

SUMMARY

Making an English-Speaking Pocketbook as a Self-Learning Medium for the Culinary Staff at Kampung Wisata Belajar Tanoker, Muhammad Aliefian Darmawan, NIM F31231280, 2026, 33 pages, English Study Program, Politeknik Negeri Jember, Nodistya Septian Indrastana, S.S., S.Pd., M.Pd. (Supervisor).

The final project resulted in a pocketbook entitled “Developing an English-Speaking Pocketbook as a Self-Learning Medium for Culinary Staff at Kampung Wisata Belajar Tanoker Jember.” The pocketbook serves as a self-learning tool for the culinary staff at Kampung Wisata Belajar Tanoker to conduct cooking classes for foreigners. The pocketbook is available in a bilingual format to help the culinary staff interact with tourists visiting Kampung Wisata Belajar Tanoker to participate in the cooking class. As a result, the pocketbook is expected to help improve the quality of the cooking class program at Kampung Wisata Belajar Tanoker.

The pocketbook was developed through five steps: analysis, design, development, implementation, and evaluation. An interview was conducted with the culinary staff to identify the problems and issues she faced during cooking classes. During observation, the writer joined the culinary staff to see the cooking process, examine the cooking utensils and ingredients, and ask about each step in detail in order to include relevant vocabulary in the pocketbook. Documentation was collected in the form of recipes for molang cookies (kue molang) and blue rice (nasi biru). For the audio-visual method, the writer created videos about pronunciation and the situation in the cooking class to help the culinary staff gain understanding, and captured several pictures involving talents from the *eyang-eyang* community as visual aids for the content.

Developing this pocketbook involved several challenges. The writer had to participate in community service every week and be involved in Tanoker’s agenda. Another challenge was the limited documentation of previous cooking classes, which caused some confusion. These issues were eventually overcome by using audio-visual materials. Through this process, the writer learned several lessons, including the importance of staying with the community at Kampung Wisata Belajar Tanoker. The experience provided new insights into a learning community that encourages villagers to be productive at all ages. In addition, it highlighted that building communication with people requires patience and that careful planning of each step is essential to address obstacles and barriers.

As a result, several suggestions are proposed for Kampung Wisata Belajar Tanoker and the English Study Program. The pocketbook is expected to be useful for the culinary staff and

help enhance her English-speaking skills. For the English Study Program, it is recommended to provide more editing lessons, especially in the Media and Development subject, to help students complete their final projects. It is also suggested to offer a specific course on writing for the final project and internship, as an initial introduction for students in the English Study Program.