 2.4. Research Instruments

In this study, several instruments were used to collect the necessary data, namely questionnaires, interview guidelines, validation sheets, observation instruments, and pre-test and post-test questions. The questionnaire was used to measure students' and teachers' responses to the applied English teaching module, by containing statements related to the practicality of the module. Interview guidelines were used to analyze the needs of teachers in teaching applied English in the culinary field, including materials, student difficulties, and expectations of learning media. The validation sheet was used to measure the validity level of the teaching module based on the opinions of applied English media and material experts, and was developed with a Likert scale.

Observation instruments were used to observe the implementation of learning, including the use of media by students and teachers and their involvement in teaching and learning activities. The pre-test and post-test questions were used to measure the effectiveness of applied English learning before and after the use of the teaching module, which aims to determine the improvement of students' understanding and skills. Observations were made directly with a checklist covering aspects such as student interaction, media use, and material comprehension. Data from observation, questionnaires, interviews, validation, as well as pre-test and post-test results will be used to evaluate the effectiveness and feasibility of teaching modules in the context of English learning in the Culinary Expertise Program.

## 2.5. Data Analysis Technique

### 2.5.1 Analysis of Media Validity

Media validity analysis for the development of applied English teaching modules on Merdeka Curriculum in Class X Culinary Expertise Program at SMK Negeri 1 Luak District ensures the modules meet pedagogical standards and vocational relevance. Education and curriculum experts assessed the teaching module using a Likert scale, measuring the suitability of the material to the needs of the culinary industry. Media validity was analyzed with Aiken's V statistic, which measures the level of validity among validators, as described in Equation 1.

$$V = \sum s / [n(c - 1)] \quad (1)$$

Description:

V = Index validated

S = r - I<sub>o</sub>

n = Number of validators

I<sub>o</sub> = The lowest validity score (in this case = 1)

c = The highest validity score (in this case = 5)

r = The number given by a validator

Simultaneously, the benchmark for assessing the validity of this application is delineated in Table 1, which specifies three criteria of validity levels as follows:

**Table 1.** The scale of validity criteria

Achievements Results	Criteria
0.60 – 1.00	Valid
< 0.60	Invalid

### 2.5.2 Analysis of Media Practicality

Media practicability data was obtained through a questionnaire filled out by students after using the applied English teaching module. This questionnaire contains statements related to the practicality of the

media with available answer options. The analysis was carried out by collecting student and teacher responses through a practicality questionnaire, which was then analyzed using a Likert scale of 1-5, after which calculating the practicality value with the formula contained in Equation 2.

$$\text{Practicality Score} = \frac{\sum \text{The score obtained}}{\sum \text{The expected score}} \times 100\% \quad (2)$$

After obtaining the practicality results through the predetermined formula, the criteria for the mode used by students and teachers can be known. The categories include impractical, less practical, practical, and very practical, with a practicality scale presented in Table 2.

**Table 2.** The scale of practicality criteria

Achievements Results (%)	Criteria
0 – 25	Not Practical
> 25 – 50	Less Practical
> 50 – 75	Practical
> 75 – 100	Very Practical

### 2.5.3 Analysis of Media Effectiveness

The effectiveness of this study was also reviewed from the perspective of the Gain Score. To assess the improvement of student learning outcomes, the Gain Score aspect is used by comparing the difference between Pretest and Posttest results. Previously, the test subjects were given an initial test (pretest) and at the end of the learning was given a final test (posttest). After the individual student completeness data is obtained, the next step is to calculate the total number of students who achieve completeness by comparing the pre-test and post-test scores, calculated using the formula in equation 3.

$$N - \text{Gain} = \frac{\text{Spst} - \text{Spre}}{\text{Smaks} - \text{Spre}} \quad (3)$$

Description:

Post = Average posttest score

Pre = Average pretest score

Max = Ideal maximum score (100)

**Table 3.** Gain Score Category

Achievements Results	Category
N – gain > 0.7	High
0.3 ≤ N – gain ≤ 0.7	Medium
N – gain < 0.3	Low

Table 3 is the gain score category used as a parameter in determining the effectiveness of the product that has been implemented. After conducting research and calculating the Gain Score to assess the improvement of student learning outcomes, it can be said that the applied English teaching module developed is considered effective if the Gain Score value reaches at least the medium category.

### 3. FINDINGS AND DISCUSSION

#### 3.1. Findings

##### 3.1.1 Needs Analysis

At the Analysis stage, the results of interviews, questionnaires, and observations revealed that the majority of students in the Xth-grade culinary department felt that learning resources such as textbooks and worksheets were not enough to support applied English learning. They want additional learning modules that are more relevant to their needs in the culinary world, as well as access to materials through online platforms. Teachers also face difficulties in providing materials that connect English to the culinary context, as well as time constraints in teaching applied English. An analysis of *Merdeka's* curriculum showed that there is flexibility in the arrangement of materials, but there are still shortcomings in integrating English with technical culinary skills, so the development of more specific modules is needed to cover all the practical skills needed.

##### 3.1.2 Design

After the defining stage, researchers proceeded to the initial design stage of the applied English teaching module product tailored to the needs of the Culinary Expertise Program at SMK Negeri 1 Kec. Luak. This module was developed using Microsoft Word 2019 and is divided into three main sections: General Information, Core Activities, and Appendix. The General Information section includes important elements such as module identity, initial competencies, Pancasila learner profile, facilities and infrastructure, target learners, and learning model, which provide an overview of the learning objectives and context. The module is structured to ensure alignment with *Merdeka Curriculum* as well as expected values, such as the development of communication skills relevant to the world of work.

The Core Activities section focuses on elements that aid the implementation of the module in the classroom, such as learning objectives, meaningful understanding, types of assessments, triggering questions, learning activities, and student and teacher reflections. These core activities are designed to develop English language skills relevant to the culinary world, especially daily communication in the industry. The module appendices include teaching materials, LKPD, assessment, enrichment, remedial, glossary, and bibliography, which provide additional materials to deepen students' understanding. With this approach, it is hoped that students will not only master English but also be able to apply it in culinary contexts relevant to today's industry.

##### 3.1.3 Development

After planning is complete, the next stage is the development of teaching modules. The applied English module for the Culinary Expertise Program at SMK Negeri 1 Luak District will be validated by four experts, two English lecturers and two learning media lecturers. Validation aims to obtain input, comments, and suggestions to improve and enhance the module. The results of this teaching module product validation will be used for further improvement. Table 4 shows the results of material and media validation on the development of applied English teaching modules.

**Table 4.** Validity Result of Material and Media Experts

Expert	Aspect	Aiken's V Value	Criteria
Material	Content aspect	0.85	Valid
	Learning aspects	0.83	Valid
	Language aspects	0.9	Valid
Expert	Cover Design Aspects	0.88	Valid
	Content Design Aspects	0.87	Valid
	Image and Illustration Content	0.95	Valid
	Graphic Aspects	0.9	Valid

Table 4 shows the results of validation from material and media experts related to the applied English teaching module developed for the Class X Culinary Expertise Program at SMK Negeri 1 Luak District. The validation results using Aiken's V show that all aspects evaluated, both in terms of material and media design, are considered valid. The material aspects, such as content, learning, and language, received Aiken's V values between 0.83 to 0.9, indicating a high level of agreement from the material experts. Meanwhile, the media aspects, including cover design, content design, images and illustrations, and graphic aspects, also obtained Aiken's V values above 0.85, which means that the teaching module design is very suitable for use in learning English in culinary majors. This validation ensures that the developed module has met the quality standards expected in the Merdeka Curriculum in applied English language subjects in the culinary field.

### 3.1.4 Implementation

At the implementation stage, a pre-test was conducted to measure students' basic knowledge before the use of the applied English teaching module. The pre-test results showed that students had a basic understanding, but their speaking and writing skills were limited to the culinary context. After the pre-test, the teaching module was applied in learning in class X of the Culinary Expertise Program at SMK Negeri 1 Luak District, with a significant increase in the use of culinary-related vocabulary and phrases. Students became more confident speaking and writing in English, as well as active in discussions and tasks involving culinary practices. Observations showed increased student engagement, indicating that the teaching modules and learning media were effective in improving students' applied English skills.

### 3.1.5 Evaluation

The evaluation stage is an important stage to test the success of this research, which involves a large-scale trial on 50 students of class X of the Culinary Expertise Program at SMK Negeri 1 Luak District. Researchers observed the use of the applied English teaching module in culinary learning, and at the last meeting, asked for student responses regarding the practicality of the module. The effectiveness of the media was assessed through the comparison of students' learning outcomes before and after using the teaching module, to measure the improvement of their understanding in applied English. Table 5 are the results of the practicality of teachers and students on the use of applied English teaching modules in the culinary field.

**Table 5.** Practicality results from teachers and students

Aspect	Teacher	Students	Criteria
Ease of Use	92	86	Very Practical
Presentation	85	88	Very Practical
Usefulness	89	89	Very Practical
<b>Average</b>	<b>88.7</b>	<b>87.6</b>	<b>Very Practical</b>

Table 5 shows the practical results of the applied English teaching module developed for the Culinary Expertise Program at SMK Negeri 1 Luak District. Based on the assessment from teachers and students, this module is considered very practical, with an average score of 88.7 for teachers and 87.6 for students, respectively. The aspects assessed include ease of use, presentation, and usefulness of the module, all of which received an assessment of "Very Practical" from both teachers and students. This value indicates that the teaching module is not only suitable for learning needs, but also effective in improving students' understanding and applied English skills in the culinary field, in line with the Merdeka Curriculum which emphasizes the relevance and practicality of material in the world of work.

As for testing the effectiveness of the applied English teaching module, this study used the one-group design method, which involved one group of students without a comparison group. In the first meeting, a pretest was conducted on 50 students of class X of the Culinary Expertise Program at SMK

Negeri 1 Luak District to measure students' understanding of English before the use of teaching modules. After that, 30 students were treated with teaching modules relevant to the culinary topic. At the last meeting, a posttest was conducted to see the improvement of students' learning outcomes. The pretest and posttest data were used to assess the effectiveness of the teaching module, which was analyzed using the effectiveness test based on the gain score. Table 6 shows the effectiveness of the applied English teaching module based on the gain score.

**Table 5.** Gain Score Test Analysis Results

N	Average		N-Gain Score
	Posttest - Pretest	S_Ideal -Pretest	
50	23.06	39.30	0.59

The table shows the results of the Gain Score test analysis to measure the effectiveness of the applied English teaching module in the Culinary Expertise Program at SMK Negeri 1 Luak District. Based on the results of the effectiveness test analysis using the gain score of the pretest and posttest scores of 50 students, the average difference is 23.06, with an ideal value of 39.30, resulting in an N-Gain score of 0.59. This N-Gain value indicates that the use of the teaching module succeeded in improving students' understanding with a moderate level of effectiveness, which is in line with expectations to improve their applied English skills in the culinary context. These results support that the developed teaching modules are in line with the objectives of the Merdeka Curriculum, which is to improve students' skills in the culinary field through relevant and applicable English language learning.

### 3.2. Discussion

The results of this study indicate that the development of an applied English learning module for class X students majoring in culinary at SMK Negeri 1 Kec. Luak has met the criteria of validity, practicality, and effectiveness. Using the ADDIE model, this research has gone through rigorous stages of needs analysis, design, development, implementation, and evaluation. The results of the needs analysis showed that currently available learning materials are still less relevant to the culinary industry, where students need more focus on culinary terminology, communication in a professional environment, as well as menu and recipe writing skills in English (Simanjuntak & Ratmanida, 2024). In addition, other studies have also shown that interactive methods such as student conferences and project-based learning can improve students' writing skills as well as their confidence in communicating in the world of work (Amelia et al., 2023).

In the process of developing teaching modules, the learning design should integrate various aspects that support communication skills and industrial terminology. Studies show that the use of technology in applied English lessons helps improve students' understanding as the material can be presented in a more interactive digital form (Kostanyan, 2024). This aligns with recent ESP module developments that emphasize blended and digital learning environments, such as those by Ali et al. (2024) and Kohnke et al. (2021), which highlight the benefits of multimodal delivery in enhancing engagement and comprehension. In addition, project-based approaches are also proven to be effective in improving students' motivation and skills in communication, as found in several studies on project-based learning to improve students' English skills in engineering (Imbaquingo et al., 2023; Šliogerienė et al., 2025; Song et al., 2024). Therefore, the development of English teaching modules in the culinary field should consider aspects of digitization as well as learning methods that encourage active student involvement.

Based on the validation results of the module, it shows that the material aspect has an Aiken's V value between 0.83 to 0.9, while the media design aspect has a value between 0.87 to 0.95, which indicates that this module is suitable for use in culinary-based applied English learning. These high validation scores are significant as they confirm the alignment of the module's content and design with

learning outcomes required in the culinary industry, particularly in fostering domain-specific vocabulary, communication fluency, and written English proficiency in workplace contexts. Meanwhile, research by Adijaya et al. (2023) highlighted the importance of using technology in learning English in vocational schools, such as the use of Mobile Assisted Language Learning (MALL) based applications. In this study, although the teaching module was developed in print and digital formats, the technology-based implementation was not fully integrated, with digital components primarily limited to PDF and offline applications. This represents a current limitation of the module, which could be addressed in future iterations through integration with web-based learning platforms or interactive LMS systems.

The practicality of the teaching module is also a focus in this study, with the results of the practicality test showing a “very practical” category based on teacher and student responses. Teachers gave an average assessment of practicality of 88.66%, while students gave an assessment of 87.58%. This shows that this module is easy to use, interesting presentation, and useful for students in understanding English materials relevant to the culinary world. The study by Yasin et al. (2023) also supports these findings, where they found that modules that are contextually organized according to students' areas of expertise are more effective in improving their understanding compared to the use of standard textbooks. Compared to prior studies, this module distinguishes itself by providing contextualized tasks specific to the culinary setting, such as recipe interpretation, kitchen communication scenarios, and menu creation—all in English—which are less emphasized in general ESP modules. Therefore, the design of modules that suit the specific needs of students is instrumental in the success of learning.

In terms of effectiveness, analysis using the gain score shows that this learning module is effective in improving student learning outcomes. The gain score results showed a moderate category (0.59) which indicated an increase in student understanding after using the module. This improvement reflects the module's contribution to achieving the targeted learning outcomes in vocabulary acquisition, context-specific writing, and oral communication. This result is in line with research conducted by Wen (2024), who found that the use of practice-based modules in learning English in vocational schools can improve students' understanding in the context of communication in the world of work. However, this study also revealed that the effectiveness of the module can be further enhanced by a project-based learning approach that allows students to apply English in real work situations.

Although the results of this study show success in developing learning modules, there are still some aspects that need to be improved. One of them is the need for further integration between the module and digital-based learning technology to increase the flexibility of material accessibility. The study by Prasetya & Sofiani (2024) showed that the use of the Learning Management System (LMS) in learning English at VHS can help students access materials anytime and anywhere, which increases the overall effectiveness of learning. Therefore, the development of modules that can be accessed online through LMS or learning apps can be a recommendation for further research. Additionally, this study was limited by a relatively short piloting duration and a small participant scope. Future studies should consider longer-term implementation and broader sample sizes to better assess longitudinal impacts and scalability.

Overall, this research makes an important contribution to the development of an applied English teaching module that is more suited to the needs of vocational students in the culinary department. With proven validity, practicality, and effectiveness, this module is expected to be one of the better alternative learning resources compared to conventional textbooks. However, to increase the usability of this module, further innovation is needed in terms of material digitization and integration with project-based learning methods. By embedding authentic culinary communication tasks into a flexible, blended module structure, this study offers a differentiated and forward-looking model for ESP instruction in vocational education. Thus, English learning in vocational schools can be more aligned with the needs of the growing world of work.

#### 4. CONCLUSION

This study successfully developed an applied English teaching module based on English for Specific Purposes (ESP) in the Merdeka Curriculum for the Grade X Culinary Expertise Program at SMK Negeri 1 Luak District using the ADDIE model. The validation results show that this module has a high level of validity with an average Aiken's V value of 0.86 for material aspects and 0.9 for media aspects, signaling its suitability for English learning standards in the culinary field. The practicality of the module also proved to be very good, with an average rating of 88.66% from teachers and 87.58% from students, indicating the ease of use and relevance of the material to students' needs. Effectiveness testing using a one-group pretest-posttest design on 50 students showed a significant increase in learning outcomes with a gain score value of 0.59 (medium category), which proves that this module is effective in improving the understanding of applied English in the culinary field. Overall, this module has proven to be valid, practical, and effective in improving students' communication skills by the demands of the industrial world and Merdeka Curriculum.

This module may serve as a scalable model for ESP development in other vocational domains, especially in aligning language instruction with industry-specific communication needs. Its structured design and contextual content provide a foundation that can be adapted for fields such as hospitality, tourism, engineering, and health services. Looking forward, future steps include broader pilot testing across multiple vocational schools to assess cross-context applicability, integrating the module into a Learning Management System (LMS) for wider accessibility, and conducting longitudinal follow-up studies to evaluate sustained learning outcomes and workplace readiness. These developments will help refine the module's impact and scalability within the framework of the Merdeka Curriculum.

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