

Developing A Local Culinary Book to Support Reading Activities

Stella Francisca and Ana Fergina

Universitas Tanjungpura

Abstract

Independent reading is believed to be effective for improving English learners' reading skills and size of vocabulary (Hayashi 1999). This development research has been conducted in order to produce a local culinary book that the researchers expect will be able to motivate non-English-department, undergraduate students to learn how to communicate with others about their traditional foods and ceremonies in English. Adapting Branch's (2009) ADDIE procedure of instructional design, this on-going research has resulted in the first draft of the culinary book, which consists of three parts: Traditional Foods in Kalimantan Barat (West Kalimantan), Foods and the Ceremonies, and Materials and How to Prepare the Foods.

Introduction

In English language teaching, teaching reading skills seems to be a problem whenever English learners have limited input and sources of material. Renandya (2007) points out that many factors could affect the success of reading skills development, such as crowded classrooms, lack of opportunity to use the target language, lack of input, and unmotivated learners. However, he personally believes that a lack of suitable input accounts for the lack of success in language learning.

In Indonesia, English language teaching goes on until students continue their study in higher education or at the tertiary level. The teaching at this university level is supposedly able to shape students to face challenges in this era of globalisation. Apart from the global value of English, as a subject taught in school, it must also include the national culture and customs. The reason for including these topics is to prepare students who will have both local and international competence. As a result, English language teaching at this level should not only focus on English skills, but also improve these youths' potential to become knowledgeable individuals who have strong bonds with their nations' cultures and characteristics. One of the

possibilities to realise this aim is sufficient material that could develop both the English skills that support extensive reading skills and cultural knowledge. An example of an appropriate topic for such materials is traditional cuisines.

Traditional cuisines are a form of culture. Every area in Indonesia has its own special foods. One province in Indonesia, West Kalimantan, has its own philosophical and cultural values, exemplified in most of its local foods. As a province located in the western part of Borneo island, its sociocultural condition, which includes diverse races, religions, beliefs, and cultural values, has affected its cuisines. At least, the province has typical local cuisines from Malay, Dayak, and Chinese ethnic groups. Certainly, this positively affects the possibility of traditional cuisines as teaching materials for students. As readers might be familiar with the book content, it might help them activate their prior knowledge about the content in order to enjoy reading in the English language. Such a task will not be as difficult as reading a text in the classroom where the students have little information about the subject matter beforehand. Therefore, these various inputs should help us achieve extensive learning characteristics, some of which are that the reading material should be at the students' current level and enjoyable (Day 2015)

Other important topics to include are the local wisdoms entailed in every food. Inclusion of these values will support the development of materials that may familiarise students with their own local values. Local wisdoms that are contained in the cuisines have a strong basis and are rich sources that may shape students' characters both academically and culturally.

Moreover, it is important to be able to communicate this material in English, as this is one way to introduce Indonesian cultures to the world. By being able to introduce one's own culture in English, one may proudly show that Indonesia is a culturally rich country. This may affect other countries' views towards Indonesia.

In addition, from the researchers' initial research, many university students at our university, Universitas Tanjungpura (UNTAN), struggle to find suitable references that may help them to introduce West Kalimantan's cuisines to others. Also, foreigners cannot find any immediate resources regarding West Kalimantan's cuisines. On the one hand, there are not enough original references about this area's cuisines. On the other hand, there are many Malaysian cuisines that are quite similar to those of West Kalimantan. This may lead to an information bias for international readers, who might assume that these cuisines are Malaysian.

This lack of reference regarding West Kalimantan's culture and cuisines demands the urgency of this research. Moreover, the research will help to make an authentic reference, a reference which comes from the original area (i.e. information about West Kalimantan will come from West Kalimantan itself).

For the above reasons, this research was conducted and aimed to develop the *Kalimantan Barat¹ Traditional Culinary Book* as an English supplemental material for students at UNTAN in general and students learning English in *UPT Bahasa* (the language centre at UNTAN) in particular. The *Kalimantan Barat Traditional Culinary Book* was developed as a supplement for English learning, and became a result of this research, by considering educational, cultural, and natural aspects.

This research will directly benefit students because the end result is in the form of a book, the *Kalimantan Barat Traditional Culinary Book*, which can be obtained from bookstores, *UPT Bahasa Untan*, and libraries. In the long term, this book can become a good reference to promote West Kalimantan both nationally and internationally. This will also help younger generations to introduce their cultures to the world.

Previous Literature

There are a limited number of cultural studies which specifically correlate to English language teaching in Indonesia. One of the few examples is a study which focuses on seeking to understand how local culture was presented in an English textbook (Hermawan & Noerkhasanah 2012). The study reported that there was a lack of local culture in the English textbook used by students participating in the study. If the local information about culture appeared, "it is not an in depth exploration of cultural promotion. The cultural discussion is mainly in surface level (p. 60)". For instance, the cultural information only appears in the use of local people's names and places without deep cultural promotion. Hence, we believe that English books which include rich local information are immediately necessary.

While the original local text is needed in the classroom, the ideas of how to implement local values in the classroom are also urgent. Albantani & Madkur (2018) propose useful strategies to embed local wisdom-based learning in the language classroom. They claim that the local wisdom can be inserted as classroom activities, a student's discussion, as well as

¹ *Barat* means "west" in the Indonesian language. *Kalimantan* is the Indonesian name for the portion of the island of Borneo that lies within Indonesia. The remainder of this large island is divided between Malaysia and Brunei Darussalam.

teaching materials. Not only does it increase students' competence in English language, but such a strategy will also develop students' understanding toward their local culture. In addition, it will help maintain students' awareness towards their local culture in the midst of extensive contacts with the English language and culture in their surroundings.

In West Kalimantan, there has been some research that studied culture, although only some of it relates culture to English language teaching. Many studies of English language teaching in West Kalimantan have focused on methodology and on teaching materials that were not related to the local values of West Kalimantan. Nonetheless, some researchers, such as Kasmawita (2015) and Aprisama (2015), have tried to include the local values of West Kalimantan in English classroom activities. Kasmawita's study tried to develop an English language teaching material named ALCON-PRO. This material is a project-based activity for high school students that tries to incorporate the authentic values of Singkawang, a city in West Kalimantan.

Aprisama's study, on the other hand, applied a local children's game, Lem-Lem-Tak, as a technique of English language teaching for elementary students in Singkawang. The technique focused on using local values to teach English at the elementary and intermediate levels. Having tried this technique out with small and large groups, the study suggested that this technique is beneficial for its capacity of pulling students to physically engage in the game. This is good to establish communication among the students because they are actively involved in using the target language to participate in the game. The study claims that this technique could raise students' motivation, participation in the classroom, language skills (such as vocabulary and grammar), and sense of friendship. On top of that, the technique is successful in embedding local wisdom, i.e. *Lem-Lem Tak* game in the language learning, so it can keep the students aware of their traditional games.

To date, however, no study has focused on the tertiary level (i.e. university). For this reason, this research aimed to correlate cultural values with English language teaching at university level as extensive reading.

Kalimantan Barat Traditional Culinary Book

In this section, a brief justification regarding the content of the book is introduced. As mentioned before, this research aims to produce English supplemental material about the traditional cuisine of Kalimantan Barat. This material is an informative book that contains

traditional cuisines and their local wisdoms from West Kalimantan. These cuisines are common cuisines and can be found easily in West Kalimantan. This book encourages students to have both independent and group activities inside and outside the classroom. Moreover, to attract a wider society, this book will include both visual and audio information.

The objectives of this book are (1) to provide students a source for reading outside of the classroom that is suitable for their input or competence; (2) to familiarize students in Kalimantan (particularly West Kalimantan) with their cultures, in this case the local wisdoms contained in traditional cuisines; (3) to encourage students to communicate their cultures in English; (4) to introduce West Kalimantan's cultures (particularly its cuisines) internationally; (5) to make West Kalimantan's cultures stand out internationally; (6) to enrich intellectual products of Indonesia in both local and global markets (especially in ASEAN countries).

It is admitted that there were some problems faced during this project, one of which was the format of this book. There was a variety of choices, such as a printed book, website, soft file, radio and television broadcast, booklets, or brochures. Nonetheless, due to efficiency, it was decided that this book would be produced in both hard copy (printed) and soft copy (CD-ROM), which will be combined with a website and other printed material to promote this book.

Now that the formats have been decided, other problems may arise, some of which are the business plan and sales of this book. To tackle these, the researchers hope that this book can be continuously produced, improved, utilised by a wider society, and can help to improve our society's welfare and competitiveness.

Extensive Reading

The content of the book is to be instructional, elicitive, and exploratory (Tomlinson, 2011). To achieve this, this book will be a compilation of cuisines of West Kalimantan along with the local wisdoms contained in them and utilise a variety of instruction that suits students' needs. Moreover, Day and Bamford (1998, 2002, 2005) offer 10 principles of successful extensive reading programs, such as the following:

The reading material is easy, a variety of material on a wide range of topics is available, learners choose what they want to read, learners read as much as possible, the purpose of reading is usually related to pleasure, information, and general understanding, reading is its own reward, reading speed is usually faster than slower, reading is

individual and silent, teachers orient and guide their students, [and] the teacher is a role model of a reader. (p. 137-141)

Furthermore, as Maley (2005) stated, extensive material for English language teaching is required as it may help the students to develop their English skills. Moreover, Maley (2011) also argued that every learning situation is different, unique to where it takes place. He suggested that when choosing material for English language teaching, teachers be encouraged (1) to adopt local material; (2) to develop a flexible material that suits students' needs; (3) to utilise information and technology; and (4) to use a content-based learning. The content of this book, which is based on the cultural heritage of West Kalimantan, is expected to suit the needs of students and compiled to suit these suggestions.

As mentioned before, West Kalimantan is rich in values. It has diverse cultures, religions, and beliefs due to its diverse residents. This results in a variety of traditional foods. Although there has been some research studying these cuisines, none of it attempts to utilise them as one of the materials for English language teaching. As mentioned before, the content of the book will try to correlate previous studies and some experts' suggestions regarding English language teaching with the existing cuisines in West Kalimantan. Thus, the book may supplement the current English teaching materials. It will incorporate the cuisines, their history, and ethnic and cultural meanings.

In regard to the introduction of a cuisine, there is plenty of information included. The ingredients are given first. After that, a step-by-step procedure to process the ingredients to become the cuisine is included. At the end of the introduction, the original area where the food was first created, as well as the local wisdom contained in each food, are introduced.

To enrich the information, students are also introduced to the historical values of a cuisine. Why such a food was first created and the origin of the food are examples of values that are included. Moreover, as there are three major ethnic groups in West Kalimantan (Malay, Dayaknese, and Chinese), this book also correlates ethnic values contained in each cuisine in the book. There is a special section discussing these ethnic groups to show students how ethnic values in West Kalimantan are upheld. This also serves as the material to enrich students' cultural knowledge about West Kalimantan.

Methodology

In this section, the research methods and data collection procedures are discussed. The authors will begin by introducing the participants of the research. Methods and steps of the research will be explained in brief afterwards. After that, in the data collection procedures, the authors will explain the data collection process, validation methods, and the instruments used during the research. At the end of this section, the data analysis procedure will be discussed in brief.

Participants

Participants in this research were the instructors of *UPT Bahasa Untan* and the undergraduate freshmen of UNTAN (Universitas Tanjungpura). The data collection process was conducted in *UPT Bahasa Untan* as it is a place where the English language learning process is conducted frequently at UNTAN.

Methods of Research

This research used action research (Stringer, 2007) as method of research. The research procedures implemented ADDIE: *Analysing, Designing, Developing, Implementing, and Evaluating* (Branch, 2009) combined with the action research procedures. This research was conducted in 2017 and divided into two steps. The first step was the first two procedures of ADDIE: *Analysing and Designing*. Researchers first analysed the needs to compile the *Kalimantan Barat Traditional Culinary Book*. Needs analysis was required. After that, we prepared a conceptual design of the book. This design was the first prototype of the book, which was to be improved on the second step.

On the second step, we applied the last three procedures of ADDIE: *Developing, Implementing, and Evaluating*. We first developed the book by including supplemental material that supports the main content designed during the previous step. We tried to corroborate suggestions from the experts in English language teaching materials and internet users (we published the prototype book on social media). After several inputs were included in the later version of the book, we then tried to implement the use of this book empirically, using action research with the participants. Next, we tried to apply the book in a small group of students. Finally, we evaluated any shortcomings in the book and reapplied the previous steps to consider whether this book was ready to be used in the wider English language teaching environments.

Data processing procedures

As previously mentioned, in this subsection we will explain about data collection techniques. The validation and data organization processes will follow afterwards. This study implemented two-step data collection. During the collection time, researchers tried to corroborate as much feedback from the experts regarding the contents, features, and objectives of the *Kalimantan Barat Traditional Culinary Book* as possible. This feedback was collected through both semi-structured interviews and structured questionnaires. These two different instruments were utilised due to the various backgrounds of the experts. A complete list of experts and the instruments used may be seen in Table 1.

Experts	Type of Instruments
Public Figure	Questionnaire
Customary Stakeholders	Open-ended Interview
District Education Department Chiefs	Questionnaire and Open-ended Interview
Experts in Education	Questionnaire and Open-ended Interview

Table 1: List of Experts for Feedback

The prototype book was refined and presented to the experts before the feedback was requested. They were asked to read and find possible weaknesses from the book based on the objectives given. To validate their feedback, some safeguards were implemented. Firstly, we did calibration in terms of the choice of users, experts, and interview procedures (e.g. time, place, and means of interview). Secondly, a triangulation method was applied. We tried to combine more than one feedback for each book category. We then crosschecked the results to achieve a better validity.

Data Analysis

Several analysis techniques were utilised repeatedly to ensure that the book suited the needs of the target audience. During the needs analysis, the interview and observation results were analysed using content analysis methods. These results were coded into several steps. This was done to make the interpretation process easier. Moreover, the coding allowed researchers to focus on a particular category of information. This interpretation was then utilised for the in-site study. The result was then reviewed and re-interpreted to be confirmed

with the customary stakeholders. The experts were also consulted. The product evaluation data from these processes was analysed to help make a better version of the book (i.e. the product). For the product analysis, technological readiness rating (TKT) was used as the standard. The first-year research obtained a product with a TKT 4 rating. The experts' feedback, which was in line with the TKT's standards, was used as a note for any further revisions of the products.

Results and Discussion

The research work has caused the researchers to decide to design a culinary book with a different title. Since this is still a prototype model, this section describes the content of the book.

The book consists of 10 chapters with different types of food. They are *Ayam Panggang Pulut Kuning*, *Apam*, *Ketupat Colet*, *Bubur Paddas*, *Sotong Pangkong*, *Pat Lau*, *Tumpi*, *Bingke*, *Kue Keranjang*, and *Kerupuk Basah*. Each food is taken from different areas of West Kalimantan, from different ethnics, and represents its region. Each chapter of the book consists of five pages, starting with a picture of the food and its name. On the second page, the description of the food is introduced, including when the food is usually served, why this food is served, and who usually serves this food. Since the students of Universitas Tanjungpura are from various regions of West Kalimantan, sometimes they are not familiar with these foods and do not know where these foods come from. Introducing them to historical events and the traditional uses of food could make them respect and love their own cultures. From this, they may introduce their own food to other people, both nationally and internationally. A "Vocabulary Corner" is given in every section of the text to help readers understand the vocabulary used in the reading. Since the level of students is generally "beginner," giving them a glossary is helpful in comprehending the text without looking words up in the dictionary.

Then, on the fourth page of each chapter are the ingredients of the food with vocabulary help on the corner of the page. Finally, on the last page, the way to prepare the food is introduced. Procedural text is introduced in this section. This section offers students the opportunity to understand different text types that are typically used in recipe books. It is also helpful for students to know features of text types used in procedural text. This section is in line with what Renandya (2007) and other experts have pointed out: that reading materials should vary in terms of topic and genre because the students may read different text types in their reading books (See Appendix).

With regard to the applications of the book, we definitely agree to a common division between intensive reading, which is mostly done in the classroom, and extensive reading which is mainly carried out at home. In extensive reading, students need to read a large amount of reading material, so they need quite a longer time to finish their reading. We recommend that teachers assign their students to read our culinary book in their pleasure time at home. Day (2015) adds that teachers could adapt an independent extensive reading model of three models that he proposes. The model requires no teacher's supervision and enables the students to read at any time they like. Further, they may read one chapter a week or one chapter in a certain number of days based on their own level. The teacher may check the students' progress by asking them to make a reading log containing the information of the page, chapter, and date of the reading. Using this information, teachers can calculate the number of words, pages, and chapters that the students have read. If necessary, teachers may blend this task with a writing assignment by asking them to write brief reports telling the teachers what they have read.

References

- Aprisama, S. (2015). *Teaching Technique Development for Elementary School Students in Teaching Listening and Speaking: A Development Research at SD Negeri 17 Singkawang Tengah*. Universitas Tanjungpura.
- Branch, R. M. (2009). *Instructional design: The ADDIE approach*. New York: Springer.
- Brown, D. (2009). Why and how textbooks should encourage extensive reading. *ELT Journal*, 63 (3).
- Day, R., & Bamford, J. (1998). *Extensive Reading in the Second Language Classroom*. Cambridge: Cambridge University Press.
- Day, R. (2015). Extending Extensive Reading. *Reading in A Foreign Language*. 27(2), 294-301.
- Hayashi, K. (1999). Reading strategies and extensive reading in EFL classes. *RELC Journal*, 30, 2, 114-132.
- Hermawan, B., & Noerkhasanah, L. (2012). Traces of Cultures in English Textbooks for Primary Education. *Indonesian Journal of Applied Linguistics*, 1(2), 49-61.
- Kasmawita. (2015). *Developing ALCON-PRO in English Teaching and Learning for Senior High School 1 Singkawang: The Implementation of Curriculum 2013*. Pontianak: Universitas Tanjungpura.
- Maley, A. (2005). Review of “Extensive Reading Activities for the Second Language Classroom”. *ELT Journal* , 59 (4), 354-5.
- Maley, A. (2011). Squaring the Circle - Reconciling Materials as Constraints with Materials as Empowerment in B. J. Tomlinson, *Materials Development in Language Teaching* (pp. 379-402). Cambridge: Cambridge University Press.
- Renadya, W. A (2007). The Power of Extensive Reading. *RELC Journal*, 38(2).
- Stringer, E.T. (2007). *Action Research*. London: SAGE.
- Tomlinson, B. J. (2011). Materials Development. Dalam B. J. Tomlinson, *Materials Development in Language Teaching* (hal. 1-31). Cambridge: Cambridge University Press.

Appendix

Example of One of the Chapters in the Culinary Book





Ayam Panggang Pulut Kuning (Roast Chicken with Yellow Sticky Rice Stuffing) is one of the Malay cuisine that can easily be found in the community. For the people of West Kalimantan, this food can be found in family and religious events. The family event is a form of gratitude to the God Almighty for the birth of a child, fulfillment of a wish, a new home, and can also be used as a dish for the tradition of rejecting a bad luck or calamities. Meanwhile, in religious events this delicacy that should be present for example in khataman Quran (completion of Qur'anic recitation), circumcision, and marriage.

At the birth of the child celebration, Roast Chicken with Yellow Sticky Rice Stuffing signifies that the child was born safely and can be prayed to be a filial child and kept away from distress. When the event is over, every

family or close relative will take home some of this roast chicken as a gift. It also means that one who is celebratig should share his/her sustenance.

Meanwhile, at the inauguration ceremony of the new house, Roast Chicken with Yellow Sticky Rice is also intended to keep away from the bad luck and bad influence for its inhabitants. At the event of khatamul Quran, prayer will first be read out on the Roast Chicken with Yellow Sticky Rice Stuffing it is to be eaten by someone who has completed the recital of the Quran. Similarly, circumcision and marriage events also serve this cuisine and must be eaten by person who gets circumcised or married. Eating Roast Chicken with Yellow Sticky Rice Stuffing for circumcised boys indicates that he is ready to mature.

Meanwhile at a wedding ceremony, this food is served as one of a series of processions in wedding customs at the Qadriyah Palace Pontianak. Both the bride and the groom feed each other with the food. To date, many people of ethnic Malay in Pontianak serve it to preserve the customs.

The Qadriyah Palace Pontianak makes Roast Chicken with Yellow Sticky Rice Stuffing one of the royal cuisine to commemorate the important days. In addition, sticky rice is also known as one of the expensive foods served only on certain occasions. The yellow color of the rice is chosen as a symbol of grandeur, glory, and represents the basic color of Qadriyah Pontianak, while roast chicken is a symbol of sustenance. Therefore, it can be concluded that Roast Chicken with Yellow Sticky Rice Stuffing is a meal of gratitude for everything

Glossary Corner

Rejecting - Dismiss as inadequate, unacceptable, or faulty.

Prayed - address a prayer to God or another deity.

Roast - Cook (food, especially meat) by prolonged exposure to heat in an oven or over a fire.

achieved, and rejecting bad luck or undesirable events in the future.

In addition to West Kalimantan, Roast Chicken with Yellow Sticky Rice Stuffing can also be found elsewhere. Therefore, it is not surprising that we can find it in areas inhabited by ethnic Malay people such as in Aceh, Riau, Jambi and many other places in Indonesia. It can also be found in the neighboring country, Malaysia. In all these places, this food is served as a gratitude.



Ingredients

1) Roast chicken

- 1 chicken
- 30 ml of oil (for stirfry)
- ¼ teaspoon pepper powder
- Salt as necessary
- ½ teaspoon chicken flavor powder
- Sugar as necessary

2) Fine spices for roast chicken

- 6 cloves of garlic
- 10 cloves onions
- 1 inch piece of ginger
- Candlenut as necessary

3) Sticky Rice

- ½ kg of Sticky Rice
- 350 ml coconut milk
- 100 ml of water
- 2 pieces of pandan leaf
- Sugar as necessary
- Salt as necessary
- 1 teaspoon chicken flavor powder
- 2 tablespoons cooking oil
- 2 teaspoons of sugar
- ¼ teaspoon pepper powder

4) Fine spices for Sticky Rice

- 6 cloves of garlic
- 10 cloves onions

Glossary Corner

Dish - A shallow, flat-bottomed container for cooking or serving food.

Gift - thing given willingly to someone without payment; a present.

Prayer - A solemn request for help or expression of thanks addressed to God or another deity.

Recital - A performance of a program of music by a soloist or small group.

Cuisine - A style or method of cooking, especially as characteristic of a particular country, region, or establishment.



How to Make



Yellow Sticky Rice Stuffing

1. Simmer coconut milk with pandan leaves, then add salt and sugar to taste.
2. Prepare the steamer, and pour rice into it and steam until half-cooked.
3. Pour the coconut a little at a time into the half-cooked steamed rice, then cover until the rice absorb the coconut milk.
4. Stir fry ground spices to flavor the rice, and add sugar, chicken flavor powder, and pepper powder to taste, then stir well.
5. Pour the water into the steamer and let it simmer.
6. Add Sticky Rice that has been mixed with coconut milk and stir well.
7. Steam until cooked for about 35 minutes, then take out and let cool.

Roast chicken

1. Stir fry ground spices until it smells good. Add sugar, pepper powder, and stock powder to taste

2. Marinade the chicken with spices until it mixes well, and let it rest for about 25 minutes until the chicken absorb the spices.
3. Stuff the chicken with spiced yellow sticky rice and truss the cavity closed using long skewers
4. Roast chicken with a temperature of more or less 180 degrees celcius for about 35 minutes until the chicken is brownish yellow and brown
5. Remove and serve.

Glossary Corner

- **Almighty** - Having complete power; omnipotent.
- **Relative** - considered in relation or in proportion to something else.
- **Meanwhile** - In the intervening period of time.
- **Intended** - Planned or meant.
- **Chosen** - Having been selected as the best or most appropriate.

Stella Prancisca, S.Pd., M.Pd. is the director of the language center on the campus of Universitas Tanjungpura (UNTAN), a regional university for pre-professional training located in Pontianak, West Kalimantan, Indonesia. Ms. Prancisca has worked extensively with the U.S. Embassy's American Corner program, both leading the program at UNTAN and traveling frequently throughout Indonesia and internationally in support of its mission to promote the teaching of English and greater understanding of the American English-speaking culture.

Ana Fergina, S.Pd., M.A.(TESP), is also a lecturer in TEFL at UNTAN, and has supported American Corner's mission in a leadership role for many years.