BUILDING ENGLISH VOCABULARY FOR COOKING THROUGH SEMANTIC FEATURE ANALYSIS

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ABSTRACT

Tourism in Bali develops rapidly and efforts to improve tourism industry increasingly encouraged; food tourism is one of them. Food tourism or culinary tourism has own attractiveness as purpose of tourism by exploring food. Therefore, many competent human resources are demanded and cooking or culinary terms are necessary to master. Learning and teaching English for specific purposes needs some strategies to make learners easy to comprehend so that they master adequate vocabularies and use words effectively. It is assumed that this strategy helps learners to understand vocabularies through related semantic features of word so that the learners comprehend words they learnt and be able to describe or even distinguish synonymous words. The respondents are Dhyana Pura University 3rd year students in Food and Beverage class. Participation-observation is used as method and technique of collecting data. Meanwhile, descriptive method is used in analyzing data. This result shows that Semantic Feature Analysis (SFA) strategy influence over learners' understanding in learning English vocabularies that being marked with learners' ability describing cooking-vocabulary-related through semantic features analysis strategy.

Keywords: Bali, Cooking, English vocabulary, Semantic Feature Analysis, Tourism

INTRODUCTION

Tourism in Bali develops rapidly. Efforts to improve tourism industry increasingly encouraged: food tourism. Indonesia cooperated with United Nation World Tourism Organization (UNTWO) to help country to become the regional hotbed for the sustainable tourism industry in 2016. Government proposed Bali became Indonesia's prime gastronomy destination. Developing Gastronomy tourism in Bali be considered as the way to raise the awareness on the province's different dining options [9]. On June 2019, UNTWO assessed Ubud, Bali to be named a world gastronomy destination. Ubud, Bali has several criteria such as cuisine that has become a lifestyle, local product use, culture and history food related, and food nutrition and health consideration [10]. Hence, many competent human resources are demanded. Mastering English vocabulary about food, cooking, and culinary and also be able to describe the words

indicate this strategy works. Teaching and learning English for special purposes with certain strategy.

The research has conducted in vocabulary teaching based on semantic field by applicating componential analysis to raise awareness of distinguishing Mandarin and English. Through the research found that learning process is more effective with SFA strategy [5]. Other research about teaching vocabulary using semantic feature analysis shown that semantic feature analysis is a powerful strategy because the lexical is treated as a group of interrelating networks of relation between words; that also involved psychological process to make more effective pedagogy[8].

This research is also conducted to know whether this Semantic Feature Analysis (SFA) strategy work or not on teaching and learning English vocabulary but it focuses on cooking terms. SFA use to help learners explore how sets of things are related to one another. Semantic Feature Analysis use table in comparing the terminology of one subject by its features or characteristics [1]. Vocabulary learning is named a core in language learning so that teaching vocabulary is a basic to improve other language's aspects [7]. Many obstacles are faced in learning English, one of them is lack of word's meaning that cause miscommunication because word misuse. Memorizing, for instance, that way is more frequently use to add English vocabulary but mostly English learners lack of word's meaning and it often causes misunderstanding moreover if it relates to diction or synonymous words. Vocabulary mastery contains meaning more than just knowing the meaning, he also presupposes to know various words' knowledge aspects such as pronunciation, spelling, relation meaning, collocate, derivation, etc. [7]. Relating to word's meaning, it stated that [4]:

> *Meaning makes little sense except in the context of communication: the notion of communication therefore provides as good a place as any to start an exploration of meaning.*

Many tourism-based institutions were established in Bali to fulfill the demand of competent human resources, and food and beverage lessons were one of the curriculum subjects. Culinary in tourism is one of the attractions until finally the term food tourism or culinary tourism appears which aims to develop the tourism industry through food or culinary. Students who are prepared as competent human resources are expected to master and understand the term cooking. Therefore, this strategy was applied to facilitate the learning process and also be able to describe these terms.

METHODS

This research is descriptive with a qualitative approach. Through qualitative methods, the subjective of natural human behavior will not be lost because the focus of this method is about understanding learners when taught with the AFS strategy so that the development of definitions of informants about this strategy and sensitivity to improvement or a sense of learning easier can also be obtained through this method and delivery of learners [3]. In other words, this method makes it easy for researchers to enter and recognize the subject's understanding through two-way communication during Q&A sessions. Descriptive data can be used as an indicator to determine whether there is influence or impact of applying the AFS strategy in learning English vocabulary [3]. The selection of research locations using a purposive sample [6], namely the selection according to the focus of the problem in this study.

In this study the data was collected in the form of learners' answers to the questions given and notes on the learning process of learners such as questions and answers during the discussion. This research is classroom action research, data collected through class observations, tests, and notes on the results of class action observations. Data collection and selection of informants is done by a purposive sampling system that is the selection of areas and samples according to the problems in this study [4]. Participants numbered 45 people. The study was conducted in Universitas Dhyana Pura; Food and Beverage class. This study uses direct observations

and a method of looking at involved proficiently in data collection [2]. In the first stage, the learner is given a pre-test in the form of multiple choice questions and a semantic feature table that the learner will fill in. The second stage, the questions are discussed and explained with the help of semantic feature analysis to determine the similarities and differences in words. Activities in the second stage were carried out 4 times. The third stage students fill the post-test with the assumption that the learner already knows the differences in synonyms and can choose answers according to the needs of the questions. The results of the analysis are mostly presented by informal methods, namely descriptions in the form of verbal units. The method of presenting the results of the analysis is described by reasoning patterns inductively and deductively.

How to use SFA:

a. Select category for the semantic feature analysis: ingredients, kitchen utensils, verb for cooking.
b. Provide learners with key vocabulary words and important feature related to the topic: ingredient –grains, kitchen utensils- skimmer & spider.
c. Vocabulary words should be listed down the left hand column and the features of the topic across the top row of the chart.
d. Ask learners place a "+" sign in the matrix when a vocabulary word align with a particular feature of the topic. of the word does not align, learners may put a "-" in the grid. if learners are unable to determine a relationship they may leave it blank.

Table 1. SFA Sheet

INGREDIENTS	GRAINS	VEGETABLE	FRUIT	MEAT	POULTRY	FISH	BEAN	MILK
PORK								
WHEAT								
MANGO								
TURKEY								
BUTTER								
MACKEREL								
CAULIFLOWER								
PEAS								

FINDINGS AND DISCUSSIONS
Pre-test with Google Form's Assistance

In this section, researchers ask the students to fill in some words to define. Using Google form as an instrument to make researchers easier to calculate and list all of the respondents' answers. Those provided words are chosen having similar features so the researchers expect the respondents can define and distinguish those similar things. Respondents were given this form as pre-test and they have not accepted some explanation or related material yet, here are the result:

Figure 1. Lamb and Mutton   Figure 2. Cauliflower and Broccoli

As seen on Figure 1, there are two words "lamb" and "mutton", sentences below are the respondents' answers on defining the word, mostly knew lamb and mutton are kind of meat from sheep but there is no significance gap between those. In Figure 2, respondents seem do not know the proper description but "type of vegetable" to define cauliflower and broccoli.

Learning English Vocabulary using SFA strategy

After the pre-test held, the researchers explained the use of the SFA strategy in the next meeting, including the use of the sign (+) means the features associated with the words provided and on the contrary for the use of signs (-).

	Meat from sheep	Less than 1 year old- sheep	Older than 1 year old sheep	Has little fat
Lamb	+	+	-	+
mutton	+	-	+	-

Previously mentioned, the respondents could not explain the definition of the words "lamb" and "mutton", as well as distinguish them. Most respondents do not know the meaning of the word "mutton" in Indonesian, they only know that mutton is a type of meat. The pre-test is also not supported by image media because it focuses on using the SFA strategy only. By using the SFA strategy, defining is easier to remember and the clearer distinctions between the two words are seen.

	Belong to *brassicaceae*	Contain vitamin A	Has strong and greener flavor	Has more calories
broccoli	+	+	+	+
cauliflower	+	-	-	-

Likewise, the words "broccoli" and "cauliflower" shown in figure 2, the respondents only know both are types of green vegetables. Some don't know "cauliflower" at all because they don't know the equivalent in Indonesian. By using

SFA, respondents know that the two words are vegetables in one family, it's just the vitamin content, the number of calories, and the strong taste that distinguishes the two.

Kitchen utensil	Originate in China	Bowl-shaped pan	A flat metal pan	A deep and round pan	With handle	With a lid	For making sauce and soup	For boiling water	For frying
Frying pan	-	-	+	-	+	+	-	-	+
Wok	+	+	-	-	+	-	-	-	+
saucepan	-	-	-	+	+	+	+	+	-

If the two tables are about meat and vegetables, it's kitchen utensils' turn to define. Generally, we commonly hear and use word "frying pan" to mention one of kitchen utensils that is used to fry. However, there are other utensils that also used to fry or that include in pan's kinds and the knowledge must be acquired by respondents as students in Food and Beverage class. There is possible that the respondents know the name of the utensils and also distinguish them because their experiences in kitchen but they also need skill to describe in English. As mentioned before, SFA strategy is helpful in learning English vocabularies even with fun way because this strategy is not just memorizing words but also giving info as a material to be recalled or to be distinguished related words.

Post-test with Description

After two treatments by using SFA, the researchers took post-test. They were asked to describe some words provided, those vegetables and meat mention before are included. It found that 18 of 45 respondents can describe some words with 3 or more features and 27 respondents can describe with 2 features.
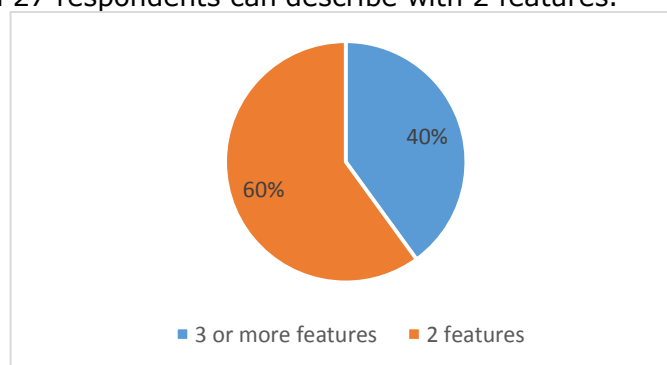

Figure 3. Post-Test Result

It proved that SFA strategy works in learning English vocabularies. Respondents said this strategy is also fun to do so that they can memorize fast a word through its semantic feature and a word and synonymous word or a word with similar feature. Here are examples or respondents' description about *brocolli, stir fry, wok,* and *mutton*.

3 or more features (18 people)	Broccoli contains A, has higher calories than cauliflower, has strong and greener flavour
	Stir fry is continuously toss in pan, that needs medium to high heat, and use small amount of oil
2 features (27 people)	Wok originates in China, bowl-shaped pan
	Mutton is meat of sheep and older than lamb

CONCLUSION

This strategy works in teaching and learning English vocabulary in cookery terms. From the test, the ability to describe some words about ingredients, kitchen utensils (frying pan, wok, and sauce pan), and how to cook (boil, poach, fry, stir fry, sauté). We distinguished into two categories; the ones who are able to describe terms with 2 specific features (18 people/40%) and the ones with 3 or more specific features (27 people/60%).

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