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The Influence of Culinary Vocabulary Mastery, Self-Efficacy, and Learning Motivation on the Effectiveness of English Culinary Marketing Communication

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Abstract

Based on the analysis, culinary vocabulary mastery, self-efficacy, and learning motivation simultaneously and individually have a significant effect on the effectiveness of culinary marketing communication in English. Employing a quantitative correlational research design, the study was conducted at the Culinary Arts Study Program, Universitas Negeri Makassar which involved 67 respondents who had completed the English and Entrepreneurship courses. Primary data were collected through questionnaires that had been validated and tested for reliability. The Adjusted R^2 value of 0.976 indicates that 97.6% of the variation in effective communication can be explained by these three variables. The F-test result ($p = 0.000 < 0.05$) confirms the significant simultaneous effect, while the t-test shows that each variable contributes positively: vocabulary mastery ($\beta = 0.2284$), self-efficacy ($\beta = 0.4801$), and learning motivation ($\beta = 0.6794$), meaning that increases in these three variables will significantly enhance effective communication. These findings underscore the importance of integrated learning to develop vocabulary, build self-efficacy, and increase students' learning motivation to achieve more effective and professional culinary marketing communication.

Keywords: Vocabulary Mastery; Self-Efficacy; Students Motivation; Culinary Arts; Entrepreneurship

Introduction

Vocational education, particularly in the field of culinary arts, faces challenges in integrating technical culinary skills with professional English communication competence. Global market changes and the demands of the creative culinary

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industry require graduates not only to be proficient in cooking but also to be capable of developing marketing strategies in English as the lingua franca of business and tourism (Furwana et al., 2024). Culinary vocabulary mastery constitutes a fundamental foundation, as it supports the comprehension of technical culinary terminology while simultaneously influencing students' ability to produce accurate product descriptions, marketing content, and targeted English-based marketing communication (Rahmad Husein et al., 2024).

Understanding professional culinary terms such as *mise en place*, *reduction*, or *umami* as conceptual knowledge rather than merely foreign lexical items enhances students' readiness to communicate persuasively in culinary marketing contexts (Fadilah, Anggraini, & Malang, 2025). In line with these global demands, the need for English proficiency in Indonesia's culinary and tourism industries continues to increase in accordance with global market orientation.

However, the (EF English Proficiency Index, 2025) indicates that Indonesia's overall level of English proficiency remains low, while the culinary and hospitality sectors increasingly require effective English communication skills to serve international consumers and expand global marketing reach. This condition underscores the urgency of strengthening English-based culinary marketing communication skills within vocational education.

In second language learning, vocabulary is not merely viewed as a list of lexical items but as an indicator of advanced language proficiency encompassing speaking, writing, and professional interaction skills (Uchihara & Clenton, 2023). In culinary marketing, the precise selection of vocabulary to describe flavors, ingredients, and culinary experiences plays a crucial role in constructing persuasive messages while enhancing perceptions of professionalism and product credibility among consumers.

Nevertheless, culinary vocabulary mastery alone is insufficient without the support of psychological factors. Self-efficacy, defined as an individual's belief in their capability to perform specific tasks, influences the extent to which students feel confident using English in authentic culinary marketing situations (Graham, 2022). Students with high self-efficacy tend to participate more actively, demonstrate greater willingness to practice English beyond the classroom, and apply it in the development of promotional materials, marketing presentations, and professional marketing interactions (Yantraprakorn, Darasawang, & Wiriyakarun, 2018).

This belief also encourages students' confidence in entrepreneurial practices, such as managing English-language social media content, conducting product pitching simulations, and developing bilingual marketing materials. In addition to self-efficacy, learning motivation functions as a central driving force that determines the intensity and sustainability of students' engagement in English learning relevant to their professional careers.

Learning motivation encompasses both intrinsic and extrinsic dimensions that influence language achievement, learning strategies, and students' persistence

in dealing with the complexity of instructional materials (Kadau, 2024). Within vocational education that integrates English and entrepreneurship, learning motivation becomes particularly strategic, as English learning is positioned as a concrete professional necessity, including business proposal writing, business presentations, and culinary product marketing campaigns.

The interaction among culinary vocabulary mastery, self-efficacy, and learning motivation ultimately contributes to the effectiveness of English-based culinary marketing communication. This effectiveness is reflected in message clarity, persuasive appeal, the formation of a positive product image, and the stimulation of consumer response (Krizanova et al., 2019). Studies in tourism and hospitality marketing consistently demonstrate that lexical accuracy, sentence structure, and overall message quality are critical determinants of successful cross-cultural marketing communication (Scott McCabe, 2012).

Although previous studies have examined culinary vocabulary, self-efficacy, and learning motivation independently, empirical research investigating the simultaneous effects of these three variables on the effectiveness of English-based culinary marketing communication within vocational culinary education remains limited (Ani & Sinaga, 2021). The novelty of this study lies in the integration of linguistic competence, psychological factors, and motivational variables within a single analytical model applied to students of the Culinary Arts Study Program at Universitas Negeri Makassar.

Based on the discussion above, this study aims to address the primary research question concerning the effect of culinary vocabulary mastery, self-efficacy, and learning motivation on the effectiveness of English-based culinary marketing communication among students of the Culinary Arts Study Program at Universitas Negeri Makassar. Accordingly, the hypotheses proposed in this study are as follows: the null hypothesis (H0) states that culinary vocabulary mastery, self-efficacy, and learning motivation do not have a significant effect on the effectiveness of English-based culinary marketing communication, whereas the alternative hypothesis (Ha) posits that culinary vocabulary mastery, self-efficacy, and learning motivation have a significant effect on the effectiveness of English-based culinary marketing communication.

Research Methodology

This study was conducted in the D4 Culinary Arts Study Program, Faculty of Engineering, Universitas Negeri Makassar, from June to August 2025. However, as the preparation of research instruments, data collection procedures, and questionnaire validation required additional time, the actual data collection process continued until December 2025. The research population consisted of 235 students from semesters four to eight who had completed the English course and Entrepreneurship courses.

A total of 67 students were selected as the research sample using purposive sampling, defined as the selection of respondents based on specific criteria, namely

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active students who had completed both the English and Entrepreneurship courses. The sample proportion meets general quantitative research guidelines indicating that a sample size of approximately 20–30% of the population is considered sufficiently representative when purposive sampling is applied.

Demographic characteristics refer to information describing the profile of research respondents based on specific attributes, such as gender and academic semester. These demographic data are essential for understanding the representativeness of the sample as well as the academic context of the participating students. The distribution of respondents based on these characteristics is presented in Table 1.

Table 1. Demographic Distribution of Respondents (n = 67)

Chareacteristics	Categoties	Frequensy (People)	Percentage (%)
Gender	Male	12	18
	Female	55	82
Semester	4	23	34
	5	24	36
	7	20	30

This study employed two types of data: primary data and secondary data. Secondary data were obtained from relevant literature, documents, references, and other supporting sources. Primary data were collected directly using a structured questionnaire as the main research instrument. The questionnaire was designed to measure the principal variables examined in this study. Each variable consisted of several indicators measured using a five-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree). The structure of the questionnaire is summarized in Table 2.

Table 2. Questionnaire Structure

Variable	Number of Items	Scale
Effectiveness of English-Based Culinary Marketing Communication (Y)	7	Likert 1–5
Culinary Vocabulary Mastery (X1)	7	Likert 1–5
Self-Efficacy (X2)	7	Likert 1–5
Learning Motivation (X3)	7	Likert 1–5

The questionnaire was distributed both online via Google Forms and offline in classroom settings for students who were unable to access the online platform. The estimated time required to complete the questionnaire was approximately 15–20 minutes per respondent. All respondents were provided with clear information regarding the research objectives, data confidentiality, and their right to decline or discontinue participation at any stage of the study. Informed consent was obtained from all participants prior to questionnaire completion. The questionnaire used in this study was confirmed to be valid and reliable. The testing process was assisted by Eviews 13 software. Questionnaire validity was assessed using the product-moment correlation technique (Pearson's correlation) with the following formula:

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n(\sum X^2) - (\sum X)^2][n(\sum Y^2) - (\sum Y)^2]}}$$

Explanation:

- r_{xy}= correlation coefficient of an item
- n= number of respondents
- X= score of an item
- Y= total score

The calculated product-moment correlation values were compared with the r-table at a 5% significance level. An item was considered valid if its correlation exceeded the r-table value of 0.235. Reliability testing was conducted using the Cronbach's Alpha method. The instrument was considered reliable if the Cronbach's Alpha value reached or exceeded 0.6.

Classical Assumption Testing

Prior to conducting multiple linear regression analysis, this study tested the classical assumptions to ensure that the estimated model meets the BLUE (Best Linear Unbiased Estimator) criteria. Residual normality was tested using the Jarque–Bera (JB) test, which examines whether the residuals follow a normal distribution by considering skewness and kurtosis. The JB statistic was calculated using the formula:

$$JB = \frac{n}{6}\left(S^2 + \frac{(K-3)^2}{4}\right)$$

where $n$is the sample size, S is the skewness, and $K$is the kurtosis. Residuals are considered normally distributed if the JB probability value is greater than 0.05.

Multicollinearity testing was conducted to ensure there is no strong linear relationship among the independent variables. The test used the Variance Inflation Factor (VIF), calculated as:

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$$VIF_i = \frac{1}{1 - R_i^2}$$

where R_i^2 is the coefficient of determination from regressing the i-th independent variable on the other independent variables. A model is considered free from multicollinearity if all variables have VIF values below 10.

Heteroscedasticity was tested using White's test to ensure that residual variances are constant. The White test statistic uses Obs*R^2 from the regression of squared residuals on independent variables, their squares, and interactions:

$$Obs * R^2 = nR^2$$

The model is considered free from heteroscedasticity if the probability of Obs*R^2 exceeds the critical value (α = 0.05). Meeting all classical assumptions indicates that the regression model produces stable, efficient, and valid coefficient estimates.

Statistical Testing

Statistical tests in this study included the coefficient of determination (R^2), F-test, and t-test. The coefficient of determination measures the extent to which independent variables explain changes in the dependent variable. Its value ranges from 0 to 1, with higher values indicating a better fit of the model. A value close to 1 suggests that most of the variation in the dependent variable is explained by the model, whereas a low value indicates limited explanatory power.

The F-test assesses whether all independent variables simultaneously have a significant effect on the dependent variable, determining whether the regression model is suitable for overall use.

The t-test examines the effect of each independent variable individually on the dependent variable. This test identifies whether each independent variable contributes significantly to the model.

Results

Descriptive statistics were employed to provide an overview of the characteristics of the research data, including the mean, median, minimum and maximum values, as well as the standard deviation of each variable examined. The descriptive statistical results for all research variables are presented in Table 3.

Table 3. The Descriptive Statistic Result

Variable	Mean	Median	Maximum	Minimum	Std. Dev.
Effectiveness of English-Based Culinary Marketing	37,81	38,00	44,00	31,00	3,54

Communication (Y)					
Culinary Vocabulary Mastery (X1)	29,16	29,00	35,00	22,00	3,37
Self-Efficacy (X2)	28,04	28,00	33,00	22,00	2,56
Learning Motivation (X3)	27,94	28,00	33,00	23,00	2,56

The descriptive statistics in Table 3 indicate that the mean score of the Effectiveness of English-Based Culinary Marketing Communication (Y) is 37.81 with a standard deviation of 3.54, suggesting a relatively high level of effective communication with moderate data variability. The mean score of Culinary Vocabulary Mastery (X1) is 29.16 (SD = 3.37), Self-Efficacy (X2) is 28.04 (SD = 2.56), and Learning Motivation (X3) is 27.94 (SD = 2.56).

These results indicate that respondents' culinary vocabulary mastery, self-efficacy, and learning motivation are at relatively good and fairly homogeneous levels, with limited variation among respondents. This condition suggests that most respondents possess balanced linguistic competence, self-belief, and learning drive that support the effectiveness of English-based culinary marketing communication.

Subsequently, the analysis was extended to a correlation matrix to examine the direction and strength of the relationships among culinary vocabulary mastery, self-efficacy, learning motivation, and the effectiveness of English-based culinary marketing communication. This correlation matrix provides an initial overview of the interrelationships among the research variables prior to regression model testing.

Table 4. Correlation Matrix of Research Variables

	Y	X1	X2	X3
Y	1.000	0.909	0.917	0.939
X1	0.909	1.000	0.849	0.807
X2	0.917	0.849	1.000	0.785
X3	0.939	0.807	0.785	1.000

Table 4 shows that all research variables are positively correlated with one another. This finding indicates that increases in culinary vocabulary mastery, self-efficacy, and learning motivation tend to be accompanied by improvements in the effectiveness of English-based culinary marketing communication. Overall, these results demonstrate consistent and unidirectional relationships among the variables, aligning with the conceptual framework proposed in this study.

To further clarify the relationships among variables, a regression path diagram is presented to illustrate the effects of Culinary Vocabulary Mastery (X1),

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Self-Efficacy (X2), and Learning Motivation (X3) on the Effectiveness of English-Based Culinary Marketing Communication (Y).

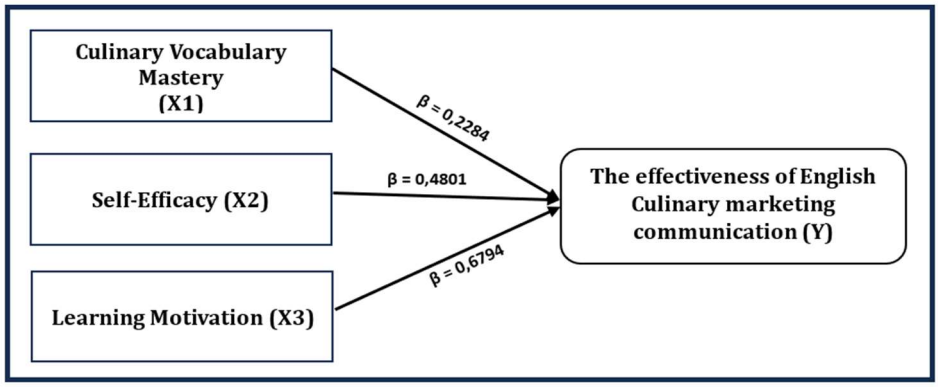

Figure 1. Regression Path Diagram of the Research Model
(Y = - 1,3014 + 0,2284 X_1 + 0,4801 X_2 + 0,6794 X_3)

The path diagram in Figure 1 indicates that all independent variables exert positive effects on Y, with regression coefficients of 0.2284, 0.4801, and 0.6794, respectively. Among the three predictors, learning motivation demonstrates the strongest influence on the effectiveness of English-based culinary marketing communication.

Classical Assumption Testing

Classical assumption testing, which includes the normality test, multicollinearity test, and heteroscedasticity test, was conducted first to ensure that the multiple linear regression model used in this study met the required feasibility criteria. The analysis was performed using EViews 12 software.

a. Normality Test

The normality test was employed to verify whether the data in this study followed a normal distribution pattern. The test was conducted using the Histogram Normality Test feature in EViews 12. The data are considered normally distributed if the Jarque–Bera probability value exceeds the alpha level of 0.05.

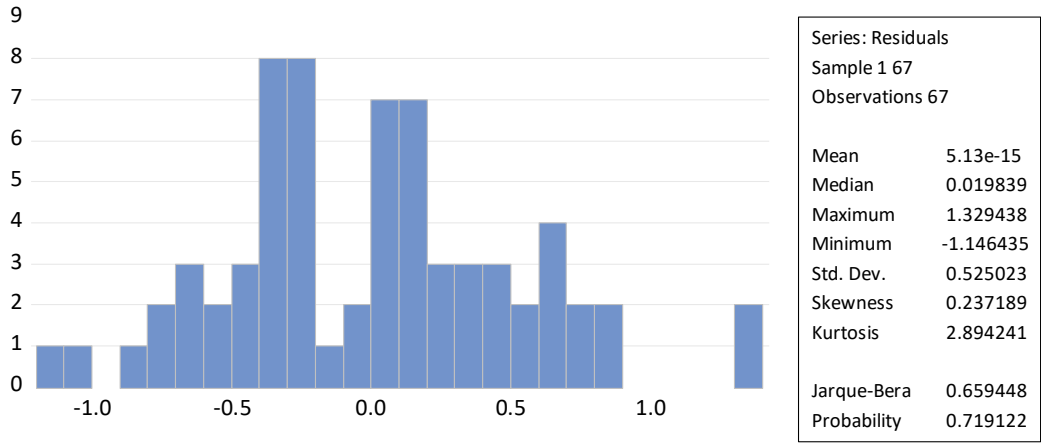

Figure 2. Results of the Normality Test

Based on the results of the residual normality test using the Jarque–Bera statistic shown in Figure 2, the Jarque–Bera value is 0.659 with a probability (p-value) of 0.719. This probability value is greater than the significance level of α = 0.05 at the 95% confidence level; therefore, the null hypothesis (H_0), which states that the residuals are normally distributed, is accepted. Accordingly, it can be concluded that the residuals in this regression model follow a normal distribution.

The fulfilment of the residual normality assumption indicates that the error terms are symmetrically distributed around zero and do not exhibit significant distributional deviations, such as excessive skewness or kurtosis. This condition suggests that the estimated regression parameters are unbiased and efficient, thereby allowing subsequent statistical tests, particularly the t-test and F-test, to be conducted validly.

b. Multicollinearity

Multicollinearity describes a condition in which the independent variables exhibit a strong linear relationship with one another. A good regression model should not demonstrate high intercorrelation among its independent variables. A variable is considered to experience multicollinearity if the Variance Inflation Factor (VIF) value is ≥ 10; if the VIF value falls below this threshold, the model is considered free from multicollinearity issues.

Table 5. Results of the Multicollinearity Test

No.	Variable	VIF Value
1.	Culinary Vocabulary Mastery (X_1)	4,40506
2.	Self-Efficacy (X_2)	4,00403
3.	Learning Motivation (X_3)	3,19259

Based on Table 5, the Variance Inflation Factor (VIF) values for Culinary Vocabulary Mastery (X1), Self-Efficacy (X2), and Learning Motivation (X3) are 4.41, 4.00, and 3.19, respectively. All VIF values are below the commonly accepted

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threshold of VIF < 10. These results indicate that the independent variables do not exhibit excessively strong intercorrelations.

Accordingly, no multicollinearity problem is detected in the regression model. This condition suggests that each independent variable is able to explain the dependent variable adequately without being excessively influenced by the other predictors. Therefore, the regression model is considered appropriate for use and suitable for further statistical analysis.

c. Heteroskedasticity

The heteroskedasticity test is conducted to ensure that the residuals have a constant variance. A regression model is considered to meet the required criteria when the error variance is homogeneous, indicating that there are no significant differences across observations. To determine whether heteroskedasticity is present, the White Heteroskedasticity Test is used. If the value of Obs*R-Squared is greater than the alpha level of 0.05, the regression model is considered free from heteroskedasticity problems.

Table 6. Heteroskedasticity Test Results

Heteroskedasticity Test : White			
F-statistic	1,741231	Prob. F	0,10056
Obs*R-Squared	14,44815	Prob. Chi-Square	0,10725

Based on the results of the heteroskedasticity test using the Breusch–Pagan–Godfrey method presented in Table 6, the probability value of the Chi-Square statistic (Obs*R-Squared) is 0.10725. This probability value exceeds the significance level of $\alpha = 0.05$; therefore, the null hypothesis stating that heteroskedasticity is absent is accepted. These results indicate that the variance of the residuals in the regression model is constant, or homoskedastic, across both low and high values of the independent variables. In other words, no specific pattern is observed in the distribution of the residuals that would suggest unequal error variance.

This finding implies that the regression model demonstrates a satisfactory level of reliability, as the estimated regression coefficients are not affected by instability in the error variance. Consequently, the regression parameter estimates can be interpreted validly, and the regression model is considered appropriate for use in subsequent stages of analysis.

Statistical Test

Hypothesis testing in this study was conducted using multiple linear regression analysis, which included the analysis of the coefficient of determination (R^2), t-test, and F-test. These analyses were carried out using a significance level of 5% ($\alpha = 0.05$), representing a confidence level of 95%.

Table 7. Result of Statistical Result

Variable	Coefficient	Prob.
C	-1,3014	0,1068
Culinary Vocabulary Mastery (X_1)	0,2284*	0,000
Self-Efficacy (X_2)	0,4801*	0,000
Learning Motivation (X_3)	0,6794*	0,000
R-squared	0,978	
Adjusted R-squared	0,976	
F-Statistik	935,3	
Prob (F-Statistik)	0,000	

Explanation: * = 95% Confidence Level

a. Results of the Coefficient of Determination (R^2) Test

The R^2 test was used to measure how well the regression model explains the variation in the dependent variable through the independent variables. Table 3 shows that the Adjusted R-squared value is 0.976, meaning that 97.6% of the effectiveness of English culinary marketing communication can be explained by the variations of the three independent variables, namely culinary vocabulary mastery, self-efficacy, and learning motivation. The remaining 2.4% is explained by other variables outside the model.

b. Results of the F-Test

The F-test was used to assess the simultaneous influence of the independent variables on the dependent variable. Table 3 shows that the probability value (F-statistic) is less than α = 5%, specifically 0.000. This result indicates that all independent variables culinary vocabulary mastery, self-efficacy, and learning motivation simultaneously have a significant effect on the effectiveness of English culinary marketing communication.

c. Results of the t-Test

The t-test was conducted to determine the effect of each independent variable on the dependent variable. Table 3 shows that, mathematically, the regression model between the effectiveness of English culinary marketing communication and its influencing variables can be expressed by the following equation:

$$\boldsymbol{Y = -1.3014 + 0.2284X_1 + 0.4801X_2 + 0.6794X_3}$$

Among all the variables used, each independent variable has a significant effect on the effectiveness of English culinary marketing communication, namely culinary vocabulary mastery, self-efficacy, and learning motivation.

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The regression equation further indicates that the constant value of −1.3014 reflects that when culinary vocabulary mastery, self-efficacy, and learning motivation are at very low levels, the effectiveness of English-based culinary marketing communication also tends to be low. This constant functions as the baseline of the model, emphasizing that in the absence of these three supporting factors, culinary marketing communication cannot be performed effectively.

Moreover, the regression coefficients reveal that culinary vocabulary mastery (X1), with a coefficient of 0.2284, self-efficacy (X2), with a coefficient of 0.4801, and learning motivation (X3), with a coefficient of 0.6794, each have a positive and significant effect on the effectiveness of English-based culinary marketing communication. Increases in each of these variables lead to improvements in marketing effective communication, with learning motivation emerging as the most dominant and influential variable, as it exhibits the largest regression coefficient.

Discussion

The results of this study demonstrate that the empirical findings confirm the research hypotheses, namely that culinary vocabulary mastery, self-efficacy, and learning motivation influence the effectiveness of English-based culinary marketing communication. All independent variables exhibit positive relationships, indicating that improvements in each variable are consistently followed by increases in the effectiveness of culinary marketing communication in English.

The simultaneous test (F-test) shows that the probability value of the F-statistic is lower than the 5% significance level (0.000 < 0.05). This result indicates that culinary vocabulary mastery, self-efficacy, and learning motivation simultaneously have a significant effect on the effectiveness of English-based culinary marketing communication. The coefficient of determination test (R^2), based on the Adjusted R^2 value of 0.976, reveals that 97.6% of the variance in the effectiveness of English culinary marketing communication can be jointly explained by culinary vocabulary mastery, self-efficacy, and learning motivation, while the remaining 2.4% is influenced by other factors outside the research model.

This exceptionally high R^2 value is rarely observed in social science research and may be attributed to the very strong interrelationships among the research variables, the relatively homogeneous sample, or limited data variability within the studied population.

Furthermore, the t-test results indicate that all independent variables have a significant effect on the effectiveness of English-based culinary marketing communication. Culinary vocabulary mastery (X_1) has a regression coefficient of 0.2284, self-efficacy (X_2) has a coefficient of 0.4801, and learning motivation (X_3) has a coefficient of 0.6794, all of which are positive. Based on the magnitude of these coefficients, learning motivation emerges as the most influential variable among the independent variables.

1. Culinary Vocabulary Mastery (X_1)

Table 7 shows that culinary vocabulary mastery has a significant effect on the effectiveness of English culinary marketing communication at a 95% confidence level, as the p-value is 0.000, which is smaller than α = 0.05. The coefficient value of 0.2284 is positive, meaning that each increase in students' culinary vocabulary mastery will enhance the effectiveness of English culinary marketing communication by 0.2284%, assuming other factors remain constant. This finding is consistent with the study by (Yuliana Sari et al, 2025)which found that vocabulary mastery is a primary predictor of vocational students' communication skills in the English for Culinary course, where an increased technical term repertoire significantly improves their ability to convey menu and culinary product descriptions in English.

Another research by (Rafique et al., 2023). found that vocabulary mastery explains approximately 26% of the variance in students' English-speaking ability, with vocabulary knowledge statistically predicting differences in language performance. These findings indicate that a broader vocabulary significantly contributes to students' productive communication skills. Moreover, studies generally show that students recognize English language proficiency as a valuable asset in their careers in hospitality and tourism, where effective communication with customers often requires strong English skills, emphasizing the need for substantial vocabulary mastery (Simanjuntak & Ratmanida, 2024).

Therefore, these findings reinforce the argument that increased vocabulary mastery improves the effectiveness of culinary marketing communication, as communication ability—including marketing—is highly dependent on the richness and depth of vocabulary relevant to the marketing context. In culinary marketing, specialized vocabulary such as taste terms, product descriptions, customer service terminology, and marketing strategy terms plays a critical role in shaping messages that are effective, persuasive, and professional in English.

2. Self-Efficacy (X_2)

Self-efficacy refers to an individual's belief in their ability to accomplish tasks and face challenges. Table 3 shows that self-efficacy has a significant effect on the effectiveness of English culinary marketing communication at a 95% confidence level, as the p-value is 0.000, which is smaller than α = 0.05. The coefficient value of 0.4801 is positive, indicating that each increase in students' self-efficacy will enhance the effectiveness of English culinary marketing communication by 0.4801%, assuming other factors remain constant.

This result aligns with the findings of (Wijaya, 2024), who reported that self-efficacy significantly influences EFL students' English-speaking ability, where increased self-efficacy also enhances confidence in communication. Other studies also indicate a positive and significant relationship between self-efficacy and students' communication skills, supporting the notion that confidence plays a crucial role in effective communication (Astuti & Pratama, 2020a). Thus, these

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findings reinforce the argument that self-efficacy contributes to the effectiveness of English culinary marketing communication.

3. Learning Motivation (X_3)

Learning motivation refers to internal and external drives that prompt an individual to learn, understand material, and achieve learning goals. The t-test results in Table 3 show that learning motivation has a significant effect on the effectiveness of English culinary marketing communication at a 5% significance level, as the p-value is 0.000, which is smaller than $\alpha = 0.05$. The coefficient value of 0.6794 is positive, indicating that each increase in students' learning motivation will improve the effectiveness of English culinary marketing communication by 0.6794%, assuming other factors remain constant.

This finding is consistent with the study by (Nuryanti, 2023), which showed that students' motivation in learning determines their success in learning English. Students with strong motivation will make every effort to achieve their predetermined learning targets. Furthermore, (Astuti & Pratama, 2020b) demonstrated that learning motivation has a significant effect on students' English learning ability, evidenced by a very small statistical significance ($p = 0.000$), indicating that highly motivated students tend to have better English proficiency. These findings support the assumption that increased learning motivation positively impacts the effectiveness of English culinary marketing communication.

This study provides important practical implications for curriculum design in vocational institutions, particularly in culinary programs. Enhancing culinary vocabulary mastery, self-efficacy, and learning motivation has been empirically shown to improve the effectiveness of English-based culinary marketing communication. Therefore, the curriculum should incorporate industry-specific culinary vocabulary enrichment, learning strategies that foster students' self-confidence, and activities that enhance learning motivation, such as practice-based marketing projects, customer service simulations, or English-language culinary menu presentation competitions. The integration of these three aspects is expected to better prepare students for professional communication in the workplace.

Educators and curriculum developers are encouraged to design culinary vocabulary modules that are integrated with marketing and service practices, as well as to implement project-based learning strategies that enhance students' self-efficacy and practical experience. In addition, institutions may develop learning motivation programs through reward systems, mentoring, and progressive evaluation mechanisms that promote active student engagement. Simulated English-based culinary marketing communication activities are also essential in providing authentic learning experiences that enable students to deliver messages that are effective, persuasive, and professional.

This study has several limitations that should be taken into consideration. First, the sample size is relatively limited and drawn from a single vocational institution, which may reduce population variability and representativeness.

Second, data collection relied on self-report instruments, which may introduce perceptual bias in respondents' assessments of their abilities and motivation. Third, the research model considered only three primary independent variables; therefore, other factors that may contribute to the effectiveness of marketing communication were not included. These limitations should be carefully considered when interpreting the findings of this study.

Future research is recommended to expand the scope by increasing the sample size across multiple vocational institutions in order to enhance representativeness, as well as to employ observational methods or direct performance assessments to complement self-report instruments and minimize potential bias. In addition, future studies may consider incorporating additional variables, such as work experience, creativity, or interpersonal skills, to develop a more comprehensive and holistic model for explaining the effectiveness of English-based culinary marketing communication.

Although this study was conducted in a single vocational institution, the findings may be cautiously applied to culinary programs or other vocational contexts with similar characteristics, particularly those emphasizing professional communication, customer service, and product marketing. However, for vocational contexts with different student profiles or industry orientations, curriculum adaptation and model validation are necessary to ensure that the findings remain relevant and effective.

Conclusion

Based on the results of the analysis and discussion, this study formulates several main conclusions concerning the influence of culinary vocabulary mastery, self-efficacy, and learning motivation on the effectiveness of culinary marketing communication in English.

1. The results of the simultaneous test (F-test) indicate that culinary vocabulary mastery, self-efficacy, and learning motivation jointly have a significant effect on the effectiveness of culinary marketing communication in English.
2. The coefficient of determination (R^2) test, with an Adjusted R^2 value of 0.976, indicates that 97.6% of the variation in the effectiveness of culinary marketing communication in English can be explained by the combined influence of culinary vocabulary mastery, self-efficacy, and learning motivation, while the remaining variation is explained by other variables outside the model.
3. The results of the partial test (t-test) show that all independent variables have a positive and significant effect on the effectiveness of culinary marketing communication in English, with learning motivation emerging as the most dominant factor.
4. Overall, the findings emphasize the importance of implementing integrated learning strategies that combine the strengthening of culinary vocabulary,

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the enhancement of self-efficacy, and the development of students' learning motivation in order to support more effective and professional English-based culinary marketing communication.

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