DEVELOPING SCIENTIFIC-APPROACH-BASED ENGLISH LEARNING MATERIALS FOR GRADE XI STUDENTS OF HOTEL MANAGEMENT DEPARTMENT OF SMK N 1 SEWON

A Thesis

Presented as Partial Fulfillment of the Requirement for Attainment of *Sarjana Pendidikan* Degree in English Education

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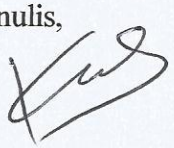

Kindani Kiromi

MOTTOS

"A miracle will eventually come if we try and keep fighting."
(Unknown)

"Man jadda wa jada."
/"Where there is a will, there is a way."
(An Arabic proverb)

DEDICATION

I dedicated this work of mine to my beloved family and the ones dear to me.

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Yogyakarta, 2nd July 2015

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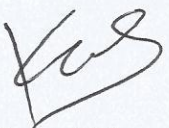

Kindani Kiromi

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DEVELOPING SCIENTIFIC-APPROACH-BASED ENGLISH LEARNING MATERIALS FOR GRADE XI STUDENTS OF HOTEL MANAGEMENT DEPARTMENT OF SMK N 1 SEWON

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ABSTRACT

This study aims (1) to find out the target needs of Grade XI students of Hotel Management department of SMK N 1 Sewon, (2) to find out the learning needs of Grade XI students of Hotel Management department of SMK N 1 Sewon, and (3) to develop the appropriate English learning materials for Grade XI students of Hotel Management department of SMK N 1 Sewon.

This study belongs to Research and Development (R & D). The subjects of this study were Grade XI students of the Hotel Management department of SMK N 1 Sewon. This study adapted the research procedure proposed by Gall, Gall and Borg (2003) and Masuhara in Tomlinson (1998). The steps of this study were conducting the needs analysis, designing the syllabus, developing the materials, evaluating the materials by asking an expert to give comments, and writing the final draft of the materials. There were two questionnaires used to collect the data. The first questionnaire was made to collect the data for the needs analysis while the second questionnaire was made to collect the data about the appropriateness of the materials according to the expert judgment. The data were analyzed quantitatively through descriptive statistics.

Based on the needs analysis data, this study found out that the target needs of Grade XI students of Hotel Management department are: (1) supporting their career in hotel jobs in the future; (2) being able to communicate in English in oral and written form; and (3) preparing to continue their study in university related to Hotel Management department. This study developed three units of materials following the steps of scientific approach as stated in Curriculum 2013. Each unit consists of lead-in, lesson proper, homework, reflection, some facts, and summary. The inputs are in the form of vocabulary lists, spoken and written texts, and explanation. The activities apply the six steps of scientific approach: observing, questioning, collecting data, analyzing data, communicating, and creating. Based on the expert judgment data, the mean value of all aspects of the developed materials is 3.23 which is in the range of $2.5 \leq \bar{X} \leq 3.24$ and can be categorized as "Good".

CHAPTER I

INTRODUCTION

A. Background to the Study

Language is one way to communicate. It plays an important role as a means of delivering people's thought or idea to others. Besides, language is used for many kinds of purposes including being used as one of the international languages. As the globalization era keeps growing, the needs of using English as an international language are increasing as well. As a result, many countries including Indonesia, endeavour to provide English education for students so that they can compete on getting a better life in the future.

In the world of education in Indonesia, the government itself has been providing vocational high schools or SMK (*Sekolah Menengah Kejuruan*) that aim to help the students enter the world of occupations. A vocational high school is an educational institution that develops the students' vocational skills in order to prepare them for specific jobs after they graduate from the school. Based on the Act of the Republic Indonesia Number 20 Year 2003 on National Education System, vocational high school is a secondary school which prepares the students to work in specific fields. In other words, vocational high schools aim to equip the students with vocational skills after they graduate from junior high schools. Vocational high schools students are expected to be able to master a number of vocational skills which are functional for certain occupations. Further, based on the structure of curriculum of vocational education, vocational education

in vocational high schools aims to improve the students' competence, knowledge, personality, character, and skills in order to be autonomous and be able to continue their education based on their vocational study programs.

In accordance with the aims of education in vocational high schools, the English teaching and learning of vocational high schools has two purposes. The first purpose is to enable the students to master the basic knowledge and skills of English to support the achievement of vocational program competencies. The second is to enable the students to apply their mastery of basic knowledge and skills of English to communicate in both oral and written.

One main factor that plays a very important role in the success of English teaching and learning is the materials. For vocational high school students, ideally the English learning materials should be developed based on the characteristics of each department considering the core competence (KI) and the basic competence (KD) in Curriculum 2013, and the proficiency they will perform in specific occupations in the job environment as well.

In SMK N 1 Sewon, Hotel Management department has become one of the departments that require materials relevant to their characteristics. In this case, the materials for students of Hotel Management department should be based on the characteristics of Hotel Management department. It is supposed to provide the students English learning relevant to Hotel Management department so that they will be able to apply their English skills to their jobs in the future. Taking the vocabulary and context of reading and listening sections as an example, it should be closely related to the job field of hotel management in order to provide

materials that meet the students' needs. Thus, the students will be more interested and motivated in learning English.

However, most of English learning materials for every department in vocational high schools, including Hotel Management department, still have not met the students' needs in learning English. The English teachers use the same materials for English learning in every department since the appropriate materials is still unavailable due to the recent implementation of Curriculum 2013. Consequently, the students face more obstacles in learning English for specific occupations related to their departments. Therefore, it is very important for them to be provided appropriate English learning materials that meet their needs related to the characteristics of their department.

B. Identification of the Problems

As stated before, materials occupy the crucial position in supporting English teaching and learning process. Good (or appropriate) materials become the key in providing the English learning relevant to the students' department so that they can meet the students' needs and interests. In this case, good and appropriate materials should be related to the department the students are in, such as the appropriate materials for Grade XI students of Hotel Management department of SMK N 1 Sewon that should be related to hotel management.

In relation to that, the English teachers use two different learning materials. They are the English textbooks and the students' worksheets (*LKS/Lembar Kerja Siswa*). In every academic year, SMK N 1 Sewon continuously provides English textbooks based on the curriculum for all of the

students. The English textbooks are designed based on Curriculum 2013. However, it does not meet the students' needs related to their department for it only covers the general English for vocational high school students. In terms of the materials design, it overlooks the uniqueness of every department in SMK N 1 Sewon. In fact, the appropriate English learning materials developed by considering the characteristics of each department are very important because it supports the students to do specific jobs related to the departments they are in, including the Hotel Management department.

The second is the students' worksheets. The availability of the students' worksheets in SMK N 1 Sewon has become a very good assistance for the English teachers in conducting English teaching and learning activities. Students' worksheets are used by the English teachers in SMK N 1 Sewon as the complementary materials to assist the English textbooks which are occasionally found lacking sufficient tasks or materials for the students to do. However, the materials offered in the students' worksheets still have not met the students' needs and interest because it only offers the general English like those in the English textbooks.

Considering the problems above, it can be concluded that it is necessary for the students to have materials that suit their needs and interests. Therefore, it is urgent for having the appropriate English learning materials developed based on the characteristics of the Hotel Management department and Curriculum 2013.

C. Limitation of the Problem

Based on the identification of the problems that has been stated above, this research is limited to one main problem. The problem is the inappropriate materials given to Grade XI students of Hotel Management department of SMK N 1 Sewon. Therefore, this research only focuses on developing scientific-approach-based English learning materials for the English textbooks. Also, the arrangement of the learning materials follows the rules applied in Curriculum 2013 in order to have the maximum results.

D. Formulation of the Problem

Based on the background, the identification, and the limitation of the problem, the problems in this research are formulated into some points which are in the form of questions. They are: (1) What are the target needs of Grade XI students of Hotel Management department of SMK N 1 Sewon?; (2) What are the learning needs of Grade XI students of Hotel Management department of SMK N 1 Sewon?; and (3) What are the appropriate English learning materials for Grade XI students of Hotel Management department of SMK N 1 Sewon?

E. Objectives of the Study

Based on the formulated problems, the objectives of the research are divided into some points, they are: (1) to find out the target needs of Grade XI students of Hotel Management department of SMK N 1 Sewon; (2) to find out the learning needs of Grade XI students of Hotel Management department of SMK N 1 Sewon; and (3) to develop the appropriate English learning materials for the English textbooks for Grade XI students of Hotel Management department of

SMK N 1 Sewon. The first two objectives are meant to achieve the final one which is to develop the appropriate English learning materials for the English text books for Grade XI students of Hotel Management department of SMK N 1 Sewon.

F. Significance of the Study

This research was expected to achieve some objectives so that it has good results. In this case, some significance are taken from this research. To Grade XI students of Hotel Management department of SMK N 1 Sewon, the results of this research are aimed to provide appropriate English learning materials that meet their needs, so that they will be more interested and motivated in learning English and achieve the mastery of English skills related to their department. Then, to the English teachers, the results of this research are expected to be one of the task resources which will encourage the English teachers at SMK N 1 Sewon in developing English learning materials that are appropriate with the students' needs in learning English. At last, to course designers or materials developers, the results of this research can be considered as one reference for course designers or materials developers in designing appropriate materials for students in the same department.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

In this chapter, several theories and the conceptual framework of this study are presented. The literature review covers the issue of Curriculum 2013 for vocational high schools, English for Specific Purposes, learning materials, materials development, and unit development. The review of relevant study presents the summary of the research related to this study. Also, the conceptual framework covers the concept of developing the materials.

1. Curriculum 2013 for Vocational High Schools

Based on the Act of the Republic Indonesia Number 20 Year 2003 on National Education System, curriculum is a set of regulations of the aims, contents and materials of lessons and the method utilized as the guidelines for the implementation of learning activities in achieving given education objectives.

In Indonesia, the change of curriculum has become an agenda for the government in order to keep improving the quality of the current education. Curriculum is modified and developed continuously as the world keeps changing from the sides of technology, teaching and learning methods, students' needs, trends, and so forth. It is a fact that those aspects are different compared to the past ones. Therefore, curriculum should be altered and developed constantly in order to make it relevant to the present situation.

After going through many changes, the government arrived at the decision on the new curriculum which is considered to be the most suitable one to be applied in the current education world. It is called Curriculum 2013. The main characteristic which distinguishes Curriculum 2013 from the previous ones is that it emphasizes character education in the teaching and learning process. The other characteristic is the content which consists of competencies in the form of core competence (KI) and basic competence (KD). Besides, in Curriculum 2013, there are several principles of teaching and learning process, they are: (1) learning takes place through the scientific approach steps; (2) learning activities are learner centered; (3) learning activities do not only take place in the classroom; (4) learning process utilizes ICT; and (5) learning process is supported with the development of reading culture (*Permendikbud Nomor 81A Tahun 2013*). From those five principles, it can be concluded that learning (or learning activities) applies the scientific approach which focuses on the learners and utilizes ICT, and can be conducted anywhere outside the classroom and supported by reading culture.

In Curriculum 2013 for SMK, English is categorized as an adaptive subject. An adaptive subject is a kind of subject which functions to enable the students to have vast and intense basic knowledge in order to adapt to the change of social and workplace environment, and to self-develop appropriate to the development of technology, science and art. Therefore, English in SMK emphasizes more in offering the students the chance to comprehend and master

the knowledge and concept of English that is able to be applied in daily life and to be of assistance to the job skills.

As stated in the previous chapter, there are two primary purposes of English teaching and learning process in SMK. The first purpose is to enable the students to master the basic knowledge and skills of English to support the achievement of vocational program competencies. Then, the second is to enable the students to apply their mastery of basic knowledge and skills of English to communicate in both oral and written form.

Further, in Curriculum 2013 for SMK, the curriculum is divided into two main parts: core competence (KI) and basic competence (KD). Based on the curriculum of English for SMK, core competence and basic competence are then used to be the basis in developing the materials, learning activities, and the indicator of achievement to assess. Following is the basic competence of English for Grade XI students of Hotel Management department of SMK based on the law of Indonesian Ministry of Education and Culture No. 70 Year 2013.

The English competence for Grade XI students of SMK consists of 4 core competences. Each of it has a different characteristic in focusing the competences. In the core competence 1, the competences focus on spiritual behavior, in which students are meant to be grateful of having opportunity to learn English.

Then, in the core competence 2 about social behavior, they are asked to perform good acts towards teachers and friends. They are expected to be honest, discipline, confident, responsible, and cooperative in having communication. Next, they should be able to analyze the social function, the generic structure, and

the components of language from various kinds of texts, songs, and language functions such as formal invitations, giving advice, offering, asking an opinion and etc. in the core competence 3 about science.

Table 1: **Kompetensi Dasar Bahasa Inggris Akomodasi Perhotelan Sekolah Menengah Kejuruan (SMK)/Madrasah Aliyah (MA) Kelas XI**

KOMPETENSI DASAR BAHASA INGGRIS SMK KELAS XI
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya. 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya. 3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *factual report* dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.
4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (*tips*). 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (*tips*), denganmemperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.13 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

Finally in the core competence 4 about skills, they are asked to be able to get the meaning of various kinds of texts, songs and language functions and then produce the same products in oral and written form. The complete English core

competences for Grade XI students of Hotel Management department can be seen in Appendix A.

Based on Curriculum 2013, one approach which is deemed as the closest one to fit the content of Curriculum 2013 is the scientific approach. In this approach, there are six steps in the language teaching, they are observing, questioning, collecting data, analyzing data, communicating, and creating. Those six steps start from observing. In observing, the students read and/or listen to texts to list items they need to know in order to understand and/or produce texts to communicate ideas in the target language. This step gives the teacher the opportunity to let the students make observations through some activities such as looking, listening, hearing, and reading. Besides, the teacher facilitates them to do some observation, and trains them to pay attention to things that are important from an object or objects.

The second step is questioning. In the questioning step, students limit the items they want to know and formulate questions and propose temporary answers to their questions (based on their knowledge and/or limited information they have). It means that the teacher gives the students the opportunity to propose questions about the information that has been seen, listened to, or read. In other words, the teacher should facilitate them so that they will be able to ask questions regarding the object(s) that has been observed in terms of facts, concepts, procedures, or other aspects, in order to check their comprehension towards the text/materials after going through the observing step.

The next step is collecting data. This step is carried out by gathering or collecting information from various sources through various ways. In other words, in this step, students collect data/information relevant to the questions by using one or more techniques such as observation, interview, and reading books. For instance, students can read more books, pay attention to the phenomenon or objects, or even make an experiment.

After that, there is analyzing data. In the analyzing step, students sort out, classify, and identify relationships among the data to find out patterns to answer the formulated questions. It means that the step is aimed to process the information that has been collected from both the results of the experiments, and to observe the results of the information gathering activities. Further, the analyzing step has the role to explain what the students will do after collecting the information. Then the students are asked to draw from the available vocabulary, grammar, and communication strategies that they have acquired to do tasks.

Then, there is communicating step. In the communicating step, the students communicate their answers to the questions in oral or written form. They will be given the opportunity to communicate what they have learned during the activities in the previous steps. The activities which belong to this step can be done by writing down the important or specific things or telling what is found in information-seeking activities, associating, and finding patterns. After the students have obtained the information they need, they then proceed to the communication part that is to communicate what they have learned or achieved through the

activities in order to develop their fluency. (*Permendikbud Nomor 81A Tahun 2013*)

Finally, the last step is creating. This is an additional step that is added to complete the previous steps in terms of text production. In creating, students are guided in producing a text and then they have to produce one. They are given the opportunity to create or produce their own text as the final product that represents the results of their learning through the activities.

In addition to the steps of scientific approach in Curriculum 2013, the instructional process in the application of Curriculum 2013 is considered as important. The process itself includes some characteristics to achieve the success of the application of Curriculum 2013. The characteristics are divided into some points, they are: (1) the instruction process focuses on developing students' communicative competence; (2) the instruction process engages students to read and comprehend a text then summarize and present it with their own language; (3) the instruction process trains students and familiarizes them to the process of creating systematic, logic, and effective texts through a series of tasks; (4) the instruction process provides students with the knowledge of the genres of texts; and (5) the instruction process attempts to enables students to express their opinions and knowledge with fluency and accuracy. By understanding the characteristics of the instructional process, the English teachers are expected to have a clear concept in applying the learning process based on Curriculum 2013. Thus, the students can participate effectively during the English learning process, especially in vocational high schools.

Further, discussing English for vocational high schools is strongly related to a specific English learning: English for Specific Purposes (ESP). It becomes the guidance for teachers in conducting English learning in SMK.

2. English for Specific Purposes (ESP)

a. Definition of ESP

Dealing with the nature of ESP (English for Specific Purposes), the agreement on the exact definition of ESP has never been decided. Some may say that ESP is simply an English teaching and learning process in which the primary goal is to meet and cover the students' needs on specific fields. ESP is an English teaching used in academic studies or the English teaching for Vocational High School or Professional Purposes (Anthony in Marwan, 1997:1). In line with this, Basturkmen (2006: 17) also stated that ESP is about preparing learners in employing English within academic, professional, and workplace environment.

Further, from a different view about the learners, ESP can be defined by considering the learners' reason for learning English. As Hutchinson and Waters (1987: 19) state, English for Specific Purposes (ESP) is an approach to language teaching in which all the content and methods are based on the learners' reason for learning. Meanwhile Paltridge and Starfield (2013: 2) point out that ESP focuses on the language, skills, and genres which are appropriate to the learners' needs. Then, from the statements above, it can be concluded that ESP is both method and approach of English language teaching in which the students' or learners' needs become the main issue so that all of the contents are based on it in

order to prepare the students or learners to be able to use English in both academic and professional purposes.

In addition to this, considering the importance of the students' needs, the researcher needs to collect some information about the students' needs. This action is named needs analysis.

b. Needs Analysis

Richards (2001: 51) states that needs analysis is the process of collecting information about learners' needs. Moreover, Evan and John (1998: 121) explain that needs analysis also involves the process of establishing what and how of a course. In brief, the data or information obtained through needs analysis will be used as the basis of consideration to the next steps.

Further, Hutchinson and Waters (1987) state that there are two types of needs that should be taken into account in the process of needs analysis; they are target needs and learning needs. According to Hutchinson and Waters (1987), target needs can be concluded as something that the learners need to do in the target situation in terms of language use. Moreover, Hutchinson and Waters divide target needs into three categories: Necessities, Lacks, and Wants. The first category of target needs is necessities. Necessities are the type of need determined by the demands of the target situation. Thus, it is something the learners need to know in order to be able to do the jobs effectively in the target situation. For instance, a student of Hotel Management department might need to understand English terms related to Hotel Management, to communicate effectively with foreign guests, to give information to foreign guests, and etc. The second category

is lacks. Lacks are considered as the gap between the target proficiency and the learners' existing proficiency. In other words, it is the consideration of what the learners already know and the necessities they lack in the target situation, so that later materials developers will be able to generate materials based on the necessities the learners lack. Then, Wants is the last category of target needs. It is the perception, points of view and thoughts of the learners regarding their needs.

The next type of needs is learning needs. It is something the learners should do in order to be able to meet the target needs. In brief, it can be defined as what the learners need to do in order to learn. According to Richards (2001: 52), needs analysis in language teaching has several purposes, they are as follows:

1) To find out what language skills needed by a learner to perform certain roles
2) To know whether the previous course has met the students' needs
3) To know the students who are most in need of training in certain language skills
4) To identify direction change that is important according to a particular group
5) To identify a gap between what the students are able to do and what they have to be able to do
6) To collect the information about the problems of the students

Further, Dudley-Evans and St. John (1998) in Basturkmen (2010: 18) offer a concept of needs analysis:

1) Professional information about the learners: The tasks and activities learners will be using English for –*target situation analysis and objective needs.*
2) Personal information about the learners: Factors that may affect the way the learners learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, and attitude towards English – *wants, means, and subjective needs*.
3) English language information about the learners: What their current skills and language use are – *present situation analysis.*
4) The learners' lacks: The gap between what the learners need to know and what they have known – *lacks*.
5) Language learning information: Effective ways of learning the skills and language– *learning needs*.

6) Professional communication information about learners' personal information: Knowledge of how language and skills are used in the target situation – *linguistic analysis, discourse analysis, and genre analysis.*
7) What the learners want and expect from the course.
8) Information about how the course will be run –*means analysis*.

As mentioned above, the needs analysis has a concept in collecting information about language teaching or course including the learners' and the course's itself. However, a concept is a concept if it is not applied in the real application. The concept of needs analysis needs to be applied in the process of needs analysis. As mentioned by Basturkmen (2010: 19), the process of needs analysis involves:

1) Target situation analysis: Identification of tasks, activities and skills learners will be using English for; what the learners should ideally know and be able to do.
2) Discourse analysis: Descriptions of the language used.
3) Present situation analysis: Identification of what the learners do and do not know and can or cannot do in relation to the demands of target situation.
4) Learner factor analysis: Identification of learner factors such as their motivation, how they learn and their perceptions of their needs.
5) Teaching context analysis: Identification of factors related to the environment in which the course will run. Consideration of what realistically the ESP course and the teacher can offer.

Based on the theories and concept above, needs analysis can be divided into two basic types. The first type is target needs. It is something that the learners need to do in the target situation which is further divided into three categories: necessities, lacks, wants. Meanwhile, the second is learning needs. It is something the learners must do in order to meet the target needs. At last, the concept of needs analysis is considered as collecting information related to the language teaching.

c. ESP Course Design

For some people, the term ESP course design is rather confusing. The clear information concerning the ESP course design is difficult to find yet. Thus, an analogy between the ESP course design and a product development process for any market is drawn to help define the term ESP course design. To a company, the process of developing a product depends on the demands appearing in the market. As the demands are identified, then a research will be conducted as well as the following main stages of development such as analysis, design, and the final product.

Based on the analogy, the ESP course design can be concluded as a sequence of process of generate a product in terms of ESP course in order to cover the ESP learners' specific needs. Further, Hutchinson and Waters (1987: 22) suggest three factors which play significant roles in ESP course design: Language descriptions, learning theories, and needs analysis. Language descriptions are considered as the ways in which the language system is broken down and described for the purposes of learning while learning theories are the approaches or methods derive not from a view of language, but from a view of learning. The other factor is needs analysis. It is what distinguishes ESP from General English in terms of the awareness.

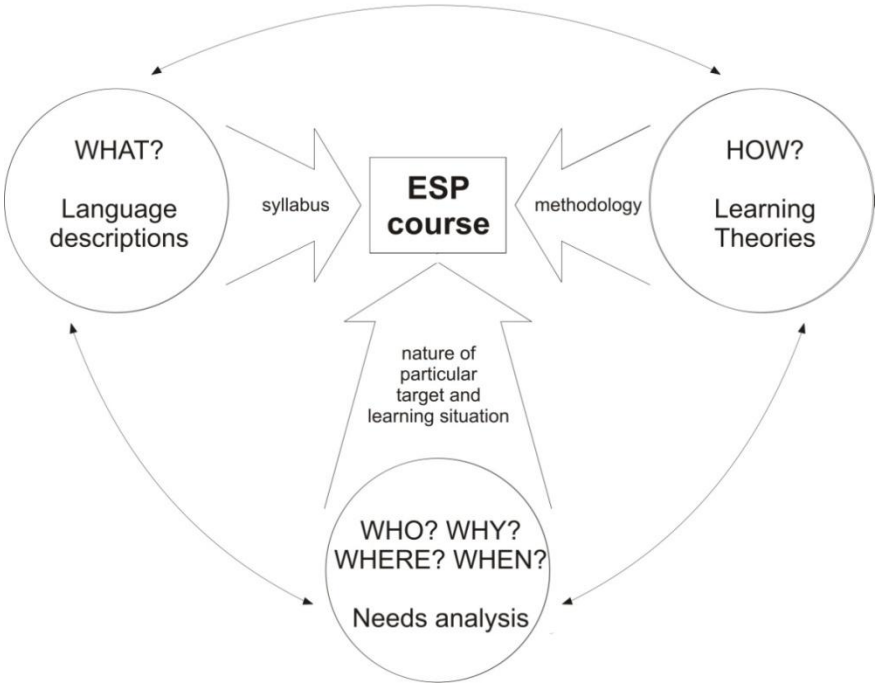

Figure 1: **Factors Affecting ESP Course Design (Hutchinson and Waters, 1987: 22)**

In the process of designing ESP course, there are some approaches underpinning the ESP course design as proposed by Hutchinson and Waters (1987). The first approach is Language-centred approach. This approach generates the simplest kind of course design process. Thus, English teachers have become comfortable with it. The process of the language-centred course design involves: Identify learners' target situation and select theoretical views of language; identify linguistic features of target situation; create syllabus; design materials to exemplify syllabus items; establish evaluation procedures to test acquisition of syllabus items. The second is Skills-centred approach. This approach aims to help learners develop skills and strategies which will continue to develop even after the ESP course is over. The process of the skills-centred course design involves:

Identify target situation; analyze skills/strategies required to cope in target situation; write syllabus; select texts and write exercises to focus on skills/strategies in syllabus; establish evaluation procedures which require the use of skills/strategies in syllabus. The last is Learning-centred approach. In this approach, the learners are seen as the center of the learning. Hence, the learners have the authority to determine what they will learn. The learning process lets the learners have the opportunities to make use of their existing knowledge and proficiency to make sense of new information. The process of the learning-centred course design involves: Identify learners; analyze learning situation and target situation; identify attitudes/wants/potential of learner; identify skills and knowledge needed to function in the target situation; write syllabus/materials to exploit the potential of the learning situation in the acquisition of the skills and knowledge required by the target situation.

Considering the discussion above, the ESP course design can be concluded as the process of generating an ESP course for ESP learners who have specific needs in learning English. Then, there are three approaches which have something to do with the ESP course design: Language-centred approach, skills-centred approach, and learning-centred approach. Each approach has a different perception regarding the way the English course should be conducted.

d. Students of Hotel Management Department as ESP Learners

SMK N 1 Sewon is one of vocational high schools taking Hotel Management as one of their study programs to offer. Based on the preliminary observation, the students of Hotel Management department are certainly in need

to master English in both active and passive communication for their academic and non-academic purpose. They are required to achieve both academic and non-academic purpose in order to be able to continue their academic study further or to look for jobs after graduating. As mentioned in Mackay (1978), the academic needs refer to the use of English in context where English is required for further academic study, while the non-academic one refers to job needs in which English is required to perform certain jobs.

Referring to the students' needs in mastering English, the students are then considered as ESP learners. As stated in Hutchinson and Waters (1987), the difference between ESP and general English lies in the awareness towards the students' needs. In this case, the relevant English instructions and materials are really needed to provide the students' needs as ESP learners.

3. Learning Materials

a. The Nature of Learning Materials

Tomlinson (1998: 2) defines learning materials as any means that facilitate teachers or learners to conduct language learning. Learning materials can be found in the forms of textbooks, CDs, cassettes, scripts, and etc.

In accordance with the definition of learning materials, Tomlinson (2008) cites that a material should provide sufficient input for the needs of authentic language use and include activities that allow the learners to be able to observe the texts being learnt. Moreover, the designed materials should be considered as a source of information for teachers to conduct the learning activities. Teachers should be able to explore the materials and develop it by considering their

students' needs. Therefore, in order to provide the best learning materials that fit the students' needs, teachers need to know the criteria of good learning materials. The following explanation mentions the requirements of learning materials to be considered as good materials, especially for vocational high schools students.

b. Criteria of Good Learning Materials for Students of Hotel Management Department

In order to be able to develop materials appropriate to vocational high school students, especially students of Hotel Management department, some modifications regarding the requirements of good learning materials are made. Based on the characteristics of good language instructional materials proposed by Tomlinson (1998), the modifications of criteria of good learning materials for students of Hotel Management department are:

1) Materials should achieve impact in terms of learning needs and target needs especially of students of Hotel Management department.
2) Materials should help learners feel at ease.
3) Materials should help learners develop confidence as if they do jobs in a hotel in real situation.
4) What is being taught should be perceived by learners as relevant and useful for the hotel jobs they will do.
5) Materials should require and facilitate learner self-investment.
6) Materials should prepare learners to acquire the points of being taught.
7) Materials should expose the learners to language in authentic use, especially ones related to the hotel situation.
8) The learners' attention should be drawn to linguistic features of the input.
9) Materials should provide the learners with opportunities to use the language and terms especially used in hotels to achieve communication purposes in both oral and written.
10) Materials should take into account that the positive effects of instruction are usually delayed.
11) Materials should take into account that learners have different learning styles.
12) Materials should take into account that learners have differ in affective attitudes.
13) Materials should permit a silent period at the beginning of the instruction for the learners need to concentrate before doing the tasks.

14) Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities.
15) Materials should not rely too much on controlled practice.
16) Materials should provide opportunities for outcome feedback.

The criteria of good learning materials above can become one of the references for teachers or materials developers in developing materials, especially for Hotel Management department students of vocational high school. It can be the basis in evaluating the materials that have been developed as well. Therefore, teachers or materials developers should put a lot of attention to this as they are in the process of developing materials so that the learners could have proper learning materials to learn.

4. Materials Development

Materials development is defined as anything which is done by the writers, teachers, or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake (Tomlinson, 1998). In line with it, Graves (2000: 149) states that materials development is the planning process by which a teacher creates units and lessons within those units to carry out the goals and the objectives of the course.

In an ESP-based class, materials are particularly useful since it plays an important role of exposing learners to the language in use. Materials writing in ESP has become one of the most characteristic features of ESP (Hutchinson and Waters, 1987). Its main purpose is to provide learning materials appropriate to specific subjects of particular learners. Therefore, learning materials in ESP should be developed based on the learners' needs.

Materials development itself has given useful assistance for teachers and learners in attaining the goal and objectives of a specific purpose. Thus, the process of developing materials should be well organized in order to generate the expected learning outcome. According to Jolly and Bolitho (1998: 98) in Tomlinson (1998), developing materials consists of several steps as illustrated as following:

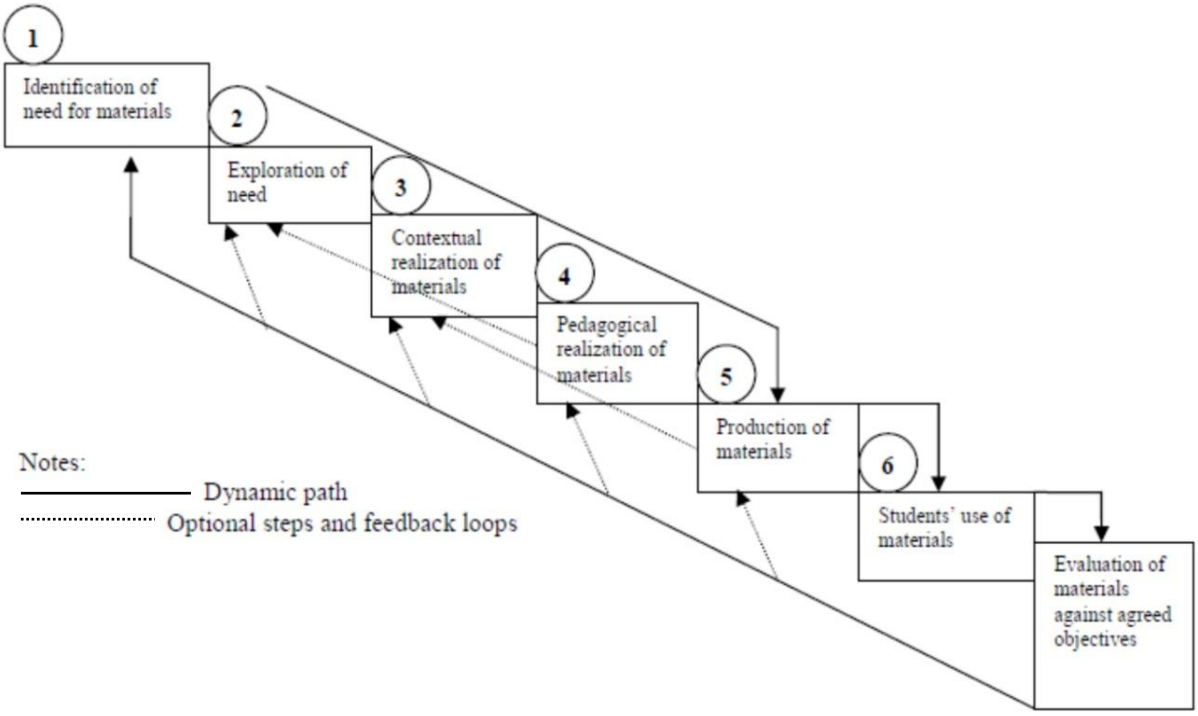

Figure 2: **Jolly and Bolitho's Materials Development Process (1998: 98) in Tomlinson (1998)**

The model of materials development process consists of seven steps. It starts with the needs analysis for the first four steps can be categorized into needs analysis. It is used as the instrument to collect information about the learners and the results will be the basis on developing the materials. After the materials have been developed, the materials are then evaluated by some experts.

Further, Nunan (1988) in Tomlinson (2003) states that there are six principles of materials design:

1) Materials should be clearly linked to the curriculum they serve.
2) Materials should be authentic in terms of texts and tasks.
3) Materials should stimulate interaction.
4) Materials should encourage learners to focus on formal aspects of the language.
5) Materials should encourage learners to develop skills, and skills in learning.
6) Materials should encourage learners to apply in their developing skills to the world beyond the classroom.

In addition, Richards (2001: 261) states four advantages of developing materials. The first advantage is relevance. The materials will tend to be more relevant for students and institutional needs and reflect the local content, issues, and concerns. The second is develop expertise. In the process of developing materials, the other staffs of language course will be exposed various challenges that allow them to have exercise and experience. It will give them great understanding of the characteristics of good materials and improve their expertise in designing good materials. The next is reputation. By providing appropriate materials for the students in the teaching-learning process, it will show the commitment to the language teaching-learning itself. At last, there is flexibility. After the materials have been developed, it can be revised or adapted as much as necessary, making them as flexible as possible comparing to general textbooks.

As the discussion above, materials development can be concluded as the efforts made by the writers, teachers, or learners to provide sources of language input in order to create units and lessons within those units to carry out the objectives of the course. Also, the principles of materials design focus on how the

materials should fit the curriculum and encourage the learners in every aspect of language learning.

5. Unit Development

a. Components of Units

Richards (2001) lists a set of requirements for units of materials. He argues that units of materials should: (1) give learners something they can take away from the lesson; (2) teach something learners feel they can use; (3) give learners a sense of achievement; (4) practice learning items in an interesting and novel way; (5) provide a pleasurable learning experience; (6) provide opportunities for success; (7) provide opportunities for individual practice; (8) provide opportunities for personalization; and (9) provide opportunities for self-assessment of learning.

Units are one of the essential parts which form the materials. They can not be separated from the materials. A unit itself is composed by some components. In developing a unit, the primary step that should be taken into account is the components. Referring to the list above, the components of units can be concluded into some points, they are title, objective, sequence, reflection, summary, vocabulary, and fun space.

1) Title includes the title of the unit that is related to the students' study program.
2) Objective tells the students the language function and texts that they will learn in the unit.
3) Sequence of tasks consists of warming up, main lesson, homework, and evaluation.

4) Reflection gives the students opportunity to reflect on what they have learnt from the unit.
5) Summary consists of the language function, structures, or texts that have been learnt in the whole unit.
6) Vocabulary consists of some difficult words or technical terms and their phonetic transcriptions and meanings.
7) Fun space is optional and used to fill the blank space in the unit with something funny or interesting.

b. The Model of Unit Design

Developing materials has some main parts. One of them is the unit. In this case, materials are developed into several units in order to make it easier for the learners to learn. Moreover, materials should be arranged effectively so that it will be perceived as meaningful.

As proposed by Nunan (2004: 31), there are six steps of unit development. The first is schema building. In this step, the learners should be given exercises that will serve to introduce the topic, set the context for the task, and introduce some of the key vocabularies and expressions the learners need to do the task. The second step is controlled practice. In this step, the learners should be provided the controlled practice in using the target language vocabularies, structures, and functions. It extends the learning initiated in the previous step. The next is authentic listening practice. In this step, the learners should be involved in intensive listening practice. Then it would expose them to authentic or simulated conversation which could incorporate but extend the language from the model

conversation in the second step. After that, there is the step of focus on linguistic element. In this step, the learners should take a part in a sequence of exercises focusing in one or more linguistic elements. Then, the next is provide freer practice. In this step, the learners should be given the opportunity to perform difficult manipulation. They should be encouraged to extemporize, using their existing knowledge to complete the task. The last is introduce the pedagogical task. In this last step, the learners are introduced to the pedagogical tasks.

c. Task Grading and Sequencing

Nunan (2004: 114) describes grading as the arrangement of the content of a language course or textbook so that it is presented in a helpful way. Further, he states that the decision of what comes first in a unit depends on the belief of the course book or syllabus designer about grading, sequencing, and integrating content (Nunan, 2004: 13).

However, tasks are commonly developed based on the level of difficulty and complexity in the language learning. Tasks are supposed to be developed and arranged from the simplest and easiest ones to do and then gradually moving to the most difficult ones. It is aimed to facilitate the learners in completing the following tasks. In accordance with this, Tomlinson (1998) states that materials should help learners feel at ease and develop confidence. When the learners find the preliminary tasks easy, they will become confident in doing the following tasks although it will be more difficult than the previous ones. In that way, they will think that learning language is easy. Therefore, task grading and sequencing are supposed to be one of the main considerations in developing materials.

d. Task Continuity

Continuity refers to the interdependence of tasks, task components and supporting enabling skills within an instructional sequence (Nunan, 2004: 125). He proposes some steps in an instructional sequence, moving from comprehension procedures to controlled production activities. Following is the steps of task grading which can show the continuity of tasks (Nunan, 2004: 126).

Table 2: **Psycholinguistic Processing Approach for Task Sequencing (Nunan, 2004: 126)**

Phases	Steps within Phases
Processing (Comprehension)	1) Read or study a text, no other response required. 2) Read or listen to a text and give a non-verbal, physical response (e.g. learner raises hand every time key words are heard). 3) Read or listen to a text and give a non-physical, non-verbal response (e.g. check off a box or grid every time key words are heard). 4) Read or listen to a text and give a verbal response (e.g. write down key words every time they are heard).
Productive	5) Listen to cue utterances or dialogue fragments and repeat them, or repeat a complete version of the cue. 6) Listen to a cue and complete a substitution or transformation drill. 7) Listen to a cue (e.g. a question) and give a meaningful response (e.g. one that is true for the learner).
Interactive	8) Role play (e.g. having listened to a conversation in which people talk about their family, students, working from role cards, circulate and find other members of their family). 9) Simulation/discussion (e.g. students in small groups share information about their own families). 10) Problem-solving/information gap (e.g. in an information gap task, students are split into three groups; each group listens to an incomplete description of a family; students recombine and have to complete a family tree; identify which picture from a number of alternatives represents the family, etc.).

From the table above, there are three phases that cover the steps of task grading. They are processing (or comprehension), productive, and interactive. Each one of them covers several steps in a sequence. The first is processing. It consists of steps which are reading activities. Then, the next is productive. It consists of steps which are listening activities. The last is interactive. In this phase, there are several steps which have various activities.

Based on the steps of unit development above, it can be concluded that units should be arranged from the easiest and simplest task to the most difficult ones. In detail, it starts from tasks that only need receptive skills to do, until ones that only need to be earned in groups.

e. Within-Task Sequencing

Previously, the way of sequencing tasks in order to facilitate learners in learning language effectively has been discussed. However, the sequence within the tasks itself should be taken into consideration. As stated by Nunan (2004: 128), task can be divided into three phases in a sequence: a pre-task phase, a task-proper phase, and a follow-up phase. The pre-task phase can be considered as schema-building tasks in larger instruction sequences for it has similar functions to the schema-building tasks'. It provides the learners assistance and opportunity to make use of their background knowledge to help them do the task. Then, in the task-proper phase, it is time for the learners to do the task. At last, in the follow-up phase, they report and submit their work on the task and then receive comments and feedback from the teacher.

f. Task Components

When talking about tasks, it is clear that we should consider the components as well. There are many statements about task components stated by some experts. The first statement comes from Candlin in Nunan (2004: 47) who states that tasks should contain seven components; they are input, roles, settings, actions, monitoring, outcomes, and feedbacks. Meanwhile, Shavelon and Stern in Nunan (2004: 47) suggest that minimally a task design should take into consideration the elements of: contents, materials, activities, goals, students, and social community. On the other hand, Wright in Nunan (2004: 47) suggests that at least, a task contain two elements.

Referring to the descriptions above, Nunan (2004: 48) concludes that there are six components of tasks. They are goal, input, activities, teacher's role, learner's role, and setting. Goal refers to anything related to a range of general outcomes (communicative, affective, or cognitive), and one that directly describes the teacher or the learner demeanour. Although it is not always explicitly stated, it is considered as important in the syllabus in the early step. The second is input. It refers to the spoken, written, and visual data that learners work with in the course of completing a task (Nunan, 2004: 48). Next, there is procedure. In the procedure, the learners will be given tasks related to the input and it will be in the more specified form. (Nunan, 2004: 52). In line with this, Rivers and Temperley (1978) in Nunan (2004: 54) states that a good procedure can also be seen by whether the process focuses on the skill using or skill getting as the goal. The next component is task type. According to Nunan (2004: 58), the choice of task types

that will be carried out in the learning process is based on the teacher's method or strategy in conducting the learning activity. Another component is teacher and learner roles. As stated by Nunan (2004), the term "role" refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants. The method or approach applied in the classroom is the factor which decides what the teacher and learners are supposed to do during the learning process. Finally, setting is the last component. It refers to the classroom arrangements specified of implied in the task (Nunan, 2004: 70). A good choice of setting for doing the task will become the key to set up the classroom mood and support the learning process.

B. Review of Relevant Study

The study relevant to the results of this research is one conducted by Febriyani Asih Rahayu (2014) entitled Developing English Learning Materials for Grade XI Students of Fishery Study program at SMK N 1 Bawang. The objectives of the study are to describe the target needs and learning needs of Grade XI students of Fishery Study program and develop appropriate English learning materials for them. The study belongs to Research and Development (R & D).

Based on the expert judgment data of the study, it is shown that the materials developed in the study were considered as appropriate to be used in the learning process in the classroom. It can be seen from the mean value of all aspects of the developed materials which is 3.91 so that the materials were categorized as "Very Good". Thus, it can be concluded that the developed

materials were considered as able to improve the English proficiency of Grade XI students of Fishery Study program.

The study above has some similarities with this research in terms of the approach used in developing the materials. The approach used in the study is scientific approach. Based on the relevant study above, the developed materials of this research is expected to be able to help improve the learners' English proficiency, especially Grade XI students' of Hotel Management department of SMK N 1 Sewon.

C. Conceptual Framework

In developing the materials for Grade XI students of vocational high school, many factors playing important roles are needed to consider. Developing materials for students of vocational high school is categorized as designing ESP (English for Specific Purpose) course and materials since the process involves the needs analysis activities. Needs analysis is needed to collect information about the students in order to be able to develop appropriate materials that meet the students' needs and interests. It comprises students' target needs and learning needs.

Based on Curriculum 2013, scientific approach is considered as the basic approach to be applied in the English language teaching and learning. Then, in developing materials for Grade XI students of Hotel Management department, the characteristics of the instructional process of the steps of scientific approach will be taken into consideration. They include focusing on developing students' communicative competence, engaging students to read and comprehend a text

then summarize and present it with their own language, training students and familiarizes them to the process of creating systematic, logic, and effective texts through a series of tasks, providing students with the knowledge of the genres of texts, and enabling students to express their opinions and knowledge with fluency and accuracy.

The materials that will be developed will comprise three units. Each unit will consist of several tasks that are developed according to the selected theme and topic. Then, as the last step, the materials will be assessed whether it has met the requirements of good learning materials. In this case, the materials should meet the criteria of good learning materials as proposed by Tomlinson (1998) which undergoes some modifications in order to fit the materials for vocational high schools: Materials should achieve impact in terms of learning needs and target needs especially of students of Hotel Management department; materials should help learners feel at ease; materials should help learners develop confidence as if they do jobs in a hotel in real situation; what is being taught should be perceived by learners as relevant and useful for the hotel jobs they will do; materials should require and facilitate learner self-investment; materials should prepare learners to acquire the points of being taught; materials should expose the learners to language in authentic use, especially ones related to the hotel situation; the learners' attention should be drawn to linguistic features of the input; materials should provide the learners with opportunities to use the language and terms especially used in hotels to achieve communication purposes in both oral and written; materials should take into account that the positive effects of

instruction are usually delayed; materials should take into account that learners have different learning styles; materials should take into account that learners have differ in affective attitudes; materials should permit a silent period at the beginning of the instruction for the learners need to concentrate before doing the tasks; materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left brain activities; materials should not rely too much on controlled practice; materials should provide opportunities for outcome feedback. Eventually, the expert judgment is needed to be the basis of the assessment of the materials. It includes the quality of content, presentation, language, and graphic design. Therefore, conducting this research of developing appropriate English learning materials for the students of Hotel Management department which meet their target needs and learning needs is important because of the absence of the appropriate materials.

CHAPTER III

RESEARCH METHOD

In the previous chapter, the researcher presents the theories and the concept related to the research. This chapter explains the type of the research, research setting, subjects of the research, research procedure, data collection techniques and instruments, and data analysis techniques.

A. Type of the Research

This research is aimed at developing English learning materials which are appropriate for Grade XI students of Hotel Management department. Therefore, this research belongs to Research and Development (R & D). The purpose of R & D research is to design new products and procedures, which are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards. However, the research here does not use field-test or try out and ends at expert judgment. The English learning materials are developed based on the students' needs analysis.

B. Research Setting

The research was conducted from December 2014 to February 2015. The needs analysis was carried out on 12th December 2014 at SMK N 1 Sewon which is located at Jl. Pulutan, Pendowoharjo, Sewon, Bantul, Yogyakarta. The school was chosen as the research setting for there was a department which was related to Hotel Management.

Further, since the materials were developed based on Curriculum 2013, the students who would be the subjects of the research were those who study at Grade XI at SMK N 1 Sewon which had employed Curriculum 2013.

C. Research Subjects

This R & D research was applied to 27 Grade XI students of Hotel Management department of SMK N 1 Sewon in the academic year of 2014/2015.

D. Research Procedure

The procedure of this research consists of five steps. It follows the research procedure proposed by Gall, Gall and Borg (2003) and Masuhara in Tomlinson (1998: 247). However, some adaptations were made in order to make the research feasible with the research setting. They were as follows:

1. Conducting the Needs Analysis

The first step in the research was conducting needs analysis. The aim of conducting needs analysis was to gather information about the students' needs and learning context. The needs analysis was conducted by distributing the questionnaires to Grade XI students of Hotel Management Department of SMK N 1 Sewon. The data were then analyzed by using the appropriate data analysis techniques. The results were the main basis to be taken into account in developing the materials.

2. Designing the Syllabus

The data or information gathered in the needs analysis were then used to design the syllabus. The purpose of designing the syllabus was to schedule, arrange, and organize the content of the materials. It became the guidance for the

researcher in developing the materials. The content of the syllabus itself was the goals, indicators, input, language focus (vocabulary and grammar), activities, and setting.

3. Developing the Materials

The next step was developing the materials. The syllabus was used as consideration of it. It consisted of three units with 25 tasks for each which covered four language skills: listening, speaking, reading, and writing.

4. The Expert Judgment

The materials that had been developed (or the first draft) then were assessed based on the expert judgment. The expert assessed whether the materials had met the requirements of good materials appropriate to be given to the students. Besides, the expert also gave comments and opinion about the materials to be evaluated.

5. Evaluating the Materials and Writing the Final Draft

The evaluation given by the expert was considered to revise the first draft of the materials. Then, it was considered as the final draft as it has been revised.

E. Data Collecting Technique and Instruments

The data were collected by using questionnaires. There were two types of questionnaires in this research. The first questionnaire was used to conduct the needs analysis and the second one was used to assess the materials based on the expert judgment. The organization of the two questionnaires is as follows:

Table 3: **The Organization of the Needs Analysis Questionnaire (First Questionnaire)**

No.	Aspects	The Aims of the Questions	Item Number	References
1.	Goals	To find out the students' expectation towards English learning.	1	Brown (2001: 142) Nunan (2004: 174)
2.	Necessities	To find out the students' needs related to the target situation.	5	Hutchinson (1987: 55)
3.	Lacks	To find out the gap between the students' existing proficiency and the target proficiency.	2, 3, 4	Hutchinson (1987: 55)
4.	Wants	To find out the students' wants towards the materials.	6	Hutchinson (1987: 55)
5.	Input	To find out the learners' preferred topic of texts.	7, 8, 9, 10	Nunan (2004: 47-52)
		To find out the learners' preferred length of texts as the input for listening, speaking, reading, and writing.	11, 12, 13, 14	Nunan (2004: 47-52)
		To find out the learners' preferred form of texts as the input for listening, speaking, reading, and writing.	15, 16, 17, 18	Nunan (2004: 47-52)
6.	Procedures	To find out the learners' preferred listening activities.	19	Nunan (2004: 53-63), Hutchinson and Waters (1987: 60-63)
		To find out the learners' preferred speaking activities.	20	Nunan (2004: 53-63), Hutchinson and Waters (1987: 60-63)
		To find out the learners' preferred reading activities.	21	Nunan (2004: 53-63), Hutchinson and Waters (1987: 60-63)
		To find out the learners' preferred writing activities.	22	Nunan (2004: 53-63), Hutchinson and Waters (1987: 60-63)
		To find out the learners' preferred vocabulary activities.	23	Nunan (2004: 53-63), Hutchinson and Waters (1987: 60-63)
		To find out the learners' preferred grammar activities.	24	Nunan (2004: 53-63), Hutchinson and Waters (1987: 60-63)
		To find out the learners' preferred pronunciation activities.	25	Nunan (2004: 53-63), Hutchinson and Waters (1987: 60-63)
7.	Setting	To find out the learners' preferred learning styles and setting.	26, 27	Nunan (2004: 70)
8.	Learner Roles	To find out the learners' preferred roles.	28	Nunan (2004:67)
9.	Teacher Roles	To find out the learners' preferred teacher roles.	29	Nunan (2004:64)

Table 4: **The Organization of the Expert Judgment Questionnaire (Second Questionnaire)**

No.	Aspects	The Aims of the Questions	Item Number	References
1.	Content	To validate the appropriateness of the materials with the core competence and basic competence.	1-6	PUSBUK (2007)
		To validate the accuracy.	7, 8	PUSBUK (2007)
		To validate the learning material support.	9, 10	PUSBUK (2007)
2.	Language	To validate the appropriateness of the language with the students' cognitive development.	15	PUSBUK (2007)
		To validate that the language used is communicative.	16-18	PUSBUK (2007)
		To validate the cohesiveness and the coherences.	11-14	PUSBUK (2007)
3.	Presentation	To validate the technique of presentation.	19-22	PUSBUK (2007)
		To validate the presentation of learning.	23-26	PUSBUK (2007)
		To validate the presentation comprehensiveness.	27-30	PUSBUK (2007)
4.	Graphic Design	To validate the appropriateness of the materials' layout and the content design.	31-36	PUSBUK (2007)

F. Data Analysis Techniques

1. The First Questionnaire (Needs Analysis)

The data collected from the first questionnaire (Needs Analysis) were analyzed through calculating the percentage of each answer of the questionnaire by using the formula of:

$$P\ (\%) = \frac{f}{N} \times 100$$

P : Percentage (%)
f : Frequency
N : Total of Respondents
100 : Fixed Number

2. The Second Questionnaire (Expert Judgment)

The second questionnaire (Expert Judgment) uses *Likert-Scale* as the instrument of measurement. Previously, the data were calculated by calculating the means of the data. The means were calculated by using the formula of data conversion below.

$$Mn\ (\bar{X}) = \frac{\sum fX}{N}$$

Mn ($\bar{X}$) : Mean
$\sum fX$: The Sum of Scores
N : The Number of Questions

Then, the means were converted to the descriptive analysis which is derived from the formula proposed by Suharto (2006: 52-53). The formula is presented below.

$$R = \frac{Xh - Xl}{4}$$

R : Range
Xh : The Highest Score
Xl : The Lowest Score
4 : Range of *Likert-Scale*

In converting the data to the descriptive analysis, the Data Conversion Table proposed by Suharto (2006) was used as the indicator to show which categories each data belongs to. There are four scales in which each represents a descriptive category in certain interval. They are presented in Table 5.

Table 5: **Data Conversion Table (Suharto, 2006: 52-53)**

Scales	**Interval**	**Descriptive Categories**
1	$1 \leq \bar{X} \leq 1.74$	Poor
2	$1.75 \leq \bar{X} \leq 2.49$	Fair
3	$2.5 \leq \bar{X} \leq 3.24$	Good
4	$3.25 \leq \bar{X} \leq 4$	Very Good

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research conducted in 12th December 2014. It covers the results of the needs analysis, the syllabus, the first draft of the materials, the expert judgment data, the final draft of the materials, and the discussion.

A. Research Findings

1. The Results of the Needs Analysis

The results of the needs analysis are divided into two parts. The first part discussed the students' target needs. The second part presented the students' learning needs. Following is the discussions of the students' target needs and learning needs.

a. Target Needs

1) Goals

The first item of the needs analysis is about the students' goals in learning English. The data about the students' intentions in learning English is presented in Table 6. In Table 6, it is shown that 92.59% of total respondents stated that their intention of learning English was to support their career in hotel jobs in the future. There were 81.48% of total respondents who believed that the purpose behind their participation in English learning was to be able to communicate in English in oral and written form, and to prepare to continue study in university related to Hotel Management department. In conclusion, most students' expectation in

learning English was that English could support them in achieving good careers regarding the field of hotel management.

Table 6: **Goals**

Items	**Goals**	**N**	***f***	**Percentage (%)**
The students' goal of learning English	To get good grades	27	21	77.78
	To pass the national exam	27	21	77.78
	To be able to communicate in English in oral and written form	27	22	81.48
	To support the career in hotel jobs in the future	27	*25*	*92.59*
	To prepare to continue study in university related to hotel management department	27	22	81.48

2) Necessities

"Necessities" refers to something the learners need to know in order to be able to do the jobs effectively in the target situation. Based on the results of the needs analysis, the students' necessities are as follows.

Table 7: **Necessities**

Items	**Levels of English Proficiency**	**N**	***f***	**Percentage (%)**
The students' English proficiency level required	Beginner	27	0	0
	Intermediate	27	1	3.70
	Advanced	27	*26*	*96.30*

Based on Table 7 above, most of the students believed that the advanced level is very important to support their careers in hotel area. There were 96.30% of students who thought that they should reach the advanced level of English in order to be able to do their jobs well in the future. It means that they should be

able to make use of English effectively in every purpose: social, academic, and professional. Besides, they should also be able to comprehend the meaning of every type and form of complex texts, its implicit meaning as well, and to communicate in every condition correctly and fluently.

Table 8: **Necessities**

Items	**Uses of English**	**N**	***f***	**Percentage (%)**
The use of English for the students in doing their jobs in the future	To understand texts/reading materials in English related to hotel management	27	18	66.67
	To communicate with fellow workers, superiors, or customers	27	*26*	*96.30*
	To communicate in the written forms formally and informally	27	11	40.74

From Table 8 above, it can be seen that there were 96.30% of students who thought that they will use English as a means to communicate with their fellow workers, superiors, or customers in the future. There were also 66.67% of students who believed that they will use English to understand texts/reading materials in English related to hotel management. To summarize, the students preferred the use of English to achieve the understanding of all information about hotel management in English including using English as a means to communicate in the workplace.

3) Lacks

Lacks is deemed as the gap between the target proficiency and the learners' existing proficiency. In other words, it is the gap between what the learners already know and what they do not. In this study, the data regarding students' lacks is presented as follows.

Table 9: **Lacks**

Items	**Levels of English Proficiency**	**N**	***f***	**Percentage (%)**
The students' current English proficiency level	*Beginner*	27	*22*	*81.48*
	Intermediate	27	5	18.52
	Advanced	27	0	0

Table 9 above shows the data of the students' current English proficiency level. There were 81.48% of students who were in the beginner level and there were 18.52% of the rest who were in the intermediate level. Based on these results, it could be said that the English proficiency level of the most students at Grade XI of Hotel Management department of SMK N 1 Sewon fell in the beginner category.

Table 10: **Lacks**

Items	**Skills of English**	**N**	***f***	**Percentage (%)**
The difficulties the students have in learning English in	Listening	27	14	51.85
	Speaking	27	*18*	*66.67*
	Reading	27	3	11.11
	Writing	27	9	33.33
	Vocabulary	27	14	51.85
	Grammar	27	14	51.85
	Pronunciation	27	15	55.55

From Table 10, it can be seen that there were 66.67% of students saying that they found speaking difficult to learn. Also, there were 55.55% of students who found difficulties in pronunciation.

As the conclusion, it is expected that the students should improve their current English proficiency level in order to cover the requirements of the target situation when they do their job in the future. The second is that the students

should be given more attention on speaking and pronunciation in which they find difficulties in both of them.

4) Wants

Wants is the perception, points of view and thoughts of the learners regarding their needs. Below are the results of the students' wants.

Table 11: **Wants**

Items	**Uses of English**	**N**	***f***	**Percentage (%)**
The students' expectations in learning English	*Able to achieve vocabulary mastery including its meaning and pronunciation related to hotel management*	27	*27*	*100.00*
	Able to use grammar correctly	27	21	77.78
	Able to differentiate formal and informal utterances	27	17	62.96

In general, English learning is expected to make students able to communicate in English fluently in oral and written form. Yet, besides that, the data in Table 11 shows that all of the students wanted to be able to achieve vocabulary mastery including its meaning and pronunciation related to the hotel management. Therefore, they need to improve their vocabulary lists. Then, there were 77.78% of students who wanted to be able to use grammar correctly.

b. Learning Needs

In designing the learning materials, learning needs play an important role to consider the input and the procedures. There were twenty three points of the needs analysis to find out their preferred input, activities, setting, roles, and teacher roles in the English learning process. The following tables are presented to show the results of the needs analysis in terms of learning needs. Besides, the

activities other than the four skills like listening, speaking, reading, and writing, are added in order to complete the English proficiency skills such as grammar, pronunciation, and vocabulary.

1) Input

Input can be considered as types of data that are used to organize the learning materials. It consists of the topics, the types of learning activities, and the length of the texts. The tables below provide the data that show the preferred input of Grade XI students of Hotel Management department of SMK N 1 Sewon.

Table 12: **Listening Input**

Items	**Topics**	**N**	***f***	**Percentage (%)**
The students' preferred topic for listening	Daily life	27	22	81.48
	Hotel management	27	*23*	*85.19*
	Recent issues	27	12	44.44
	Fashion	27	14	51.85
	Technology	27	9	33.33
	Sports	27	12	44.44
	History	27	8	29.63

In Table 12 above, there were 85.19% of the students who preferred the topic which is related to hotel management. As the second tendency, there were 81.48% of the students who wanted daily life as the topic for the listening input.

Table 13: **Listening Input**

Items	**Inputs**	**N**	***f***	**Percentage (%)**
The students' preferred input for listening	*Monologue and dialogue*	27	*18*	*66.67*
	Monologue and dialogue with pictures	27	*18*	*66.67*

Table 13 above presents the students' desired inputs for learning listening. Out of three options provided for the students, two options were chosen equally. There were 66.67% of the students who preferred the listening input in the form of monologue and dialogue with or without pictures.

Table 14: **Listening Input**

Items	**Length of Texts**	**N**	***f***	**Percentage (%)**
The students' preferred length of texts for listening	*<100 words*	27	*20*	*74.07*
	100 – 150 words	27	4	14.81
	150 – 200 words	27	3	11.11
	>200 words	27	0	0

Based on the Table 14 above, it is shown that there were 74.07% of the students who wanted to have listening input with less than 100 words in length. Also, there were 14.81% of students who preferred doing listening tasks with 100 to 150 words in length.

Table 15: **Speaking Input**

Items	**Topics**	**N**	***f***	**Percentage (%)**
The students' preferred topic for speaking	*Daily life*	27	*25*	*92.59*
	Hotel management	27	24	88.89
	Recent issues	27	7	25.93
	Fashion	27	13	48.15
	Technology	27	12	44.44
	Sports	27	14	51.85
	History	27	10	37.04

Table 15 above shows the results of the students' preferred topics for speaking. Most of the students (92.59%) would like 'daily life' to be the topic for learning speaking. Then, the second alternative as the topic for learning speaking is the topic about hotel management (88.89%).

Table 16: **Speaking Input**

Items	**Inputs**	**N**	***f***	**Percentage (%)**
The students' preferred input for speaking	Monologue and dialogue	27	14	51.85
	Monologue and dialogue with pictures	27	*25*	*92.59*

Table 16 above represents the input the students would like to do the speaking tasks. Most of the students preferred monologue and dialogue with pictures for the speaking input with 92.59% of the total respondents, or twenty five out of twenty seven.

Table 17: **Speaking Input**

Items	**Length of Texts**	**N**	***f***	**Percentage (%)**
The students' preferred length of texts for speaking	*<100 words*	27	*10*	*37.04*
	100 – 150 words	27	7	25.93
	150- 200 words	27	5	18.52
	>200 words	27	5	18.52

In Table 17, it can be concluded that there 37.04% of the students (or ten out of twenty seven) who desired the speaking texts less than 100 words in length. Another preferred length of texts for speaking input was texts with 100 to 150 in length.

Table 18 below presents the students' preferred reading topics. There were 92.59% of the students who would like to choose the topic related to hotel management. As the second alternative, there were 77.78% of the students who preferred daily life as the topic for their learning reading.

Table 18: **Reading Input**

Items	**Topics**	**N**	***f***	**Percentage (%)**
The students' preferred topic for reading	Daily life	27	21	77.78
	Hotel management	27	*25*	*92.59*
	Recent issues	27	11	40.74
	Fashion	27	15	55.55
	Technology	27	11	40.74
	Sports	27	12	44.44
	History	27	10	37.04

Table 19: **Reading Input**

Items	**Inputs**	**N**	***f***	**Percentage (%)**
The students' preferred input for reading	*Short functional texts*	27	*22*	*81.48*
	Essay texts	27	*22*	*81.48*

Table 19 above shows the students' desired inputs for learning reading. The two options given to the students have equal rate with 81.48% of the students who wanted both short functional texts and essay texts for their reading input.

Table 20: **Reading Input**

Items	**Length of Texts**	**N**	***f***	**Percentage (%)**
The students' preferred length of texts for reading	<100 words	27	7	25.93
	100 – 150 words	27	7	25.93
	150- 200 words	27	*8*	*29.63*
	>200 words	27	5	18.52

Table 20 presents the results of the students' preferred length of texts for learning reading. There were 29.63% of the total respondents who thought that the ideal reading texts should consists of 150 to 200 words. As for the second tendency, there are two options the students chose which have the equal

percentage. There were 25.93% of the students who desired the reading texts which consist of less than 100 words and 100 to 150 words.

Table 21: **Writing Input**

Items	**Topics**	**N**	***f***	**Percentage (%)**
The students' preferred topic for writing	*Daily life*	27	*22*	*81.48*
	Hotel management	27	21	77.78
	Recent issues	27	10	37.04
	Fashion	27	14	51.85
	Technology	27	13	48.15
	Sports	27	12	44.44
	History	27	11	40.74

From Table 21, the results of the students' preferred topics for learning writing is presented. There were 81.48% of the students who preferred tasks related to daily life to do. The second alternative is that 77.78% of the students chose hotel management as the topic which would help them learn writing.

Table 22: **Writing Input**

Items	**Inputs**	**N**	***f***	**Percentage (%)**
The students' preferred input for writing	Examples of texts which are going to be learnt	27	17	62.96
	Vocabulary lists related to the topic	27	*23*	*85.19*
	The explanation of the structures of sentences or texts which are going to be learnt	27	19	70.37

Table 22 above presents the desired inputs for learning writing. There were 85.19% of the students who wanted vocabulary lists which are related to the topic as the writing input. As the second alternative, there were 70.37% of the total respondents who preferred the explanation of the structures of sentences or texts which are going to be learnt as the writing input.

Table 23: **Writing Input**

Items	Length of Texts	N	*f*	Percentage (%)
The students' preferred length of texts for writing	*<100 words*	27	*12*	*44.44*
	100 – 150 words	27	9	33.33
	150- 200 words	27	3	11.11
	>200 words	27	3	11.11

In Table 23 above, it is shown that the results of the students' preferred length of texts for writing are various. There were 44.44% of the students who believed that the suitable length of texts for leaning writing is less than 100 words. Then, the second alternative of preferred input for writing was chosen by 33.33% of the total respondents. They wanted texts with 100 to 150 words in length as the input for learning writing.

To summarize, the results of the desired materials inputs of Grade XI students of Hotel Management department of SMK N 1 Sewon above were varied. There were many different answers given by the students in deciding the most preferred inputs for the English learning. The consideration in deciding the preferred input was based on the two highest options chosen by the students.

2) Procedures

In procedures, what the students will actually do with the inputs that have been selected will be specified in the form of learning activities. Procedures are divided into seven items related to the students' preferred activities in learning English: listening activity, speaking activity, reading activity, writing activity, vocabulary activity, grammar activity, and pronunciation activity. Here are the

results of those seven questions in order to find out the preferred types of activities of Grade XI students of Hotel Management of SMK N 1 Sewon.

Table 24: **Listening Procedures**

Items	**Listening Activities**	**N**	***f***	**Percentage (%)**
The students' preferred type of activities for learning listening	*Identifying the general information in the monologue/dialogue*	27	*18*	*66.67*
	Identifying the specific information in the monologue/dialogue	27	9	33.33
	Identifying specific utterances in the monologue/dialogue	27	10	37.04
	Answering questions orally related to the monologue/dialogue	27	14	51.85
	Answering questions in written form related to the monologue/dialogue	27	12	44.44
	Completing sentences by listening to the monologue/dialogue	27	14	51.85
	Retelling the content of the monologue/dialogue	27	11	40.74

In Table 24 above, the results of the students' preferred types of activities for learning listening are presented. There were 66.67% of the students who would like to do tasks in which they are asked to identify the general information in the monologue or dialogue. As the second tendency, the students preferred two listening activities equally with 51.85% of the total respondents. They like to do tasks like answering questions orally related to the monologue or dialogue and completing sentences by listening to the monologue or dialogue.

Table 25: **Speaking Procedures**

Items	Speaking Activities	N	*f*	Percentage (%)
The students' preferred type of activities for learning speaking	Practicing a model of monologue/dialogue in front of the class	27	13	48.14
	Creating a monologue/dialogue and then practicing it in front of the class	27	*16*	*59.26*
	Presenting a report, a speech, a story, a poem, and etc.	27	11	40.74
	Discussing and making a conclusion about a topic and then presenting it in front of the class	27	*16*	*59.26*

Table 25 above shows the results of the students' preferred speaking activities. There are two options that were chosen equally by the students with 59.26% of the total respondents. The students wanted the speaking activities such as creating a monologue/dialogue and then practicing it in front of the class, and discussing and making a conclusion about a topic and then presenting it in front of the class. The second alternative is practicing a model of monologue/dialogue in front of the class.

Table 26: **Reading Procedures**

Items	Reading Activities	N	*f*	Percentage (%)
The students' preferred type of activities for learning reading	Reading aloud a paragraph	27	10	37.04
	Completing a text by using the words provided	27	17	62.96
	Reading a text to find the general idea	27	*18*	*66.67*
	Reading a text to find the specific information	27	14	51.85
	Reading a text and then answering the questions related to it	27	11	40.74
	Deciding whether the statement is true or false based on the text	27	12	44.44
	Making a summary from a text	27	8	29.63

For the reading activities, Table 26 above presents that there were 66.67% of the students who preferred reading a text to find the general idea for performing reading. There were also 62.96% of the students who believed that they would learn reading best by completing a text by using the words provided.

Table 27: **Writing Procedures**

Items	**Writing Activities**	**N**	***f***	**Percentage (%)**
The students' preferred type of activities for learning writing	*Arranging the jumble words into a good sentence*	27	*21*	*77.78*
	Arranging the jumble sentences into a good paragraph	27	16	59.26
	Arranging the jumbled paragraph into a good text	27	12	44.44
	Identifying and correcting the spelling error in a sentence	27	12	44.44
	Identifying and correcting the punctuation error in a paragraph	27	10	37.04
	Writing a conclusion about a text	27	8	29.63
	Writing a text based on the example provided	27	11	40.74
	Writing a text based on a picture/table/diagram	27	13	48.15

From Table 27, it is shown that most of the students (77.78%) agreed that they would like to learn writing by arranging jumble words into a good sentence. As the second tendency, arranging jumbled sentences into a good paragraph was wanted by 59.26% of the students. To summarize, the students preferred arranging jumble words/sentences into a good sentence/paragraph for the writing activities.

Table 28: **Vocabulary Procedures**

Items	Vocabulary Activities	N	*f*	Percentage (%)
The students' preferred type of activities for learning vocabulary	Finding the meaning of a word in the dictionary	27	19	70.37
	Matching a word with its meaning	27	*20*	*74.07*
	Matching a word with the relevant picture	27	18	66.67
	Finding the synonym of a word	27	11	40.74
	Completing a sentence by using your own words in order to become a good sentence	27	8	29.63
	Memorizing a word with its meaning	27	11	40.74

The results of the students' desired types of activities for learning vocabulary are presented in Table 28 above. Most of the students (74.07%) found matching a word with its meaning interesting for them to do in the vocabulary learning. There were also 70.37% of the students who wanted the vocabulary activity such as finding the meaning of a word in the dictionary.

Table 29: **Grammar Input**

Items	Grammar Activities	N	*f*	Percentage (%)
The students' preferred type of activities for learning grammar	Identifying and correcting errors in the sentence structure	27	13	48.15
	Creating a sentence by using the given pattern	27	*19*	*70.37*
	Identifying and correcting the wrong words in a sentence	27	14	51.85

In Table 29, there were 70.37% of the students who believed that the best activity for achieving grammar mastery is through tasks in which they are asked to create a sentence by using the given pattern. The second tendency of the preferred types of activities was selected by 51.85% of the students. They would

like identifying and correcting the wrong words in a sentence as the tasks they will do in learning grammar.

Table 30: **Pronunciation Input**

Items	**Pronunciation Activities**	**N**	***f***	**Percentage (%)**
The students' preferred type of activities for learning pronunciation	*Imitating the pronunciation of a word by the teacher*	27	*24*	*88.89*
	Reading aloud a word with correct pronunciation	27	10	37.04
	Having a peer discussion about the pronunciation of a word	27	12	44.44

Table 30 above presents the results of the students' preferred types of activities for learning pronunciation. It is shown in the table that most of the students (88.89%) wanted the activity for having good pronunciation such as imitating the pronunciation of a word by the teacher. There were also 44.44% of the total respondents who believed that having a peer discussion about the pronunciation of a word will help them learn pronunciation best.

3) Setting

In general, "setting" refers to the place, the condition, the time, the situation, the methods, and the procedures. Meanwhile, in this research, setting is deemed as everything that is related to the classroom management, especially in completing tasks. Below are the results of the preferred classroom setting of Grade XI students of Hotel Management department of SMK N 1 Sewon.

Table 31: **Setting**

Items	**Methods**	**N**	***f***	**Percentage (%)**
The students' preferred way to do the tasks	Individually	27	11	40.74
	In pairs	27	*22*	*81.48*
	In groups	27	21	77.78

In Table 31, the students' preferred settings to do the tasks were presented. There were 81.48% of the students who would like to carry out the tasks given to them in pairs. The second tendency was chosen by 77.78% of all respondents. They believed that they would feel comfortable doing the tasks in groups.

Table 32: **Setting**

Items	**Places**	**N**	***f***	**Percentage (%)**
The students' preferred place to do the tasks	*Inside the classroom*	27	*18*	*66.67*
	Outside the classroom	27	7	25.93
	Inside and outside the classroom	27	15	55.55

From Table 32, it is shown that the students chose varied places to study English. There were 66.67% of the students who thought that learning English inside the classroom is the best for them. As the second alternative, 55.55% of the students preferred learning English both inside and outside the classroom. They believed that the environment inside and outside the classroom would give a good impact on the English learning process.

4) Learner Roles

Learner role refers to what the learners need to do to learn English, especially in completing the tasks given to them. The following table presents the students' preferred roles in the learning process.

Table 33: **Learner Roles**

Items	**Learner Roles**	**N**	***f***	**Percentage (%)**
The students' preferred roles in the learning process	*Listen to the teacher's explanation*	27	*23*	*85.18*
	Write down to the teacher's explanation	27	17	62.96
	Participate actively during the learning activity	27	18	66.67

From Table 33 above, most of the students (85.18%) preferred listening to the teacher's explanation during the learning process. They wanted the teacher's explanation to be the sole source of the information in learning English. As the second alternative, more than half of the total respondents (66.67%) wanted to participate actively during the learning activity.

5) Teacher Roles

Teacher role refers to the additional jobs of a teacher that are expected to be able to help the students besides his/her duty to teach. The table below shows the teacher's expected roles in order to help the students learn English.

Table 34: **Teacher Roles**

Items	Teacher Roles	N	*f*	Percentage (%)
The teacher's expected roles in the learning process	*Give an explanation and then ask to do the tasks*	27	*23*	*85.18*
	Give an adequate example before giving the tasks	27	20	74.07
	Go around the classroom and monitor the students' work	27	7	25.93
	Assist the students finding difficulties	27	14	51.85
	Take a role in the learning process	27	12	44.44

From Table 34 above, it is shown that most of the students (85.18%) wanted their teacher to give an explanation and then ask to do the tasks. As the second tendency, there were 74.07% of the students who preferred to be given an adequate example before given the tasks.

Finally, the results of the needs analysis above were used as a consideration in making a syllabus suitable to develop the materials for the students of Hotel Management department. Therefore, most of the items in the syllabus are made based on the results of the needs analysis above. The syllabus which was made consists of topic, achievement indicators, language functions, input, language focus, and procedures. Furthermore, the core competences and the basic competences of Grade XI of vocational high school students also play an important role on the process of making the syllabus.

2. The Syllabus

The next step in developing the materials was writing the syllabus. The syllabus was developed as the basis for the learning materials so that the materials are appropriate for the students according to their needs and interests. It consists

of seven items: unit titles, topics, indicators, language functions, inputs, language focus, and procedures. Below are the concise explanations about the syllabus for each unit. The complete syllabus of the materials in this research is in Appendix D.

a. Unit 1

The syllabus of Unit 1 takes core competences 1, 2, 3, 4, and basic competences 1.1, 2.3, 3.1, 4.1 as the basis of writing the syllabus. The title of the unit is *"What Would You Suggest?"* and the topic is hotels. The whole unit talks about hotels that will suit the guests best to stay. And as the title, the unit focuses on asking for and giving suggestion. The focus of the grammar is the use of modals or auxiliary as it is used to ask and give suggestion.

b. Unit 2

The syllabus of Unit 2 is derived from core competences 1, 2, 3, 4, and basic competences 1.1, 2.3, 3.9, 4.13. The title of this unit is *"What Is Bellboy?"* and the topic is hotel jobs. The whole unit talks about the jobs existing in a hotel including the job descriptions. The title and the topic represent the text type that will be learnt in the unit: report text. The focus of the grammar is the use of the simple present tense.

c. Unit 3

In Unit 3, the syllabus is made based on core competences 1, 2, 3, 4, and basic competences 1.1, 2.3, 3.6, 4.9 and 4.10. The title of this unit is *"How to Manage a Hotel"* and the topic is hotel management. As the title, the whole unit

will discuss various methods in running a hotel. The unit clearly focuses on procedure texts. The focus of the grammar is the use of the imperative sentence.

3. The Unit Design

After the syllabus has been formulated, the next step was developing the materials. Based on the syllabus, the materials are divided into three units in which each consists of twenty five tasks. The organization of the tasks referred to the theory of language teaching, the scientific approach. Based on this theory, a unit design must consist of six phases: observing, questioning, collecting, analyzing, communicating and creating. Moreover, there were also other considerations as stated in the literature review.

The developed materials cover the four language skills: listening, speaking, reading and writing. Reading and writing belong to the written cycle while listening and speaking belong to the spoken cycle. Every cycle in a unit consists of tasks which provide activities for the students to achieve the learning goals. Then, the procedures in the syllabus which were formulated based the students' needs and interests become the reference in developing the tasks. Based on the procedures, each unit of the materials is divided into two sections. The first section is the front page. It represents the title of the unit and the introductory paragraphs which state the learning objectives and what the students will learn in the unit.

After the front page, the students will find the main section which is the second section. The figure below shows the parts of the main section.

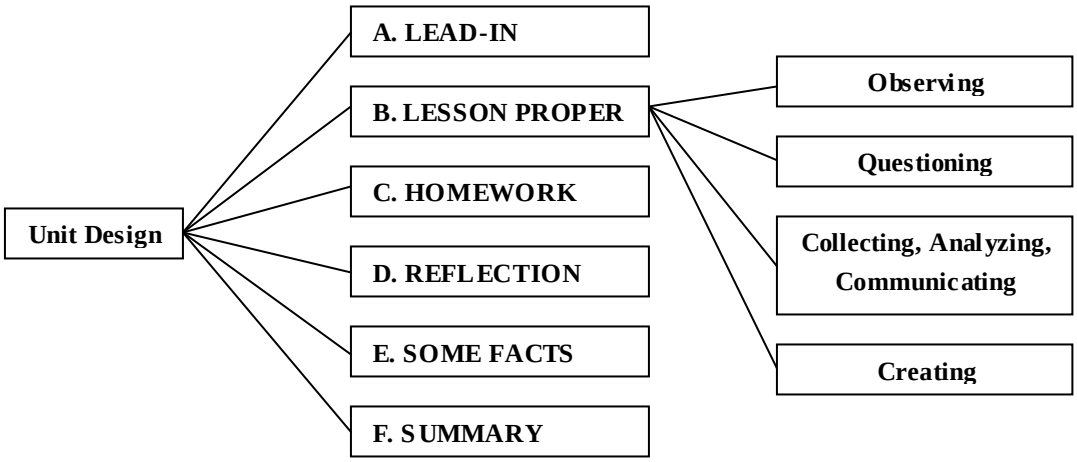

Figure 3: **The Materials Unit design**

Figure 3 shows that each unit of the materials has six parts: lead-in, lesson proper, homework, reflection, some facts and summary. The first part is lead-in. In lead-in, the activities are meant to help students have a schema building of the materials that will be learnt. Moreover, the students can recall their background knowledge through the activities.

The second part of the main section is lesson proper. It is divided into spoken cycle and written cycle which follow the steps of scientific approach in Curriculum 2013. Those steps are observing, questioning, collecting, analyzing, communicating and creating. In observing, students listen to or read texts and then are given the chance to observe items they want to know from the texts. Then, based on the items they want to know, they are required to make questions in questioning. The steps of collecting, analyzing and communicating are combined into the same tasks. In those tasks, students collect the information about the text and then analyze it so that they can communicate their findings to their classmates. In creating, students are guided in producing a text and then they have

to produce one. Moreover, students are given homework in the homework part and then asked to reflect their learning through the unit in the reflection part. The homework part is aimed to provide students more practice outside the classroom on what they have learnt from the unit while in the reflection part, the students are given the chance to reflect how much they have learnt from the unit. In the other part, there is an intermezzo which is presented in the form of some facts related to hotel management. The last part of the materials is summary. In summary, the students have a clear picture of text, language features and grammar in the unit.

4. The First Draft of the Materials

The developed materials consist of three units. Below is the description of each of them.

a. Unit 1

Unit 1 is developed based on the syllabus which takes core competences 1, 2, 3, 4, and basic competences 1.1, 2.3, 3.1, 4.1 as the basis of the syllabus design. The title of the unit is "What Would You Suggest?" and the topic is hotels. The whole unit talks about hotels that will suit the guests best to stay. And as the title, the unit focuses on asking for and giving suggestion. The focus of the grammar is the use of modals or auxiliary as it is used to ask and give suggestion.

The core competences and basic competences require the students to be able to analyze the social function, the text structure, and the language features of the expressions of asking for and giving suggestion, offering, accepting and refusing according to the context, and also to produce the text in both spoken and

written form. The unit is divided into two cycles. They are spoken cycle and written cycle in which each consists of several tasks.

In Unit 1, there are 25 tasks: 3 tasks belong to warm-up activities, 11 tasks belong to reading and writing activities, 10 tasks belong to listening and speaking activities, and 1 task belongs to homework activity. The description of each task is in Appendix E.

b. Unit 2

Unit 2 is developed based on the syllabus that is derived from core competences 1, 2, 3, 4, and basic competences 1.1, 2.3, 3.9, 4.13. The title of this unit is "What Is Bellboy?" and the topic is hotel jobs. The whole unit talks about the jobs existing in a hotel including the job descriptions. The title and the topic represent the text type that will be learnt in the unit: report text. The focus of the grammar is the use of the simple present tense.

The core competences and basic competences require the students to be able to analyze the social function, the text structure, and the language features of report text and also to produce the text in both spoken and written form. The unit is divided into two cycles. They are spoken cycle and written cycle in which each consists of several tasks.

In Unit 2, there are 25 tasks: 3 tasks belong to warm-up activities, 12 tasks belong to reading and writing activities, 9 tasks belong to listening and speaking activities, and 1 task belongs to homework activity. The description of each task is in Appendix E.

c. Unit 3

In Unit 3, the materials are developed based on the syllabus made based on core competences 1, 2, 3, 4, and basic competences 1.1, 2.3, 3.6, 4.9 and 4.10. The title of this unit is "How to Manage a Hotel" and the topic is hotel management. As the title, the whole unit will discuss various methods in running a hotel. The unit clearly focuses on procedure texts. The focus of the grammar is the use of the imperative sentence.

The core competences and basic competences require the students to be able to analyze the social function, the text structure, and the language features of procedure text and also to produce the text in both spoken and written form. The unit is divided into two cycles. They are spoken cycle and written cycle in which each consists of several tasks.

In Unit 3, there are 25 tasks: 3 tasks belong to warm-up activities, 10 tasks belong to reading and writing activities, 11 tasks belong to listening and speaking activities, and 1 task belongs to homework activity. The description of each task is in Appendix E.

5. The Expert Judgment

After the first draft of the materials was developed, the next step was the expert judgment. As the name, in this step, the materials were evaluated and judged by an expert. The expert was Suharso, M.Pd. He is a lecturer of English Education Department of Yogyakarta State University who has thirty-year experience of teaching. The results of the expert judgment will be elaborated as follows:

a. The Results of the Expert Judgment and Revisions of Unit 1

1) The Results of the Expert Judgment of Unit 1

In the process of expert judgment, there were four aspects of materials that were evaluated: the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphic. Following are the results of the analysis of the expert judgment of Unit 1.

a) The Appropriateness of the Content

In evaluating the developed materials, the first aspect to evaluate is the appropriateness of the content. The results of the analysis of the appropriateness of the content of Unit 1 are presented in Table 35.

In Table 35, it is shown that the mean value of the appropriateness of the content of Unit 1 is 3.1. This value is in the range of $2.5 \leq \bar{X} \leq 3.24$ which means that the appropriateness of the content of Unit 1 is categorized as "Good". Form this result, it can be concluded that the content of the materials was appropriate.

However, there were some inputs and suggestions given by the expert. The expert suggested that the texts in Unit 1 should be more relevant to the two core competences. Some texts in Unit 1 needed to be revised in some parts so that it would become appropriate for the students to learn

Table 35: **The Appropriateness of the Content of Unit 1**

No.	Items	Score
1.	The developed materials are in accordance with the two basic competences.	3
2.	The topic of the unit of the developed materials is relevant to the daily life of Grade XI students of Hotel Management Department.	4
3.	The texts in the developed materials are relevant to the two basic competences.	3
4.	The developed materials involve the explanation of the structure of a text.	3
5.	The developed materials involve the explanation of the social functions of a text.	3
6.	The developed materials involve the explanation of the language features of a text.	3
7.	The developed materials involve vocabulary learning tasks which are relevant to the requirements of the curriculum.	3
8.	The developed materials involve pronunciation learning tasks which are relevant to the requirements of the curriculum.	3
9.	The developed tasks involve learning activities which guide the students to develop their communicative competence in spoken language.	3
10.	The developed tasks involve learning activities which guide the students to develop their communicative competence in written language.	3
Mean ($\bar{X}$)		**3.1**

b) The Appropriateness of the Language

The second aspect to be evaluated in the developed materials is the appropriateness of the language. The results of the analysis of the appropriateness of the language of Unit 1 are presented in Table 36.

From Table 36 below, it can be seen that the mean value of the appropriateness of the language of Unit 1 is 3.3. This value is in the range of $3.25 \leq \bar{X} \leq 4$. It indicates that the appropriateness of the language of Unit 1 is categorized as "Very Good". From this result, it can be concluded that the language used in the materials is considered appropriate.

Table 36: **The Appropriateness of the Language of Unit 1**

No.	Items	Score
11.	The language used in the developed materials is grammatically correct.	3
12.	The language used in the developed materials has no mistakes in spelling.	3
13.	The language used in the developed materials chooses the correct choice of words.	3
14.	The language used in the developed materials is comprehensible.	4
15.	The language of instructions and explanations is in accordance with the students' cognitive development.	4
16.	The language used in the developed materials is in accordance with the basic principles of English.	3
17.	The language used in the developed materials reflects the conveying of meaning orderly.	3
18.	The language used in the developed materials uses one variation of English.	3
Mean ($\bar{X}$)		**3.3**

However, there were some suggestions given by the expert in order to improve Unit 1. The expert suggested some revisions to be done in terms of language, especially in grammar. Some parts in Unit 1 had grammatical errors. The other suggestion was that the developed materials should only use one variation of English. Therefore, the expert suggested the researcher to check whether all the words in the materials use one variation of English, including those in Unit 1.

c) The Appropriateness of the Presentation

The next aspect to be assessed in the developed materials is the appropriateness of the presentation. The following table shows the results of the analysis of the appropriateness of the presentation of Unit 1.

Table 37: **The Appropriateness of the Presentation of Unit 1**

No.	Items	Score
19.	The learning activities are in accordance with the steps of scientific-approach-based learning as required by Curriculum 2013.	3
20.	The learning activities are in accordance with the characteristics of Communicative Language Teaching.	3
21.	The learning activities are presented starting from guided tasks and gradually moving to the free production tasks.	3
22.	The learning activities include the activities focusing on the linguistic features and communicative tasks.	3
23.	The learning activities encourage the students to actively interact in English with classmates, teachers, and other people.	3
24.	The learning activities encourage the students to get involved in both spoken and written communicative events on their own initiative.	3
25.	The learning activities encourage the students to take responsibility on their own learning.	3
26.	The learning activities encourage the students to reflect what they have achieved and what they lack during their learning process.	3
27.	Every unit of the developed materials states the learning objectives.	3
28.	Every unit of the developed materials includes the summary of the unit.	3
29.	Every unit of the developed materials includes a task or two as homework.	3
30.	Every unit of the developed materials has an intermezzo relevant to the instructional process.	3
Mean ($\bar{X}$)		**3**

Table 37 above shows that the mean value of the appropriateness of the presentation of Unit 1 is 3. This value falls into the range of $2.5 \leq \bar{X} \leq 3.24$ which means that the appropriateness of the presentation of Unit 1 is categorized as "Good". Based on this result, it can be inferred that the presentation of the materials was considered appropriate.

d) The Appropriateness of the Graphic

The last aspect to be evaluated is the appropriateness of the graphic of the developed materials. The table below shows the results of the analysis of the appropriateness of the graphic of Unit 1.

Table 38: **The Appropriateness of the Graphic of Unit 1**

No.	Items	Score
31.	The layout of the developed materials is proportional.	4
32.	The illustrations and graphic designs in the developed materials are aesthetic and functional.	3
33.	The illustrations in the developed materials help to clarify the presentation of the materials.	3
34.	The developed materials use the appropriate variation of fonts.	4
35.	The developed materials use the appropriate number of variation (bold, italic, underline, capitalization).	4
36.	The overall visual design of the developed materials is visually attractive.	3
Mean ($\bar{X}$)		**3.5**

Table 38 shows that the mean value of the appropriateness of the graphic of Unit 1 is 3.5. This value is in the range of $3.25 \leq \bar{X} \leq 4$ which falls into the category of "Very Good". From the range, it can be said that the appropriateness of the graphic of Unit 1 has met the terms to be considered as appropriate.

However, there were some inputs given by the expert. He suggested that Unit 1 should be added more pictures in the tasks. It was in order to make it more attractive to the students.

2) Revisions of Unit 1

Based on the results of the materials evaluation by using the expert judgment, it is shown that Unit 1 of the developed materials is appropriate for Grade XI students of Hotel Management department. However, there were some

parts that need to be revised to complete the developed materials. Most of them were grammatical errors. There were some ungrammatical sentences that need to be revised such as the sentence "Study the explanation of the expressions of offering below and then discuss it with your classmates." It should be "Study the explanation of the expressions of offering below and then discuss them with your classmates."

There is an omission necessary in revising the materials. It is in the word "Indonesians" in the table in Task 3. The letter "s" needs to be omitted in order to be equal to the word "English". The words "Specific", "Strategic", "Floor", "Senile", "Corner", and "Lost" in Task 17 also needs to be revised by changing the initial letter of each word to small one.

Further, in Task 19, there are some changes of the focus of the statements. The task is a true-false activity that should focus on listening comprehension only. However, some of the statements focus on the grammar, for an instant, the statement "Surya are reserving a room in Grand Eagle hotel." It should be "Surya is reserving a room in Grand Eagle hotel." The complete revisions of Unit 1 can be seen in Appendix I.

b. The Results of the Expert Judgment and Revisions of Unit 2

1) The Results of the Expert Judgment of Unit 2

In the expert judgment step, there were four aspects of the developed materials that were evaluated: the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the

appropriateness of the graphic. Following are the results of the analysis of the expert judgment of Unit 2.

a) The Appropriateness of the Content

In evaluating the developed materials, the first aspect to discuss is the appropriateness of the content. The table below presents the results of the analysis of the appropriateness of the content of Unit 2.

Table 39: **The Appropriateness of the Content of Unit 2**

No.	Items	Score
1.	The developed materials are in accordance with the two basic competences.	3
2.	The topic of the unit of the developed materials is relevant to the daily life of Grade XI students of Hotel Management Department.	4
3.	The texts in the developed materials are relevant to the two basic competences.	3
4.	The developed materials involve the explanation of the structure of a text.	3
5.	The developed materials involve the explanation of the social functions of a text.	3
6.	The developed materials involve the explanation of the language features of a text.	3
7.	The developed materials involve vocabulary learning tasks which are relevant to the requirements of the curriculum.	3
8.	The developed materials involve pronunciation learning tasks which are relevant to the requirements of the curriculum.	3
9.	The developed tasks involve learning activities which guide the students to develop their communicative competence in spoken language.	3
10.	The developed tasks involve learning activities which guide the students to develop their communicative competence in written language.	3
Mean ($\bar{X}$)		**3.1**

Table 39 above shows that the mean value of the appropriateness of the content of Unit 2 is 3.1. This value falls into the range of $2.5 \leq \bar{X} \leq 3.24$ which means that the appropriateness of the content of Unit 2 is categorized as “Good”.

Based on this result, it can be inferred that the content of the materials was considered appropriate.

b) The Appropriateness of the Language

The second aspect to be evaluated in the developed materials is the appropriateness of the language. The following table shows the results of the analysis of the appropriateness of the language of Unit 2.

Table 40: **The Appropriateness of the Language of Unit 2**

No.	Items	Score
11.	The language used in the developed materials is grammatically correct.	3
12.	The language used in the developed materials has no mistakes in spelling.	3
13.	The language used in the developed materials chooses the correct choice of words.	3
14.	The language used in the developed materials is comprehensible.	4
15.	The language of instructions and explanations is in accordance with the students' cognitive development.	4
16.	The language used in the developed materials is in accordance with the basic principles of English.	3
17.	The language used in the developed materials reflects the conveying of meaning orderly.	3
18.	The language used in the developed materials uses one variation of English.	3
Mean ($\bar{X}$)		**3.3**

Table 40 shows that the mean value of the appropriateness of the language of Unit 2 is 3.3. This value is in the range of $3.25 \leq \bar{X} \leq 4$ which falls into the category of "Very Good". From the range, it can be said that the appropriateness of the language of Unit 2 has met the terms to be considered as appropriate.

However, there were some suggestions given by the expert for Unit 2. The expert suggested some revisions to be done in terms of language, especially in

grammar. Some parts in Unit 1 had grammatical errors. The other suggestion was that the developed materials should only use one variation of English. Therefore, the expert suggested the researcher to check whether all the words in the materials use one variation of English, including those in Unit 2.

c) The Appropriateness of the Presentation

The next aspect to be assessed in the developed materials is the appropriateness of the presentation. The following table shows the results of the analysis of the appropriateness of the presentation of Unit 2.

Table 41: **The Appropriateness of the Presentation of Unit 2**

No.	Items	Score
19.	The learning activities are in accordance with the steps of scientific-approach-based learning as required by Curriculum 2013.	3
20.	The learning activities are in accordance with the characteristics of Communicative Language Teaching.	3
21.	The learning activities are presented starting from guided tasks and gradually moving to the free production tasks.	3
22.	The learning activities include the activities focusing on the linguistic features and communicative tasks.	3
23.	The learning activities encourage the students to actively interact in English with classmates, teachers, and other people.	3
24.	The learning activities encourage the students to get involved in both spoken and written communicative events on their own initiative.	3
25.	The learning activities encourage the students to take responsibility on their own learning.	3
26.	The learning activities encourage the students to reflect what they have achieved and what they lack during their learning process.	3
27.	Every unit of the developed materials states the learning objectives.	3
28.	Every unit of the developed materials includes the summary of the unit.	3
29.	Every unit of the developed materials includes a task or two as homework.	3
30.	Every unit of the developed materials has an intermezzo relevant to the instructional process.	3
Mean ($\bar{X}$)		**3**

Table 41 shows that the mean value of the appropriateness of the presentation of Unit 2 is 3. This value is in the range of $2.5 \leq \bar{X} \leq 3.24$ which means that the appropriateness of the presentation of Unit 2 is categorized as "Good". Form this result, it can be concluded that the expert agreed that the presentation of the materials was appropriate.

d) The Appropriateness of the Graphic

The last aspect to be evaluated is the appropriateness of the graphic of the developed materials. The table below shows the results of the analysis of the appropriateness of the graphic of Unit 2.

Table 42: **The Appropriateness of the Graphic of Unit 2**

No.	**Items**	**Score**
31.	The layout of the developed materials is proportional.	4
32.	The illustrations and graphic designs in the developed materials are aesthetic and functional.	3
33.	The illustrations in the developed materials help to clarify the presentation of the materials.	3
34.	The developed materials use the appropriate variation of fonts.	4
35.	The developed materials use the appropriate number of variation (bold, italic, underline, capitalization).	4
36.	The overall visual design of the developed materials is visually attractive.	3
Mean ($\bar{X}$)		**3.5**

From Table 42 above, it can be seen that the mean value of the appropriateness of the graphic of Unit 2 is 3.5. This value is in the range of $3.25 \leq \bar{X} \leq 4$. It indicates that the appropriateness of the graphic of Unit 2 is categorized as "Very Good". From this result, it can be concluded that the graphic used in the materials is considered appropriate.

However, there was some input given by the expert in terms of graphics. He suggested that some tasks in Unit 2 needed to be added pictures or illustrations. It is meant to make the design more attractive so that the students will be interested more in learning the materials.

2) Revisions of Unit 2

The results of the materials evaluation show that Unit 2 is considered as appropriate for Grade XI students of Hotel Management department. However, there were some parts that need to be revised to complete the developed materials. There were seven tasks that need to be revised. Most of them dealt with grammatical errors. All revisions of Unit 2 are in the form of addition and reduction. For the revisions in the form of reduction, it can be seen in Task 18. In The letter "s" in the word "Indonesians" in the sentence "Find the Indonesians of the words below and then pronounce them after your teacher." needs to be omitted so that it should be "Find the Indonesian of the words below and then pronounce them after your teacher."

For the revisions in the form of addition, it can be seen in Task 12. In the several sentences "In report text, simple present tense belongs to the language features. Simple present tense is used to describe regular actions, facts, habits, and general truth. Thus, when you write a report text, you should use simple present tense as you will write about facts. Below are the formulas of simple present tense:", there are some parts that are not grammatically correct. The revisions were done by giving some articles to the sentences so that it will be "In report texts, the simple present tense belongs to the language features. The simple

present tense is used to describe regular actions, facts, habits, and general truth. Thus, when you write a report text, you should use the simple present tense as you will write about facts. Below are the formulas of the simple present tense:".

Another revision was done in the aspect of design. As the expert suggested, several tasks in Unit 2 were given revisions by adding some pictures or illustrations. Task 16, Task 23, and Task 24 were added some pictures related to their content. The complete revisions of Unit 2 can be seen in Appendix I.

c. The Results of the Expert Judgment and Revisions of Unit 3

1) The Results of the Expert Judgment of Unit 3

In the process of expert judgment, there were four aspects of materials that were evaluated: the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphic. Following are the results of the analysis of the expert judgment of Unit 1.

a) The Appropriateness of the Content

In evaluating the developed materials, the first aspect to discuss is the appropriateness of the content. The results of the analysis of the appropriateness of the content of Unit 3 are presented in Table 43.

From Table 43, it can be seen that the mean value of the appropriateness of the content of Unit 3 is 3.1. This value is in the range of $2.5 \leq \bar{X} \leq 3.24$. It indicates that the appropriateness of the content of Unit 3 is categorized as "Good". From this result, it can be concluded that the content of the materials is considered appropriate.

Table 43: **The Appropriateness of the Content of Unit 3**

No.	Items	Score
1.	The developed materials are in accordance with the two basic competences.	3
2.	The topic of the unit of the developed materials is relevant to the daily life of Grade XI students of Hotel Management Department.	4
3.	The texts in the developed materials are relevant to the two basic competences.	3
4.	The developed materials involve the explanation of the structure of a text.	3
5.	The developed materials involve the explanation of the social functions of a text.	3
6.	The developed materials involve the explanation of the language features of a text.	3
7.	The developed materials involve vocabulary learning tasks which are relevant to the requirements of the curriculum.	3
8.	The developed materials involve pronunciation learning tasks which are relevant to the requirements of the curriculum.	3
9.	The developed tasks involve learning activities which guide the students to develop their communicative competence in spoken language.	3
10.	The developed tasks involve learning activities which guide the students to develop their communicative competence in written language.	3
Mean ($\bar{X}$)		**3.1**

b) The Appropriateness of the Language

The second aspect to be evaluated in the developed materials is the appropriateness of the language. The results of the analysis of the appropriateness of the language of Unit 3 are presented in Table 44.

Table 44 below shows that the mean value of the appropriateness of the language of Unit 3 is 3.3. This value is in the range of $3.25 \leq \bar{X} \leq 4$ which means that the appropriateness of the language of Unit 3 is categorized as "Very Good". From this result, it can be concluded that the expert agreed that the language used in the materials was appropriate.

Table 44: **The Appropriateness of the Language of Unit 3**

No.	Items	Score
11.	The language used in the developed materials is grammatically correct.	3
12.	The language used in the developed materials has no mistakes in spelling.	3
13.	The language used in the developed materials chooses the correct choice of words.	3
14.	The language used in the developed materials is comprehensible.	4
15.	The language of instructions and explanations is in accordance with the students' cognitive development.	4
16.	The language used in the developed materials is in accordance with the basic principles of English.	3
17.	The language used in the developed materials reflects the conveying of meaning orderly.	3
18.	The language used in the developed materials uses one variation of English.	3
Mean ($\bar{X}$)		**3.3**

However, there were some suggestions given by the expert in order to improve Unit 3. The expert suggested some revisions to be done in terms of language, especially in grammar. Some parts in Unit 1 had grammatical errors. The other suggestion was that the developed materials should only use one variation of English. Therefore, the expert suggested the researcher to check whether all the words in the materials use one variation of English, including those in Unit 3.

c) The Appropriateness of the Presentation

The next aspect to be assessed in the developed materials is the appropriateness of the presentation. The following table shows the results of the analysis of the appropriateness of the presentation of Unit 3.

Table 45: **The Appropriateness of the Presentation of Unit 3**

No.	Items	Score
19.	The learning activities are in accordance with the steps of scientific-approach-based learning as required by Curriculum 2013.	3
20.	The learning activities are in accordance with the characteristics of Communicative Language Teaching.	3
21.	The learning activities are presented starting from guided tasks and gradually moving to the free production tasks.	3
22.	The learning activities include the activities focusing on the linguistic features and communicative tasks.	3
23.	The learning activities encourage the students to actively interact in English with classmates, teachers, and other people.	3
24.	The learning activities encourage the students to get involved in both spoken and written communicative events on their own initiative.	3
25.	The learning activities encourage the students to take responsibility on their own learning.	3
26.	The learning activities encourage the students to reflect what they have achieved and what they lack during their learning process.	3
27.	Every unit of the developed materials states the learning objectives.	3
28.	Every unit of the developed materials includes the summary of the unit.	3
29.	Every unit of the developed materials includes a task or two as homework.	3
30.	Every unit of the developed materials has an intermezzo relevant to the instructional process.	3
Mean ($\bar{X}$)		**3**

Table 45 above shows that the mean value of the appropriateness of the presentation of Unit 3 is 3. This value is in the range of $2.5 \leq \bar{X} \leq 3.24$ which falls into the category of "Good". From the range, it can be said that the appropriateness of the presentation of Unit 3 has met the terms to be considered as appropriate.

d) The Appropriateness of the Graphic

The last aspect to be evaluated is the appropriateness of the graphic of the developed materials. The table below shows the results of the analysis of the appropriateness of the graphic of Unit 3.

Table 46: **The Appropriateness of the Graphic of Unit 3**

No.	Items	Score
31.	The layout of the developed materials is proportional.	4
32.	The illustrations and graphic designs in the developed materials are aesthetic and functional.	3
33.	The illustrations in the developed materials help to clarify the presentation of the materials.	3
34.	The developed materials use the appropriate variation of fonts.	4
35.	The developed materials use the appropriate number of variation (bold, italic, underline, capitalization).	4
36.	The overall visual design of the developed materials is visually attractive.	3
Mean ($\bar{X}$)		**3.5**

Table 46 above shows that the mean value of the appropriateness of the graphic of Unit 3 is 3.5. This value falls into the range of $3.25 \leq \bar{X} \leq 4$ which means that the appropriateness of the graphic of Unit 3 is categorized as "Very Good". Based on this result, it can be inferred that the graphic of the materials was considered appropriate.

However, there were some inputs given by the expert. He suggested that Unit 3 should be added more pictures in the tasks. It was in order to make it more attractive to the students.

2) Revisions of Unit 3

The results of the materials evaluation show that Unit 3 is considered as appropriate for Grade XI students of Hotel Management department. Like the

other units before, it has some parts that need to be revised. Most of them have grammatical errors as well. For example, the sentence "Below are the points of procedure text entitled 'How to Handle a Room Reservation'." is an ungrammatical sentence. It should be added the article "the" so that the sentence must be "Below are the points of the procedure text entitled 'How to Handle a Room Reservation'." Another ungrammatical sentence is the sentence "Imperative sentence is:" It becomes "The imperative sentence is:"

Another revision occurred in Task 9. There were two phrases that were not grammatically correct and needed to be simplified. Those are "A type of texts that instruct the reader how to do a particular activity." and "A type of text that explain how something works or how to use instruction/manuals." Then, it becomes "A text type that instructs the reader how to do a particular activity." and "A text type that explains how something works or how to use instruction/manuals." The complete revisions of Unit 3 can be seen in Appendix I.

B. Discussion

The result of this study is a set of English learning materials for Grade XI students of Hotel Management department. The materials are based on Curriculum 2013 which applies scientific approach in the learning process. The final draft of the developed materials has been produced after going through a long time process such as the expert judgment and eventually it has been judged as appropriate for the students of Hotel Management department.

Before the materials were developed, the needs analysis was done in order to find out the students' target needs and learning needs. It was conducted on 12th

December 2014 by distributing a questionnaire which consisted of 29 questions in the form of multiple choices. The results of the needs analysis were used to be the basis in developing the materials.

Based on the results of the needs analysis, the students' main goal in learning English is to use English to support their career in hotel jobs in the future. In order to do that, they believe that they need to be in advanced level of English proficiency. However, the English proficiency level of most of the students is in beginner level. Therefore, they need to do something with their English proficiency to make up with the gap of the level. Further, the students claim that the English teaching and learning should be able to make them achieve vocabulary mastery including its meaning and pronunciation related to the hotel management so that they can communicate well in English. They also prefer topics related to daily life and hotel management in learning English.

In terms of input, the results of the needs analysis show that the students want monologues and dialogues in short number of words as the listening input, monologues and dialogues with pictures in a short number of words as the speaking input, short functional texts and essays texts in a long number of words as the reading input, and texts with vocabulary lists related to the topic in short number of words as the writing input.

For the listening activities, the students prefer doing tasks in which they are asked to identify the general information in the monologue/dialogue. In terms of speaking activities, the students want the activities such as creating a monologue/dialogue and then practicing it in front of the class, and discussing and

making a conclusion about a topic and then presenting it in front of the class. Also, they believe that they would learn reading well by reading a text to find the general idea. Then, they would like to learn writing by arranging jumble words into a good sentence. They also find matching a word with its meaning interesting for them to do in the vocabulary learning. For the grammar activities, they believe that the best activity for achieving grammar mastery is through tasks in which they are asked to create a sentence by using the given pattern. At last, they choose the activity like imitating the pronunciation of a word by the teacher for the pronunciation activities.

In terms of setting, the students prefer to do the activities in pairs and inside the classroom rather than doing it outside the classroom. For the learner roles, they prefer to listen to the teacher's explanation during the learning process. They want the teacher's explanation to be the sole source of the information in learning English. And for the teacher roles, they want the teacher to give an explanation and then ask to them do the tasks.

In the process of developing the materials, designing the syllabus is very essential for it will be the basis to develop the materials. The syllabus was developed based on the results of the needs analysis by taking the highest percentage of the respondents' choices and following the core competences and basic competences for Grade XI students of vocational high school. After designing the syllabus, the next step was developing the materials. The materials consist of three units. Each unit has the same unit design that consists of six parts: lead-in, lesson proper, homework, reflection, some facts and summary.

The first part of the materials is lead-in. The students will have some activities that help them have a schema building of the materials that will be learnt and have their background knowledge recalled. The second part is lesson proper. It is divided into spoken cycle and written cycle which follow the steps of scientific approach in Curriculum 2013. Those steps are observing, questioning, collecting, analyzing, communicating and creating. The lesson proper is aimed to guide the students in achieving the competences as stated in the curriculum. Moreover, students are given homework in the homework part and then asked to reflect their learning through the unit in the reflection part. The homework part is aimed to provide students more practice outside the classroom on what they have learnt from the unit while in the reflection part, the students are given the chance to reflect how much they have learnt from the unit. Further, there is an intermezzo which is presented in the form of some facts related to hotel management. The last part of the materials is summary. In summary, the students have a clear picture of text, language features and grammar in the unit.

Unit 1 of the developed materials is developed based on the syllabus which takes core competences 1, 2, 3, 4, and basic competences 1.1, 2.3, 3.1, 4.1 as the basis of the syllabus design. The title of the unit is "What Would You Suggest?" and the topic is hotels. The whole unit talks about hotels that will suit the guests best to stay. And as the title, the unit focuses on asking for and giving suggestion. The focus of the grammar is the use of modals or auxiliary as it is used to ask and give suggestion. The core competences and basic competences require the students to be able to analyze the social function, the text structure,

and the language features of the expressions of asking for and giving suggestion, offering, accepting and refusing according to the context, and also to produce the text in both spoken and written form. The unit is divided into two cycles. They are spoken cycle and written cycle in which each consists of several tasks. In Unit 1, there are 25 tasks: 3 tasks belong to warm-up activities, 11 tasks belong to reading and writing activities, 10 tasks belong to listening and speaking activities, and 1 task belongs to homework activity.

Unit 2 is developed based on the syllabus that is derived from core competences 1, 2, 3, 4, and basic competences 1.1, 2.3, 3.9, 4.13. The title of this unit is "What Is Bellboy?" and the topic is hotel jobs. The whole unit talks about the jobs existing in a hotel including the job descriptions. The title and the topic represent the text type that will be learnt in the unit: report text. The focus of the grammar is the use of the simple present tense. The core competences and basic competences required the students to be able to analyze the social function, the text structure, and the language features of report text and also to produce the text in both spoken and written form. The unit is divided into two cycles. They are spoken cycle and written cycle in which each consists of several tasks. In Unit 2, there are 25 tasks: 3 tasks belong to warm-up activities, 12 tasks belong to reading and writing activities, 9 tasks belong to listening and speaking activities, and 1 task belongs to homework activity.

In Unit 3, the materials are developed based on the syllabus made based on core competences 1, 2, 3, 4, and basic competences 1.1, 2.3, 3.6, 4.9 and 4.10. The title of this unit is "How to Manage a Hotel" and the topic is hotel

management. As the title, the whole unit will discuss various methods in running a hotel. The unit clearly focuses on procedure texts. The focus of the grammar is the use of the imperative sentence. The core competences and basic competences required the students to be able to analyze the social function, the text structure, and the language features of procedure text and also to produce the text in both spoken and written form. The unit is divided into two cycles. They are spoken cycle and written cycle in which each consists of several tasks. In Unit 3, there are 25 tasks: 3 tasks belong to warm-up activities, 10 tasks belong to reading and writing activities, 11 tasks belong to listening and speaking activities, and 1 task belongs to homework activity.

After the materials had been developed, then the next step was the expert judgment. There were four aspects to be assessed in the expert judgment; they are the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphic.

The results of the expert judgment of every unit show that the materials have been considered as appropriate for Grade XI students of Hotel Management department. It can be shown from the mean value of the aspects that were evaluated. None of the aspects in all units has the mean value less than 3. Unit 1, Unit 2, and Unit 3 even have the same mean value of each aspect: the mean values of the appropriateness of the content are 3.1; the mean values of the appropriateness of the language are 3.3; the mean values of the presentation are 3; the mean values of the graphic are 3.5.

As the materials had been given the expert judgment, the materials needed to be revised in order to complete the materials as the final draft. Each unit had some parts that needed to be corrected and most of them dealt with grammatical errors. For instance, Task 14 in Unit 1 had a grammatical error in the sentence "Respond the specific customers' problems by writing a simple email of suggestion based on the given situation." It must be "Respond to the specific customers' problems by writing a simple email of suggestion based on the given situation."

As all the necessary revisions had been done, the materials were considered as the final draft. The final draft of the developed materials can be seen in Appendix J.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the research. The conclusion part presents the conclusions of the research findings and discussion. The suggestion part presents some suggestions from the researcher to English teachers of vocational high schools, and other researchers or material developers.

A. Conclusions

The conclusions were drawn from the research findings and discussion in chapter IV which is aimed to answer the questions of this research. There are three conclusions that can be drawn. The first one is related to the target needs of Grade XI students of Hotel Management department. The second one is related to the learning needs of Grade XI students of Hotel Management department. The last one is related to the characteristics of learning materials for Grade XI students of Hotel Management department.

1. Target Needs of Grade XI Students of Hotel Management Department

Based on the results of the needs analysis conducted on 12th December 2014, most of the students (92.59%) of Hotel Management department learned English in order to support them in achieving good careers regarding the field of hotel management. However, they believed that they were still in the level of beginner in terms of English proficiency level. Therefore, in order to be successful in their careers in the hotel field, they should reach the advanced level of English proficiency level.

2. Learning Needs of Grade XI Students of Hotel Management Department

In this research, the learning needs cover the components of tasks proposed by Nunan (2004); they are inputs, procedures, setting, learner roles, and teacher roles.

In terms of inputs, the results of the needs analysis showed that Grade XI students of Hotel Management department wanted spoken and written texts with or without pictures. For the topics of the texts, they preferred them which were related to their department.

Related to procedures and setting, the students preferred many types of activities that made them find learning English easy. They also believe that they can learn English well inside the classroom and doing the activities in pairs.

Regarding to learner roles and teacher roles, the students preferred to listen to the teacher's explanation to get the information during the learning process. Therefore, they want the teacher to give an explanation about the lesson and then ask them to do the tasks.

3. The Appropriate Learning Materials for Grade XI Students of Hotel Management Department

Based on the results of this research, the appropriate learning materials can be concluded into some points. The first point is that the developed materials consist of three units in which each has six parts: lead-in, lesson proper, homework, reflection, some facts and summary. The first part is lead-in. In lead-in, the activities are meant to help students have a schema building of the materials that will be learnt. The students are given the chance to recall their

background knowledge through the activities. The second part of the main section is lesson proper. It is divided into spoken cycle and written cycle which follow the steps of scientific approach in Curriculum 2013. Those steps are observing, questioning, collecting, analyzing, communicating and creating. In observing, students listen to or read texts and then are given the chance to observe items they want to know from the texts. Then, based on the items they want to know, they are required to make questions in questioning. The steps of collecting, analyzing and communicating are combined into the same tasks. In those tasks, students collect the information about the text and then analyze it so that they can communicate their findings to their classmates. In creating, students are guided in producing a text and then they have to produce one. Moreover, students are given homework in the homework part and then asked to reflect their learning through the unit in the reflection part. The homework part is aimed to provide students more practice outside the classroom on what they have learnt from the unit while in the reflection part, the students are given the chance to reflect how much they have learnt from the unit. In the other part, there is an intermezzo which is presented in the form of some facts related to hotel management. The last part of the materials is summary. In summary, the students have a clear picture of text, language features and grammar in the unit.

The second point is that the topics of the units in the developed materials should be relevant to the students' study program and daily life. It is aimed so that the materials meet the learners' needs and interests. The appropriate topics for

Grade XI students of Hotel Management department are ones related to hotel field and daily life.

B. Suggestions

In this part, there are some suggestions that are meant to other researchers or materials developers. For the other researchers or materials developers who want to develop materials for vocational high school students, especially ones in Hotel Management department, there are some points to conduct during the process of developing the materials. The first is that it is important to design the materials by following the themes or topics related to the Hotel Management department, such as daily life and hotel management. It is aimed to get their interests so that they are motivated in learning the materials. The second is that the other researchers or materials developers should include the task components that consist of goals, inputs, procedures, settings, learner roles, and teacher roles. The inputs and vocabulary in the materials should be related to the Hotel Management department in order to support their career in hotel in the future.

For the procedures, the materials should provide various activities such as identifying the general information in the monologue/dialogue, creating a monologue/dialogue, reading a text to find the general idea, and etc. Those activities will encourage the students to actively participate during the learning process. For the setting, learner roles, and teacher roles, the other researchers or materials developers should consider the students' preferences as an alternative in developing the materials. The last point is that the materials should be presented

as interesting as possible. It can be done by adding some pictures or illustrations that are relevant to the topic being discussed.

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APPENDIX A

The English Basic Competences for Grade XI Students of Hotel Management Department

KOMPETENSI DASAR BAHASA INGGRIS SMK KELAS XI
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar.
2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya. 3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pendapat dan pikiran, sesuai dengan konteks penggunaannya. 3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (*extended*), serta responnya, sesuai dengan konteks penggunaannya. 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya. 3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya. 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya. 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. 3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya. 3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *factual report* dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI. 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya. 3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya. 3.12 Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.
4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan harapan dan doa bersayap (*extended*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.4 Menangkap makna teks undangan resmi. 4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks,

KOMPETENSI DASAR BAHASA INGGRIS SMK KELAS XI
dan unsur kebahasaan yang benar dan sesuai konteks. 4.7 Menangkap makna teks surat pribadi. 4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (*tips*). 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (*tips*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.13 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI. 4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum. 4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal. 4.16 Menangkap pesan dalam lagu.

APPENDIX B

The Needs Analysis Instrument

KEMENTRIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI
Alamat: Karang Malang, Depok, Sleman, Yogyakarta, 55281

Kepada : Siswa kelas X jurusan Akomodasi Perhotelan SMK N 1 Sewon

Assalamu'alaikum Wr. Wb.

Saya adalah Kindani Kiromi, mahasiswa program sarjana jurusan Pendidikan Bahasa Inggris Universitas Negeri Yogyakarta yang sedang mengadakan penelitian untuk mengembangkan bahan ajar guna menyelesaikan tugas akhir skripsi. Penelitian saya adalah tentang pengembangan materi bahasa Inggris untuk siswa kelas X jurusan Perhotelan.

Sehubungan dengan hal tersebut, saya meminta kesediaanAnda untuk mengisi angket ini sesuai dengan kenyataan sebenarnya. Jawaban yang Anda berikan akan dijamin kerahasiaannya dan tidak akan berperngaruh pada nilai bahasa Inggris Anda. Oleh karena itu, jawaban yang jujur dan sesuai dengan kondisi Anda saat ini sangat diharapkan.

Atas kesediaan dan bantuan Anda untuk mengisi angket ini, saya ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

Yogyakarta, 12 Desember 2014

Peneliti,

Kindani Kiromi
NIM 10202241071

ANGKET ANALISIS KEBUTUHAN SISWA
UNTUK PENGEMBANGAN MATERI PEMBELAJARAN BAHASA INGGRISKELAS X
SEKOLAH MENENGAH KEJURUAN
JURUSAN AKOMODASI PERHOTELAN

A. IDENTITAS RESPONDEN

Nama : …….
Jenis Kelamin : L / P (coret yang tidak perlu)

B. PETUNJUK PENGISIAN

Berikut adalah pertanyaan-pertanyaanuntuk mendeskripsikan kondisi Anda saat ini. Silang pilihan yang telah disediakan yang sesuai dengan kondisi Anda. Apabila tidak ada pilihan yang sesuai dengan jawaban Anda, silahkan menuliskan jawaban Anda di bagian "Lain-lain".

1. Tujuan saya belajar Bahasa Inggris adalah … (jawaban boleh lebih dari satu)
   A. Mendapatkan nilai bagus di rapor.
   B. Lulus UAN/Ujian Akhir Nasional.
   C. Agar bisa berkomunikasi dengan Bahasa Inggris secara lisan maupun tertulis.
   D. Agar bisa memahami literatur/sastra (buku, novel, puisi, lagu, dll.) Bahasa Inggris.
   E. Membantu memahami istilah-istilah asing yang terdapat dalam bidang perhotelan.
   F. Memperoleh keterampilan berkomunikasi untuk mendukung karir/pekerjaan dalam bidang perhotelan.
   G. Agar memiliki bekal untuk melanjutkan pendidikan di jenjang yang lebih tinggi terkait jurusan perhotelan.
   H. Agar memiliki bekal untuk melanjutkan pendidikan di jenjang yang lebih tinggi selain jurusan perhotelan.
   I. Lain-lain: …….....

2. Kemampuan Bahasa Inggris saya saat ini berada di tingkat … (pilih satu jawaban)
   A. *Beginner* (Pemula) : Dapat memahami dan menggunakan ungkapan-ungkapan sederhana dalam Bahasa Inggris untuk berkomunikasi dalam kehidupan sehari-hari.
   B. *Intermediate* (Menengah) : Dapat memahami maksud dari suatu teks yang cukup rumit dan memberikan tanggapan mengenai teks tersebut, serta dapat menggunakan Bahasa Inggris untuk berkomunikasi dalam kehidupan sehari-hari meskipun belum terlalu lancar.
   C. *Advanced* (Mahir) : Dapat memahami maksud dari berbagai bentuk dan jenis teks yang rumit, dan makna tersirat dalam teks tersebut, serta dapat menggunakan Bahasa Inggris untuk berkomunikasi dalam segala situasi secara lancar dan benar.

3. Untuk menunjang karir saya kedepannya, saya perlu meningkatkan kemampuan Bahasa Inggris saya sampai pada tingkat …(pilih satu jawaban)
   A. *Beginner* (Pemula) : Dapat memahami dan menggunakan ungkapan-ungkapan sederhana dalam Bahasa Inggris untuk berkomunikasi dalam kehidupan sehari-hari.
   B. *Intermediate* (Menengah) : Dapat memahami maksud dari suatu teks yang cukup rumit dan memberikan tanggapan mengenai teks tersebut, serta dapat menggunakan Bahasa Inggris untuk berkomunikasi dalam kehidupan sehari-hari meskipun belum terlalu lancar.
   C. *Advanced* (Mahir) : Dapat memahami maksud dari berbagai bentuk dan jenis teks yang rumit, dan makna tersirat dalam teks tersebut, serta dapat menggunakan Bahasa Inggris untuk berkomunikasi dalam segala situasi secara lancar dan benar.

4. Kesulitan yang sering saya temui saat berkomnuikasi dengan menggunakan Bahasa Inggris adalah … (jawaban boleh lebih dari satu)
   A. Listening.
   B. Speaking.
   C. Reading.
   D. Writing.
   E. Vocabulary.
   F. Grammar.
   G. Pronunciation.
   H. Lain-lain: ……

5. Pada saat bekerja nanti, kemampuan Bahasa Inggris yang kemungkinan akan sering saya gunakan adalah …(jawaban boleh lebih dari satu)
   A. Memahami teks/bacaan dalam Bahasa Inggris yang berkaitan dengan bidang perhotelan.
   B. Berinteraksi secara lisan kepada rekan kerja, atasan, maupun klien/pelanggan.
   C. Berinteraksi secara tertulis (surat-menyurat) baik dalam bentuk formal maupun informal.
   D. Lain-lain: ……

6. Secara umum, saya menginginkan pembelajaran Bahasa Inggris yang dapat membuat saya … (jawaban boleh lebih dari satu)
   A. Mampu menguasai banyak kosakata beserta arti dan cara pengucapannya.
   B. Mampu menguasai grammar dengan baik.
   C. Membedakan ungkapan formal dan informal.
   D. Lain-lain: ……..……..

7. Dalam pembelajaran *Listening* (Mendengarkan), topik yang saya inginkan adalah yang berkaitan dengan …(jawaban boleh lebih dari satu)
   A. Kehidupan sehari-hari.
   B. Bidang perhotelan.
   C. Isu/berita terkini.
   D. Fashion.
   E. Teknologi.
   F. Olahraga.
   G. Sejarah.
   H. Lain-lain: ……..

8. Dalam pembelajaran *Speaking* (Berbicara), topik yang saya inginkan adalah yang berkaitan dengan … (jawaban boleh lebih dari satu)
   A. Kehidupan sehari-hari.
   B. Bidang perhotelan.
   C. Isu/berita terkini.
   D. Fashion.
   E. Teknologi.
   F. Olahraga.
   G. Sejarah.
   H. Lain-lain: ……..……..

9. Dalam pembelajaran *Reading* (Membaca), topik yang saya inginkan adalah yang berkaitan dengan … (jawaban boleh lebih dari satu)
   A. Kehidupan sehari-hari.
   B. Bidang perhotelan.
   C. Isu/berita terkini.
   D. Fashion.
   E. Teknologi.
   F. Olahraga.
   G. Sejarah.
   H. Lain-lain: ……..……..

10. Dalam pembelajaran *Writing* (Menulis), topik yang saya inginkan adalah yang berkaitan dengan … (jawaban boleh lebih dari satu)
    A. Kehidupan sehari-hari.
    B. Bidang perhotelan.
    C. Isu/berita terkini.
    D. Fashion.
    E. Teknologi.
    F. Olahraga.
    G. Sejarah.
    H. Lain-lain: ……..……..

11. Panjang teks yang saya inginkan dalam pembelajaran *Listening* (Mendengarkan) adalah … (pilih satu jawaban)
    A. <100 kata.
    B. 100 – 150 kata.
    C. 150 – 200 kata.
    D. >200 kata.
    E. Lain-lain: ……..……..
12. Panjang teks yang saya inginkan dalam pembelajaran *Speaking* (Berbicara) adalah … (pilih satu jawaban)
    A. <100 kata.
    B. 100 – 150 kata.
    C. 150 – 200 kata.
    D. >200 kata.
    E. Lain-lain: ……..……..

13. Panjang teks yang saya inginkan dalam pembelajaran *Reading* (Membaca) adalah … (pilih satu jawaban)
    A. <100 kata.
    B. 100 – 150 kata.
    C. 150 – 200 kata.
    D. >200 kata.
    E. Lain-lain: ……..……..

14. Panjang teks yang saya inginkan dalam pembelajaran *Writing* (Menulis) adalah … (pilih satu jawaban)
    A. <100 kata.
    B. 100 – 150 kata.
    C. 150 – 200 kata.
    D. >200 kata.
    E. Lain-lain: ……..……..

15. Dalam pembelajaran *Listening* (Mendengarkan), input yang saya inginkan berupa … (jawaban boleh lebih dari satu)
    A. Teks monolog dan dialog.
    B. Teks monolog dan dialog yang disertai gambar.
    C. Lain-lain: ……..……..

16. Dalam pembelajaran *Speaking* (Berbicara), input yang saya inginkan berupa … (jawaban boleh lebih dari satu)
    A. Teks monolog.
    B. Teks dialog.
    C. Lain-lain: ……...……..

17. Dalam pembelajaran *Reading* (Membaca), input yang saya inginkan berupa … (jawaban boleh lebih dari satu)
    A. Teks fungsional pendek seperti undangan, memo, pengumuman, dll.
    B. Teks esai seperti *descriptive*, *recount*, *narrative*, dll.
    C. Lain-lain: ……..……..

18. Dalam pembelajaran *Writing* (Menulis), input yang saya inginkan berupa … (jawaban boleh lebih dari satu)
    A. Contoh teks yang akan dipelajari.
    B. Kosakata yang berkaitan dengan teks yang akan ditulis.
    C. Penjelasan struktur kalimat maupun teks yang berkaitan dengan teks yang akan dipelajari.
    D. Lain-lain: ……..……..

19. Jenis kegiatan *Listening* (Mendengarkan) dalam pembelajaran Bahasa Inggris yang saya sukai adalah … (jawaban boleh lebih dari satu)
    A. Mengidentifikasi isi secara umum dari monolog/dialog yang didengarkan.
    B. Mengidentifikasi informasi khusus dari monolog/dialog yang didengarkan.
    C. Mengidentifikasi ungkapan-ungkapan khusus dari monolog/dialog yang didengarkan.
    D. Menjawab secara lisan pertanyaan-pertanyaan yang berkaitan dengan monolog/dialog yang didengarkan.
    E. Menjawab secara tertulis pertanyaan-pertanyaan yang berkaitan dengan monolog/dialog yang didengarkan.
    F. Melengkapi teks rumpang dengan mendengarkan monolog/dialog.
    G. Menceritakan kembali isi dari monolog/dialog yang didengarkan.
    H. Lain-lain: ……...……..

20. Jenis kegiatan *Speaking* (Berbicara) dalam pembelajaran Bahasa Inggris yang saya sukai adalah … (jawaban boleh lebih dari satu)
    A. Mempraktikkan sebuah model monolog/dialog di depan kelas.
    B. Membuat sebuah monolog/dialog dan kemudian mempraktikkannya di depan kelas.
    C. Mempresentasikan laporan, pidato, cerita, puisi, lagu, dll.
    D. Berdiskusi dan membuat kesimpulan mengenai sebuah topik dan kemudian menyampaikannya di depan kelas.
    E. Lain-lain: ……

21. Jenis kegiatan *Reading* (Membaca) dalam pembelajaran Bahasa Inggris yang saya sukai adalah … (jawaban boleh lebih dari satu)
    A. Membaca sebuah paragraph dengan nyaring.
    B. Melengkapi sebuah teks rumpang dengan kata-kata yang telah tersedia.
    C. Membaca sebuah teks untuk memahami isi teks secara umum.
    D. Membaca sebuah teks untuk mengetahui informasi tertentu.

E. Membaca sebuah teks dan kemudian menjawab pertanyaan-pertanyaan mengenai teks tersebut.
F. Menentukan benar atau salah sebuah pernyataan berdasarkan teks bacaan.
G. Membuat ringkasan dari sebuah teks bacaan.
H. Lain-lain: ……..……..

22. Jenis kegiatan *Writing* (Menulis) dalam pembelajaran Bahasa Inggris yang saya sukai adalah … (jawaban boleh lebih dari satu)
    A. Menyusun kata-kata acak agar menjadi sebuah kalimat yang padu.
    B. Menyusun kalimat-kalimat acak agar menjadi sebuah paragraf yang padu.
    C. Menyusun paragraf-paragraf acak agar menjadi sebuah teks yang padu.
    D. Mengidentifikasi dan memperbaiki kesalahan ejaan kata dalam sebuah kalimat.
    E. Mengidentifikasi dan memperbaiki keasalahan tanda baca dalam sebuah paragraf.
    F. Menulis sebuah kesimpulan mengenai sebuah teks.
    G. Menuis sebuah teks berdasarkan contoh yang telah diberikan.
    H. Menulis sebuah teks berdasarkan gambar/tabel/diagram.
    I. Lain-lain: ……..…….....

23. Jenis kegiatan *Vocabulary* (Kosakata) dalam pembelajaran Bahasa Inggris yang saya sukai adalah … (jawaban boleh lebih dari satu)
    A. Mencari makna dari sebuah kata dalam kamus.
    B. Mencocokkan kata dengan maknanya masing-masing yang telah disediakan.
    C. Mencocokkan kata dengan gambar.
    D. Mencari sinonim/persamaan kata dari sebuah kata.
    E. Melengkapi sebuah kalimat dengan menggunakan kata-kata sendiri agar menjadi kalimat yang padu.
    F. Menghafalkan sebuah kata beserta artinya.
    G. Lain-lain: ……..……..

24. Jenis kegiatan *Grammar* (Tatabahasa) dalam pembelajaran Bahasa Inggris yang saya sukai adalah … (jawaban boleh lebih dari satu)
    A. Mengidentifikasi dan memperbaiki kesalahan dalam struktur kalimat.
    B. Membuat sebuah kalimat menggunakan pola yang telah dipelajari.
    C. Mengidentifikasi dan memperbaiki kata yang salah dalam sebuah kalimat.
    D. Lain-lain: ……

25. Jenis kegiatan *Pronunciation* (Pengucapan) dalam pembelajaran Bahasa Inggris yang saya sukai adalah … (jawaban boleh lebih dari satu)
    A. Menirukan cara pengucapan sebuah kata yang dicontohkan oleh guru.
    B. Membaca dengan nyaring sebuah kata sesuai cara pengucapannya.
    C. Berdiskusi dengan teman sebangku mengenai cara pengucapan sebuah kata.
    D. Lain-lain: ……

26. Dalam pembelajaran Bahasa Inggris, saya lebih suka mengerjakan tugas secara … (jawaban boleh lebih dari satu)
    A. Individu.
    B. Berpasangan.
    C. Berkelompok.
    D. Lain-lain: ……...……..

27. Dalam pembelajaran Bahasa Inggris, saya lebih suka apabila kegiatan pembelajaran dilaksanakan di … (jawaban boleh lebih dari satu)
    A. Dalam ruang kelas.
    B. Luar ruang kelas.
    C. Dalam dan luar ruang kelas.
    D. Lain-lain: ……..……..

28. Dalam pembelajaran Bahasa Inggris, saya lebih suka … (jawaban boleh lebih dari satu)
    A. Mendengarkan penjelasan dari guru.
    B. Mencatat semua penjelasan dari guru.
    C. Berpartisipasi secara aktif selama kegiatan pembelajaran.
    D. Lain-lain: ……

29. Dalam pembelajaran Bahasa Inggris, saya lebih suka apabila guru … (jawaban boleh lebih dari satu)
    A. Memberikan penjelasan dan kemudian menyuruh untuk mengerjakan latihan soal.
    B. Memberikan contoh yang memadai sebelum memberikan tugas.
    C. Berkeliling kelas untuk memonitor dan mengontrol pekerjaan siswa.
    D. Memberikan bantuan apabila siswa menemui kesulitan.
    E. Ikut berpartisipasi dalam kegiatan pembelajaran.
    F. Lain-lain: ……

----------TERIMA KASIH----------

APPENDIX C

The Needs Analysis Data

The Needs Analysis Data

No.	Types of Needs	Items	Options	N	*f*	Percentage (%)
1.	Target Needs	The students' goal of learning English	To get good grades	27	21	77.78
			To pass the national exam	27	21	77.78
			To be able to communicate in English in oral and written form	27	22	81.48
			To support the career in hotel jobs in the future	27	*25*	*92.59*
			To prepare to continue study in university related to hotel management department	27	22	81.48
		The students' English proficiency level required	Beginner	27	0	0
			Intermediate	27	1	3.70
			Advanced	27	*26*	*96.30*
		The use of English for the students in doing their jobs in the future	To understand texts/reading materials in English related to hotel management	27	18	66.67
			To communicate with fellow workers, superiors, or customers	27	*26*	*96.30*
			To communicate in the written forms formally and informally	27	11	40.74
		The students' current English proficiency level	*Beginner*	27	*22*	*81.48*
			Intermediate	27	5	18.52
			Advanced	27	0	0
		The difficulties the students have in learning English in	Listening	27	14	51.85
			Speaking	27	*18*	*66.67*
			Reading	27	3	11.11
			Writing	27	9	33.33
			Vocabulary	27	14	51.85
			Grammar	27	14	51.85
			Pronunciation	27	15	55.55
		The students' expectations in learning English	*Able to achieve vocabulary mastery including its meaning and pronunciation related to hotel management*	27	*27*	*100.00*
			Able to use grammar correctly	27	21	77.78
			Able to differentiate formal and informal utterances	27	17	62.96
2.	Learning Needs	The students' preferred	Daily life	27	22	81.48
			Hotel management	27	*23*	*85.19*

No.	Types of Needs	Items	Options	N	*f*	Percentage (%)
		topic for listening	Recent issues	27	12	44.44
			Fashion	27	14	51.85
			Technology	27	9	33.33
			Sports	27	12	44.44
			History	27	8	29.63
		The students' preferred input for listening	*Monologue and dialogue*	27	*18*	*66.67*
			Monologue and dialogue with pictures	27	*18*	*66.67*
		The students' preferred length of texts for listening	*<100 words*	27	*20*	*74.07*
			100 – 150 words	27	4	14.81
			150 – 200 words	27	3	11.11
			>200 words	27	0	0
		The students' preferred topic for speaking	*Daily life*	27	*25*	*92.59*
			Hotel management	27	24	88.89
			Recent issues	27	7	25.93
			Fashion	27	13	48.15
			Technology	27	12	44.44
			Sports	27	14	51.85
			History	27	10	37.04
		The students' preferred input for speaking	Monologue and dialogue	27	14	51.85
			Monologue and dialogue with pictures	27	*25*	*92.59*
		The students' preferred length of texts for speaking	*<100 words*	27	*10*	*37.04*
			100 – 150 words	27	7	25.93
			150- 200 words	27	5	18.52
			>200 words	27	5	18.52
		The students' preferred topic for reading	Daily life	27	21	77.78
			Hotel management	27	*25*	*92.59*
			Recent issues	27	11	40.74
			Fashion	27	15	55.55
			Technology	27	11	40.74
			Sports	27	12	44.44
			History	27	10	37.04
		The students' preferred input for reading	*Short functional texts*	27	*22*	*81.48*
			Essay texts	27	*22*	*81.48*
		The students' preferred	<100 words	27	7	25.93
			100 – 150 words	27	7	25.93

No.	Types of Needs	Items	Options	N	*f*	Percentage (%)
		length of texts for reading	*150- 200 words*	27	*8*	*29.63*
			>200 words	27	5	18.52
		The students' preferred topic for writing	*Daily life*	27	*22*	*81.48*
			Hotel management	27	21	77.78
			Recent issues	27	10	37.04
			Fashion	27	14	51.85
			Technology	27	13	48.15
			Sports	27	12	44.44
			History	27	11	40.74
		The students' preferred input for writing	Examples of texts which are going to be learnt	27	17	62.96
			Vocabulary lists related to the topic	27	*23*	*85.19*
			The explanation of the structures of sentences or texts which are going to be learnt	27	19	70.37
		The students' preferred length of texts for writing	*<100 words*	27	*12*	*44.44*
			100 – 150 words	27	9	33.33
			150- 200 words	27	3	11.11
			>200 words	27	3	11.11
		The students' preferred type of activities for learning listening	*Identifying the general information in the monologue/dialogue*	27	*18*	*66.67*
			Identifying the specific information in the monologue/dialogue	27	9	33.33
			Identifying specific utterances in the monologue/dialogue	27	10	37.04
			Answering questions orally related to the monologue/dialogue	27	14	51.85
			Answering questions in written form related to the monologue/dialogue	27	12	44.44
			Completing sentences by listening to the monologue/dialogue	27	14	51.85
			Retelling the content of the monologue/dialogue	27	11	40.74
		The students' preferred type of activities	Practicing a model of monologue/dialogue in front of the class	27	13	48.14

No.	Types of Needs	Items	Options	N	*f*	Percentage (%)
		for learning speaking	*Creating a monologue/dialogue and then practicing it in front of the class*	27	*16*	*59.26*
			Presenting a report, a speech, a story, a poem, and etc.	27	11	40.74
			Discussing and making a conclusion about a topic and then presenting it in front of the class	27	*16*	*59.26*
		The students' preferred type of activities for learning reading	Reading aloud a paragraph	27	10	37.04
			Completing a text by using the words provided	27	17	62.96
			Reading a text to find the general idea	27	*18*	*66.67*
			Reading a text to find the specific information	27	14	51.85
			Reading a text and then answering the questions related to it	27	11	40.74
			Deciding whether the statement is true or false based on the text	27	12	44.44
			Making a summary from a text	27	8	29.63
		The students' preferred type of activities for learning writing	*Arranging the jumble words into a good sentence*	27	*21*	*77.78*
			Arranging the jumble sentences into a good paragraph	27	16	59.26
			Arranging the jumbled paragraph into a good text	27	12	44.44
			Identifying and correcting the spelling error in a sentence	27	12	44.44
			Identifying and correcting the punctuation error in a paragraph	27	10	37.04
			Writing a conclusion about a text	27	8	29.63
			Writing a text based on the example provided	27	11	40.74
			Writing a text based on a picture/table/diagram	27	13	48.15
		The students' preferred type	Finding the meaning of a word in the dictionary	27	19	70.37

No.	Types of Needs	Items	Options	N	*f*	Percentage (%)
		of activities for learning vocabulary	*Matching a word with its meaning*	27	*20*	*74.07*
			Matching a word with the relevant picture	27	18	66.67
			Finding the synonym of a word	27	11	40.74
			Completing a sentence by using your own words in order to become a good sentence	27	8	29.63
			Memorizing a word with its meaning	27	11	40.74
		The students' preferred type of activities for learning grammar	Identifying and correcting errors in the sentence structure	27	13	48.15
			Creating a sentence by using the given pattern	27	*19*	*70.37*
			Identifying and correcting the wrong words in a sentence	27	14	51.85
		The students' preferred type of activities for learning pronunciation	*Imitating the pronunciation of a word by the teacher*	27	*24*	*88.89*
			Reading aloud a word with correct pronunciation	27	10	37.04
			Having a peer discussion about the pronunciation of a word	27	12	44.44
		The students' preferred way to do the tasks	Individually	27	11	40.74
			In pairs	27	*22*	*81.48*
			In groups	27	21	77.78
		The students' preferred place to do the tasks	*Inside the classroom*	27	*18*	*66.67*
			Outside the classroom	27	7	25.93
			Inside and outside the classroom	27	15	55.55
		The students' preferred roles in the learning process	*Listen to the teacher's explanation*	27	*23*	*85.18*
			Write down to the teacher's explanation	27	17	62.96
			Participate actively during the learning activity	27	18	66.67
		The teacher's expected roles in the learning process	*Give an explanation and then ask to do the tasks*	27	*23*	*85.18*
			Give an adequate example before giving the tasks	27	20	74.07
			Go around the classroom and	27	7	25.93

No.	Types of Needs	Items	Options	N	*f*	Percentage (%)
			monitor the students' work			
			Assist the students finding difficulties	27	14	51.85
			Take a role in the learning process	27	12	44.44

APPENDIX D

The Syllabus

THE SYLLABUS
ENGLISH LEARNING MATERIALS FOR GRADE XI STUDENTS OF HOTEL MANAGEMENT DEPARTMENT OF SMK N 1 SEWON
UNIT 1

School : SMK N 1 Sewon
Subject : English
Grade/Semester : XI/1
Study Program : Hotel Management

Core Competences	Basic Competences
1. Menghayati dan mengamalkan ajaran agama yang dianutnya.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung-jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Memahami, menerapkan, dan menganalis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memcahkan masalah.	3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah	4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan

Core Competences	Basic Competences
abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.	merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Units/Topics /Unit Title	Indicators	Language Functions	Input Texts	Language Focus		Procedures
				Grammar	Vocabulary	
Unit: UNIT 1 **Topic:** Hotels **Unit Title:** What Do You Suggest?	Students will be able to: - Identify the social functions of expressions of asking for and giving suggestion, and offering, along with the responses appropriately. - Use the expressions of asking for and giving suggestion, and offering, along with the responses appropriately. - Produce texts and dialogues containing the expressions of asking for and giving suggestion, and offering, along	Expressions of giving suggestion: - *I suggest ...* - *What about ...?* - *How about ...?* Expressions of asking for suggestion: - *What do you suggest?* - *Do you think I should ...?* - *What would you suggest?*	- Spoken and written texts containing the expressions of asking for and giving suggestion, and offering, along with the responses - Lists of expressions of asking for and giving suggestion, and offering, along with the responses - Vocabulary lists of relevant words	Modals/ Auxiliary such as *shall, should, must, etc*. - *We shall check it once again.* - *You should do it better next time.* - *You must make sure of it.*	Terms related to asking for and giving suggestion (e.g. *shall, should, may, might, would, advise, suggest, ought to, etc*.)	**A. LEAD-IN** - Students match some pictures with their names. - Students study the pictures in the previous task and answer the questions. - Students find the Indonesian of the words related to the topic of the unit and then pronounce them. **B. LESSON PROPER** **Reading & Writing** **Observing** - Students read a text and then list items they want to know. **Questioning** - Students formulate questions based on the items they want to know in the previous task and give their temporary answers. **Collecting, Analyzing, Communicating** - Students match several words taken from the text in the previous

Units/Topics /Unit Title	Indicators	Language Functions	Input Texts	Language Focus		Procedures
				Grammar	Vocabulary	
	with the responses appropriately.					task with its correct meaning in a table. - Students write words referring to the pronouns in the text in the previous task. - Students answer questions based on the text in the previous task. Then, they report their works to their classmates. - Students study the explanation of asking for and giving suggestion and discuss it with the teacher and their classmates. - Students find the grammatical errors in the sentences and then rewrite the sentences correctly. - Students match the people's preferences with the suitable rooms. - Students make a list of questions containing expressions of asking for suggestion and then ask their classmates to give proper responses. **Creating** - Students write an email based on the given situation. - Students write a simple mail of suggestions as the response on

Units/Topics /Unit Title	Indicators	Language Functions	Input Texts	Language Focus		Procedures
				Grammar	Vocabulary	
						certain situation. **Listening & Speaking** **Observing** - Students listen to a dialogue and then list items they want to know. **Questioning** - Students formulate questions based on the items they want to know in the previous task and give their temporary answers. **Collecting, Analyzing, Communicating** - Students find the synonym of the several words taken from the dialogue in the previous task and then pronounce them after the teacher. - Students listen to a recording and complete the dialogue. Then, they report their works to their classmates. - In pairs, students listen to the dialogue again and then decide whether the statements are true or false and give the correction if it is false. - Students study the explanation of the expressions of offering,

Units/Topics /Unit Title	Indicators	Language Functions	Input Texts	Language Focus		Procedures
				Grammar	Vocabulary	
						accepting, and refusing and then discuss it with the teacher and their classmates. - Students match the expressions of offering with the suitable responses. Then, they report their works to their classmates. - In groups of three, students complete the dialogue and then act it out. - Students read the dialogue in the previous task again and then complete the table by listing the expressions found in the dialogue. **Creating** - In groups of three, students make a dialogue containing the expressions of asking for and giving suggestion, offering, accepting, and refusing based on a given situation and then practice it in front of the class.

THE SYLLABUS
ENGLISH LEARNING MATERIALS FOR GRADE XI STUDENTS OF HOTEL MANAGEMENT DEPARTMENT OF SMK N 1 SEWON
UNIT 2

School : SMK N 1 Sewon
Subject : English
Grade/Semester : XI/1
Study Program : Hotel Management

Core Competences	Basic Competences
1. Menghayati dan mengamalkan ajaran agama yang dianutnya.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung-jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Memahami, menerapkan, dan menganalis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memcahkan masalah.	3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *factual report* dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah	4.13 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan

Core Competences	Basic Competences
abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.	dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

Units/Topics /Unit Title	Indicators	Language Functions	Input Texts	Language Focus		Procedures
				Grammar	Vocabulary	
Unit: UNIT 2 **Topic:** Hotel Jobs **Unit Title:** What Is a Bellboy?	Students will be able to: - Identify the social function of report text. - Identify the generic structure of report text. - Produce a report text about a hotel job.	Simple present tense: - *Doorman belongs to the concierge division.* - *It is a kind of jobs that requires high discipline.*	- Spoken and written texts about hotel jobs - Vocabulary lists of relevant words	Adjectives (S+To be+N): - *Doorman belongs to the concierge division.* - *It is a kind of jobs that requires high discipline.*	Terms related to report text (e.g. *is, am, are, etc.*)	**A. LEAD-IN** - Students match some pictures with their names. - Students study the pictures and answer the questions. - Students find the Indonesian of the words related to the topic of the unit. **B. LESSON PROPER** **Reading & Writing** **Observing** - Students read a text and then list items they want to know. **Questioning** - Students formulate questions based on the items they want to know in the previous task and give their temporary answers. **Collecting, Analyzing, Communicating** - Students match several words taken from the text in the previous task with their correct meaning.

Units/Topics /Unit Title	Indicators	Language Functions	Input Texts	Language Focus		Procedures
				Grammar	Vocabulary	
						Then, they compare their works to a classmate's. - Students find the synonyms of several words and then make a sentence using the synonyms. - Students read the text in the previous task again and then answer the questions. - Students choose the right statements about report texts they have read and give their supporting statements. - Students study the explanation of report text and then discuss it with the teacher and their classmates. - Students read the text in the previous task again and then identify the generic structure. - Students arrange the jumbled words into a good sentence. **Creating** - In pairs, students study the pictures and then complete the description of each picture in the space provided. - Students make a simple report text based on the information of pictures in the previous task by choosing one of them.

Units/Topics /Unit Title	Indicators	Language Functions	Input Texts	Language Focus		Procedures
				Grammar	Vocabulary	
						Listening & Speaking **Observing** - Students listen to a dialogue and then list items they want to know. **Questioning** - Students formulate questions based on the items they want to know in the previous task and give their temporary answers. **Collecting, Analyzing, Communicating** - Students find the Indonesians of several words and then pronounce them after the teacher. - Students listen to the dialogue in the previous task again and decide whether the statements are true or not based on the dialogue. - Students complete a text by listening to a recording. Then, they compare their works to a classmate's. - Students listen to the recording in the previous task again and then answer the questions. They report their works to their classmates.

Units/Topics /Unit Title	Indicators	Language Functions	Input Texts	Language Focus		Procedures
				Grammar	Vocabulary	
						Creating - Students make a monologue based on the information provided. Then, they act it out in front of the class.

THE SYLLABUS
ENGLISH LEARNING MATERIALS FOR GRADE XI STUDENTS OF HOTEL MANAGEMENT DEPARTMENT OF SMK N 1 SEWON
UNIT 3

School : SMK N 1 Sewon
Subject : English
Grade/Semester : XI/1
Study Program : Hotel Management

Core Competences	Basic Competences
1. Menghayati dan mengamalkan ajaran agama yang dianutnya.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung-jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Memahami, menerapkan, dan menganalis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memcahkan masalah.	3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah	4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual

Core Competences	Basic Competences
abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.	dan kiat-kiat (*tips*). 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (*tips*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Units/Topics /Unit Title	Indicators	Language Functions	Input Texts	Language Focus		Procedures
				Grammar	Vocabulary	
Unit: UNIT 3 **Topic:** Hotel Management **Unit Title:** How to Manage a Hotel	Students will be able to: - Identify the social function of procedure text. - Identify the generic structure of procedure text. - Produce a procedure text. - Use imperative sentences appropriately - Use sequencing connectives appropriately.	Imperative sentence: - *Bring a trolley containing a set of cleaning kit into the room.* - *Collect all the trash in the room.* - *Use a vacuum cleaner to clean the floor and the carpet.*	- Spoken and written procedure texts about hotel management. - Vocabulary lists of relevant words	Imperative sentence (V1+O+A): - *Bring a trolley containing a set of cleaning kit into the room.* - *Collect all the trash in the room.* - *Use a vacuum cleaner to clean the floor and the carpet.*	Terms related to procedure text (e.g. *first, second, next, then, finally, last, while, when, etc.*)	**A. LEAD-IN** - Students match some pictures with their names. - Students study the pictures in the previous task and answer the questions. - Students find the Indonesian of the words related to the topic of the unit and then pronounce them after the teacher. **B. LESSON PROPER** **Reading & Writing** **Observing** - Students read a procedure text then list items they want to know. **Questioning** - Students formulate questions based on the items they want to know in the previous task and give their temporary answers. **Collecting, Analyzing, Communicating**

Units/Topics /Unit Title	Indicators	Language Functions	Input Texts	Language Focus		Procedures
				Grammar	Vocabulary	
						- Students match several words with its synonyms. Then, they report their works to their classmates. - Students read the text in the previous task again and then answer the multiple-choice questions. - Students choose the right statements about procedure texts they have read and give their supporting statements. - Students study the explanation of procedure text and then discuss it with the teacher and their classmates. - In pairs, students complete a text using the words provided in the box. Then, they report their works to their classmates. - Students arrange the jumbled words in to a good sentence and then report their works to their classmates. - Students sequence the pictures into a correct order. **Creating** - Students make a simple procedure

Units/Topics /Unit Title	Indicators	Language Functions	Input Texts	Language Focus		Procedures
				Grammar	Vocabulary	
						text based on the correct answer of the previous task. **Listening & Speaking** **Observing** - Students listen to a recording about tips to clean a room and then list items they want to know. **Questioning** - Students formulate questions based on the items they want to know in the previous task and give their temporary answers. **Collecting, Analyzing, Communicating** - Students listen to the recording in the previous task again and then match the words with its meaning. - Students do a cross-word puzzle by listening to the recording. - Students study the explanation of imperative sentence and discuss it with the teacher and their classmates. - Students make an imperative sentence using the words provided. Then, they report their works to their classmates. - Students study the explanation of

Units/Topics /Unit Title	Indicators	Language Functions	Input Texts	Language Focus		Procedures
				Grammar	Vocabulary	
						sequencing connectives and discuss it with the teacher and their classmates. - Students listen to a recording and sequence the sentences into a correct order. - Students guess the Indonesians of several words taken from the text in the previous task and then pronounce them after the teacher. **Creating** - Individually, students make a simple monologue of procedure text based on a video.

APPENDIX E

The Description of the Tasks

The Description of the Tasks of Unit 1

UNIT 1
WHAT WOULD YOU SUGGEST?

Tasks	Instructions-Descriptions
A. LEAD-IN	
Task 1	**Instruction:** *Match the pictures below with the names.*
	Description: In this task, students are asked to match several pictures representing terms related to hotel with their names which have been provided. This task aims as a schema-builder of what is going to be learnt in the unit.
Task 2	**Instruction:** *Study the pictures in the Task 1 and then answer the questions.*
	Description: In this task, students are asked to study the pictures in the previous task and answer several questions based on them. This task aims to give them a clearer picture of the area to cover in the unit.
Task 3	**Instruction:** *The words in the box will help you understand the texts in this unit. In pairs, find the Indonesian of the English words in the box. Pronounce the words after your teacher.*
	Description: In this task, students are asked to find the Indonesian of several English words related to the topic. This task aims to enrich students' vocabulary and help them understand the next tasks.
B. LESSON PROPER	
READING & WRITING	
OBSERVING	
Task 4	**Instruction:** *Read the consultation column below and then tick (√) and list items you want to know.*
	Description: In this task, students are asked to read a consultation column about choosing a hotel and tick and list items they want to know. This task aims to give students the opportunity to observe the language phenomenon that occurs in the text.
QUESTIONING	
Task 5	**Instruction:** *Formulate relevant questions based on the items you want to know in Task 4. Number 1 has been done as an example. Then, provide your temporary answers for the questions.*

Tasks	Instructions-Descriptions
	Description: In this task, students are asked to formulate questions based on the items they have ticked in the previous task and provide temporary answers. This task aims is the adaptation of the second step of scientific approach that is questioning.
COLLECTING, ANALYZYNG, COMMUNICATING	
Task 6	**Instruction:** *Below are the words taken from the text in Task 4. In pairs, match the words in Column A with their suitable meanings in Column B. Report your work to your classmates.*
	Description: In this task, students are asked to match several English words with their definition. This task aims to give students the opportunity to collect information related to vocabulary.
Task 7	**Instruction:** *In the text in Task 4, the italic words are pronouns, referring to other words. In pairs, write words referred to them in the space provided. The first one has been done as an example.*
	Description: In this task, students are asked to find the words referring to the italic words in the previous task. This task aims to give them the opportunity to collect information related to the content of the text.
Task 8	**Instruction:** *Read the text in Task 4 again and answer the following questions. You may work in pairs. Report your work to your classmates.*
	Description: In this task, students are asked to read the text in the previous task again and answer several questions. This task aims to give them the opportunity to collect information related to the content of the text.
Task 9	**Instruction:** *Study the following explanation to help you understand the expressions of asking for and giving suggestion and discuss it with your classmates. Ask your teacher if you do not understand.*
	Description: In this task, students are asked to study the list of expressions of asking for and giving suggestion and discuss it. This task aims to give them the opportunity to collect information related to language features.
Task 10	**Instruction:** *There are some grammatical errors in the sentences given below. Circle the mistakes in the sentence and then rewrite the sentences correctly.*
	Description: In this task, students are asked to find the grammatical errors in several sentences and then correct them. This task aims to give them the opportunity to learn the grammar used in the unit.
Task 11	**Instruction:** *Below are some people who are confused in choosing the suitable*

Tasks	Instructions-Descriptions
	room for them to stay. Match the people's preferences in the left side with the suitable rooms in the column in the right side.
	Description: In this task, students are asked to match people's preference with the suitable rooms. This task aims to give them the opportunity to have exercise on the expressions of asking for and giving suggestion.
Task 12	**Instruction:** *Make a list of questions containing the expressions of asking for suggestion of choosing suitable rooms and then ask your classmates to receive their proper suggestion.*
	Description: In this task, students are asked to make several questions containing the expressions of asking for suggestion and ask their classmate to get the proper suggestion. This task aims to give them the opportunity to have exercise on the expressions of asking for and giving suggestion.
CREATING	
Task 13	**Instruction:** *Your grandfather is planning on going on vacation to Bali, but he doesn't know anything about Bali including the trip accommodation. He wants to consult this to a trip advisor but he doesn't know how to write an email. Help him to write an email about his preferences in considering the trip accommodation. Phrases in the brackets give you clues on what you have to write.*
	Description: In this task, students are asked to write an email containing the expressions of asking for suggestion based on the given information. This task aims to give them the opportunity to have guided practice on asking for suggestion.
Task 14	**Instruction:** *Respond to the specific customers' problems by writing a simple email of suggestion based on the given situation.*
	Description: In this task, students are asked to write a simple mail of suggestion based on the given information. This task aims to give them the opportunity to have free practice on giving suggestion.
LISTENING & SPEAKING	
OBSERVING	
Task 15	**Instruction:** *Listen to the dialogue between a receptionist and Ali and then tick (√) and list items you want to know.*
	Description: In this task, students are asked to listen to a dialogue and tick and list items they want to know. This task aims to give them the opportunity to observe the language phenomenon that occurs in the text.
QUESTIONING	

Tasks	Instructions-Descriptions
Task 16	**Instruction:** *Formulate relevant questions based on the items you want to know in Task 15. Number 1 has been done as an example. Then, provide your temporary answers for the questions.*
	Description: In this task, students are asked to formulate questions based on the items they have ticked in the previous task and provide temporary answers. This task aims is the adaptation of the second step of scientific approach that is questioning.
COLLECTING, ANALYZYNG, COMMUNICATING	
Task 17	**Instruction:** *Below are words taken from the dialogue in Task 15. Find the synonyms of the words in the box and then pronounce it after your teacher.*
	Description: In this task, students are asked to find the synonyms of several English words and pronounce them. This task aims to give them the opportunity to collect information related to vocabulary.
Task 18	**Instruction:** *Listen to the dialogue and complete the dialogue below. Report your work to your classmates.*
	Description: In this task, students are asked to listen to and complete a dialogue. This task aims to improve students' listening skill and give them more examples of the expressions of offering.
Task 19	**Instruction:** *Work in pairs. Listen to the dialogue in Task 18 again and then decide whether the statements are true of false. Write T if the statement is true and F if the statement is false. Correct the false statements. Look at the example.*
	Description: In this task, students are asked to listen to the dialogue in the previous task again and decide whether the statements are true or false. This task aims to give them the opportunity to collect information related to the content of the dialogue.
Task 20	**Instruction:** *Study the explanation of the expressions of offering below and then discuss them with your classmates. Ask your teacher if you do not understand.*
	Description: In this task, students are asked to study the expressions of offering, accepting, and refusing and discuss them. This task aims to give them the opportunity to collect information related to language features.
Task 21	**Instruction:** *Match the expressions of offering in Column A with the suitable responses in Column B. Then, practice them with your classmates. Report your work to your classmates.*
	Description:

Tasks	Instructions-Descriptions
	In this task, students are asked to match the expressions of offering with the suitable responses.
Task 22	**Instruction:** *In groups of three, complete the dialogue below and then act it out.*
	Description: In this task, students are asked to complete a dialogue and act it out. This task aims to give them the opportunity to have exercise on vocabulary related to the expressions of offering, accepting, and refusing.
Task 23	**Instruction:** *Read the dialogue in Task 20 again and then complete the following table by listing and grouping the expressions found in the dialogue.*
	Description: In this task, students are asked to read the dialogue in the previous task again and list and group the expressions.
CREATING	
Task 24	**Instruction:** *In groups of three, make a dialogue containing the expressions of offering, accepting, and refusing, based on the given situation and then act it out in front of the class.*
	Description: In this task, students are asked to make a dialogue containing the expressions of offering, accepting, and refusing, based on the given situation. This task aims to give them the opportunity to have guided practice on offering, accepting, and refusing.
C. HOMEWORK	
Task 25	**Instruction:** *Work in pairs. Find a consultation rubric about looking for a hotel on the Internet. List the expressions of asking for and giving suggestion that you find. Print the consultation rubric and attach it as you submit your homework. Don't forget to write down the source.*
	Description: In this task, students are asked to find a consultation rubric in the Internet and list the expressions of asking for and giving suggestion they find. This task aims to give them the opportunity to have further exercise by finding the use of the expressions in real situation.

The Description of the Tasks of Unit 2

UNIT 2
WHAT IS A BELLBOY?

Tasks	Instructions-Descriptions
A. LEAD-IN	
Task 1	**Instruction:** *Match the pictures below with their jobs.*
	Description: In this task, students are asked to match several pictures of hotel jobs with their names which have been provided. This task aims as a schema-builder of what is going to be learnt in the unit.
Task 2	**Instruction:** *Study the pictures in Task 1 and then answer the questions.*
	Description: In this task, students are asked to answer several questions based on the pictures in the previous task. This task aims to give them a clearer picture of the area to cover in the unit.
Task 3	**Instruction:** *The words in the box will help you understand the texts in this unit. In pairs, find the Indonesian of the English words in the box. Pronounce the words after your teacher.*
	Description: In this task, students are asked to find the Indonesian of several English words related to the topic. This task aims to enrich students' vocabulary and help them understand the next tasks.
B. LESSON PROPER	
READING & WRITING	
OBSERVING	
Task 4	**Instruction:** *Read the text below and then tick (√) and list items you want to know.*
	Description: In this task, students are asked to read a text and tick and list items they want to know. This task aims to give students the opportunity to observe the language phenomenon that occurs in the text.
QUESTIONING	
Task 5	**Instruction:** *Formulate relevant questions based on the items you want to know in Task 4. Number 1 and 2 has been done as an example. Then, provide your temporary answers for the questions.*
	Description: In this task, students are asked to formulate questions based on the items they have ticked in the previous task and provide temporary answers. This task aims is the adaptation of the second step of

Tasks	Instructions-Descriptions
	scientific approach that is questioning.
COLLECTING, ANALYZYNG, COMMUNICATING	
Task 6	**Instruction:** *Below are the words taken from the text in Task 4. In pairs, match the words in Column A with their suitable meanings in Column B. Compare your answers with a classmate's.*
	Description: In this task, students are asked to match several English words with their definition. This task aims to give students the opportunity to collect information related to vocabulary.
Task 7	**Instruction:** *Below are some words taken from the text in Task 4. Find the synonyms of the words and then make a sentence using the synonyms.*
	Description: In this task, students are asked to find the synonyms of several English words and make a sentence using the synonyms. This task aims to give them the opportunity to collect and analyze information related to vocabulary.
Task 8	**Instruction:** *Read the text in Task 4 again and answer the following questions. Report your answers to your classmates.*
	Description: In this task, students are asked to read the text in the previous task again and answer several questions. This task aims to give them the opportunity to collect information related to the content of the text.
Task 9	**Instruction:** *Read the statements below and then choose the right statements based on the report text you have read. Don't forget to give statements supporting your choices. Report your work to your classmates.*
	Description: In this task, students are asked to choose the right statements based on the report text and give supporting statements. This task aims to give them the opportunity to collect information related to the social function of the report text.
Task 10	**Instruction:** *Study the following explanation of report text and discuss it with your classmates. Ask your teacher if you do not understand.*
	Description: In this task, students are asked to study the report text and discuss it. This task aims to give them the opportunity to collect information related to the structure and language features of the report text.
Task 11	**Instruction:** *Read the text entitled "Doorman" in Task 4 again and identify the generic structure. Report your work to your classmates.*
	Description: In this task, students are asked to read the text in the previous task again and identify its generic structure. This task aims to give them the opportunity to have exercise about the structure of the report text.

Tasks	Instructions-Descriptions
Task 12	**Instruction:** *Study the following explanation of simple present tense and discuss it with your classmates. Ask your teacher if you do not understand.*
	Description: In this task, students are asked to study the simple present tense and discuss it. This task aims to give them the opportunity to collect information about grammar of the simple present tense.
Task 13	**Instruction:** *Arrange the jumbled words below into a good sentence. Report your work to your classmates.*
	Description: In this task, students are asked to arrange several jumbled words into a good sentence. This task aims to give them the opportunity to have exercise on the simple present tense.
Task 14	**Instruction:** *Work in pairs. Study the pictures of jobs in a hotel below. Complete the description of each picture in the space provided. Report your work to your classmates.*
	Description: In this task, students are asked to study some pictures of jobs in a hotel and complete their description. This task aims to give them the opportunity to have guided practice before producing a report text.
CREATING	
Task 15	**Instruction:** *Based on the information of the pictures in Task 14, make a simple report text by referring to them. You may choose one of them.*
	Description: In this task, students are asked to make a simple report text based on the information of the pictures in the previous task. This task aims to give them the opportunity to make their own report text in the written form.
LISTENING & SPEAKING	
OBSERVING	
Task 16	**Instruction:** *Listen to the monologue entitled "Receptionist" and then tick (√) and list items you want to know.*
	Description: In this task, students are asked to listen to a monologue and tick and list items they want to know. This task aims to give them the opportunity to observe the language phenomenon that occurs in the text.
QUESTIONING	
Task 17	**Instruction:** *Formulate relevant questions based on the items you want to know in Task 16. Number 1 has been done as an example. Then, provide your*

Tasks	Instructions-Descriptions
	temporary answers for the questions.
	Description: In this task, students are asked to formulate questions based on the items they have ticked in the previous task and provide temporary answers. This task aims is the adaptation of the second step of scientific approach that is questioning.
COLLECTING, ANALYZYNG, COMMUNICATING	
Task 18	**Instruction:** *Find the Indonesian of the words below and then pronounce them after your teacher.*
	Description: In this task, students are asked to find the Indonesian of several English words and pronounce them. This task aims to enrich students' vocabulary and help them understand the next tasks.
Task 19	**Instruction:** *Listen to the monologue in Task 16 again and then decide whether the statements are true of false. Write T if the statement is true and F if the statement is false. Correct the false statements. Look at the example. Report your work to your classmates.*
	Description: In this task, students are asked to listen to the monologue in the previous task again and decide whether the statements are true or false and correct them if they are false. This task aims to give them the opportunity to collect information related to the content of the monologue.
Task 20	**Instruction:** *Listen to the monologue and complete the text below. Then, report your work to your classmates.*
	Description: In this task, students are asked to listen to a monologue and complete a text. This task aims to give them the opportunity to improve their listening skill and collect information related to the content of the text.
Task 21	**Instruction:** *Below are some words taken from the text in Task 20. In pairs, match the words in Column A with their suitable meanings in Column B. Report your work to your classmates. Then, pronounce them after your teacher.*
	Description: In this task, students are asked to match several words with their definition. This task aims to give students the opportunity to collect information related to vocabulary.
Task 22	**Instruction:** *Listen to the monologue in Task 20 again and then answer the following questions. Report your work to your classmates.*
	Description: In this task, students are asked to listen to the monologue in the previous task again and answer several questions. This task aims to give them the opportunity to improve their listening skill and collect

Tasks	Instructions-Descriptions
	and analyze information related to the content of the monologue.
CREATING	
Task 23	**Instruction:** *Complete the script of a monologue below based on the clues provided. Report your work to your classmates. Then, act it out with a classmate.*
	Description: In this task, students are asked to complete a report text based on some provided clues. This task aims to give them the opportunity to have guided practice on the report text.
Task 24	**Instruction:** *Make a monologue based on the information provided in the box. Then, act it out in front of the class.*
	Description: In this task, students are asked to make a monologue based on some information. This task aims to give them the opportunity to have free practice on the report text.
C. HOMEWORK	
Task 25	**Instruction:** *Work in groups of three. Make a clipping that contains reports of other jobs in a hotel.*
	Description: In this task, students are asked to make a clipping that contains reports of jobs in a hotel. This task aims to give them the opportunity to have further exercise by making a clipping.

The Description of the Tasks of Unit 3

UNIT 3
HOW TO MANAGE A HOTEL

Tasks	Instructions-Descriptions
A. LEAD-IN	
Task 1	**Instruction:** *Match the pictures with their names.*
	Description: In this task, students are asked to match several pictures of hotel tools with their names which have been provided. This task aims as a schema-builder of what is going to be learnt in the unit.
Task 2	**Instruction:** *Study the pictures in the Task 1 and then answer the questions.*
	Description: In this task, students are asked to answer several questions based on the pictures in the previous task. This task aims to give them a clearer picture of the area to cover in the unit.
Task 3	**Instruction:** *The words in the box will help you understand the texts in this unit. In pairs, find the Indonesian of the English words in the box. Pronounce the words after your teacher.*
	Description: In this task, students are asked to find the Indonesian of several English words related to the topic. This task aims to enrich students' vocabulary and help them understand the next tasks.
B. LESSON PROPER	
READING & WRITING	
OBSERVING	
Task 4	**Instruction:** *Read the text below and then tick (√) and list items you want to know.*
	Description: In this task, students are asked to read a text and tick and list items they want to know. This task aims to give students the opportunity to observe the language phenomenon that occurs in the text.
QUESTIONING	
Task 5	**Instruction:** *Formulate relevant questions based on the items you want to know in Task 4. Number 1 has been done as an example. Then, provide your temporary answers for the questions.*
	Description: In this task, students are asked to formulate questions based on the items they have ticked in the previous task and provide temporary

Tasks	Instructions-Descriptions
	answers. This task aims is the adaptation of the second step of scientific approach that is questioning.
COLLECTING, ANALYZYNG, COMMUNICATING	
Task 6	**Instruction:** *Below are the words taken from the text in Task 4. In pairs, match the words in Column A with their synonyms in Column B. Report your work to your classmates.*
	Description: In this task, students are asked to match several English words with their synonyms. This task aims to give them the opportunity to collect information related to vocabulary.
Task 7	**Instruction:** *Read the text in Task 4 again and then answer the following questions. Report your work to your classmates.*
	Description: In this task, students are asked to read the text in the previous task again and answer several questions. This task aims to give them the opportunity to collect and analyze information related to the content of the text.
Task 8	**Instruction:** *Read the statements below and then choose the right statements based on the procedure text you have read. Don't forget to give statements supporting your choices. Compare your work to a classmate's.*
	Description: In this task, students are asked to choose the right statements based on the procedure text and give supporting statements. This task aims to give them the opportunity to collect information related to the social function of the procedure text.
Task 9	**Instruction:** *Study the explanation of procedure text below and discuss it with your classmates. Ask your teacher if you do not understand.*
	Description: In this task, students are asked to study the procedure text and discuss it. This task aims to give them the opportunity to collect information related to the structure and language features of the procedure text.
Task 10	**Instruction:** *In pairs, complete the text below using the words in the box and then identify the generic structure. Report your work to your classmates.*
	Description: In this task, students are asked to complete a text using several words provided and identify its generic structure. This task aims to give them the opportunity to have exercise about the structure of the procedure text.
Task 11	**Instruction:** *Arrange the jumbled words below into a good sentence and then report your work to your classmates.*
	Description: In this task, students are asked to arrange several jumbled words into a

Tasks	Instructions-Descriptions
	good sentence. This task aims to give them the opportunity to have exercise on the simple present tense.
Task 12	**Instruction:** *Sequence the pictures of laundry activities below into a correct order.*
	Description: In this task, students are asked to sequence several pictures of laundry activities into a correct order. This task aims to give them the opportunity to have guided practice before producing a procedure text.
CREATING	
Task 13	**Instruction:** *Make a simple procedure text based on the correct answer of Task 12.*
	Description: In this task, students are asked to make a simple procedure text based on the correct answer of the previous task. This task aims to give them the opportunity to make a procedure text.
LISTENING & SPEAKING	
OBSERVING	
Task 14	**Instruction:** *Listen to the monologue entitled "How to Deal With 'No Show' " and then tick (√) and list items you want to know.*
	Description: In this task, students are asked to listen to a monologue and tick and list items they want to know. This task aims to give them the opportunity to observe the language phenomenon that occurs in the text.
QUESTIONING	
Task 15	**Instruction:** *Formulate relevant questions based on the items you want to know in Task 14. Number 1 has been done as an example. Then, provide your temporary answers for the questions.*
	Description: In this task, students are asked to formulate questions based on the items they have ticked in the previous task and provide temporary answers. This task aims is the adaptation of the second step of scientific approach that is questioning.
COLLECTING, ANALYZYNG, COMMUNICATING	
Task 16	**Instruction:** *Listen to the monologue in Task 14 again and match the words below with their Indonesians. Compare your answers with a classmate's.*
	Description: In this task, students are asked to listen to the monologue in the previous task again and match several words with their Indonesians. This task aims to give them the opportunity to collect information related to vocabulary.

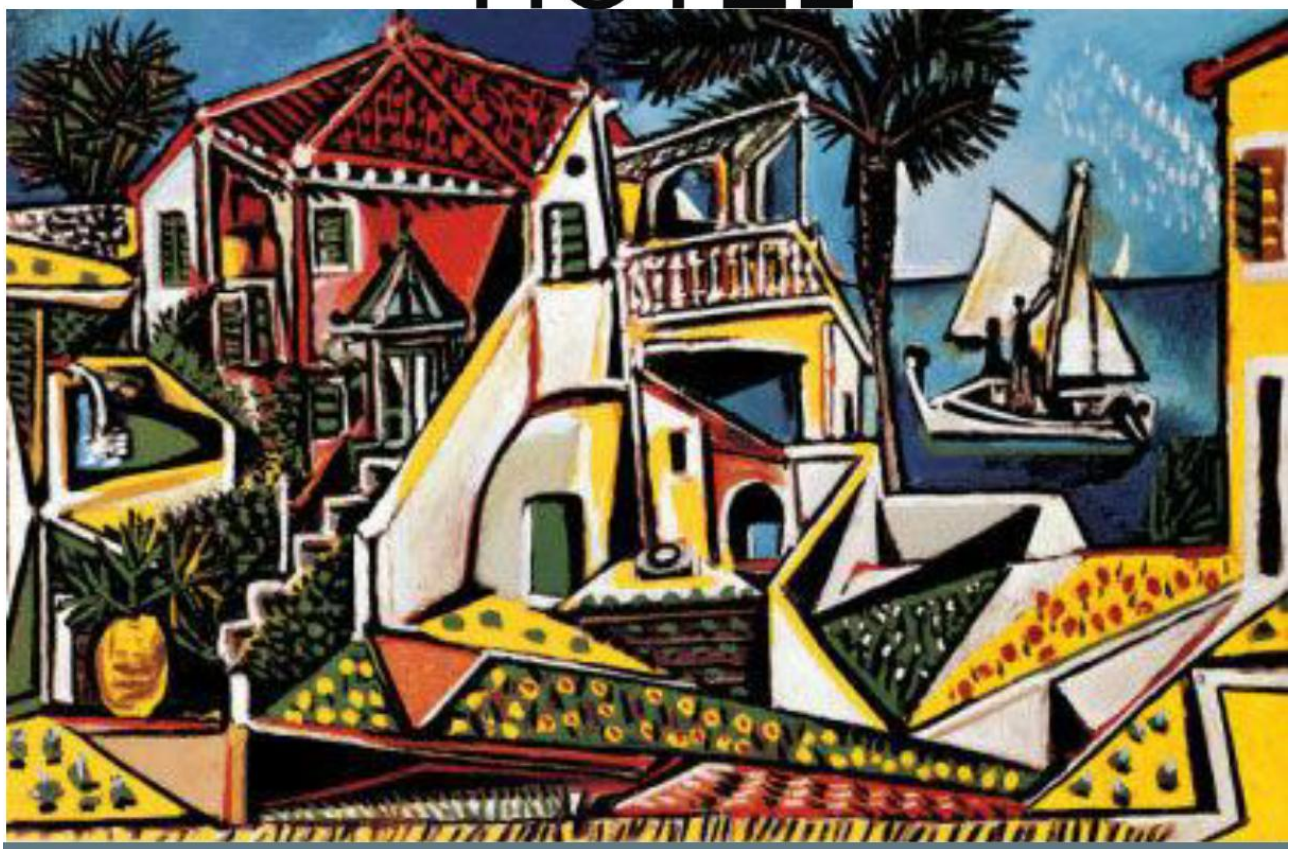
Tasks	Instructions-Descriptions
Task 17	**Instruction:** *Listen to a monologue and do the crossword puzzle below. Compare your work to your classmates'.*
	Description: In this task, students are asked to listen to a monologue and do a crossword puzzle. This task aims to give them the opportunity to collect information related to vocabulary.
Task 18	**Instruction:** *Study the following explanation of imperative sentence and then discuss it with your classmates. Ask your teacher if you do not understand.*
	Description: In this task, students are asked to study the explanation of imperative sentence and discuss it. This task aims to give them the opportunity to collect information related to the structure and language features of the procedure text.
Task 19	**Instruction:** *Produce imperative sentences using the words provided below. Then, report your work to your classmates.*
	Description: In this task, students are asked to produce several imperative sentences using several words given. This task aims to give them the opportunity to have exercise on imperative sentence.
Task 20	**Instruction:** *Study the following explanation of sequencing connectives and then discuss it with your classmates. Ask your teacher if you do not understand.*
	Description: In this task, students are asked to study the explanation of sequencing connectives and discuss it. This task aims to give them the opportunity to collect information related to sequencing connectives.
Task 21	**Instruction:** *Listen to the monologue about how to clean a hotel room and then sequence the sentences below into the correct order.*
	Description: In this task, students are asked to listen to a monologue and sequence several sentences into the correct order. This task aims to give them the opportunity to have exercise on sequencing connectives.
Task 22	**Instruction:** *Guess the Indonesian of the words taken from the text in Task 21 and then pronounce them after your teacher.*
	Description: In this task, students are asked to guess the Indonesian of several English words and pronounce them. This task aims to give them the opportunity to have exercise on relevant vocabulary.
CREATING	
Task 23	**Instruction:** *Below are the points of the procedure text entitled "How to Handle a*

Tasks	Instructions-Descriptions
	Room Reservation". Give more explanation to each point so that it becomes a good procedure text. Don't forget to use imperative sentences and sequencing connectives. Use the words as clues to make the explanation. Report your work to your classmates.
	Description: In this task, students are asked to give additional explanation to several points and add some imperative sentences and sequencing connectives. This task aims to give them the opportunity to have guided practice.
Task 24	**Instruction:** *You are shown a video about how to clean a bathtub. Make a simple monologue of procedure text based on the video and act it out. Do it individually.*
	Description: In this task, students are asked to watch a video and make a simple monologue based on it. This task aims to give them the opportunity to have guided practice on the procedure text.
C. HOMEWORK	
Task 25	**Instruction:** *Find a video about procedures of working in a hotel in www.youtube.com. Make a summary of the video by listing the tools/materials and the steps/methods used. Do it individually.*
	Description: In this task, students are asked to find a video and make a summary of it. This task aims to give them the opportunity to have further exercise and understanding about the real application of the procedure text.

APPENDIX F

The First Draft of the Materials

HOTEL SWEET HOTEL



English for Hotel Management Department Students

By
Kindani Kiromi
NIM 10202241071

Grade XI

1
UNIT

WHAT WOULD YOU SUGGEST?

Source: http://asluniforms.com

When you work in a hotel, you will meet many different types of guests. You may meet guests with specific needs in which you have to be able to act professionally and give them good suggestion. Have you ever given any suggestion to anyone to help them on some things? Or, have you ever asked for any suggestion to anyone to help you solve your problem? Do you know how to do it? Moreover, have you ever given any suggestion to others? How do you say it in English? You will learn how to ask and give suggestion in both oral and written form in this unit through challenging tasks.

A. LEAD-IN

Task 1

Match the pictures below with the names.

1

…

2

…

3

…

4

…

5

…

6

…

Lounge	Picking-Up Service
Checking-In	Lounge
Checking-Out	Concierge

Pictures: http://cdn02.cdn.justjared.com
https://s.yimg.com
http://d39s9vv5x4g84r.cloudfront.net
http://mycanadianconcierge.com
http://www.blogcdn.com
http://www.ndhl.jp

Task 2

Study the pictures in the Task 1 and then answer the questions.

1. Who is the woman in picture 2?
2. Where does the activity in picture 3 take place?
3. What do usually people do in the place in picture 6?

Task 3

The words in the box will help you understand the texts in this unit. In pairs, find the Indonesian of the English words in the box. Pronounce the words after your teacher.

English	Indonesians
check-in /ˈtʃek.ɪn/	
check-out /ˈtʃek.aʊt/	
reserve /rɪˈzɜːv/	
suite /swiːt/	
lounge /laʊndʒ/	
bill /bɪl/	
vacation /veɪˈkeɪ.ʃən/	
accommodation /əˌkɒm.əˈdeɪ.ʃən/	
trip /trɪp/	
stay /steɪ/	
luggage /ˈlʌg.ɪdʒ/	
vacant /ˈveɪ.kənt/	
check /tʃek/	
sibling /ˈsɪb.lɪŋ/	

B. LESSON PROPER

READING & WRITING

OBSERVING

Task 4

Read the consultation column below and then tick (√) and list items you want to know.

Choosing a hotel in Yogyakarta

jogjatripadvisor@gmail.com

Choosing a hotel in Yogyakarta

Hello, my name is Sigit Permana and *I* live in Bandung. Recently, I am planning on going on a vacation in Yogyakarta on *my* holidays. But I don't know a thing about accommodation for *this* is my first time going on a vacation. If I may choose, I would like to stay in a hotel with a large and fine swimming pool. I don't mind the price as long as I am satisfied with the facilities and services. Do *you* have any suggestion for me in choosing *one* that suits me? Thank you.

Regards,
Sigit Permana

Sans Serif | Send | Saved

Choosing a hotel in Yogyakarta

sigitpermana@gmail.com

Choosing a hotel in Yogyakarta

First of all, we would like to express our gratitude for having used *our* service on planning your vacation. Mr. Sigit Permana, after considering your preferences in choosing the place to stay during your vacation, we have some good recommendation of hotels for you. In Yogyakarta, there are many fine hotels that meet your preferences. Each of *them* has a wide and clean swimming pool; even some of them provide warm-water pool. *It* surely will grab your interest. Then, if we were to choose it for you, we recommend you reserve a room in hotel Tenteram. There, you will have a wonderful memory of staying over. Hope it will help you. Have a nice vacation.

Regards,
Jogja Trip Advisor

Sans Serif | Send | Saved

No.	Items you want to know	(√)
1.	The content of the text	
2.	The Indonesian of the underlined words	
3.	…	
4.	…	
5.	…	

QUESTIONING

Task 5

Formulate relevant questions based on the items you want to know in Task 4. Number 1 has been done as an example. Then, provide your temporary answers for the questions.

No.	Questions
1.	What is the text about?
2.	…
3.	…
4.	…
5.	…

Provide the temporary answers based on your knowledge.

No.	Answers
1.	…
2.	…
3.	…
4.	…
5.	…

COLLECTING, ANALYZING, COMMUNICATING

Task 6

Below are the words taken from the text in Task 4. In pairs, match the words in Column A with their suitable meanings in Column B. Report your work to your classmates.

Column A	Column B
vacation /veɪˈkeɪ.ʃən/	an official day when you do not have to go to work or school
holiday /ˈhɒl.ɪ.deɪ/	advice telling someone what the best thing to do is
accommodation /əˌkɒm.əˈdeɪ.ʃən/	the buildings, equipment and services provided for a particular purpose
hotel /*h* əʊˈtel/	the feeling or quality of being grateful
facility /fəˈsɪl.ɪ.ti/	when you like something or someone more than another person or thing
gratitude /ˈgræt.ɪ.tjuːd/	a holiday, especially when you are travelling away from home for pleasure
preference /ˈpref. ər. ən *t* s/	a place to stay when you are travelling, especially a hotel room
recommendation /ˌrek.ə.menˈdeɪ.ʃən/	a building where you pay to have a room to sleep in, and where you can eat meals

Task 7

In the text in Task 4, the italic words are pronouns, referring to other words. In pairs, write words referred to them in the space provided. The first one has been done as an example.

Line in which the pronoun is	Pronouns	What it refers to
1	*I*	
3	*My* holidays	
4	*This*	
8	*You*	
9	*One*	
11	*Our*	
16	Each of *them*	
18	*It*	

Task 8

Read the text in Task 4 again and answer the following questions. You may work in pairs. Report your work to your classmates.

1. What is Mr. Sigit Permana planning on his holidays?

   .....

2. Where does Mr. Sigit Permana come from?

   .....

3. Why does Mr. Sigit Permana ask for suggestion to a trip advisor?

   .....

4. What are Mr. Sigit Permana's hotel preferences?

   .....

5. What suggestion did the trip advisor give to Mr. Sigit Permana?

   .....

Task 9

Study the following explanation to help you understand the expressions of asking for and giving suggestion and discuss it with your classmates. Ask your teacher if you do not understand.

When you are asking for and giving suggestion, you need to use a specific expression to indicate your purpose. Following are some expressions that can be used to ask for and give suggestion.

Expressions of Asking for and Giving Suggestion

Asking for suggestion	Giving suggestion
What should I do?	You should go to another hotel.
What would you suggest?	I suggest that you reserve a ballroom.
What would you advise?	I advise you to take a taxi.
Do you have any idea?	You may like to ask the receptionist.
Do you have any suggestion for me?	You better change the room with another one.
Would you mind giving me your suggestion?	I recommend you make a reservation in that hotel.

Formula:

You should + V1

I suggest that you + V1

I advise you to + V1

You may/might like to +V1

You better + V1

I recommend you + V1

http://s3.amazonaws.com

Task 10

There are some grammatical errors in the sentences given below. Circle the mistakes in the sentence and then rewrite the sentences correctly.

1. You may to like reserve room in these hotel.

   _____

2. I likes beautiful scenery. What room I should book?

   _____

3. Me father and I would like to a massage service. You have any suggestion for we?

   _____

4. I advise you check-in Palapa hotel if you want romantic dinner.

   _____

5. You reserve better a room in second floor.

   _____

Task 11

Below are some people who are confused in choosing the suitable room for them to stay. Match the people's preferences in the left side with the suitable rooms in the column in the right side.

This is my first time travelling and I go by my self. I don't bring much money with me. Therefore, I don't know what room I should reserve. Can anyone help me choose what room suits me best? Thank you.	I recommend you reserve a connecting-cabana suite room. It is one very large room most families reserve with exclusive and extravagant facilities. The best part of it is that this room stands before a beach.
I am invited by my friends to have a trip with them. We consist of four boys and four girls. What would you suggest us for choosing the room we will stay in? Thanks.	You may like to choose double-double adjacent room. It is two rooms that face each other for four people with four doubled-size beds.
Can anyone help us? My brother and I need some recommendation about the accommodation of our vacation plan. We would like to have a large bed as we are sleeping. Also, we would prefer quite-large rooms as we stay. Thanks.	I suggest that you better reserve a single-standard room for you to rest your body. It is a room with a single bed and will not cost you much money.
I am planning on having a vacation with my family. We don't mind spending much money because we have prepared every cost so that we can make a good family-time. Do you have any suggestion for us? Thank you.	You should make a reservation on a double-double superior room. It is a room for two people with two double-sized beds.

Task 12

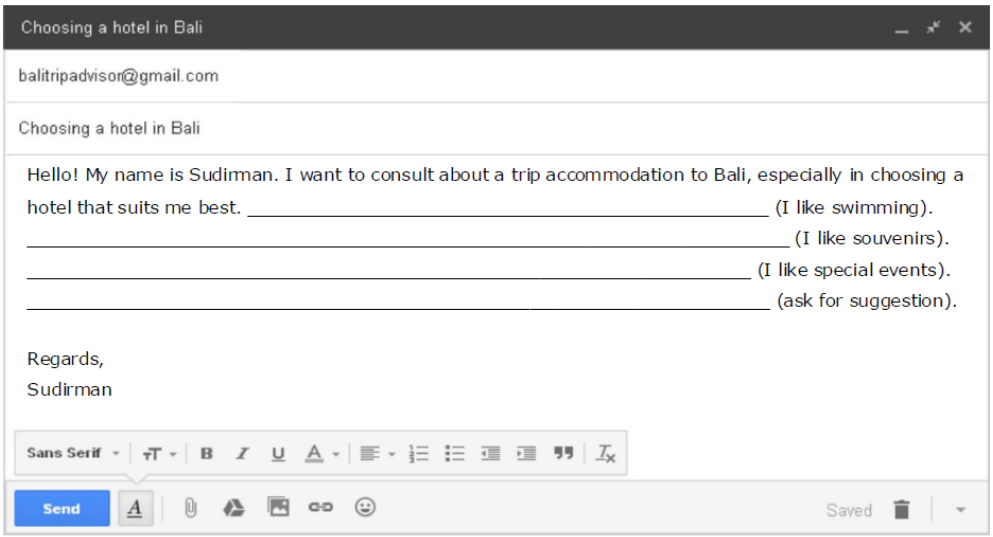
Make a list of questions containing the expressions of asking for suggestion of choosing suitable rooms and then ask your classmates to receive their proper suggestion.

Questions	Suggestions
1. …	1. …
2. …	2. …
3. …	3. …
4. …	4. …
5. …	5. …

CREATING

Task 13

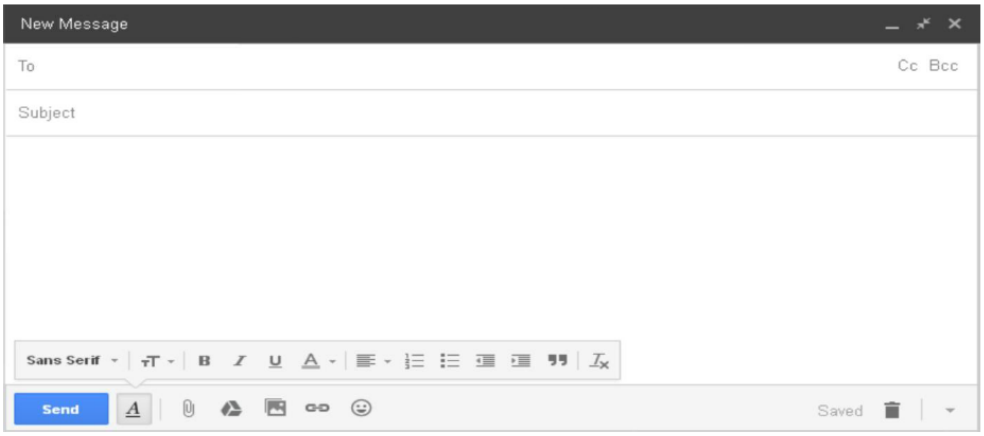
Your grandfather is planning on going on vacation to Bali, but he doesn't know anything about Bali including the trip accommodation. He wants to consult this to a trip advisor but he doesn't know how to write an email. Help him to write an email about his preferences in considering the trip accommodation. Phrases in the bracket give you clues on what you have to write.



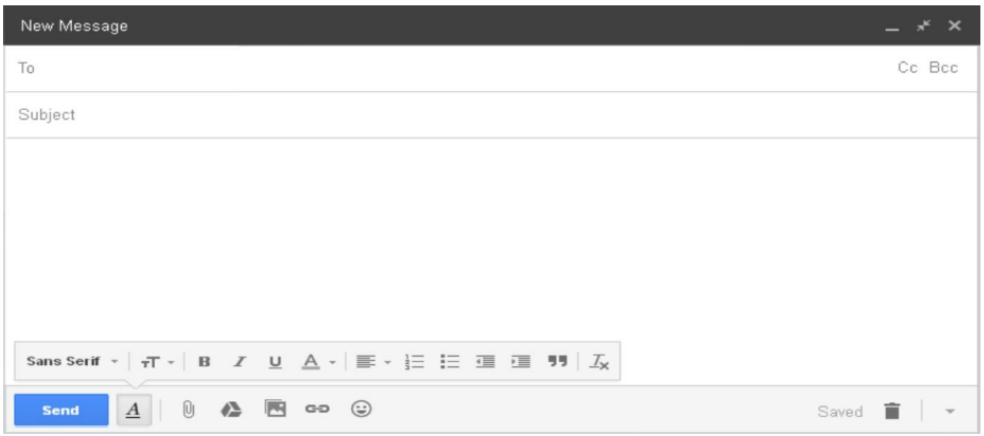
Task 14

Respond the specific customers' problems by writing a simple email of suggestion based on the given situation.

1. **Mr. Tono is looking for a hotel for him and his wife to stay during their vacation in Bandung. They like spending their time drinking a cup of tea in a flower garden. And they don't like the atmosphere of crowded places like the center of big cities. What hotel and hotel room will suit them best to stay?**



2. **Mrs. Yuni is having an official event to attend as the representative of her company in Solo. She needs a hotel room to stay for one day. The budget provided by her company only suffices to reserve a room in a two-star hotel even though she will surely needs massage service after being tired of attending the long event. What hotel and hotel room will suit her best?**



LISTENING & SPEAKING

OBSERVING

Task 15

Listen to the dialogue and then tick (√) and list items you want to know.

No.	Items you want to know	(√)
1.	The content of the dialogue	
2.	How to ask for and give suggestion in the dialogue	
3.	…	
4.	…	
5.	…	

QUESTIONING

Task 16

Formulate relevant questions based on the items you want to know in Task 15. Number 1 has been done as an example. Then, provide your temporary answers for the questions.

No.	Questions
1.	What is the dialogue about?
2.	…
3.	…
4.	…
5.	…

Provide the temporary answers based on your knowledge.

No.	Answers
1.	…
2.	…
3.	…
4.	…
5.	…

COLLECTING, ANALYZING, COMMUNICATING

Task 17

Below are words taken from the dialogue in Task 15. Find the synonyms of the words in the box and then pronounce it after your teacher.

Specific /spəˈsɪfɪk/	:	Senile /ˈsiːnaɪl/	:
Strategic /strəˈtiːdʒɪk/	:	Corner /ˈkɔːnər/	:
Floor /flɔːr/	:	Lost /lɒst/	:

Task 18

Listen to the dialogue and complete the dialogue below. Report your work to your classmates.

airport /ˈeə.pɔːt/	hotel /*h* əʊˈtel/	window /ˈwɪn.dəʊ/
sleep /sliːp/	form /fɔːm/	taste /teɪst/

Receptionist : Good morning, welcome to 'Grand Axon' (1)_____. Can I help you?

Surya : I'm looking for a room that suits my (2)_____.

Receptionist : May I know what your preferences are, Sir?

Surya : I would like a room that lets me have morning sunlight when I wake up from my (3)_____. Also, a Jacuzzi will be best. Do you have any idea what room should I book?

Receptionist : Such good choice, Sir. More than half of the rooms in our hotel have (4)_____s which are facing east, and some have Jacuzzis. Is there any other preference?

Surya : Yeah, actually my sister is coming with me, but she hasn't arrived yet.

Receptionist : Then, I recommend you to reserve deluxe-single-adjoining rooms. It is two rooms which face each other with two single-sized beds. And for your sister, we will have our 'picking-up' service to pick her up in the (5)_____.

Surya : Great. I expect nothing less from this hotel.

Receptionist : Thank you. Then, you may fill in this (6)_____, Sir.

Surya : Yeah, sure.

Task 19

Work in pairs. Listen to the dialogue in Task 18 again and then decide whether the statements are true of false. Write T if the statement is true and F if the statement is false. Correct the false statements. Look at the example.

No.	Statements	T/F	Corrections
1.	Surya are reserving a room in Grand Eagle hotel.	F	Surya are reserving a room in Grand Axon hotel.
2.	Surya comes to the hotel in the evening.		
3.	Surya likes to spend his time soaking his self up.		
4.	Only a few of the rooms in the hotel let the morning sunlight pass through the windows.		
5.	Surya's sister are going by bus.		
6.	Surya doesn't need to fill in the form given by the receptionist.		

Task 20

Study the explanation of the expressions of offering below and then discuss it with your classmates. Ask your teacher if you do not understand.

Expressions of Offering, Accepting, and Refusing

Offering	Accepting	Refusing
Can I help you?	Yes, please.	No, it's all right, really.
May I help you?	That's very kind (of you)	No, it's OK, thanks.
What can I do to help…?	Sure, I'd love to.	I don't think so, thank you.
Can I help out?	Yes, thank you.	That's very kind of you, but…
Is there anything I can do?	Yes, thanks (very much).	No, thank you.
Would you like any help…?	Great.	No, don't bother, really.
May I be of assistance?	Just what I needed…	Thank you for offering, but…

Task 21

Match the expressions of offering in Column A with the suitable responses in Column B. Then, practice it with your classmates. Report your work to your classmates.

Column A	Column B
What would you like for the desert, Sir?	Yes, please. My doctor said that I shouldn't lift anything heavy because of my back issue.
Would you like me to bring your bag, Ma'am?	Yes, please. I need something to brace my back because I like reading on my bed.
Do you want an extra pillow for your sleep, Sir?	That's very kind of you. I have waited so long only to grab a taxi.
Is there anything I can help, Sir?	No, thanks. I am already full.
Would you like any help on booking a taxi, Ma'am?	No, it's OK, thanks. I can do it by myself.

Task 22

In groups of three, complete the dialogue below and then act it out.

Receptionist : Good afternoon, welcome to 'Inna Gapala' hotel. May I help you, Ma'am?

Fitri : Yes, please. I'm looking for a room that can (1)_____ a family of four people.

Receptionist : A connecting room will be best for you then. Let me check it first. Please wait a moment, Ma'am.

Fitri : Okay.

Receptionist : I'm sorry, Ma'am. For this moment, all of our connecting rooms have been (2)_____.

Fitri : Oh, what should we do? We have already checked other hotels and they said that they are fully booked. We hope that this is the last hotel that we go to. Do you have any (3)_____ for us?

Receptionist : If you don't mind, I suggest that you take our double room and twin room. Those rooms happened to be (4)_____ at this moment. The double room is for your parents and the twin one is for you and your sibling.

Fitri : Better than not at all. Then we take those rooms.

Receptionist : Please fill in the form Ma'am. The bellboy will (5)_____ you to the rooms.

Bellboy : May I help you bring your (6)_____?

Fitri : Just what I needed. Those bags are quite heavy.

Bellboy : This way, please.

Bellboy : This is the double room and the twin one is over there at room 26. Here are the keys. Before I leave, is there anything else I can (7)_____, Ma'am?

Fitri : No, it's alright, thanks.

Bellboy : Then I shall take my leave. Have a nice stay.

Task 23

Read the dialogue in Task 20 again and then complete the following table by listing and grouping the expressions found in the dialogue.

Offering	Accepting	Refusing
Asking for Suggestion	**Giving Suggestion**	

CREATING

Task 24

In groups of three, make a dialogue containing the expressions of offering, accepting, and refusing, based on the given situation and then act it out in front of the class.

Mr. Rudi wants to reserve hotel rooms for about ten people to stay and the hall to hold a small seminar. He would prefer large rooms with a private living room to meet his guests. As an addition, he is sensitive to smell. Therefore, he would like a hotel which provides aromatherapy service for the rooms.

C. HOMEWORK

Task 25

Work in pairs. Find a consultation rubric about looking for a hotel on the Internet. List the expressions of asking for and giving suggestion that you find. Print the consultation rubric and attach it as you submit your homework. Don't forget to write down the source.

D. REFLECTION

How much do you learn from this unit? Put a tick (√) in the box according to how much you have learnt.

Aspects	Very much	Much	Little
Asking for suggestion	☐	☐	☐
Giving suggestion	☐	☐	☐
Offering	☐	☐	☐
Accepting	☐	☐	☐
Refusing	☐	☐	☐
Vocabulary	☐	☐	☐

E. SOME FACTS

http://www.theamericanmenu.com

Did you know?

"The Tremont House", which was built in 1829, was deemed as the beginning of the era of modern hotels. It was the first hotel that trained and selected its employees in order to improve the quality in serving guests.

F. SUMMARY

In this unit, you learn:

1. **How to ask for suggestion, for example:**

   What should I do?
   What would you suggest?
   What would you advise?

2. **How to give suggestion, for example:**

   You should go to another hotel.
   I suggest that you reserve a ballroom.
   I advise you to take a taxi.

3. **How to offer help, for example:**

   Can I help you?
   May I help you?
   What can I do to help…?

4. **How to accept help, for example:**

   Yes, please.
   That's very kind (of you)
   Sure, I'd love to.

5. **How to refuse help, for example:**

   No, it's all right, really.
   No, it's OK, thanks.
   I don't think so, thank you.

2
UNIT

WHAT IS A BELLBOY?

Source: http://aykutbakay.com

There are many different types of jobs in a hotel. When you have one, certainly you must know exactly the hotel you work at, the field you are in, and what your job is in order to carry it out well and professionally. To do that, you need to gather information related to the hotel field including the jobs there. You can have the information in the form of repot texts such as the ones in encyclopedia, magazine, newspaper, and etc. Then, do you know how to produce a report text in both oral and written form?

In this unit, you can find much information about hotels along with the jobs there and how to make a report text about them.

A. LEAD-IN

Task 1

Match the pictures below with their jobs.

1

…

2

…

3

…

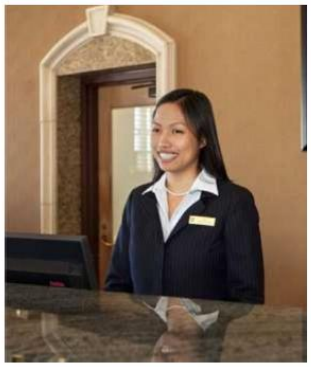
4

…

5

…

6



…

Secretary	Doorman
Receptionist	Bellboy
Airport Representative	Phone Operator

Pictures: http://www.amitours.co.uk
http://yourmarketingalmanac.com
http://www.stayfareast.com
http://peacemakersinternational.org
http://img1.photographersdirect.com
http://embassysuites3.hilton.com

Task 2

Study the pictures in Task 1 and then answer the questions.

1. Where do you usually find people whose job is like in Picture 3?
2. In Picture 5, what are the people doing?
3. What are the differences between the professions in Picture 2 and Picture 4?

Task 3

The words in the box will help you understand the texts in this unit. In pairs, find the Indonesian of the English words in the box. Pronounce the words after your teacher.

English	Indonesians
welcome /ˈwel.kəm/	
division /dɪˈvɪʒ. ən/	
duty /ˈdjuː.ti/	
term /tɜːm/	
assignment /əˈsaɪn.mənt/	
impression /ɪmˈpreʃ. ən/	
service /ˈsɜː.vɪs/	
description /dɪˈskrɪp.ʃən/	
role /rəʊl/	
include /ɪnˈkluːd/	
responsible /rɪˈspɒnɾ .sɪ.bl/	
profession /prəˈfeʃ. ən/	
administer /ədˈmɪn.ɪ.stər/	
mobile /ˈməʊ.baɪl/	
supervisor /ˈsuː.pə.vaɪ.zər/	

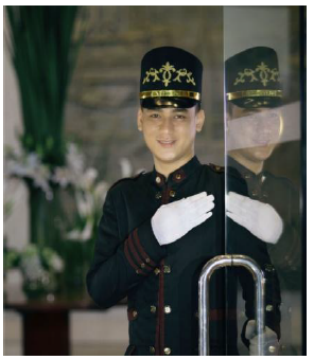
B. LESSON PROPER

READING & WRITING

OBSERVING

Task 4

Read the text below and then tick (√) and list items you want to know.



http://pixgood.com

Doorman

Do you know the term 'Doorman'? As students of Hotel Management department, it must be a familiar term to you. This term refers to one of the jobs hired by a hotel. It is used to call people whose job is to welcome the guests the moment they arrive at the hotel. It can be said that doorman is the symbol reflecting the first impression about the hotel.

Judging from the name, most people will think of it as an easy job. But, it isn't like what it looks. It is a kind of jobs that requires high discipline. A doorman is responsible for opening doors and screening guests and deliveries. He will often provide other courtesy services such as signing for packages, carrying luggage between the elevator and the street, or hailing taxis for residents and guests.

Doorman belongs to the concierge division. In the structure of organization of the concierge division, it is one of the lowest positions in the structure of professions in a hotel. In doing his job, a doorman is supervised by a bell captain that is supervising bellman/bellboy as well.

Generally, the work of a doorman is mostly done by men, but sometimes you can see a girl (or a woman) being a doorman. That's why there is another term for doorman, 'Doorgirl'. Though there is a difference in gender, the assignments are the same: They are responsible for welcoming the guests.

Adapted from: Akomodasi Perhotelan untuk SMK Jilid 1

No.	Items you want to know	(√)
1.	The content of the text	
2.	The Indonesian of the underlined words	
3.	The social function of report text	
4.	The generic structure of report text	
5.	…	
6.	…	

QUESTIONING

Task 5

Formulate relevant questions based on the items you want to know in Task 4. Number 1 and 2 has been done as an example. Then, provide your temporary answers for the questions.

No.	Questions
1.	What is the text about?
2.	What are the Indonesians of the underlined words?
3.	…
4.	…
5.	…
6.	…

Provide the temporary answers based on your knowledge.

No.	Answers
1.	…
2.	…
3.	…
4.	…
5.	…
6.	…

COLLECTING, ANALYZING, COMMUNICATING

Task 6

Below are the words taken from the text in Task 4. In pairs, match the words in Column A with their suitable meanings in Column B. Compare your answers with a classmate's.

Column A	Column B
familiar /fəˈmɪl.i.ər/	the physical and/or social condition of being male or female
welcome /ˈwel.kəm/	obedience or self-control, often in the form of rules
impression /ɪmˈpreʃ. ən/	a person who lives or has their home in a place
gender /ˈdʒen.dər/	an idea or opinion of what something is like
responsible /rɪˈspɒnt .sɪ.bl/	easy to recognize because of being seen, met, heard, etc. before
discipline /ˈdɪs.ə.plɪn/	to meet and speak to someone in a friendly way when they come to the place where you are
resident /ˈrez.ɪ.dənt/	to have control and authority over something or someone and the duty of taking care of it or them

Task 7

Below are some words taken from the text in Task 4. Find the synonyms of the words and then make a sentence using the synonyms.

Words	Synonyms	Sentences
Impression		
Assignment		
Service		
Symbol		
Street		
Profession		

Task 8

Read the text in Task 4 again and answer the following questions. Report your answers to your classmates.

1. The first paragraph talks about …
2. The second paragraph tells us about …
3. A doorman is one of the jobs in the division of …
4. The information we can get from Paragraph 3 is …
5. The main idea of the last paragraph is …

Task 9

Read the statements below and then choose the right statements based on the report text you have read. Don't forget to give statements supporting your choices. Report your work to your classmates.

No.	(√)	Statements
1.	( )	The report text entitled "Doorman" in Task 4 gives information about doorman in a specific way.
	( )	The report text entitled "Doorman" in Task 4 gives information about doorman in general.
	Supporting statements:	

2.	( )	The report text entitled "Doorman" in Task 4 tells the facts of doorman.
	( )	The report text entitled "Doorman" in Task 4 tells someone's opinion about doorman.
	Supporting statements:	

Task 10

Study the following explanation of report text and discuss it with your classmates. Ask your teacher if you do not understand.

THE REPORT TEXT

Definition:

Report text is a text which presents information about something in general, as it is.

Generic Structure:

1. Title
2. General Classification
   Statements that describe the common subject of the report, common description, and classification.
3. Bundles of Specific Information
   Tells the phenomenon under discussion; in terms of parts, qualities, and etc.

Language Features:

1. Using simple present tense.
2. Using general nouns.
3. Using relating verbs (to be: is/am/are) to describe features.
4. Using timeless present tense (e.g. often, always, usually, sometimes) to indicate usualness.
5. Some use of action verbs when describing characteristics.
6. Using technical terms.
7. Using paragraph with topic sentences to organize bundles of information; repeated naming of the topic as the beginning focus of the clause.
8. Using descriptive language that is factual than imaginative.

Task 11

Read the text entitled "Doorman" in Task 4 again and identify the generic structure. Report your work to your classmates.

Doorman

Do you know the term 'Doorman'? As students of Hotel Management department, it must be a familiar term to you. This term refers to one of the jobs hired by a hotel. It is used to call people whose job is to welcome the guests the moment they arrive at the hotel. It can be said that doorman is the symbol reflecting the first impression about the hotel.

Judging from the name, most people will think of it as an easy job. But, it isn't like what it looks. It is a kind of jobs that requires high discipline. A doorman is responsible for opening doors and screening guests and deliveries. He will often provide other courtesy services such as signing for packages, carrying luggage between the elevator and the street, or hailing taxis for residents and guests.

Doorman belongs to the concierge division. In the structure of organization of the concierge division, it is one of the lowest positions in the structure of professions in hotel. In doing his job, a doorman is supervised by a bell captain that is supervising bellman/bellboy as well.

Generally, the work of a doorman is mostly done by men, but sometimes you can see a girl (or a woman) being a doorman. That's why there is another term for doorman, 'Doorgirl'. Though there is a difference in gender, the assignments are the same: They are responsible for welcoming the guests.

Task 12

Study the following explanation of simple present tense and discuss it with your classmates. Ask your teacher if you do not understand.

SIMPLE PRESENT TENSE

In report text, simple present tense belongs to the language features. Simple present tense is used to describe regular actions, facts, habits, and general truth. Thus, when you write a report text, you should use simple present tense as you will write about facts. Below are the formulas of simple present tense:

1. Positive Statement

Subject	Verb 1/ Verb 1+(s/es)	Complement	Object	Adverb
Doormen	open	-	the main door	for the guests.
Bellboys	are	responsible	-	for carrying the guest's luggage.
A guest	reserves	-	a room	via phone call.

2. Negative Statement

Subject	Don't/Doesn't/ Not (behind Verb 1)	Verb 1	Complement	Object	Adverb
Doormen	don't	open	-	rooms	for the guests.
Bellboys	-	are not	responsible	-	for opening the main door.
A guest	doesn't	reserve	-	a room	via email.

3. Interrogative Statement

Auxiliary	Subject	Verb 1	Object	Adverb
Do	doormen	open	the main door?	-
Should	bellboys	carry	the guest's luggage?	-
Does	a guest	reserve	a room	via phone call?

Task 13

Arrange the jumbled words below into a good sentence. Report your work to your classmates.

1. hotel - in - guest - taxi - waits - the - for - a - front - of – the - .
2. reserve - the - fill - in - form - to - a - guest - room - the - .
3. guest - the - luggage - room - bellboy - the - and - the - to - the - take - .
4. door - the - arriving - doorman - the - greets - the - guests - opens - and - .
5. the - key - the - gives - bellboy - receptionist - the - to - .

Task 14

Work in pairs. Study the pictures of jobs in a hotel below. Complete the description of each picture in the space provided. Report your work to your classmates.

 http://www.affordablecarpetsandmore.com	Name of the job: Job's working area: Roles of the job: Job's assignments:
  http://www.chinatourguide.com	Name of the job: Job's working area: Roles of the job: Job's assignments:
 http://images.wisegeek.com	Name of the job: Job's working area: Roles of the job: Job's assignments:

CREATING

Task 15

Based on the information of the pictures in Task 14, make a simple report text by referring to them. You may choose one of them.

Title

_____

General Classification:

_____

_____

_____

_____

_____

Description:

_____

_____

_____

_____

_____

_____

_____

LISTENING & SPEAKING

OBSERVING

Task 16

Listen to the monologue and then tick (√) and list items you want to know.

No.	Items you want to know	(√)
1.	The content of the monologue	
2.	How to tell a report text orally	
3.	…	
4.	…	
5.	…	

QUESTIONING

Task 17

Formulate relevant questions based on the items you want to know in Task 16. Number 1 has been done as an example. Then, provide your temporary answers for the questions.

No.	Questions
1.	What is the monologue about?
2.	…
3.	…
4.	…
5.	…

Provide the temporary answers based on your knowledge.

No.	Answers
1.	…
2.	…
3.	…
4.	…
5.	…

COLLECTING, ANALYZING, COMMUNICATING

Task 18

Find the Indonesians of the words below and then pronounce them after your teacher.

front /frʌnt/	:
authority /ɔːˈθɒr.ɪ.ti/	:
achievement /əˈtʃiːv.mənt/	:
serve /sɜːv/	:
office/ˈɒf.ɪs/	:
business /ˈbɪz.nɪs/	:

Task 19

Listen to the monologue in Task 16 again and then decide whether the statements are true of false. Write T if the statement is true and F if the statement is false. Correct the false statements. Look at the example. Report your work to your classmates.

No.	Statements	T/F	Corrections
1.	The other term for receptionist is Front Desk Supervisor.	F	The other term for receptionist is Front Desk Agent.
2.	A receptionist is immobile in doing his job.		
3.	The working area for receptionists is wide.		
4.	The front office supervisor is the indirect superior of receptionists.		
5.	Receptionist has an important role in running the hotel.		
6.	A receptionist must not have the skills of accounting.		

Task 20

Listen to the monologue and complete the text below. Then, report your work to your classmates.

Bellboy

Have you ever (1)_____ at a hotel before? If you have, then you must know what 'Bellboy' is. Bellboy is a person whose job is to help the guests of the hotel in terms of carrying the (2)_____. In some regions, people (3)_____ used the term 'Bellman' instead of 'Bellboy' to call people who bring their luggage in a hotel.

Bellboy has an (4)_____ role in the hotel business. Their job includes taking the guests' luggage out of the car, taking the guests' luggage to their room, and keeping the guests' property in the bell desk. Without bellboy, the hotel guests will be in trouble in moving their luggage around the hotel.

Along with doorman, bellboy (5)_____ to the division of concierge. It is because bellboys are cooperating with doormen to do the job of taking the guests' luggage out of the car. Besides, bellboy is supervised by a bell captain, and is responsible directly to him. In other words, all the works of a bellboy are under the supervision of a bell captain.

The working (6)_____ for a bellboy is in the hotel lobby, the front office, and the hotel rooms. It is in line with its main job that is to (7)_____ the guests checking-in and checking out twenty-four hours.

Task 21

Below are some words taken from the text in Task 20. In pairs, match the words in Column A with their suitable meanings in Column B. Report your work to your classmates. Then, pronounce them after your teacher.

Column A	Column B
term /tɜːm/	an object or objects that belong to someone
luggage /ˈlʌg.ɪdʒ/	a word or expression used in relation to a particular subject, often to describe something official or technical
property /ˈprɒp.ə.ti/	larger, more important, or having more influence than others of the same type
desk /desk/	the bags, cases, etc. which contain your possessions and that you take with you when you are travelling
supervision /ˌsuː.pəˈvɪʒ. ən/	a type of table that you can work at, often one with drawers
main /meɪn/	when someone watches a person or activity and makes certain that everything is done correctly, safely, etc.

Task 22

Listen to the monologue in Task 20 again and then answer the following questions. Report your work to your classmates.

1. What is bellboy?

   .....

2. What is the other name of bellboy?

   .....

3. What is the job of a bellboy?

   .....

4. Why does bellboy have an important role in the hotel?

   .....

5. Where are the working areas for bellboys?

   .....

CREATING

Task 23

Complete the report text below based on the clues provided. Report your work to your classmates. Then, act it out with a classmate.

Bell Captain

Good morning everyone! Today I would like to explain another job in a hotel. Its name is 'Bell Captain'. Do you know about it? It is a job about organizing the guests' luggage. _____(during the guest's arrival, lodging, and checking out).

Like the other jobs, bell captain also has working areas. _____(front office, lobby, guest room).
A bell captain should be mobile around those areas to carry out the job well.

_____(Division: Concierge division).

_____(Superior: Chief Concierge).

_____
_____(Main duty: Organizing bellboy, receiving and keeping guests' luggage in the concierge, listing guests' luggage that is already in the luggage room, assuring that the luggage room is clean).

Task 24

Make a monologue based on the information provided in the box. Then, act it out in front of the class.

Job's name	: Front Office Manager
Superior(s)	: General Manager
Subordinate(s)	: All front office staffs
Working area(s)	: Front office area, executive floor, business center
Job's role(s)	: Composing guests' satisfactory and giving a good impression in its own field.
Assignment(s)	: Selecting, placing, training and evaluating front office staffs; assuring all front office staffs are capable of doing their job well; welcoming VIP guests; making monthly reports of the hotel.

C. HOMEWORK

Task 25

Work in groups of three. Make a clipping that contains reports of other jobs in a hotel.

1. Find ten other jobs excluding ones that have been learned in this unit.
2. Your report should consist of a picture, name of the job, and a brief description of the job's characteristics (division, working areas, job's roles, assignments.
3. Explore your creativity by making a clipping as unique and interesting as you can.

D. REFLECTION

How much do you learn from this unit? Put a tick (√) in the box according to how much you have learnt.

Aspects	Very much	Much	Little
Reading report texts	☐	☐	☐
Writing report texts	☐	☐	☐
Using simple present tense	☐	☐	☐
Vocabulary	☐	☐	☐

E. SOME FACTS

http://www.forgottendetroit.com

Did you know?

Ellswort M. Statler was the first person who found new ideas in hotel industry, such as facilitating morning newspapers, mirrors in rooms, and so on. In the next forty years, his hotels become the model of the development of hotels around the world.

F. SUMMARY

In this unit, you learn:

1. **Report text**

   Definition:
   Report text is a text which presents information about something in general, as it is.

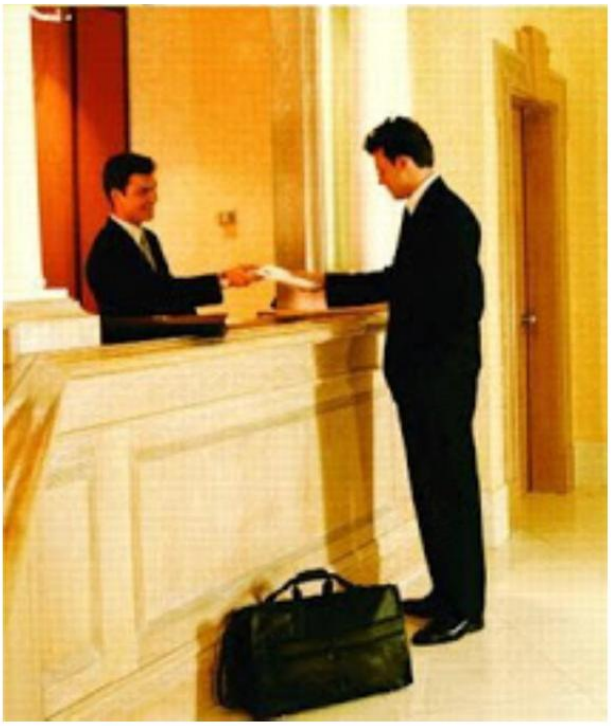
   Generic Structure:
   1. Title
   2. General Classification
      Statements that describe the common subject of the report, common description, and classification.
   3. Bundles of Specific Information
      Tells the phenomenon under discussion; in terms of parts, qualities, and etc.

2. **Simple present tense**

   Simple present tense is used to describe regular actions, facts, habits, and general truth. There are three types of simple present tense: Positive statement, negative statement, and interrogative statement.

3
UNIT

HOW TO MANAGE A HOTEL



Source: http://4.bp.blogspot.com/

After you graduate from Vocational High School, you are expected to have your own business in hotel field. To do that, you may start from having jobs in a hotel. When you are working in a hotel, you are required to be able to manage the hotel such as having guests, cleaning the hotel rooms, maintaining the hotel's condition, and etc. Do you know how to tell others how to do it in English in both oral and written form? You will learn how to manage a hotel in both oral and written form in this unit through challenging tasks.

A. LEAD-IN

Task 1

Match the pictures with their names.

1

…

2

…

3

…

4

…

5

…

6

…

Bill Rack	Safe Deposit
Pigeon Hole	Luggage Trolley
Front Office Counter	Paging Board

Pictures: http://www.businessfurniture.co.za
http://clubsantaponsa.com
http://image.made-in-china.com
http://2.bp.blogspot.com
http://www.toolfetch.com
http://upload.wikimedia.org

Task 2

Study the pictures in the Task 1 and then answer the questions.

1. What is function of the device in picture 4?
2. What job uses luggage trolleys?
3. Where does the device in picture 6 take place?

Task 3

The words in the box will help you understand the texts in this unit. In pairs, find the Indonesian of the English words in the box. Pronounce the words after your teacher.

English	Indonesians
tool /tuːl/	
material /məˈtɪə.ri.əl/	
step /step/	
method /ˈmeθ.əd/	
manual /ˈmæn.ju.əl/	
menu /ˈmen.juː/	
stained /steɪnd/	
laundry /ˈlɔːn.dri/	
command /kəˈmɑːnd/	
sequence /ˈsiː.kwənt͡s/	
order /ˈɔː.dər/	
logical /ˈlɒdʒ.ɪ.kəl/	
strip /strɪp/	

B. LESSON PROPER

READING & WRITING

OBSERVING

Task 4

Read the text below and then tick (√) and list items you want to know.

How to Welcome a Guest

http://www.tnooz.com

1. Open the door for the arriving guest, say a greeting, and offer him if he wants to put his luggage out of the car.
2. As the guest's order, put the luggage out and keep it on the luggage trolley.
3. Then, bring the luggage till the hotel main door, or till the reception counter.
4. Next, take the guest to the reception counter to do the registration.
5. Let the guest fill in the form of room reservation.
6. After the registration is done, receive the key from the receptionist.
7. Finally, take the guest to his room.

Adapted from: Akomodasi Perhotelan untuk SMK Jilid 1

No.	Items you want to know	(√)
1.	The content of the text	
2.	The Indonesian of the underlined words	
3.	…	
4.	…	
5.	…	

QUESTIONING

Task 5

Formulate relevant questions based on the items you want to know in Task 4. Number 1 has been done as an example. Then, provide your temporary answers for the questions.

No.	Questions
1.	What is the text about?
2.	What are the Indonesians of the underlined words?
3.	…
4.	…
5.	…

Provide the temporary answers based on your knowledge.

No.	Answers
1.	…
2.	…
3.	…
4.	…
5.	…

COLLECTING, ANALYZING, COMMUNICATING

Task 6

Below are the words taken from the text in Task 4. In pairs, match the words in Column A with their synonyms in Column B. Report your work to your classmates.

Column A	Column B
Greeting	Instruction
Order	Table
Keep	Registering
Counter	Booking
Registration	Regards
Reservation	Save

Task 7

Read the text in Task 4 again and then answer the following questions. Report your work to your classmates.

1. What do we say to the arriving guest?
   A. A prayer.
   B. A greeting.
   C. A speech.
   D. An advice.

2. What offer do we give to the arriving guest?
   A. To keep the luggage on the luggage trolley.
   B. To bring the luggage till the reception counter.
   C. To put the luggage out of the car.
   D. To fill in the form of room reservation.

3. What do we use to bring the guest's luggage?
   A. A luggage trolley.
   B. A form of room reservation.
   C. A car.
   D. A key.

4. Where does the guest fill in the form of room reservation?
   A. In the room.
   B. In the main door.
   C. Outside the hotel.
   D. In the reception counter.

5. Why do we receive the key from the receptionist?
   A. To keep the luggage into the room.
   B. To take the guest to his room.
   C. To open the hotel main door.
   D. To open the car.

Task 8

Read the statements below and then choose the right statements based on the procedure text you have read. Don't forget to give statements supporting your choices. Compare your work to a classmate's.

No.	(√)	Statements
1.	( )	The main purpose of procedure text is to explain something.
	( )	The main purpose of procedure text is to explain how to do something.
	Supporting statements:	
2.	( )	The procedure text entitled 'How to Reserve a Hotel Room' in Task 4 tells the reader how to book a room in a hotel.
	( )	The procedure text entitled 'How to Reserve a Hotel Room' in Task 4 tells the reader about a hotel room.
	Supporting statements:	

Task 9

Study the explanation of procedure text below and discuss it with your classmates. Ask your teacher if you do not understand.

THE PROCEDURE TEXT

Definition:

1. A type of texts that instruct the reader how to do a particular activity.
2. A type of texts that explain how something works or how to use instruction/manuals.

Generic Structure:

1. Goal/aim(title)
2. Materials/tools (optional)
3. Steps/methods

Language Features:

1. Using sequencing connectives (e.g. first, second, after that, then, next, etc.)
2. Using imperative sentences (e.g. clean, bring, open, take, keep, etc.)

Task 10

In pairs, complete the text below using the words in the box and then identify the generic structure. Report your work to your classmates.

menu	order	cloth	fast	etiquette	clean	restaurant

How to Serve Food and Drink

Tools: A cloth, cleaning substance, a set of eating tools, a clean and good tablecloth, a menu.

1. Make sure that the guests haven't come to the _____ yet.
2. Prepare the dining table. Clean the table by using a _____ and cleaning substance. Then, check whether the dining table is clean and well-organized so that it is ready to use by the guests that have already reserve a table or by ones haven't.
3. Check the condition of the tablecloth. If it is dirty or stained, change it with a _____ and good one immediately.
4. After that, put a set of eating tools that have been cleaned on the table.
5. When the guests have come, take them to their reserved table. The moment they have their seat, offer them the _____. To be remembered, offer the menu to the female guests first and then to the male ones. It is one of _____ in serving food and drink.
6. Give the guest some moments to think and choose the food and drink in the menu.
7. After they have done choosing, write down every _____ of the guests. Don't let any detail slip away for it will make them unsatisfied with the order.
8. Give the order to the chef in the kitchen.
9. Serve the food and drink to the guests. After a few moments, ask the guests if there is anything wrong with the order. Don't forget to always serve friendly, politely, _____ and precisely.

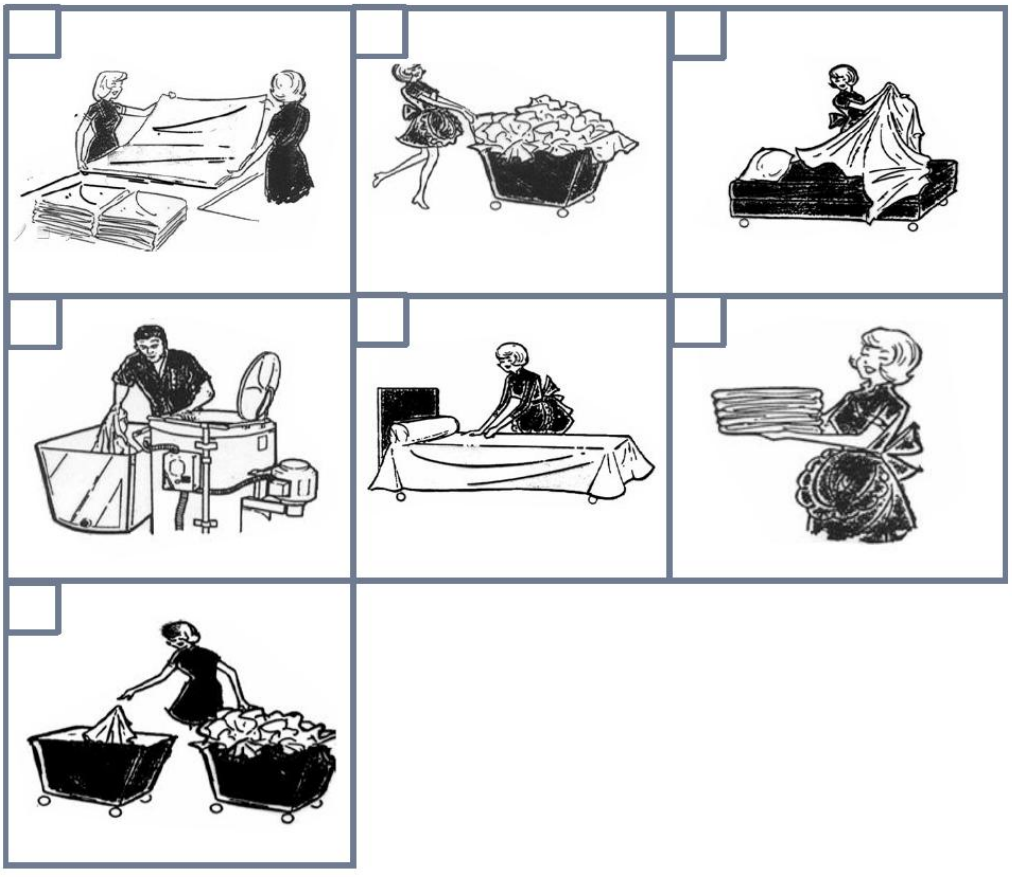
Task 11

Arrange the jumbled words below into a good sentence and then report your work to your classmates.

1. with - trolley - bring - guest's - luggage - the - the - luggage - .
2. greeting - and - politely - say - a - to - the - properly - guest - arriving - .
3. of - reservation - in - form - in - the - counter - room - the - fill - reception - .
4. the - guest - reservation - the - of - the - to - enter - computer - data - .
5. menu - down - the - of - the - guests' - write - order - .

Task 12

Sequence the pictures of laundry activities below into a correct order.



CREATING

Task 13

Make a simple procedure text based on the correct answer of Task 12.

Title (Goal/Aim)

_____

Tools/Materials:

_____

_____

_____

Steps/Methods:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

LISTENING & SPEAKING

OBSERVING

Task 14

Listen to the monologue and then tick (√) and list items you want to know.

No.	Items you want to know	(√)
1.	The content of the monologue	
2.	How to tell a procedure text orally	
3.	…	
4.	…	
5.	…	

QUESTIONING

Task 15

Formulate relevant questions based on the items you want to know in Task 14. Number 1 has been done as an example. Then, provide your temporary answers for the questions.

No.	Questions
1.	What is the monologue about?
2.	…
3.	…
4.	…
5.	…

Provide the temporary answers based on your knowledge.

No.	Answers
1.	…
2.	…
3.	…
4.	…
5.	…

COLLECTING, ANALYZING, COMMUNICATING

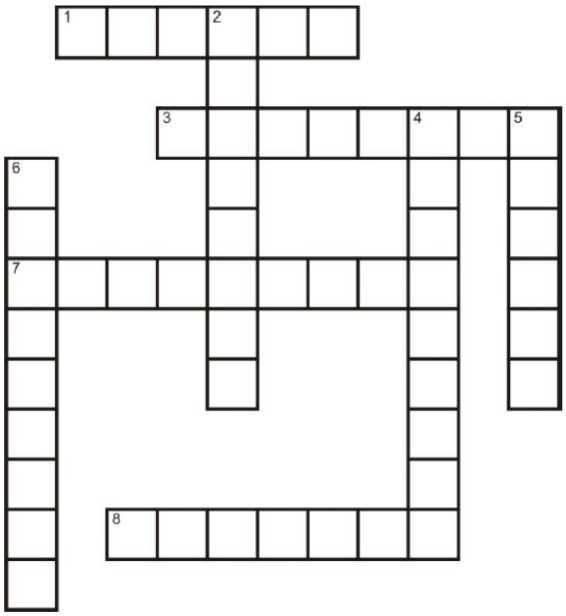
Task 16

Listen to the monologue in Task 14 again and match the words below with their Indonesians. Compare your answers with a classmate's.

notification	kertas
slip	sumber
following	uang muka
deposit	kedatangan
arrival	pemberitahuan
resource	berikutnya

Task 17

Listen to a monologue and do the crossword puzzle below. Compare your work to your classmates'.



Task 18

Study the following explanation of imperative sentence and then discuss it with your classmates. Ask your teacher if you do not understand.

IMPERATIVE SENTENCE

Definition:

When you are producing a procedure text, you will need to use imperative sentences. Imperative sentence is:

1. a type of sentence that gives advice or instructions or that expresses request or command;
2. typically begins with Verb 1. The subject 'You' is eliminated from the sentence.

Formula:

Verb 1 + Object + Adverb (optional)

Task 19

Make imperative sentences using the words provided below. Then, report your work to your classmates.

1. Keep

   _____

2. Change

   _____

3. Serve

   _____

4. Bring

   _____

5. Wait

   _____

6. Clean

   _____

7. Inform

   _____

Task 20

Study the following explanation of sequencing connectives and then discuss it with your classmates. Ask your teacher if you do not understand.

SEQUENCING CONNECTIVES

When you are telling a procedure text, you may need sequencing connectives for:

1. it enables you to show the chronological order;
2. it helps you to develop the logical sequence of your ideas.

The sequencing connectives include *first, second, third, then, next, after that, before, previously, at last,* etc.

Task 21

Listen to the monologue about how to clean a hotel room and then sequence the sentences below into the correct order.

How to Clean a Hotel Room

	Steps
	Do an initial checking on the room instruments. Make sure that all the instruments work fine. If there is any instrument that doesn't work, take a note on it.
	Take the room service goods out of the room including plates, spoons, and glasses. Call the room service division to take care of it.
	At last, put clean linen on the bed. Walk out of the room and don't forget to lock it again.
	After that, strip the dirty linen on the bed, then collect all the dirty towels in the bathroom as well. Put them in the dirty linen bag on the trolley.
	First, bring a trolley containing a set of cleaning kit into the room. Don't forget to close the door the moment you are inside the room.
	Collect all the trash in the room. Check the space under the bed and don't forget to empty the dust bin.
	Turn the light on. If necessary, open the curtain so that the sunlight can pass through the room.
	Then, use a vacuum cleaner to clean the floor and the carpet.

Task 22

Guess the Indonesians of the words taken from the text in Task 21 and then pronounce them after your teacher.

instrument /ˈɪn.strə.mənt/	:	initial /ɪˈnɪʃ. əl/	:
goods /gʊds/	:	curtain /ˈkɜː.t ən/	:
spoon /spuːn/	:	kit /kɪ t/	:

CREATING

Task 23

Below are the points of procedure text entitled "How to Handle a Room Reservation". Give more explanation to each point so that it becomes a good procedure text. Don't forget to use imperative sentences and sequencing connectives. Use the words as clues to make the explanation. Report your work to your classmates.

How to Handle a Room Reservation

Points	Clues	Explanation/Sentences
1. Receiving the request of room reservation	collecting information, guest applicant, date of arrival	First, receive the request of room reservation. Here, we collect the information about the guest applicant including the date of arrival and etc.
2. Check the room availability	reservation officer, room condition, table of reservation control	
3. Accepting or refusing the room reservation	available, alternative rooms, room change	
4. Recording the reservation	guest name, clear, readable	
5. Assuring the room reservation	reservation confirmation letter, code number	
6. Archiving the room reservation	room reservation documents, file odner, reservation slip	

7. Making a report of room reservation	room sale percentage, room availability, forecasting of potential room sales	

Task 24

You are shown a video about how to clean a bathtub. Make a simple monologue of procedure text based on the video and act it out. Do it individually.

C. HOMEWORK

Task 25

Find a video about procedures of working in a hotel in www.youtube.com. Make a summary of the video by listing the tools/materials and the steps/methods used. Do it individually.

D. REFLECTION

How much do you learn from this unit? Put a tick (√) in the box according to how much you have learnt.

Aspects	Very much	Much	Little
Reading procedure texts	☐	☐	☐
Writing procedure texts	☐	☐	☐
Making imperative sentences	☐	☐	☐
Using sequencing connectives	☐	☐	☐
Vocabulary	☐	☐	☐

E. SOME FACTS

http://en.wikipedia.org

Did you know?

The biggest hotel in the world is the Venetian Macau with 10,500,000 sq ft and 140 million cubic feet of space.

F. SUMMARY

In this unit, you learn:

1. **Procedure text**

   Definition:
   1. A type of texts that instruct the reader how to do a particular activity.
   2. A type of texts that explain how something works or how to use instruction/manuals.

   Generic Structure:
   1. Goal/aim(title)
   2. Materials/tools (optional)
   3. Steps/methods

2. **Imperative sentence**

   Definition:
   When you are producing a procedure text, you will need to use imperative sentences. Imperative sentence is:
   1. a type of sentence that gives advice or instructions or that expresses request or command;
   2. typically begins with Verb 1. The subject 'You' is eliminated from the sentence.

3. **Sequencing Connectives**

   Definition:
   When you are telling a procedure text, you may need sequencing connectives for:
   1. it enables you to show the chronological order;
   2. it helps you to develop the logical sequence of your ideas.

APPENDIX

The Listening Scripts

Unit 1, Task 15

Receptionist : Good morning, welcome to "Jambu Ruwuk" hotel. Can I help you?
Ali : Yes, please. I'm looking for a room for me and my father. Is there any vacant room?
Receptionist : Let me check it first, Sir.
Receptionist : We have some in the 2nd floor. Do you like any common room or do you have any specific preferences for the room you will stay at?
Ali : Oh, yes. I forgot to tell you that my father is senile because of his age. Therefore, I'd like to reserve a room that is strategic so that he will not get lost when I'm not around.
Receptionist : Oh, I see. Then, I recommend you to stay at room 37 in the 2nd floor. It is located in the corner next to the staircase so that your father will find the room easily.
Ali : Oh, great. Then I take that room.
Receptionist : Please fill in the form first, Sir.
Ali : Okay.
Receptionist : The bellboy will take you to your room and bring your luggage.
Ali : No, it's all right. These are just small bags. I can bring it my self.
Receptionist : Well, then have a nice day in "Jambu Ruwuk" hotel.

Unit 1, Task 18

Receptionist : Good morning, welcome to "Grand Axon" hotel. Can I help you?

Surya : I'm looking for a room that suits my taste.

Receptionist : May I know what your preferences are, Sir?

Surya : I would like a room that lets me have morning sunlight when I wake up from my sleep. Also, a Jacuzzi will be best. Do you have any idea what room should I book?

Receptionist : Such good choice, Sir. More than half of the rooms in our hotel have windows which are facing east, and some have Jacuzzis. Is there any other preference?

Surya : Yeah, actually my sister is coming with me, but she hasn't arrived yet.

Receptionist : Then, I recommend you to reserve deluxe-single-adjoining rooms. It is two rooms which face each other with two single-sized beds. And for your sister, we will have our 'picking-up' service to pick her up in the airport.

Surya : Great. I expect nothing less from this hotel.

Receptionist : Thank you. Then, you may fill in this form, Sir.

Surya : Yeah, sure.

Unit 2, Task 16

Receptionist

Receptionist or Front Desk Agent (FDA) is a person whose job is dealing with the hotel administration. The job of a receptionist includes taking care of the guest's registration, serving the guests when they are checking-in and checking out, and administering the hotel bills.

When we talk about hotel service, the first thing that comes to mind is the receptionist. The achievements of a hotel may not be accomplished without the roles of the receptionist. It can be said that the hospitality of the receptionist is one main key to run the hotel business.

Unlike the other hotel jobs in other divisions, the works of a receptionist are centralized in one place. The front desk is the only working area for receptionists. They don't need to be mobile in doing their job.

Receptionists belong to the division of duty manager in which the front office supervisor takes the authority to organize the division. In other words, receptionists are supervised by a front office supervisor. Therefore, they must report their works directly to the front office supervisor.

Unit 2, Task 20

Bellboy

Have you ever stayed at a hotel before? If you have, then you must know what "Bellboy" is. Bellboy is a person whose job is to help the guests of the hotel in terms of carrying the luggage. In some regions, people commonly used the term "Bellman" instead of "Bellboy" to call people who bring their luggage in a hotel.

Bellboys have an important role in the hotel business. Their job includes taking the guests' luggage out of the car, taking the guests' luggage to their room, and keeping the guests' property in the bell desk. Without bellboys, the hotel guests will be in trouble in moving their luggage around the hotel.

Along with doormen, bellboys belong to the division of concierge. It is because bellboys are cooperating with doormen to do the job of taking the guests' luggage out of the car. Besides, bellboys are supervised by a bell captain, and are responsible directly to him. In other words, all the works of bellboys are under the supervision of a bell captain.

The working area for bellboys is in the hotel lobby, the front office, and the hotel rooms. It is in line with their main job that is to serve the guests checking-in and checking out twenty-four hours.

Unit 3, Task 14

How to Deal With "No Show"

No show is the condition in which a guest has reserved a room but he doesn't come without any notification before to the hotel management. Here are the steps to deal with "No Show":

1. The first important thing to do is keep the rack slip in case the guest will come in the following day.
2. Then, based on the rack slip or the hotel diary, delete the data from the room reservation table.
3. If the guest has given a deposit, then use it to cover the marketing.
4. If the guest comes in the next day, give him a room if there is a vacant one.
5. After that, put the rack slip back into the room reservation table according to the length of the reservation and change the date of the arrival.
6. At last, if the room reservation is done by one of the resources, then immediately inform the involved ones that their client is "No Show".

Unit 3, Task 21

How to Clean a Hotel Room

Tools: a set of cleaning kit, a trolley, a vacuum cleaner

1. First, bring a trolley containing a set of cleaning kit into the room. Don't forget to close the door the moment you are inside the room.
2. Turn the light on. If necessary, open the curtain so that the sunlight can pass through the room.
3. Do an initial checking on the room instruments. Make sure that all the instruments work fine. If there is any instrument that doesn't work, take a note on it.
4. Collect all the trash in the room. Check the space under the bed and don't forget to empty the dust bin.
5. Take the room service goods out of the room including plates, spoons, and glasses. Call the room service division to take care of it.
6. Then, use a vacuum cleaner to clean the floor and the carpet.
7. After that, strip the dirty linen on the bed, then collect all the dirty towels in the bathroom as well. Put them in the dirty linen bag on the trolley.
8. At last, put clean linen on the bed. Walk out of the room and don't forget to lock it again.

Unit 3, Task 17

Across:

1. There are three kinds of luggage trolley, they are bellhop, president, and …. (gemini)
3. A device which functions to keep hotel data in the automatic hotel system (computer)
7. Another name for uniformed service (concierge)
8. Charge for bringing food and drink from outside the hotel (corkage)

Down:

2. Guests who request all the staffs to keep their presence in the hotel confidential (incognito)
4. A communication tool for staffs to have coordination in serving the guests (telephone)
5. The transaction reduction done by guests after the transaction (rebate)
6. The reservation method using distant photocopy as fast as a telephone (facsimile)

Unit 3, Task 24

How to Clean a Bathtub

Whether you shower in it or use it for long luxurious bath, there is nothing clean or relaxing about a tub full of grime, bold, old mildew. You will need a pair of rubber gloves, a mild bathtub cleaner depending on your tub, a scrub brush or sponge depending on your tub, water, an old toothbrush, a sponge or rag, and clean dry cloths. Optional: liquid soap, antibacterial essential oil, and baking soda.

Step one: ventilate the room by turning on any fans and opening any doors or windows.

Step two: put on rubber gloves.

Step three: remove any hair from the drain.

Step four: if your tub is porcelain or corrodes with the enamel, apply a mildly abrasive bathtub for all purpose cleaner to the tub, and let it sit for a period of time according to product directions. Scrub the tub with the brush, then rinse well. For a natural cleaning product, make a teaspoon of liquid soap, a few drops of antibacterial essential oil, rosemary, tea tree, or peppermint, a cup of baking soda, and enough water to make a paste.

Step five: if your tub is fiberglass or acrylic, use a sponge to apply a non abrasive cleaning product or one designed for fiberglass. Scrub gently. Being careful not to scratch the tub, then rinse well. If you damage the caulking along the tub while you're scrubbing, repair it as soon as you're done cleaning and before using the tub to prevent water damage.

Step six: use your cleaning product and an old toothbrush to remove any hard-to-reach grime.

Step seven: for staggering stains or rings on porcelain or enamel stuff, try scrubbing with baking soda on a sponge, or a mildly abrasive cleaner.

Step eight: using a sponge or rag, clean the fixtures that have been all purpose cleaner.

Step nine: rinse off all the remaining cleaners and dry the whole tub with the clean cloth. Now after all that work, you can indulge yourself with a nice hot bath.

Did you know? At over three hundred pounds, US President William Howard Taft required his own oversized tub installed in the white house.

APPENDIX G

The Expert Judgment Questionnaire

ANGKET EVALUASI

MATERI PEMBELAJARAN BAHASA INGGRIS

UNTUK SISWA KELAS XI JURUSAN AKOMODASI PERHOTELAN

(Disusun berdasarkan Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris SMK)

A. IDENTITAS RESPONDEN

Nama :

.....

Jenis Kelamin : L/P (coret yang tidak sesuai)

Pekerjaan :

.....

Pendidikan : ( ) D3 ( ) S1 ( ) S2 ( ) S3

Lama Bekerja :

.....

B. EVALUASI MATERI PEMBELAJARAN

Berilah tanda centang (√) pada salah satu kolom SS/S/TS/STS yang sesuai dengan pendapat Bapak/Ibu. Bapak/Ibu juga dimohon menuliskan pendapat/saran tambahan pada kolom yang disediakan.

Keterangan:

SS : Sangat Setuju (4)
S : Setuju (3)
TS : Tidak Setuju (2)
STS : Sangat Tidak Setuju (1)

UNIT 1

"WHAT WOULD YOU SUGGEST?"

Dikembangkan berdasarkan Kompetensi Dasar:

3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya.

4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

No.	Pernyataan	SS	S	TS	STS
	KELAYAKAN ISI				
1.	Materi yang dikembangkan sesuai dengan dua Kompetensi Dasar di atas.				
2.	Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa SMK kelas XI jurusan Akomodasi Perhotelan.				
3.	Teks dalam materi pembelajaran sesuai dengan dua Kompetensi Dasar di atas.				
4.	Materi pembelajaran mencakup pembelajaran tentang struktur sebuah teks.				
5.	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks.				
6.	Materi pembelajaran mencakup pembelajaran tentang fitur linguistik sebuah teks.				
7.	Materi pembelajaran mencakup komponen pembelajaran *vocabulary* yang relevan dengan tuntutan kurikulum.				
8.	Materi pembelajaran mencakup komponen pembelajaran *pronunciation* yang relevan dengan				

	tuntutan kurikulum.				
9.	Kegiatan pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara lisan dengan bahasa yang akurat dan berterima.				
10.	Kegiatan pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis dengan bahasa yang akurat dan berterima.				
Saran perbaikan:					
KELAYAKAN BAHASA					
11.	Bahasa yang digunakan dalam materi pembelajaran menggunakan tata bahasa (*grammar*) yang baik dan benar.				
12.	Bahasa yang digunakan dalam materi pembelajaran menggunakan ejaan kata (*spelling*) yang benar.				
13.	Bahasa yang digunakan dalam materi pembelajaran menggunakan pilihan kata (*choice of words*) yang relevan dengan materi pembelajaran.				
14.	Bahasa yang digunakan dalam materi pembelajaran dapat dipahami dengan mudah (*comprehensible*).				
15.	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				
16.	Bahasa yang digunakan dalam teks pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				
17.	Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat mencerminkan				

	keruntutan penyampaian makna.				
18.	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi Bahasa Inggris.				
Saran perbaikan:					
KELAYAKAN PENYAJIAN					
19.	Kegiatan pembelajaran sudah sesuai dengan langkah-langkah pembelajaran berbasis pendekatan saintifik Kurikulum 2013.				
20.	Kegiatan pembelajaran sesuai dengan tata urutan pembelajaran berdasar karakteristik pembelajaran Bahasa Inggris yang komunikatif.				
21.	Kegiatan pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri.				
22.	Kegiatan pembelajaran mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan komunikasi.				
23.	Kegiatan pembelajaran mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.				
24.	Kegiatan pembelajaran mendorong siswa untuk melakukan kegiatan komunikatif secara lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.				
25.	Kegiatan pembelajaran mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri.				
26.	Kegiatan pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.				
27.	Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				

28.	Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
29.	Dalam tiap unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.				
30.	Dalam tiap unit materi dilengkapi dengan *intermezzo* yang relevan dengan proses pembelajaran.				
Saran perbaikan:					
KELAYAKAN GRAFIS					
31.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.				
32.	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat aestetis dan fungsional.				
33.	Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.				
34.	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
35.	Penggunaan variasi (*bold, italic, underline, capitalization*) tidak berlebihan.				
36.	Keseluruhan desain visual materi menarik.				
Saran perbaikan:					

TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

1. Secara umum, bagaimana pendapat Bapak/Ibu tentang materi yang telah disusun?

   .....
   .....
   .....
   .....

2. Menurut Bapak/Ibu, apakah kekurangan dari materi yang telah disusun?

   .....
   .....
   .....
   .....

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk siswa SMK kelas XI jurusan Akomodasi Perhotelan UNIT 1 dengan judul "WHAT WOULD YOU SUGGEST?" dinyatakan:

◯ Layak tanpa revisi

◯ Tidak layak

◯ Layak dengan revisi sebagai berikut

.....

.....

.....

.....

.....

.....

.....

.....

.....

*Berilah tanda centang (√) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta,_____

Evaluator Materi,

_____

NIP

UNIT 2

"WHAT IS A BELLBOY?"

Dikembangkan berdasarkan Kompetensi Dasar:

3.9 Menganalisis struktur teks dan unsure kebahasaan untuk melaksanakan fungsi sosial teks *factual report* dengan menyatakan dan menanyakan tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.

4.13 Menangkap makna dalam teks ilmiah factual (*factual report*), lisan dan tertulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

No.	Pernyataan	SS	S	TS	STS
	KELAYAKAN ISI				
1.	Materi yang dikembangkan sesuai dengan dua Kompetensi Dasar di atas.				
2.	Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa SMK kelas XI jurusan Akomodasi Perhotelan.				
3.	Teks dalam materi pembelajaran sesuai dengan dua Kompetensi Dasar di atas.				
4.	Materi pembelajaran mencakup pembelajaran tentang struktur sebuah teks.				
5.	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks.				
6.	Materi pembelajaran mencakup pembelajaran tentang fitur linguistik sebuah teks.				
7.	Materi pembelajaran mencakup komponen pembelajaran *vocabulary* yang relevan dengan tuntutan kurikulum.				
8.	Materi pembelajaran mencakup komponen				

	pembelajaran *pronunciation* yang relevan dengan tuntutan kurikulum.				
9.	Kegiatan pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara lisan dengan bahasa yang akurat dan berterima.				
10.	Kegiatan pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis dengan bahasa yang akurat dan berterima.				
Saran perbaikan:					
KELAYAKAN BAHASA					
11.	Bahasa yang digunakan dalam materi pembelajaran menggunakan tata bahasa (*grammar*) yang baik dan benar.				
12.	Bahasa yang digunakan dalam materi pembelajaran menggunakan ejaan kata (*spelling*) yang benar.				
13.	Bahasa yang digunakan dalam materi pembelajaran menggunakan pilihan kata (*choice of words*) yang relevan dengan materi pembelajaran.				
14.	Bahasa yang digunakan dalam materi pembelajaran dapat dipahami dengan mudah (*comprehensible*).				
15.	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				
16.	Bahasa yang digunakan dalam teks pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				
17.	Bahasa pesan atau materi yang disajikan dalam satu				

	bagian/bab/subbab/paragraf kalimat mencerminkan keruntutan penyampaian makna.				
18.	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi Bahasa Inggris.				
Saran perbaikan:					
KELAYAKAN PENYAJIAN					
19.	Kegiatan pembelajaran sudah sesuai dengan langkah-langkah pembelajaran berbasis pendekatan saintifik Kurikulum 2013.				
20.	Kegiatan pembelajaran sesuai dengan tata urutan pembelajaran berdasar karakteristik pembelajaran Bahasa Inggris yang komunikatif.				
21.	Kegiatan pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri.				
22.	Kegiatan pembelajaran mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan komunikasi.				
23.	Kegiatan pembelajaran mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.				
24.	Kegiatan pembelajaran mendorong siswa untuk melakukan kegiatan komunikatif secara lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.				
25.	Kegiatan pembelajaran mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri.				
26.	Kegiatan pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.				
27.	Dalam tiap unit materi dilengkapi dengan pernyataan				

	tujuan pembelajaran.				
28.	Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
29.	Dalam tiap unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.				
30.	Dalam tiap unit materi dilengkapi dengan *intermezzo* yang relevan dengan proses pembelajaran.				
Saran perbaikan:					
KELAYAKAN GRAFIS					
31.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.				
32.	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat aestetis dan fungsional.				
33.	Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.				
34.	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
35.	Penggunaan variasi (*bold, italic, underline, capitalization*) tidak berlebihan.				
36.	Keseluruhan desain visual materi menarik.				
Saran perbaikan:					

TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

1. Secara umum, bagaimana pendapat Bapak/Ibu tentang materi yang telah disusun?

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2. Menurut Bapak/Ibu, apakah kekurangan dari materi yang telah disusun?

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REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk siswa SMK kelas XI jurusan Akomodasi Perhotelan UNIT 2 dengan judul "WHAT IS A BELLBOY" dinyatakan:

◯ Layak tanpa revisi

◯ Tidak layak

◯ Layak dengan revisi sebagai berikut

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*Berilah tanda centang (√) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta,_____

Evaluator Materi,

_____

NIP

UNIT 3

"HOW TO MANAGE A HOTEL"

Dikembangkan berdasarkan Kompetensi Dasar:

3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya.

4.9 Menangkap makna teks teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (*tips*).

4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (*tips*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

No.	Pernyataan	SS	S	TS	STS
KELAYAKAN ISI					
1.	Materi yang dikembangkan sesuai dengan dua Kompetensi Dasar di atas.				
2.	Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa SMK kelas XI jurusan Akomodasi Perhotelan.				
3.	Teks dalam materi pembelajaran sesuai dengan dua Kompetensi Dasar di atas.				
4.	Materi pembelajaran mencakup pembelajaran tentang struktur sebuah teks.				
5.	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks.				
6.	Materi pembelajaran mencakup pembelajaran tentang fitur linguistik sebuah teks.				
7.	Materi pembelajaran mencakup komponen pembelajaran *vocabulary* yang relevan dengan tuntutan kurikulum.				
8.	Materi pembelajaran mencakup komponen				

	pembelajaran *pronunciation* yang relevan dengan tuntutan kurikulum.				
9.	Kegiatan pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara lisan dengan bahasa yang akurat dan berterima.				
10.	Kegiatan pembelajaran yang dikembangkan mencakup aktivitas yang menuntun siswa mengembangkan kompetensi dalam berkomunikasi secara tertulis dengan bahasa yang akurat dan berterima.				
Saran perbaikan:					
KELAYAKAN BAHASA					
11.	Bahasa yang digunakan dalam materi pembelajaran menggunakan tata bahasa (*grammar*) yang baik dan benar.				
12.	Bahasa yang digunakan dalam materi pembelajaran menggunakan ejaan kata (*spelling*) yang benar.				
13.	Bahasa yang digunakan dalam materi pembelajaran menggunakan pilihan kata (*choice of words*) yang relevan dengan materi pembelajaran.				
14.	Bahasa yang digunakan dalam materi pembelajaran dapat dipahami dengan mudah (*comprehensible*).				
15.	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				
16.	Bahasa yang digunakan dalam teks pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				
17.	Bahasa pesan atau materi yang disajikan dalam satu				

	bagian/bab/subbab/paragraf kalimat mencerminkan keruntutan penyampaian makna.				
18.	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi Bahasa Inggris.				
Saran perbaikan:					
KELAYAKAN PENYAJIAN					
19.	Kegiatan pembelajaran sudah sesuai dengan langkah-langkah pembelajaran berbasis pendekatan saintifik Kurikulum 2013.				
20.	Kegiatan pembelajaran sesuai dengan tata urutan pembelajaran berdasar karakteristik pembelajaran Bahasa Inggris yang komunikatif.				
21.	Kegiatan pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri.				
22.	Kegiatan pembelajaran mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan komunikasi.				
23.	Kegiatan pembelajaran mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.				
24.	Kegiatan pembelajaran mendorong siswa untuk melakukan kegiatan komunikatif secara lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.				
25.	Kegiatan pembelajaran mendorong siswa untuk bertanggung jawab atas proses belajarnya sendiri.				
26.	Kegiatan pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.				
27.	Dalam tiap unit materi dilengkapi dengan pernyataan				

	tujuan pembelajaran.				
28.	Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
29.	Dalam tiap unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.				
30.	Dalam tiap unit materi dilengkapi dengan *intermezzo* yang relevan dengan proses pembelajaran.				
Saran perbaikan:					
KELAYAKAN GRAFIS					
31.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.				
32.	Ilustrasi dan karya grafis dalam materi pembelajaran bersifat aestetis dan fungsional.				
33.	Ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.				
34.	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
35.	Penggunaan variasi (*bold, italic, underline, capitalization*) tidak berlebihan.				
36.	Keseluruhan desain visual materi menarik.				
Saran perbaikan:					

TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

1. Secara umum, bagaimana pendapat Bapak/Ibu tentang materi yang telah disusun?

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2. Menurut Bapak/Ibu, apakah kekurangan dari materi yang telah disusun?

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REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk siswa SMK kelas XI jurusan Akomodasi Perhotelan UNIT 3 dengan judul "HOW TO MANAGE A HOTEL" dinyatakan:

◯ Layak tanpa revisi

◯ Tidak layak

◯ Layak dengan revisi sebagai berikut

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*Berilah tanda centang (√) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta,_____

Evaluator Materi,

_____

NIP

APPENDIX H

The Expert Judgment Data

UNIT 1
"WHAT WOULD YOU SUGGEST"

No.	Items	Score
THE APPROPRIATENESS OF THE CONTENT		
1.	The developed materials are in accordance with the two basic competences.	3
2.	The topic of the unit of the developed materials is relevant to the daily life of grade XI students of Hotel Management Department.	4
3.	The texts in the developed materials are relevant to the two basic competences.	3
4.	The developed materials involve the explanation of the structure of a text.	3
5.	The developed materials involve the explanation of the social functions of a text.	3
6.	The developed materials involve the explanation of the language features of a text.	3
7.	The developed materials involve vocabulary learning tasks which are relevant to the requirements of the curriculum	3
8.	The developed materials involve pronunciation learning tasks which are relevant to the requirements of the curriculum.	3
9.	The developed tasks involve learning activities which guide the students to develop their communicative competence in spoken language.	3
10.	The developed tasks involve learning activities which guide the students to develop their communicative competence in written language.	3
Mean ($\bar{X}$)		**3.1**
THE APPROPRIATENESS OF THE LANGUAGE		
11.	The language used in the developed materials is grammatically correct.	3
12.	The language used in the developed materials has no mistakes in spelling.	3
13.	The language used in the developed materials chooses the correct choice of words.	3
14.	The language used in the developed materials is comprehensible.	4
15.	The language of instructions and explanations is in accordance with the students' cognitive development.	4
16.	The language used in the developed materials is in accordance with the basic principles of English.	3
17.	The language used in the developed materials reflects the conveying of meaning orderly.	3
18.	The language used in the developed materials uses one variation of English.	3
Mean ($\bar{X}$)		**3.3**
THE APPROPRIATENESS OF THE PRESENTATION		
19.	The learning activities are in accordance with the steps of scientific approach-based learning as required by Curriculum 2013.	3
20.	The learning activities are in accordance with the characteristics of	3

No.	Items	Score
	Communicative Language Teaching.	
21.	The learning activities are presented starting from guided tasks and gradually moving to the free production tasks.	3
22.	The learning activities include the activities focusing on the linguistic features and communicative tasks.	3
23.	The learning activities encourage the students to actively interact in English with classmates, teachers, and other people.	3
24.	The learning activities encourage the students to get involved in both spoken and written communicative events on their own initiative.	3
25.	The learning activities encourage the students to take responsibility on their own learning.	3
26.	The learning activities encourage the students to reflect what they have achieved and what they lack during their learning process.	3
27.	Every unit of the developed materials states the learning objectives.	3
28.	Every unit of the developed materials includes the summary of the unit.	3
29.	Every unit of the developed materials includes a task or two as homework.	3
30.	Every unit of the developed materials has an intermezzo relevant to the instructional process.	3
Mean ($\bar{X}$)		**3**
THE APPROPRIATENESS OF THE GRAPHIC		
31.	The layout of the developed materials is proportional.	4
32.	The illustrations and graphic designs in the developed materials are aesthetic and functional.	3
33.	The illustrations in the developed materials help to clarify the presentation of the materials.	3
34.	The developed materials use the appropriate variation of fonts.	4
35.	The developed materials use the appropriate number of variation (bold, italic, underline, capitalization).	4
36.	The overall visual design of the developed materials is visually attractive.	3
Mean ($\bar{X}$)		**3.5**

UNIT 2
"WHAT IS A BELLBOY?"

No.	Items	Score
THE APPROPRIATENESS OF THE CONTENT		
1.	The developed materials are in accordance with the two basic competences.	3
2.	The topic of the unit of the developed materials is relevant to the daily life of grade XI students of Hotel Management Department.	4
3.	The texts in the developed materials are relevant to the two basic competences.	3
4.	The developed materials involve the explanation of the structure of a text.	3
5.	The developed materials involve the explanation of the social functions of a text.	3
6.	The developed materials involve the explanation of the language features of a text.	3
7.	The developed materials involve vocabulary learning tasks which are relevant to the requirements of the curriculum.	3
8.	The developed materials involve pronunciation learning tasks which are relevant to the requirements of the curriculum.	3
9.	The developed tasks involve learning activities which guide the students to develop their communicative competence in spoken language.	3
10.	The developed tasks involve learning activities which guide the students to develop their communicative competence in written language.	3
Mean ($\bar{X}$)		**3.1**
THE APPROPRIATENESS OF THE LANGUAGE		
11.	The language used in the developed materials is grammatically correct.	3
12.	The language used in the developed materials has no mistakes in spelling.	3
13.	The language used in the developed materials chooses the correct choice of words.	3
14.	The language used in the developed materials is comprehensible.	4
15.	The language of instructions and explanations is in accordance with the students' cognitive development.	4
16.	The language used in the developed materials is in accordance with the basic principles of English.	3
17.	The language used in the developed materials reflects the conveying of meaning orderly.	3
18.	The language used in the developed materials uses one variation of English.	3
Mean ($\bar{X}$)		**3.3**
THE APPROPRIATENESS OF THE PRESENTATION		
19.	The learning activities are in accordance with the steps of scientific approach-based learning as required by Curriculum 2013.	3

No.	Items	Score
20.	The learning activities are in accordance with the characteristics of Communicative Language Teaching.	3
21.	The learning activities are presented starting from guided tasks and gradually moving to the free production tasks.	3
22.	The learning activities include the activities focusing on the linguistic features and communicative tasks.	3
23.	The learning activities encourage the students to actively interact in English with classmates, teachers, and other people.	3
24.	The learning activities encourage the students to get involved in both spoken and written communicative events on their own initiative.	3
25.	The learning activities encourage the students to take responsibility on their own learning.	3
26.	The learning activities encourage the students to reflect what they have achieved and what they lack during their learning process.	3
27.	Every unit of the developed materials states the learning objectives.	3
28.	Every unit of the developed materials includes the summary of the unit.	3
29.	Every unit of the developed materials includes a task or two as homework.	3
30.	Every unit of the developed materials has an intermezzo relevant to the instructional process.	3
Mean ($\bar{X}$)		**3**
THE APPROPRIATENESS OF THE GRAPHIC		
31.	The layout of the developed materials is proportional.	4
32.	The illustrations and graphic designs in the developed materials are aesthetic and functional.	3
33.	The illustrations in the developed materials help to clarify the presentation of the materials.	3
34.	The developed materials use the appropriate variation of fonts.	4
35.	The developed materials use the appropriate number of variation (bold, italic, underline, capitalization).	4
36.	The overall visual design of the developed materials is visually attractive.	3
Mean ($\bar{X}$)		**3.5**

UNIT 3
"HOW TO MANAGE A HOTEL"

No.	Items	Score
THE APPROPRIATENESS OF THE CONTENT		
1.	The developed materials are in accordance with the two basic competences.	3
2.	The topic of the unit of the developed materials is relevant to the daily life of grade XI students of Hotel Management Department.	4
3.	The texts in the developed materials are relevant to the two basic competences.	3
4.	The developed materials involve the explanation of the structure of a text.	3
5.	The developed materials involve the explanation of the social functions of a text.	3
6.	The developed materials involve the explanation of the language features of a text.	3
7.	The developed materials involve vocabulary learning tasks which are relevant to the requirements of the curriculum.	3
8.	The developed materials involve pronunciation learning tasks which are relevant to the requirements of the curriculum.	3
9.	The developed tasks involve learning activities which guide the students to develop their communicative competence in spoken language.	3
10.	The developed tasks involve learning activities which guide the students to develop their communicative competence in written language.	3
Mean ($\bar{X}$)		**3.1**
THE APPROPRIATENESS OF THE LANGUAGE		
11.	The language used in the developed materials is grammatically correct.	3
12.	The language used in the developed materials has no mistakes in spelling.	3
13.	The language used in the developed materials chooses the correct choice of words.	3
14.	The language used in the developed materials is comprehensible.	4
15.	The language of instructions and explanations is in accordance with the students' cognitive development.	4
16.	The language used in the developed materials is in accordance with the basic principles of English.	3
17.	The language used in the developed materials reflects the conveying of meaning orderly.	3
18.	The language used in the developed materials uses one variation of English.	3
Mean ($\bar{X}$)		**3.3**
THE APPROPRIATENESS OF THE PRESENTATION		
19.	The learning activities are in accordance with the steps of scientific approach-based learning as required by Curriculum 2013.	3
20.	The learning activities are in accordance with the characteristics of	3

No.	Items	Score
	Communicative Language Teaching.	
21.	The learning activities are presented starting from guided tasks and gradually moving to the free production tasks.	3
22.	The learning activities include the activities focusing on the linguistic features and communicative tasks.	3
23.	The learning activities encourage the students to actively interact in English with classmates, teachers, and other people.	3
24.	The learning activities encourage the students to get involved in both spoken and written communicative events on their own initiative.	3
25.	The learning activities encourage the students to take responsibility on their own learning.	3
26.	The learning activities encourage the students to reflect what they have achieved and what they lack during their learning process.	3
27.	Every unit of the developed materials states the learning objectives.	3
28.	Every unit of the developed materials includes the summary of the unit.	3
29.	Every unit of the developed materials includes a task or two as homework.	3
30.	Every unit of the developed materials has an intermezzo relevant to the instructional process.	3
Mean ($\bar{X}$)		**3**
THE APPROPRIATENESS OF THE GRAPHIC		
31.	The layout of the developed materials is proportional.	4
32.	The illustrations and graphic designs in the developed materials are aesthetic and functional.	3
33.	The illustrations in the developed materials help to clarify the presentation of the materials.	3
34.	The developed materials use the appropriate variation of fonts.	4
35.	The developed materials use the appropriate number of variation (bold, italic, underline, capitalization).	4
36.	The overall visual design of the developed materials is visually attractive.	3
Mean ($\bar{X}$)		**3.5**

APPENDIX I

The Revisions of the Units

The Revisions of Unit 1

Parts of the Unit	Points to Revise	Revisions
Unit's learning objectives	No Revisions	No Revisions
Task 1	No Revisions	No Revisions
Task 2	No Revisions	No Revisions
Task 3	Omit the letter "s" in the word "Indonesian**s**" in the table.	Indonesian
Task 4	No Revisions	No Revisions
Task 5	No Revisions	No Revisions
Task 6	No Revisions	No Revisions
Task 7	No Revisions	No Revisions
Task 8	Change the question 1 "What is Mr. Sigit Permana planning on his holidays?" to "What is Mr. Sigit Permana going to do on his holidays?"	What is Mr. Sigit Permana going to do on his holidays?
Task 9	No Revisions	No Revisions
Task 10	No Revisions	No Revisions
Task 11	No Revisions	No Revisions
Task 12	No Revisions	No Revisions
Task 13	Correct the word "bracket" in the sentence "Phrases in the **bracket** give you clues on what you have to write."	Phrases in the **brackets** give you clues on what you have to write.
Task 14	Correct the word "respond" in the sentence "**Respond** the specific customers' problems by writing a simple email of suggestion based on the given situation." Omit the letter "s" in the word "need**s**" in the sentence "The budget provided by her company only suffices to reserve a room in a two-star hotel even though she will surely **needs** massage service after being tired of attending the long event."	**Respond to** the specific customers' problems by writing a simple email of suggestion based on the given situation. The budget provided by her company only suffices to reserve a room in a two-star hotel even though she will surely **need** massage service after being tired of attending the long event.
Task 15	Add more explanation in the sentence of instruction.	Listen to the dialogue **between a receptionist and Ali** and then tick (√) and list items you want to know.
Task 16	No Revisions	No Revisions
Task 17	Change the initial letters of the words "**S**pecific, **S**trategic, **F**loor, **S**enile, **C**orner, **L**ost" in the box to small letters.	strategic, floor, senile, corner, lost

Parts of the Unit	Points to Revise	Revisions
Task 18	No Revisions	No Revisions
Task 19	Change the focus of the two statements "Surya are reserving a room in Grand Eagle hotel." and "Surya's sister are going by bus." from grammar to listening comprehension.	Surya **is** reserving a room in Grand Eagle hotel. Surya'sister **is** going by bus.
Task 20	Replace the word "it" in the sentence "Study the explanation of the expressions of offering below and then discuss **it** with your classmates." with the word "them".	Study the explanation of the expressions of offering below and then discuss **them** with your classmates.
Task 21	Replace the word "it" in the sentence "Then, practice **it** with your classmates." with the word "them".	Then, practice **them** with your classmates.
Task 22	No Revisions	No Revisions
Task 23	No Revisions	No Revisions
Task 24	No Revisions	No Revisions
Task 25	No Revisions	No Revisions

The Revisions of Unit 2

Parts of the Unit	Points to Revise	Revisions
Unit's learning objectives	Correct the words "encyclopedia, magazine, newspaper" in the sentence "You can have the information in the form of report texts such as **encyclopedia, magazine, newspaper**, and etc."	You can have the information in the form of report texts such as **encyclopedias, magazines, newspapers**, and etc.
Task 1	No Revisions	No Revisions
Task 2	No Revisions	No Revisions
Task 3	Omit the letter "s" in the word "Indonesian**s**" in the table.	Indonesian
Task 4	No Revisions	No Revisions
Task 5	Omit the letter "s" in the word "Indonesian**s**" in the question 2 "What are the **Indonesians** of the underlined words?"	What are the **Indonesian** of the underlined words?
Task 6	No Revisions	No Revisions
Task 7	No Revisions	No Revisions
Task 8	No Revisions	No Revisions
Task 9	No Revisions	No Revisions
Task 10	Add the article "a" in the sentence "Report text is a text which presents information about something in general, as it is."	**A** report text is a text which presents information about something in general, as it is.
	Add the article "the" in the phrase "Using simple present tense."	Using **the** simple present tense
Task 11	No Revisions	No Revisions
Task 12	Add some articles in the several sentences "In report text, simple present tense belongs to the language features. Simple present tense is used to describe regular actions, facts, habits, and general truth. Thus, when you write a report text, you should use simple present tense as you will write about facts. Below are the formulas of simple present tense:"	In **report texts**, **the** simple present tense belongs to the language features. **The** simple present tense is used to describe regular actions, facts, habits, and general truth. Thus, when you write a report text, you should use **the** simple present tense as you will write about facts. Below are the formulas of **the** simple present tense:
Task 13	No Revisions	No Revisions
Task 14	No Revisions	No Revisions
Task 15	No Revisions	No Revisions
Task 16	Add more explanation in the sentence of instruction.	Listen to the monologue **entitled "Receptionist"** and then tick (√) and list items you want to know.

Parts of the Unit	Points to Revise	Revisions
	Add some pictures related to the content of the monologue.	Two pictures of different receptionists had been added into the task.
Task 17	No Revisions	No Revisions
Task 18	Omit the letter "s" in the word "Indonesian**s**" in the sentence "Find the **Indonesians** of the words below and then pronounce them after your teacher."	Find the **Indonesian** of the words below and then pronounce them after your teacher.
Task 19	Add the article "a" in the statement 5 "Receptionist has an important role in running the hotel."	**A** receptionist has an important role in running the hotel.
Task 20	No Revisions	No Revisions
Task 21	No Revisions	No Revisions
Task 22	Add some articles in the questions "What is bellboy?", "What is the other name of bellboy?", and "Why does bellboy have an important role in the hotel?"	What is **a** bellboy? What is the other name of **a** bellboy? Why does **a** bellboy have an important role in the hotel?
Task 23	Add some pictures related to the content of the text.	A picture of a bell captain had been added into the task.
	Change the phrase "the report text" to the phrase "the script of a monologue" in the sentence of instruction.	Complete **the script of a monologue** below based on the clues provided. Report your work to your classmates. Then, act it out with a classmate.
	Change the words "would like to explain another job" to "am going to report a job" in the sentence "Today I would like to explain another job in a hotel".	Today I **am going to report a job** in a hotel.
Task 24	Add some pictures related to the information in the task.	A picture of a front office manager had been added into the task.
Task 25	No Revisions	No Revisions

The Revisions of Unit 3

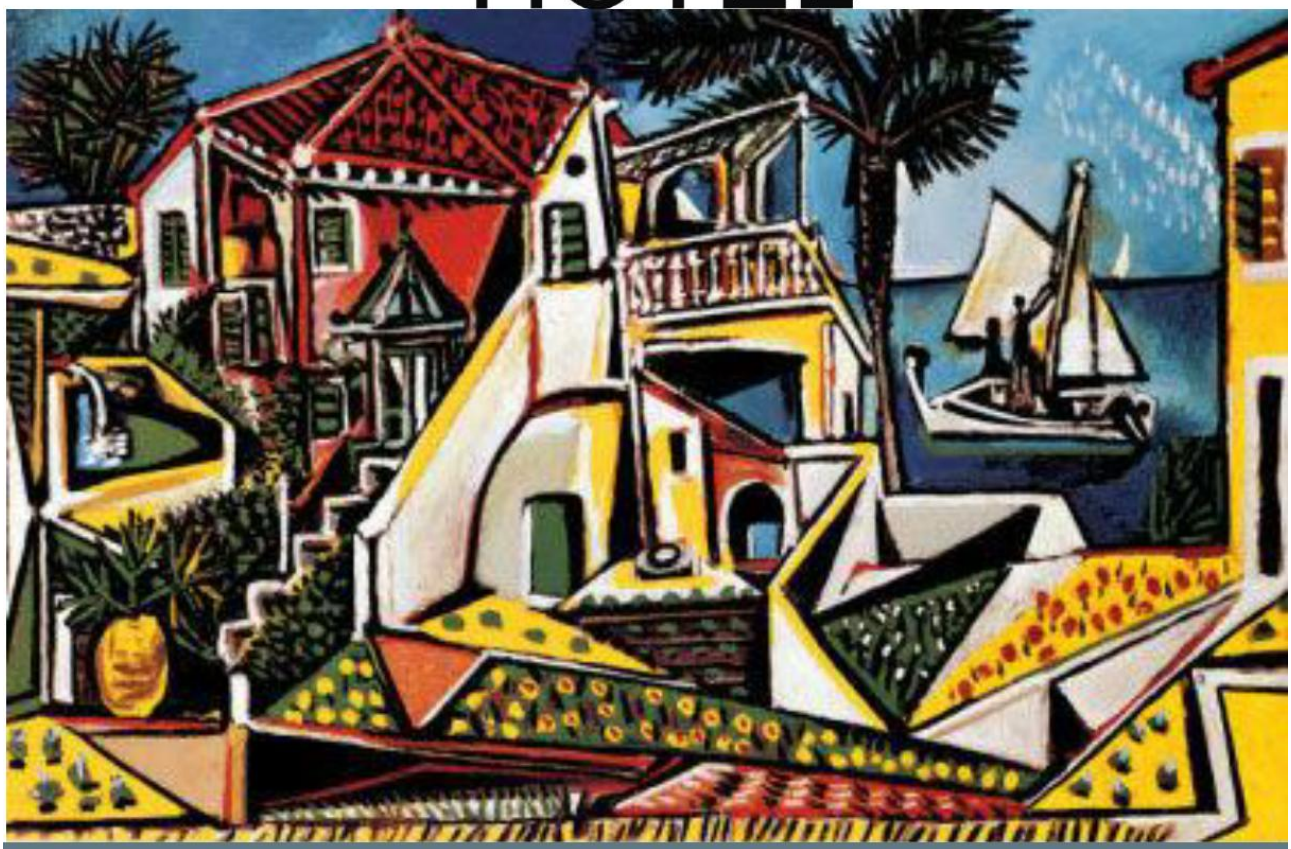
Parts of the Unit	Points to Revise	Revisions
Unit's learning objectives	No Revisions	No Revisions
Task 1	No Revisions	No Revisions
Task 2	Correct the question 3 "Where does the device in picture 6 take place?"	Where can we find the device in picture 6?
Task 3	Omit the letter "s" in the word "Indonesian**s**" in the table.	Indonesian
Task 4	No Revisions	No Revisions
Task 5	Omit the letter "s" in the word "Indonesian**s**" in the question 2 "What are the **Indonesians** of the underlined words?"	What are the **Indonesian** of the underlined words?
Task 6	No Revisions	No Revisions
Task 7	No Revisions	No Revisions
Task 8	Add some articles in the statements "The main purpose of procedure text is to explain something." and "The main purpose of procedure text is to explain how to do something."	The main purpose of **a** procedure text is to explain something. The main purpose of **a** procedure text is to explain how to do something.
Task 9	Correct and simplify the phrases "A type of texts that instruct the reader how to do a particular activity." and "A type of text that explain how something works or how to use instruction/manuals."	**A text type that instructs** the reader how to do a particular activity. **A text type that explains** how something works or how to use instruction/manuals.
Task 10	No Revisions	No Revisions
Task 11	No Revisions	No Revisions
Task 12	No Revisions	No Revisions
Task 13	No Revisions	No Revisions
Task 14	Add more explanation in the sentence of instruction.	Listen to the monologue entitled "How to Deal With 'No Show' " and then tick (√) and list items you want to know.
Task 15	No Revisions	No Revisions
Task 16	No Revisions	No Revisions
Task 17	No Revisions	No Revisions
Task 18	Add the article "the' in the sentence "Imperative sentence is:"	**The** imperative sentence is:
Task 19	Replace the word "make" in the sentence "**Make** imperative sentences using the words provided below." with the word "produce".	**Produce** imperative sentences using the words provided below.
Task 20	Replace the word "it" in the sentences "it enables you to show	**they** enable you to show the chronological order;

Parts of the Unit	Points to Revise	Revisions
	the chronological order;" and "it helps you to develop the logical sequence of your ideas." with the word "they".	**they** help you to develop the logical sequence of your ideas.
Task 21	No Revisions	No Revisions
Task 22	Omit the letter "s" in the word "Indonesian**s**" in the sentence "Guess the **Indonesians** of the words taken from the text in Task 21 and then pronounce them after your teacher."	Guess the **Indonesian** of the words taken from the text in Task 21 and then pronounce them after your teacher.
Task 23	Add the article "the" in the sentence "Below are the points of procedure text entitled 'How to Handle a Room Reservation'."	Below are the points of **the** procedure text entitled "How to Handle a Room Reservation".
Task 24	No Revisions	No Revisions
Task 25	No Revisions	No Revisions

APPENDIX I

The Final Draft of the Materials

HOTEL SWEET HOTEL



English for Hotel Management Department Students

By
Kindani Kiromi
NIM 10202241071

Grade XI

1
UNIT

WHAT WOULD YOU SUGGEST?

Source: http://asluniforms.com

When you work in a hotel, you will meet many different types of guests. You may meet guests with specific needs in which you have to be able to act professionally and give them good suggestion. Have you ever given any suggestion to anyone to help them on some things? Or, have you ever asked for any suggestion to anyone to help you solve your problem? Do you know how to do it? Moreover, have you ever given any suggestion to others? How do you say it in English? You will learn how to ask and give suggestion in both oral and written form in this unit through challenging tasks.

A. LEAD-IN

Task 1

Match the pictures below with the names.

1

…

2

…

3

…

4

…

5

…

6

…

Lounge	Picking-Up Service
Checking-In	Lounge
Checking-Out	Concierge

Pictures: http://cdn02.cdn.justjared.com
https://s.yimg.com
http://d39s9vv5x4g84r.cloudfront.net
http://mycanadianconcierge.com
http://www.blogcdn.com
http://www.ndhl.jp

Task 2

Study the pictures in the Task 1 and then answer the questions.

1. Who is the woman in picture 2?
2. Where does the activity in picture 3 take place?
3. What do usually people do in the place in picture 6?

Task 3

The words in the box will help you understand the texts in this unit. In pairs, find the Indonesian of the English words in the box. Pronounce the words after your teacher.

English	Indonesian
check-in /ˈtʃek.ɪn/	
check-out /ˈtʃek.aʊt/	
reserve /rɪˈzɜːv/	
suite /swiːt/	
lounge /laʊndʒ/	
bill /bɪl/	
vacation /veɪˈkeɪ.ʃən/	
accommodation /əˌkɒm.əˈdeɪ.ʃən/	
trip /trɪp/	
stay /steɪ/	
luggage /ˈlʌg.ɪdʒ/	
vacant /ˈveɪ.kənt/	
check /tʃek/	
sibling /ˈsɪb.lɪŋ/	

B. LESSON PROPER

READING & WRITING

OBSERVING

Task 4

Read the consultation column below and then tick (√) and list items you want to know.

Choosing a hotel in Yogyakarta

jogjatripadvisor@gmail.com

Choosing a hotel in Yogyakarta

Hello, my name is Sigit Permana and *I* live in Bandung. Recently, I am planning on going on a vacation in Yogyakarta on *my* holidays. But I don't know a thing about accommodation for *this* is my first time going on a vacation. If I may choose, I would like to stay in a hotel with a large and fine swimming pool. I don't mind the price as long as I am satisfied with the facilities and services. Do *you* have any suggestion for me in choosing *one* that suits me? Thank you.

Regards,
Sigit Permana

Sans Serif | Send | Saved

Choosing a hotel in Yogyakarta

sigitpermana@gmail.com

Choosing a hotel in Yogyakarta

First of all, we would like to express our gratitude for having used *our* service on planning your vacation. Mr. Sigit Permana, after considering your preferences in choosing the place to stay during your vacation, we have some good recommendation of hotels for you. In Yogyakarta, there are many fine hotels that meet your preferences. Each of *them* has a wide and clean swimming pool; even some of them provide warm-water pool. *It* surely will grab your interest. Then, if we were to choose it for you, we recommend you reserve a room in hotel Tenteram. There, you will have a wonderful memory of staying over. Hope it will help you. Have a nice vacation.

Regards,
Jogja Trip Advisor

Sans Serif | Send | Saved

No.	Items you want to know	(√)
1.	The content of the text	
2.	The Indonesian of the underlined words	
3.	…	
4.	…	
5.	…	

QUESTIONING

Task 5

Formulate relevant questions based on the items you want to know in Task 4. Number 1 has been done as an example. Then, provide your temporary answers for the questions.

No.	Questions
1.	What is the text about?
2.	…
3.	…
4.	…
5.	…

Provide the temporary answers based on your knowledge.

No.	Answers
1.	…
2.	…
3.	…
4.	…
5.	…

COLLECTING, ANALYZING, COMMUNICATING

Task 6

Below are the words taken from the text in Task 4. In pairs, match the words in Column A with their suitable meanings in Column B. Report your work to your classmates.

Column A	Column B
vacation /veɪˈkeɪ.ʃən/	an official day when you do not have to go to work or school
holiday /ˈhɒl.ɪ.deɪ/	advice telling someone what the best thing to do is
accommodation /əˌkɒm.əˈdeɪ.ʃən/	the buildings, equipment and services provided for a particular purpose
hotel /*h* əʊˈtel/	the feeling or quality of being grateful
facility /fəˈsɪl.ɪ.ti/	when you like something or someone more than another person or thing
gratitude /ˈgræt.ɪ.tjuːd/	a holiday, especially when you are travelling away from home for pleasure
preference /ˈpref. ər. ən *t* s/	a place to stay when you are travelling, especially a hotel room
recommendation /ˌrek.ə.menˈdeɪ.ʃən/	a building where you pay to have a room to sleep in, and where you can eat meals

Task 7

In the text in Task 4, the italic words are pronouns, referring to other words. In pairs, write words referred to them in the space provided. The first one has been done as an example.

Line in which the pronoun is	Pronouns	What it refers to
1	*I*	
3	*My* holidays	
4	*This*	
8	*You*	
9	*One*	
11	*Our*	
16	Each of *them*	
18	*It*	

Task 8

Read the text in Task 4 again and answer the following questions. You may work in pairs. Report your work to your classmates.

1. What is Mr. Sigit Permana going to do on his holidays?

   .....

2. Where does Mr. Sigit Permana come from?

   .....

3. Why does Mr. Sigit Permana ask for suggestion to a trip advisor?

   .....

4. What are Mr. Sigit Permana's hotel preferences?

   .....

5. What suggestion did the trip advisor give to Mr. Sigit Permana?

   .....

Task 9

Study the following explanation to help you understand the expressions of asking for and giving suggestion and discuss it with your classmates. Ask your teacher if you do not understand.

When you are asking for and giving suggestion, you need to use a specific expression to indicate your purpose. Following are some expressions that can be used to ask for and give suggestion.

Expressions of Asking for and Giving Suggestion

Asking for suggestion	Giving suggestion
What should I do?	You should go to another hotel.
What would you suggest?	I suggest that you reserve a ballroom.
What would you advise?	I advise you to take a taxi.
Do you have any idea?	You may like to ask the receptionist.
Do you have any suggestion for me?	You better change the room with another one.
Would you mind giving me your suggestion?	I recommend you make a reservation in that hotel.

Formula:

You should + V1

I suggest that you + V1

I advise you to + V1

You may/might like to +V1

You better + V1

I recommend you + V1

http://s3.amazonaws.com

Task 10

There are some grammatical errors in the sentences given below. Circle the mistakes in the sentence and then rewrite the sentences correctly.

1. You may to like reserve room in these hotel.

   _____

2. I likes beautiful scenery. What room I should book?

   _____

3. Me father and I would like to a massage service. You have any suggestion for we?

   _____

4. I advise you check-in Palapa hotel if you want romantic dinner.

   _____

5. You reserve better a room in second floor.

   _____

Task 11

Below are some people who are confused in choosing the suitable room for them to stay. Match the people's preferences in the left side with the suitable rooms in the column in the right side.

This is my first time travelling and I go by my self. I don't bring much money with me. Therefore, I don't know what room I should reserve. Can anyone help me choose what room suits me best? Thank you.	I recommend you reserve a connecting-cabana suite room. It is one very large room most families reserve with exclusive and extravagant facilities. The best part of it is that this room stands before a beach.
I am invited by my friends to have a trip with them. We consist of four boys and four girls. What would you suggest us for choosing the room we will stay in? Thanks.	You may like to choose double-double adjacent room. It is two rooms that face each other for four people with four doubled-size beds.
Can anyone help us? My brother and I need some recommendation about the accommodation of our vacation plan. We would like to have a large bed as we are sleeping. Also, we would prefer quite-large rooms as we stay. Thanks.	I suggest that you better reserve a single-standard room for you to rest your body. It is a room with a single bed and will not cost you much money.
I am planning on having a vacation with my family. We don't mind spending much money because we have prepared every cost so that we can make a good family-time. Do you have any suggestion for us? Thank you.	You should make a reservation on a double-double superior room. It is a room for two people with two double-sized beds.

Task 12

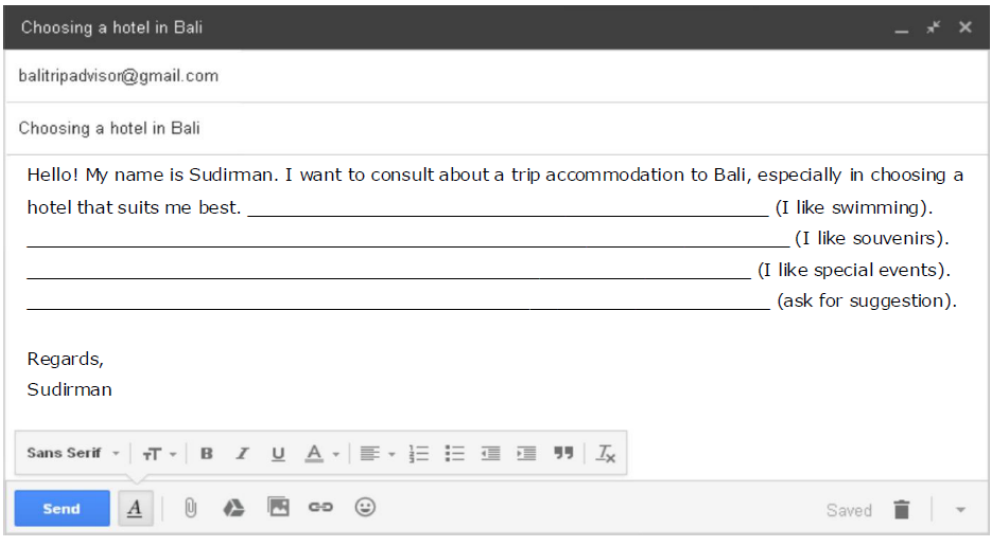
Make a list of questions containing the expressions of asking for suggestion of choosing suitable rooms and then ask your classmates to receive their proper suggestion.

Questions	Suggestions
1. …	1. …
2. …	2. …
3. …	3. …
4. …	4. …
5. …	5. …

CREATING

Task 13

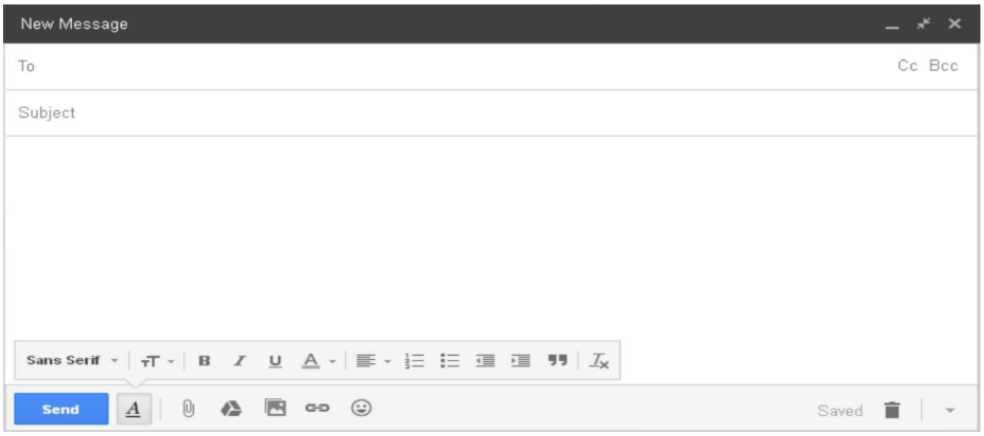
Your grandfather is planning on going on vacation to Bali, but he doesn't know anything about Bali including the trip accommodation. He wants to consult this to a trip advisor but he doesn't know how to write an email. Help him to write an email about his preferences in considering the trip accommodation. Phrases in the brackets give you clues on what you have to write.



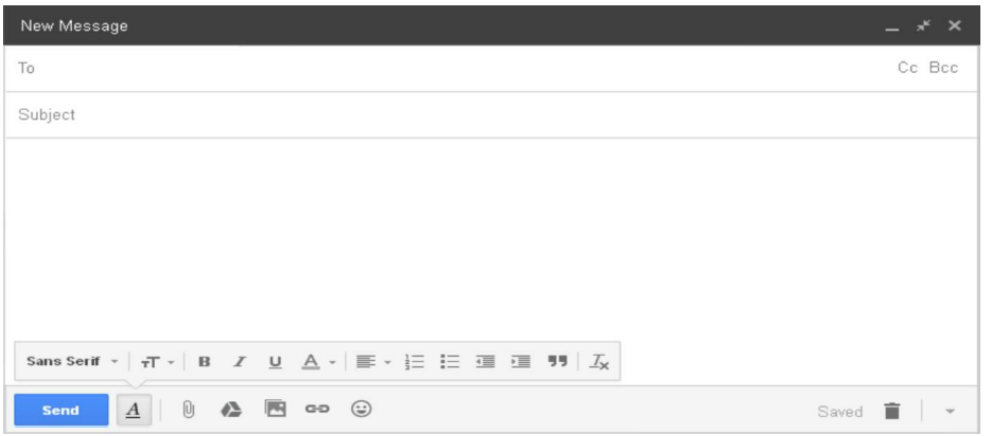
Task 14

Respond to the specific customers' problems by writing a simple email of suggestion based on the given situation.

1. **Mr. Tono is looking for a hotel for him and his wife to stay during their vacation in Bandung. They like spending their time drinking a cup of tea in a flower garden. And they don't like the atmosphere of crowded places like the center of big cities. What hotel and hotel room will suit them best to stay?**



2. **Mrs. Yuni is having an official event to attend as the representative of her company in Solo. She needs a hotel room to stay for one day. The budget provided by her company only suffices to reserve a room in a two-star hotel even though she will surely needs massage service after being tired of attending the long event. What hotel and hotel room will suit her best?**



LISTENING & SPEAKING

OBSERVING

Task 15

Listen to the dialogue between a receptionist and Ali and then tick (√) and list items you want to know.

No.	Items you want to know	(√)
1.	The content of the dialogue	
2.	How to ask for and give suggestion in the dialogue	
3.	…	
4.	…	
5.	…	

QUESTIONING

Task 16

Formulate relevant questions based on the items you want to know in Task 15. Number 1 has been done as an example. Then, provide your temporary answers for the questions.

No.	Questions
1.	What is the dialogue about?
2.	…
3.	…
4.	…
5.	…

Provide the temporary answers based on your knowledge.

No.	Answers
1.	…
2.	…
3.	…
4.	…
5.	…

COLLECTING, ANALYZING, COMMUNICATING

Task 17

Below are words taken from the dialogue in Task 15. Find the synonyms of the words in the box and then pronounce it after your teacher.

specific /spə'sɪf.ɪk/	:	senile /'siː.naɪl/	:
strategic /strə'tiː.dʒɪk/	:	corner /'kɔː.nər/	:
floor /flɔːr/	:	lost /lɒst/	:

Task 18

Listen to the dialogue and complete the dialogue below. Report your work to your classmates.

airport /'eə.pɔːt/	hotel /*h* əʊ'tel/	window /'wɪn.dəʊ/
sleep /sliːp/	form /fɔːm/	taste /teɪst/

Receptionist : Good morning, welcome to "Grand Axon" (1)_____. Can I help you?

Surya : I'm looking for a room that suits my (2)_____.

Receptionist : May I know what your preferences are, Sir?

Surya : I would like a room that lets me have morning sunlight when I wake up from my (3)_____. Also, a Jacuzzi will be best. Do you have any idea what room should I book?

Receptionist : Such good choice, Sir. More than half of the rooms in our hotel have (4)_____s which are facing east, and some have Jacuzzis. Is there any other preference?

Surya : Yeah, actually my sister is coming with me, but she hasn't arrived yet.

Receptionist : Then, I recommend you to reserve deluxe-single-adjoining rooms. It is two rooms which face each other with two single-sized beds. And for your sister, we will have our 'picking-up' service to pick her up in the (5)_____.

Surya : Great. I expect nothing less from this hotel.

Receptionist : Thank you. Then, you may fill in this (6)_____, Sir.

Surya : Yeah, sure.

Task 19

Work in pairs. Listen to the dialogue in Task 18 again and then decide whether the statements are true of false. Write T if the statement is true and F if the statement is false. Correct the false statements. Look at the example.

No.	Statements	T/F	Corrections
1.	Surya is reserving a room in Grand Eagle hotel.	F	Surya is reserving two rooms in Grand Axon hotel.
2.	Surya comes to the hotel in the evening.		
3.	Surya likes to spend his time soaking his self up.		
4.	Only a few of the rooms in the hotel let the morning sunlight pass through the windows.		
5.	Surya's sister is going by bus.		
6.	Surya doesn't need to fill in the form given by the receptionist.		

Task 20

Study the explanation of the expressions of offering below and then discuss them with your classmates. Ask your teacher if you do not understand.

Expressions of Offering, Accepting, and Refusing

Offering	Accepting	Refusing
Can I help you?	Yes, please.	No, it's all right, really.
May I help you?	That's very kind (of you)	No, it's OK, thanks.
What can I do to help…?	Sure, I'd love to.	I don't think so, thank you.
Can I help out?	Yes, thank you.	That's very kind of you, but…
Is there anything I can do?	Yes, thanks (very much).	No, thank you.
Would you like any help…?	Great.	No, don't bother, really.
May I be of assistance?	Just what I needed…	Thank you for offering, but…

Task 21

Match the expressions of offering in Column A with the suitable responses in Column B. Then, practice them with your classmates. Report your work to your classmates.

Column A	Column B
What would you like for the desert, Sir?	Yes, please. My doctor said that I shouldn't lift anything heavy because of my back issue.
Would you like me to bring your bag, Ma'am?	Yes, please. I need something to brace my back because I like reading on my bed.
Do you want an extra pillow for your sleep, Sir?	That's very kind of you. I have waited so long only to grab a taxi.
Is there anything I can help, Sir?	No, thanks. I am already full.
Would you like any help on booking a taxi, Ma'am?	No, it's OK, thanks. I can do it by myself.

Task 22

In groups of three, complete the dialogue below and then act it out.

Receptionist : Good afternoon, welcome to "Inna Gapala" hotel. May I help you, Ma'am?

Fitri : Yes, please. I'm looking for a room that can (1)_____ a family of four people.

Receptionist : A connecting room will be best for you then. Let me check it first. Please wait a moment, Ma'am.

Fitri : Okay.

Receptionist : I'm sorry, Ma'am. For this moment, all of our connecting rooms have been (2)_____.

Fitri : Oh, what should we do? We have already checked other hotels and they said that they are fully booked. We hope that this is the last hotel that we go to. Do you have any (3)_____ for us?

Receptionist : If you don't mind, I suggest that you take our double room and twin room. Those rooms happened to be (4)_____ at this moment. The double room is for your parents and the twin one is for you and your sibling.

Fitri : Better than not at all. Then we take those rooms.

Receptionist : Please fill in the form Ma'am. The bellboy will (5)_____ you to the rooms.

Bellboy : May I help you bring your (6)_____?

Fitri : Just what I needed. Those bags are quite heavy.

Bellboy : This way, please.

Bellboy : This is the double room and the twin one is over there at room 26. Here are the keys. Before I leave, is there anything else I can (7)_____, Ma'am?

Fitri : No, it's alright, thanks.

Bellboy : Then I shall take my leave. Have a nice stay.

Task 23

Read the dialogue in Task 20 again and then complete the following table by listing and grouping the expressions found in the dialogue.

Offering	Accepting	Refusing
Asking for Suggestion	**Giving Suggestion**	

CREATING

Task 24

In groups of three, make a dialogue containing the expressions of offering, accepting, and refusing, based on the given situation and then act it out in front of the class.

Mr. Rudi wants to reserve hotel rooms for about ten people to stay and the hall to hold a small seminar. He would prefer large rooms with a private living room to meet his guests. As an addition, he is sensitive to smell. Therefore, he would like a hotel which provides aromatherapy service for the rooms.

C. HOMEWORK

Task 25

Work in pairs. Find a consultation rubric about looking for a hotel on the Internet. List the expressions of asking for and giving suggestion that you find. Print the consultation rubric and attach it as you submit your homework. Don't forget to write down the source.

D. REFLECTION

How much do you learn from this unit? Put a tick (√) in the box according to how much you have learnt.

Aspects	Very much	Much	Little
Asking for suggestion	☐	☐	☐
Giving suggestion	☐	☐	☐
Offering	☐	☐	☐
Accepting	☐	☐	☐
Refusing	☐	☐	☐
Vocabulary	☐	☐	☐

E. SOME FACTS

http://www.theamericanmenu.com

Did you know?

"The Tremont House", which was built in 1829, was deemed as the beginning of the era of modern hotels. It was the first hotel that trained and selected its employees in order to improve the quality in serving guests.

F. SUMMARY

In this unit, you learn:

1. **How to ask for suggestion, for example:**

   What should I do?
   What would you suggest?
   What would you advise?

2. **How to give suggestion, for example:**

   You should go to another hotel.
   I suggest that you reserve a ballroom.
   I advise you to take a taxi.

3. **How to offer help, for example:**

   Can I help you?
   May I help you?
   What can I do to help…?

4. **How to accept help, for example:**

   Yes, please.
   That's very kind (of you)
   Sure, I'd love to.

5. **How to refuse help, for example:**

   No, it's all right, really.
   No, it's OK, thanks.
   I don't think so, thank you.

2
UNIT

WHAT IS A BELLBOY?

Source: http://aykutbakay.com

There are many different types of jobs in a hotel. When you have one, certainly you must know exactly the hotel you work at, the field you are in, and what your job is in order to carry it out well and professionally. To do that, you need to gather information related to the hotel field including the jobs there. You can have the information in the form of report texts such as the ones in encyclopedias, magazines, newspapers, and etc. Then, do you know how to produce a report text in both oral and written form?

In this unit, you can find much information about hotels along with the jobs there and how to make a report text about them.

A. LEAD-IN

Task 1

Match the pictures below with their jobs.

1

…

2

…

3

…

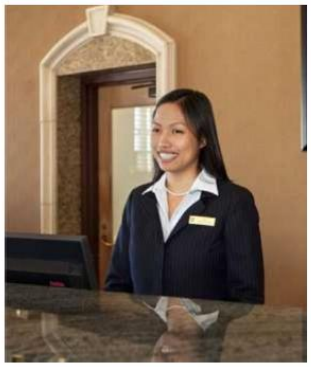
4

…

5

…

6



…

Secretary	Doorman
Receptionist	Bellboy
Airport Representative	Phone Operator

Pictures: http://www.amitours.co.uk
http://yourmarketingalmanac.com
http://www.stayfareast.com
http://peacemakersinternational.org
http://img1.photographersdirect.com
http://embassysuites3.hilton.com

Task 2

Study the pictures in Task 1 and then answer the questions.

1. Where do you usually find people whose job is like in Picture 3?
2. In Picture 5, what are the people doing?
3. What are the differences between the professions in Picture 2 and Picture 4?

Task 3

The words in the box will help you understand the texts in this unit. In pairs, find the Indonesian of the English words in the box. Pronounce the words after your teacher.

English	Indonesian
welcome /ˈwel.kəm/	
division /dɪˈvɪʒ. ən/	
duty /ˈdjuː.ti/	
term /tɜːm/	
assignment /əˈsaɪn.mənt/	
impression /ɪmˈpreʃ. ən/	
service /ˈsɜː.vɪs/	
description /dɪˈskrɪp.ʃən/	
role /rəʊl/	
include /ɪnˈkluːd/	
responsible /rɪˈspɒnɾ .sɪ.bl/	
profession /prəˈfeʃ. ən/	
administer /ədˈmɪn.ɪ.stər/	
mobile /ˈməʊ.baɪl/	
supervisor /ˈsuː.pə.vaɪ.zər/	

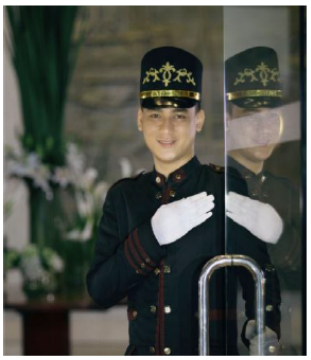
B. LESSON PROPER

READING & WRITING

OBSERVING

Task 4

Read the text below and then tick (√) and list items you want to know.



http://pixgood.com

Doorman

Do you know the term "Doorman"? As students of Hotel Management department, it must be a familiar term to you. This term refers to one of the jobs hired by a hotel. It is used to call people whose job is to welcome the guests the moment they arrive at the hotel. It can be said that doorman is the symbol reflecting the first impression about the hotel.

Judging from the name, most people will think of it as an easy job. But, it isn't like what it looks. It is a kind of jobs that requires high discipline. A doorman is responsible for opening doors and screening guests and deliveries. He will often provide other courtesy services such as signing for packages, carrying luggage between the elevator and the street, or hailing taxis for residents and guests.

Doormen belong to the concierge division. In the structure of organization of the concierge division, it is one of the lowest positions in the structure of professions in a hotel. In doing his job, a doorman is supervised by a bell captain that is supervising bellmen/bellboys as well.

Generally, the works of a doorman are mostly done by men, but sometimes you can see a girl (or a woman) being a doorman. That's why there is another term for doormen, "Doorgirl". Though there is a difference in gender, the assignments are the same: they are responsible for welcoming the guests.

Adapted from: Akomodasi Perhotelan untuk SMK Jilid 1

No.	Items you want to know	(√)
1.	The content of the text	
2.	The Indonesian of the underlined words	
3.	The social function of report text	
4.	The generic structure of report text	
5.	…	
6.	…	

QUESTIONING

Task 5

Formulate relevant questions based on the items you want to know in Task 4. Number 1 and 2 has been done as an example. Then, provide your temporary answers for the questions.

No.	Questions
1.	What is the text about?
2.	What are the Indonesian of the underlined words?
3.	…
4.	…
5.	…
6.	…

Provide the temporary answers based on your knowledge.

No.	Answers
1.	…
2.	…
3.	…
4.	…
5.	…
6.	…

COLLECTING, ANALYZING, COMMUNICATING

Task 6

Below are the words taken from the text in Task 4. In pairs, match the words in Column A with their suitable meanings in Column B. Compare your answers with a classmate's.

Column A	Column B
familiar /fəˈmɪl.i.ər/	the physical and/or social condition of being male or female
welcome /ˈwel.kəm/	obedience or self-control, often in the form of rules
impression /ɪmˈpreʃ. ən/	a person who lives or has their home in a place
gender /ˈdʒen.dər/	an idea or opinion of what something is like
responsible /rɪˈspɒnt .sɪ.bl/	easy to recognize because of being seen, met, heard, etc. before
discipline /ˈdɪs.ə.plɪn/	to meet and speak to someone in a friendly way when they come to the place where you are
resident /ˈrez.ɪ.dənt/	to have control and authority over something or someone and the duty of taking care of it or them

Task 7

Below are some words taken from the text in Task 4. Find the synonyms of the words and then make a sentence using the synonyms.

Words	Synonyms	Sentences
Impression		
Assignment		
Service		
Symbol		
Street		
Profession		

Task 8

Read the text in Task 4 again and answer the following questions. Report your answers to your classmates.

1. The first paragraph talks about …
2. The second paragraph tells us about …
3. A doorman is one of the jobs in the division of …
4. The information we can get from Paragraph 3 is …
5. The main idea of the last paragraph is …

Task 9

Read the statements below and then choose the right statements based on the report text you have read. Don't forget to give statements supporting your choices. Report your work to your classmates.

No.	(√)	Statements
1.	( )	The report text entitled "Doorman" in Task 4 gives information about doorman in a specific way.
	( )	The report text entitled "Doorman" in Task 4 gives information about doorman in general.
	Supporting statements:	

2.	( )	The report text entitled "Doorman" in Task 4 tells the facts of doorman.
	( )	The report text entitled "Doorman" in Task 4 tells someone's opinion about doorman.
	Supporting statements:	

Task 10

Study the following explanation of report text and discuss it with your classmates. Ask your teacher if you do not understand.

THE REPORT TEXT

Definition:

A report text is a text which presents information about something in general, as it is.

Generic Structure:

1. Title
2. General Classification
   Statements that describe the common subject of the report, common description, and classification.
3. Bundles of Specific Information
   Tells the phenomenon under discussion; in terms of parts, qualities, and etc.

Language Features:

1. Using the simple present tense.
2. Using general nouns.
3. Using relating verbs (to be: is/am/are) to describe features.
4. Using timeless present tense (e.g. often, always, usually, sometimes) to indicate usualness.
5. Some use of action verbs when describing characteristics.
6. Using technical terms.
7. Using paragraph with topic sentences to organize bundles of information; repeated naming of the topic as the beginning focus of the clause.
8. Using descriptive language that is factual than imaginative.

Task 11

Read the text entitled "Doorman" in Task 4 again and identify the generic structure. Report your work to your classmates.

Doorman

Do you know the term "Doorman"? As students of Hotel Management department, it must be a familiar term to you. This term refers to one of the jobs hired by a hotel. It is used to call people whose job is to welcome the guests the moment they arrive at the hotel. It can be said that doorman is the symbol reflecting the first impression about the hotel.

Judging from the name, most people will think of it as an easy job. But, it isn't like what it looks. It is a kind of jobs that requires high discipline. A doorman is responsible for opening doors and screening guests and deliveries. He will often provide other courtesy services such as signing for packages, carrying luggage between the elevator and the street, or hailing taxis for residents and guests.

Doormen belong to the concierge division. In the structure of organization of the concierge division, it is one of the lowest positions in the structure of professions in hotel. In doing his job, a doorman is supervised by a bell captain that is supervising bellmen/bellboys as well.

Generally, the works of a doorman are mostly done by men, but sometimes you can see a girl (or a woman) being a doorman. That's why there is another term for doormen, "Doorgirl". Though there is a difference in gender, the assignments are the same: they are responsible for welcoming the guests.

Task 12

Study the following explanation of simple present tense and discuss it with your classmates. Ask your teacher if you do not understand.

SIMPLE PRESENT TENSE

In report texts, the simple present tense belongs to the language features. The simple present tense is used to describe regular actions, facts, habits, and general truth. Thus, when you write a report text, you should use the simple present tense as you will write about facts. Below are the formulas of the simple present tense:

1. Positive Statement

Subject	Verb 1/ Verb 1+(s/es)	Complement	Object	Adverb
Doormen	open	-	the main door	for the guests.
Bellboys	are	responsible	-	for carrying the guest's luggage.
A guest	reserves	-	a room	via phone call.

2. Negative Statement

Subject	Don't/Doesn't/ Not (behind Verb 1)	Verb 1	Complement	Object	Adverb
Doormen	don't	open	-	rooms	for the guests.
Bellboys	-	are not	responsible	-	for opening the main door.
A guest	doesn't	reserve	-	a room	via email.

3. Interrogative Statement

Auxiliary	Subject	Verb 1	Object	Adverb
Do	doormen	open	the main door?	-
Should	bellboys	carry	the guest's luggage?	-
Does	a guest	reserve	a room	via phone call?

Task 13

Arrange the jumbled words below into a good sentence. Report your work to your classmates.

1. hotel - in - guest - taxi - waits - the - for - a - front - of – the - .
2. reserve - the - fill - in - form - to - a - guest - room - the - .
3. guest - the - luggage - room - bellboy - the - and - the - to - the - take - .
4. door - the - arriving - doorman - the - greets - the - guests - opens - and - .
5. the - key - the - gives - bellboy - receptionist - the - to - .

Task 14

Work in pairs. Study the pictures of jobs in a hotel below. Complete the description of each picture in the space provided. Report your work to your classmates.

 http://www.affordablecarpetsandmore.com	Name of the job: Job's working area: Roles of the job: Job's assignments:
  http://www.chinatourguide.com	Name of the job: Job's working area: Roles of the job: Job's assignments:
 http://images.wisegeek.com	Name of the job: Job's working area: Roles of the job: Job's assignments:

CREATING

Task 15

Based on the information of the pictures in Task 14, make a simple report text by referring to them. You may choose one of them.

Title

_____

General Classification:

_____

_____

_____

_____

_____

Description:

_____

_____

_____

_____

_____

_____

LISTENING & SPEAKING

OBSERVING

Task 16

Listen to the monologue entitled "Receptionist" and then tick (√) and list items you want to know.

http://blog.workea.org

http://media.holidaycheck.com

No.	Items you want to know	(√)
1.	The content of the monologue	
2.	How to tell a report text orally	
3.	…	
4.	…	
5.	…	

QUESTIONING

Task 17

Formulate relevant questions based on the items you want to know in Task 16. Number 1 has been done as an example. Then, provide your temporary answers for the questions.

No.	Questions
1.	What is the monologue about?
2.	…
3.	…
4.	…
5.	…

Provide the temporary answers based on your knowledge.

No.	Answers
1.	…
2.	…
3.	…
4.	…
5.	…

COLLECTING, ANALYZING, COMMUNICATING

Task 18

Find the Indonesian of the words below and then pronounce them after your teacher.

front /frʌnt/ :

authority /ɔːˈθɒr.ɪ.ti/ :

achievement /əˈtʃiːv.mənt/ :

serve /sɜːv/ :

office/ˈɒf.ɪs/ :

business /ˈbɪz.nɪs/ :

Task 19

Listen to the monologue in Task 16 again and then decide whether the statements are true of false. Write T if the statement is true and F if the statement is false. Correct the false statements. Look at the example. Report your work to your classmates.

No.	Statements	T/F	Corrections
1.	The other term for receptionist is Front Desk Supervisor.	F	The other term for receptionist is Front Desk Agent.
2.	A receptionist is immobile in doing his job.		
3.	The working area for receptionists is wide.		
4.	The front office supervisor is the indirect superior of receptionists.		
5.	A receptionist has an important role in running the hotel.		
6.	A receptionist must not have the skills of accounting.		

Task 20

Listen to the monologue and complete the text below. Then, report your work to your classmates.

Bellboy

Have you ever (1)_____ at a hotel before? If you have, then you must know what "Bellboy" is. Bellboy is a person whose job is to help the guests of the hotel in terms of carrying the (2)_____. In some regions, people (3)_____ used the term "Bellman" instead of "Bellboy" to call people who bring their luggage in a hotel.

Bellboys have an (4)_____ role in the hotel business. Their job includes taking the guests' luggage out of the car, taking the guests' luggage to their room, and keeping the guests' property in the bell desk. Without bellboys, the hotel guests will be in trouble in moving their luggage around the hotel.

Along with doormen, bellboys (5)_____ to the division of concierge. It is because bellboys are cooperating with doormen to do the job of taking the guests' luggage out of the car. Besides, bellboys are supervised by a bell captain, and are responsible directly to him. In other words, all the works of bellboys are under the supervision of a bell captain.

The working (6)_____ for bellboys is in the hotel lobby, the front office, and the hotel rooms. It is in line with their main job that is to (7)_____ the guests checking-in and checking out twenty-four hours.

Task 21

Below are some words taken from the text in Task 20. In pairs, match the words in Column A with their suitable meanings in Column B. Report your work to your classmates. Then, pronounce them after your teacher.

Column A	Column B
term /tɜːm/	an object or objects that belong to someone
luggage /ˈlʌg.ɪdʒ/	a word or expression used in relation to a particular subject, often to describe something official or technical
property /ˈprɒp.ə.ti/	larger, more important, or having more influence than others of the same type
desk /desk/	the bags, cases, etc. which contain your possessions and that you take with you when you are travelling
supervision /ˌsuː.pəˈvɪʒ. ən/	a type of table that you can work at, often one with drawers
main /meɪn/	when someone watches a person or activity and makes certain that everything is done correctly, safely, etc.

Task 22

Listen to the monologue in Task 20 again and then answer the following questions. Report your work to your classmates.

1. What is a bellboy?

   .....

2. What is the other name of a bellboy?

   .....

3. What is the job of a bellboy?

   .....

4. Why does a bellboy have an important role in the hotel?

   .....

5. Where are the working areas for bellboys?

   .....

CREATING

Task 23

Complete the script of a monologue below based on the clues provided. Report your work to your classmates. Then, act it out with a classmate.

Bell Captain

Good morning everyone! Today I am going to report a job in a hotel. Its name is 'Bell Captain'. Do you know about it? It is a job about organizing the guests' luggage. _____(during the guest's arrival, lodging, and checking out).

Like the other jobs, bell captain also has working areas. _____(front office, lobby, guest room). A bell captain should be mobile around those areas to carry out the job well.

_____(Division: Concierge division).

_____(Superior: Chief Concierge).

_____(Main duty: Organizing bellboy, receiving and keeping guests' luggage in the concierge, listing guests' luggage that is already in the luggage room, assuring that the luggage room is clean).

Picture: http://www.corbisimages.com

Task 24

Make a monologue based on the information provided in the box. Then, act it out in front of the class.

http://www.qatarisbooming.com

Job's name	: Front Office Manager
Superior(s)	: General Manager
Subordinate(s)	: All front office staffs
Working area(s)	: Front office area, executive floor, business center
Job's role(s)	: Composing guests' satisfactory and giving a good impression in its own field.
Assignment(s)	: Selecting, placing, training and evaluating front office staffs; assuring all front office staffs are capable of doing their job well; welcoming VIP guests; making monthly reports of the hotel.

C. HOMEWORK

Task 25

Work in groups of three. Make a clipping that contains reports of other jobs in a hotel.

1. Find ten other jobs excluding ones that have been learned in this unit.
2. Your report should consist of a picture, name of the job, and a brief description of the job's characteristics (division, working areas, job's roles, assignments.
3. Explore your creativity by making a clipping as unique and interesting as you can.

D. REFLECTION

How much do you learn from this unit? Put a tick (√) in the box according to how much you have learnt.

Aspects	Very much	Much	Little
Reading report texts	☐	☐	☐
Writing report texts	☐	☐	☐
Using simple present tense	☐	☐	☐
Vocabulary	☐	☐	☐

E. SOME FACTS

http://www.forgottendetroit.com

Did you know?

Ellswort M. Statler was the first person who found new ideas in hotel industry, such as facilitating morning newspapers, mirrors in rooms, and so on. In the next forty years, his hotels become the model of the development of hotels around the world.

F. SUMMARY

In this unit, you learn:

1. **Report text**

   Definition:
   A report text is a text which presents information about something in general, as it is.

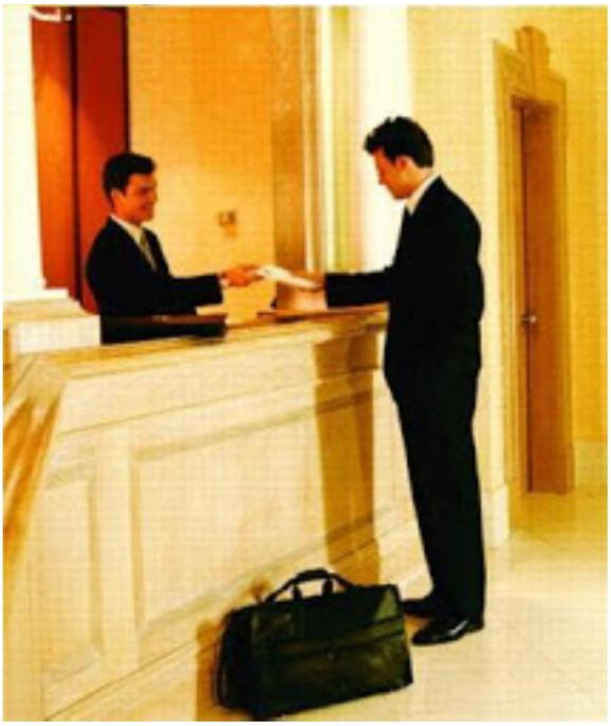
   Generic Structure:
   1. Title
   2. General Classification
      Statements that describe the common subject of the report, common description, and classification.
   3. Bundles of Specific Information
      Tells the phenomenon under discussion; in terms of parts, qualities, and etc.

2. **Simple present tense**

   The simple present tense is used to describe regular actions, facts, habits, and general truth. There are three types of the simple present tense: positive statement, negative statement, and interrogative statement.

3
UNIT

HOW TO MANAGE A HOTEL



Source: http://4.bp.blogspot.com/

After you graduate from Vocational High School, you are expected to have your own business in hotel field. To do that, you may start from having jobs in a hotel. When you are working in a hotel, you are required to be able to manage the hotel such as having guests, cleaning the hotel rooms, maintaining the hotel's condition, and etc. Do you know how to tell others how to do it in English in both oral and written form? You will learn how to manage a hotel in both oral and written form in this unit through challenging tasks.

A. LEAD-IN

Task 1

Match the pictures with their names.

1

…

2

…

3

…

4

…

5

…

6

…

Bill Rack	Safe Deposit
Pigeon Hole	Luggage Trolley
Front Office Counter	Paging Board

Pictures: http://www.businessfurniture.co.za
http://clubsantaponsa.com
http://image.made-in-china.com
http://2.bp.blogspot.com
http://www.toolfetch.com
http://upload.wikimedia.org

Task 2

Study the pictures in the Task 1 and then answer the questions.

1. What is function of the device in picture 4?
2. What job uses luggage trolleys?
3. Where can we find the device in picture 6?

Task 3

The words in the box will help you understand the texts in this unit. In pairs, find the Indonesian of the English words in the box. Pronounce the words after your teacher.

English	Indonesian
tool /tuːl/	
material /məˈtɪə.ri.əl/	
step /step/	
method /ˈmeθ.əd/	
manual /ˈmæn.ju.əl/	
menu /ˈmen.juː/	
stained /steɪnd/	
laundry /ˈlɔːn.dri/	
command /kəˈmɑːnd/	
sequence /ˈsiː.kwənt͡s/	
order /ˈɔː.dər/	
logical /ˈlɒdʒ.ɪ.kəl/	
strip /strɪp/	

B. LESSON PROPER

READING & WRITING

OBSERVING

Task 4

Read the text below and then tick (√) and list items you want to know.

How to Welcome a Guest

http://www.tnooz.com

1. Open the door for the arriving guest, say a greeting, and offer him if he wants to put his luggage out of the car.
2. As the guest's order, put the luggage out and keep it on the luggage trolley.
3. Then, bring the luggage till the hotel main door, or till the reception counter.
4. Next, take the guest to the reception counter to do the registration.
5. Let the guest fill in the form of room reservation.
6. After the registration is done, receive the key from the receptionist.
7. Finally, take the guest to his room.

Adapted from: Akomodasi Perhotelan untuk SMK Jilid 1

No.	Items you want to know	(√)
1.	The content of the text	
2.	The Indonesian of the underlined words	
3.	…	
4.	…	
5.	…	

QUESTIONING

Task 5

Formulate relevant questions based on the items you want to know in Task 4. Number 1 has been done as an example. Then, provide your temporary answers for the questions.

No.	Questions
1.	What is the text about?
2.	What are the Indonesian of the underlined words?
3.	…
4.	…
5.	…

Provide the temporary answers based on your knowledge.

No.	Answers
1.	…
2.	…
3.	…
4.	…
5.	…

COLLECTING, ANALYZING, COMMUNICATING

Task 6

Below are the words taken from the text in Task 4. In pairs, match the words in Column A with their synonyms in Column B. Report your work to your classmates.

Column A	Column B
Greeting	Instruction
Order	Table
Keep	Registering
Counter	Booking
Registration	Regards
Reservation	Save

Task 7

Read the text in Task 4 again and then answer the following questions. Report your work to your classmates.

1. What do we say to the arriving guest?
   A. A prayer.
   B. A greeting.
   C. A speech.
   D. An advice.

2. What offer do we give to the arriving guest?
   A. To keep the luggage on the luggage trolley.
   B. To bring the luggage till the reception counter.
   C. To put the luggage out of the car.
   D. To fill in the form of room reservation.

3. What do we use to bring the guest's luggage?
   A. A luggage trolley.
   B. A form of room reservation.
   C. A car.
   D. A key.

4. Where does the guest fill in the form of room reservation?
   A. In the room.
   B. In the main door.
   C. Outside the hotel.
   D. In the reception counter.

5. Why do we receive the key from the receptionist?
   A. To keep the luggage into the room.
   B. To take the guest to his room.
   C. To open the hotel main door.
   D. To open the car.

Task 8

Read the statements below and then choose the right statements based on the procedure text you have read. Don't forget to give statements supporting your choices. Compare your work to a classmate's.

No.	(√)	Statements
1.	( )	The main purpose of a procedure text is to explain something.
	( )	The main purpose of a procedure text is to explain how to do something.
	Supporting statements:	
2.	( )	The procedure text entitled "How to Welcome a Guest" in Task 4 tells the reader how to book a room in a hotel.
	( )	The procedure text entitled "How to Welcome a Guest" in Task 4 tells the reader about a hotel room.
	Supporting statements:	

Task 9

Study the explanation of procedure text below and discuss it with your classmates. Ask your teacher if you do not understand.

THE PROCEDURE TEXT

Definition:

1. A text type that instructs the reader how to do a particular activity.
2. A text type that explains how something works or how to use instruction/manuals.

Generic Structure:

1. Goal/aim(title)
2. Materials/tools (optional)
3. Steps/methods

Language Features:

1. Using sequencing connectives (e.g. first, second, after that, then, next, etc.)
2. Using imperative sentences (e.g. clean, bring, open, take, keep, etc.)

Task 10

In pairs, complete the text below using the words in the box and then identify the generic structure. Report your work to your classmates.

menu	order	cloth	fast	etiquette	clean	restaurant

How to Serve Food and Drink

Tools: A cloth, cleaning substance, a set of eating tools, a clean and good tablecloth, a menu.

1. Make sure that the guests haven't come to the _____ yet.
2. Prepare the dining table. Clean the table by using a _____ and cleaning substance. Then, check whether the dining table is clean and well-organized so that it is ready to use by the guests that have already reserve a table or by ones haven't.
3. Check the condition of the tablecloth. If it is dirty or stained, change it with a _____ and good one immediately.
4. After that, put a set of eating tools that have been cleaned on the table.
5. When the guests have come, take them to their reserved table. The moment they have their seat, offer them the _____. To be remembered, offer the menu to the female guests first and then to the male ones. It is one of _____ in serving food and drink.
6. Give the guest some moments to think and choose the food and drink in the menu.
7. After they have done choosing, write down every _____ of the guests. Don't let any detail slip away for it will make them unsatisfied with the order.
8. Give the order to the chef in the kitchen.
9. Serve the food and drink to the guests. After a few moments, ask the guests if there is anything wrong with the order. Don't forget to always serve friendly, politely, _____ and precisely.

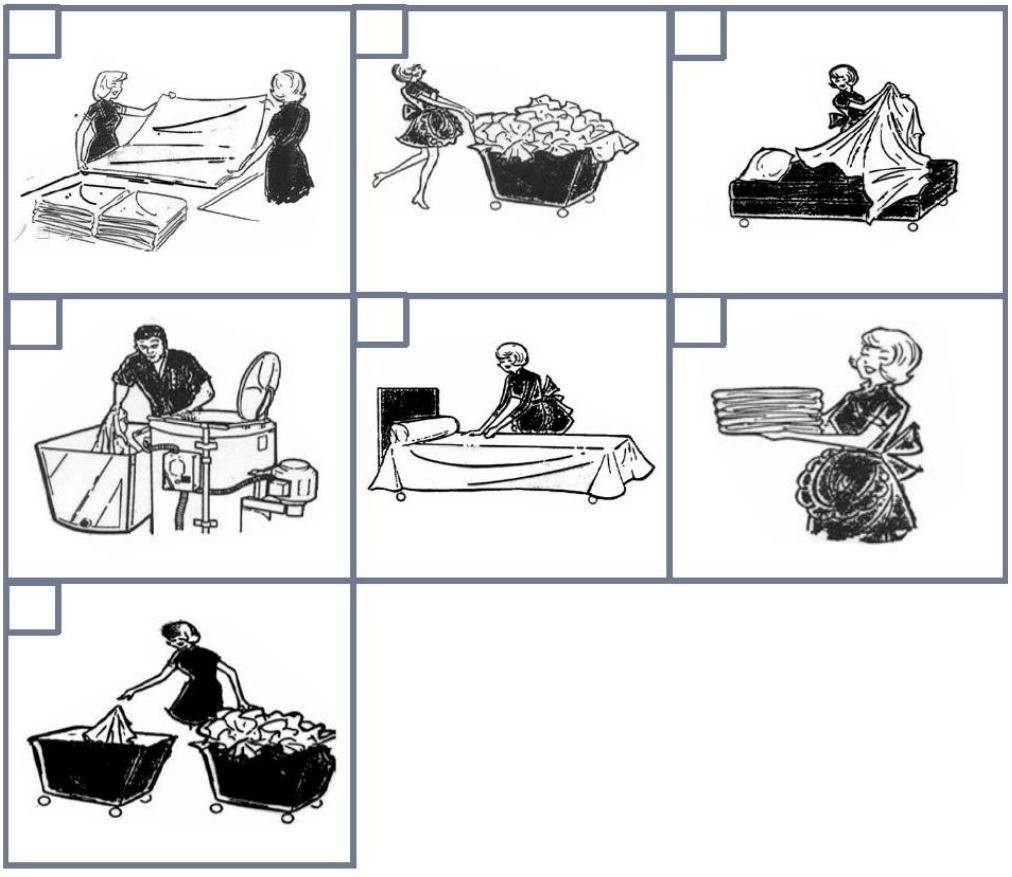
Task 11

Arrange the jumbled words below into a good sentence and then report your work to your classmates.

1. with - trolley - bring - guest's - luggage - the - the - luggage - .
2. greeting - and - politely - say - a - to - the - properly - guest - arriving - .
3. of - reservation - in - form - in - the - counter - room - the - fill - reception - .
4. the - guest - reservation - the - of - the - to - enter - computer - data - .
5. menu - down - the - of - the - guests' - write - order - .

Task 12

Sequence the pictures of laundry activities below into a correct order.



CREATING

Task 13

Make a simple procedure text based on the correct answer of Task 12.

Title (Goal/Aim)

_____

Tools/Materials:

_____

_____

_____

Steps/Methods:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

LISTENING & SPEAKING

OBSERVING

Task 14

Listen to the monologue entitled "How to Deal With 'No Show' " and then tick (√) and list items you want to know.

No.	Items you want to know	(√)
1.	The content of the monologue	
2.	How to tell a procedure text orally	
3.	…	
4.	…	
5.	…	

QUESTIONING

Task 15

Formulate relevant questions based on the items you want to know in Task 14. Number 1 has been done as an example. Then, provide your temporary answers for the questions.

No.	Questions
1.	What is the monologue about?
2.	…
3.	…
4.	…
5.	…

Provide the temporary answers based on your knowledge.

No.	Answers
1.	…
2.	…
3.	…
4.	…
5.	…

COLLECTING, ANALYZING, COMMUNICATING

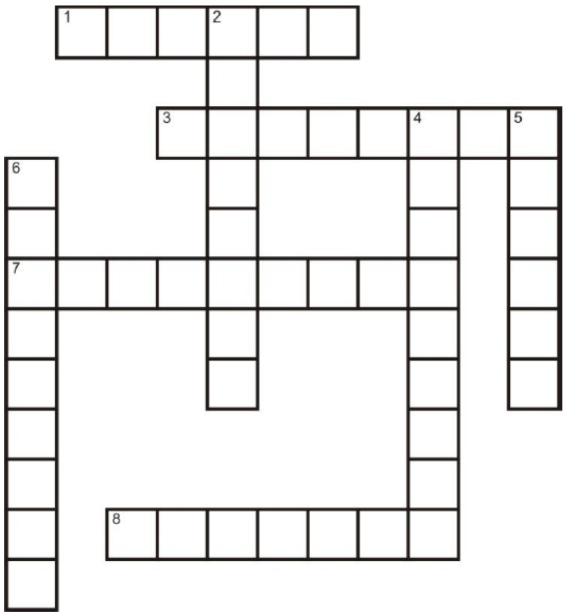
Task 16

Listen to the monologue in Task 14 again and match the words below with their Indonesians. Compare your answers with a classmate's.

notification	kertas
slip	sumber
following	uang muka
deposit	kedatangan
arrival	pemberitahuan
resource	berikutnya

Task 17

Listen to a monologue and do the crossword puzzle below. Compare your work to your classmates'.



Task 18

Study the following explanation of imperative sentence and then discuss it with your classmates. Ask your teacher if you do not understand.

IMPERATIVE SENTENCE

Definition:

When you are producing a procedure text, you will need to use imperative sentences. The imperative sentence is:

1. a type of sentence that gives advice or instructions or that expresses request or command;
2. typically begins with Verb 1. The subject "You" is eliminated from the sentence.

Formula:

Verb 1 + Object + Adverb (optional)

Task 19

Produce imperative sentences using the words provided below. Then, report your work to your classmates.

1. Keep

   _____

2. Change

   _____

3. Serve

   _____

4. Bring

   _____

5. Wait

   _____

6. Clean

   _____

7. Inform

   _____

Task 20

Study the following explanation of sequencing connectives and then discuss it with your classmates. Ask your teacher if you do not understand.

SEQUENCING CONNECTIVES

When you are telling a procedure text, you may need sequencing connectives for:

1. they enable you to show the chronological order;
2. they help you to develop the logical sequence of your ideas.

The sequencing connectives include *first, second, third, then, next, after that, before, previously, at last,* etc.

Task 21

Listen to the monologue about how to clean a hotel room and then sequence the sentences below into the correct order.

How to Clean a Hotel Room

	Steps
	Do an initial checking on the room instruments. Make sure that all the instruments work fine. If there is any instrument that doesn't work, take a note on it.
	Take the room service goods out of the room including plates, spoons, and glasses. Call the room service division to take care of it.
	At last, put clean linen on the bed. Walk out of the room and don't forget to lock it again.
	After that, strip the dirty linen on the bed, then collect all the dirty towels in the bathroom as well. Put them in the dirty linen bag on the trolley.
	First, bring a trolley containing a set of cleaning kit into the room. Don't forget to close the door the moment you are inside the room.
	Collect all the trash in the room. Check the space under the bed and don't forget to empty the dust bin.
	Turn the light on. If necessary, open the curtain so that the sunlight can pass through the room.
	Then, use a vacuum cleaner to clean the floor and the carpet.

Task 22

Guess the Indonesian of the words taken from the text in Task 21 and then pronounce them after your teacher.

instrument /ˈɪn.strə.mənt/	:	initial /ɪˈnɪʃ. əl/	:
goods /gʊds/	:	curtain /ˈkɜː.t ən/	:
spoon /spuːn/	:	kit /kɪt/	:

CREATING

Task 23

Below are the points of the procedure text entitled "How to Handle a Room Reservation". Give more explanation to each point so that it becomes a good procedure text. Don't forget to use imperative sentences and sequencing connectives. Use the words as clues to make the explanation. Report your work to your classmates.

How to Handle a Room Reservation

Points	Clues	Explanation/Sentences
1. Receiving the request of room reservation	collecting information, guest applicant, date of arrival	First, receive the request of room reservation. Here, we collect the information about the guest applicant including the date of arrival and etc.
2. Check the room availability	reservation officer, room condition, table of reservation control	
3. Accepting or refusing the room reservation	available, alternative rooms, room change	
4. Recording the reservation	guest name, clear, readable	
5. Assuring the room reservation	reservation confirmation letter, code number	
6. Archiving the room reservation	room reservation documents, file odner, reservation slip	

7. Making a report of room reservation	room sale percentage, room availability, forecasting of potential room sales	

Task 24

You are shown a video about how to clean a bathtub. Make a simple monologue of procedure text based on the video and act it out. Do it individually.

C. HOMEWORK

Task 25

Find a video about procedures of working in a hotel in www.youtube.com. Make a summary of the video by listing the tools/materials and the steps/methods used. Do it individually.

D. REFLECTION

How much do you learn from this unit? Put a tick (√) in the box according to how much you have learnt.

Aspects	Very much	Much	Little
Reading procedure texts	☐	☐	☐
Writing procedure texts	☐	☐	☐
Making imperative sentences	☐	☐	☐
Using sequencing connectives	☐	☐	☐
Vocabulary	☐	☐	☐

E. SOME FACTS

http://en.wikipedia.org

Did you know?

The biggest hotel in the world is the Venetian Macau with 10,500,000 sq ft and 140 million cubic feet of space.

F. SUMMARY

In this unit, you learn:

1. **Procedure text**

   Definition:
   1. A type of texts that instruct the reader how to do a particular activity.
   2. A type of texts that explain how something works or how to use instruction/manuals.

   Generic Structure:
   1. Goal/aim(title)
   2. Materials/tools (optional)
   3. Steps/methods

2. **Imperative sentence**

   Definition:
   When you are producing a procedure text, you will need to use imperative sentences. Imperative sentence is:
   1. a type of sentence that gives advice or instructions or that expresses request or command;
   2. typically begins with Verb 1. The subject 'You' is eliminated from the sentence.

3. **Sequencing Connectives**

   Definition:
   When you are telling a procedure text, you may need sequencing connectives for:
   1. it enables you to show the chronological order;
   2. it helps you to develop the logical sequence of your ideas.

APPENDIX

The Listening Scripts

Unit 1, Task 15

Receptionist : Good morning, welcome to "Jambu Ruwuk" hotel. Can I help you?
Ali : Yes, please. I'm looking for a room for me and my father. Is there any vacant room?
Receptionist : Let me check it first, Sir.
Receptionist : We have some in the 2nd floor. Do you like any common room or do you have any specific preferences for the room you will stay at?
Ali : Oh, yes. I forgot to tell you that my father is senile because of his age. Therefore, I'd like to reserve a room that is strategic so that he will not get lost when I'm not around.
Receptionist : Oh, I see. Then, I recommend you to stay at room 37 in the 2nd floor. It is located in the corner next to the staircase so that your father will find the room easily.
Ali : Oh, great. Then I take that room.
Receptionist : Please fill in the form first, Sir.
Ali : Okay.
Receptionist : The bellboy will take you to your room and bring your luggage.
Ali : No, it's all right. These are just small bags. I can bring it my self.
Receptionist : Well, then have a nice day in "Jambu Ruwuk" hotel.

Unit 1, Task 18

Receptionist : Good morning, welcome to "Grand Axon" hotel. Can I help you?

Surya : I'm looking for a room that suits my taste.

Receptionist : May I know what your preferences are, Sir?

Surya : I would like a room that lets me have morning sunlight when I wake up from my sleep. Also, a Jacuzzi will be best. Do you have any idea what room should I book?

Receptionist : Such good choice, Sir. More than half of the rooms in our hotel have windows which are facing east, and some have Jacuzzis. Is there any other preference?

Surya : Yeah, actually my sister is coming with me, but she hasn't arrived yet.

Receptionist : Then, I recommend you to reserve deluxe-single-adjoining rooms. It is two rooms which face each other with two single-sized beds. And for your sister, we will have our 'picking-up' service to pick her up in the airport.

Surya : Great. I expect nothing less from this hotel.

Receptionist : Thank you. Then, you may fill in this form, Sir.

Surya : Yeah, sure.

Unit 2, Task 16

Receptionist

Receptionist or Front Desk Agent (FDA) is a person whose job is dealing with the hotel administration. The job of a receptionist includes taking care of the guest's registration, serving the guests when they are checking-in and checking out, and administering the hotel bills.

When we talk about hotel service, the first thing that comes to mind is the receptionist. The achievements of a hotel may not be accomplished without the roles of the receptionist. It can be said that the hospitality of the receptionist is one main key to run the hotel business.

Unlike the other hotel jobs in other divisions, the works of a receptionist are centralized in one place. The front desk is the only working area for receptionists. They don't need to be mobile in doing their job.

Receptionists belong to the division of duty manager in which the front office supervisor takes the authority to organize the division. In other words, receptionists are supervised by a front office supervisor. Therefore, they must report their works directly to the front office supervisor.

Unit 2, Task 20

Bellboy

Have you ever stayed at a hotel before? If you have, then you must know what "Bellboy" is. Bellboy is a person whose job is to help the guests of the hotel in terms of carrying the luggage. In some regions, people commonly used the term "Bellman" instead of "Bellboy" to call people who bring their luggage in a hotel.

Bellboys have an important role in the hotel business. Their job includes taking the guests' luggage out of the car, taking the guests' luggage to their room, and keeping the guests' property in the bell desk. Without bellboys, the hotel guests will be in trouble in moving their luggage around the hotel.

Along with doormen, bellboys belong to the division of concierge. It is because bellboys are cooperating with doormen to do the job of taking the guests' luggage out of the car. Besides, bellboys are supervised by a bell captain, and are responsible directly to him. In other words, all the works of bellboys are under the supervision of a bell captain.

The working area for bellboys is in the hotel lobby, the front office, and the hotel rooms. It is in line with their main job that is to serve the guests checking-in and checking out twenty-four hours.

Unit 3, Task 14

How to Deal With "No Show"

No show is the condition in which a guest has reserved a room but he doesn't come without any notification before to the hotel management. Here are the steps to deal with "No Show":

1. The first important thing to do is keep the rack slip in case the guest will come in the following day.
2. Then, based on the rack slip or the hotel diary, delete the data from the room reservation table.
3. If the guest has given a deposit, then use it to cover the marketing.
4. If the guest comes in the next day, give him a room if there is a vacant one.
5. After that, put the rack slip back into the room reservation table according to the length of the reservation and change the date of the arrival.
6. At last, if the room reservation is done by one of the resources, then immediately inform the involved ones that their client is "No Show".

Unit 3, Task 21

How to Clean a Hotel Room

Tools: a set of cleaning kit, a trolley, a vacuum cleaner

1. First, bring a trolley containing a set of cleaning kit into the room. Don't forget to close the door the moment you are inside the room.
2. Turn the light on. If necessary, open the curtain so that the sunlight can pass through the room.
3. Do an initial checking on the room instruments. Make sure that all the instruments work fine. If there is any instrument that doesn't work, take a note on it.
4. Collect all the trash in the room. Check the space under the bed and don't forget to empty the dust bin.
5. Take the room service goods out of the room including plates, spoons, and glasses. Call the room service division to take care of it.
6. Then, use a vacuum cleaner to clean the floor and the carpet.
7. After that, strip the dirty linen on the bed, then collect all the dirty towels in the bathroom as well. Put them in the dirty linen bag on the trolley.
8. At last, put clean linen on the bed. Walk out of the room and don't forget to lock it again.

Unit 3, Task 17

Across:

1. There are three kinds of luggage trolley, they are bellhop, president, and …. (gemini)
3. A device which functions to keep hotel data in the automatic hotel system (computer)
7. Another name for uniformed service (concierge)
8. Charge for bringing food and drink from outside the hotel (corkage)

Down:

2. Guests who request all the staffs to keep their presence in the hotel confidential (incognito)
4. A communication tool for staffs to have coordination in serving the guests (telephone)
5. The transaction reduction done by guests after the transaction (rebate)
6. The reservation method using distant photocopy as fast as a telephone (facsimile)

Unit 3, Task 24

How to Clean a Bathtub

Whether you shower in it or use it for long luxurious bath, there is nothing clean or relaxing about a tub full of grime, bold, old mildew. You will need a pair of rubber gloves, a mild bathtub cleaner depending on your tub, a scrub brush or sponge depending on your tub, water, an old toothbrush, a sponge or rag, and clean dry cloths. Optional: liquid soap, antibacterial essential oil, and baking soda.

Step one: ventilate the room by turning on any fans and opening any doors or windows.

Step two: put on rubber gloves.

Step three: remove any hair from the drain.

Step four: if your tub is porcelain or corrodes with the enamel, apply a mildly abrasive bathtub for all purpose cleaner to the tub, and let it sit for a period of time according to product directions. Scrub the tub with the brush, then rinse well. For a natural cleaning product, make a teaspoon of liquid soap, a few drops of antibacterial essential oil, rosemary, tea tree, or peppermint, a cup of baking soda, and enough water to make a paste.

Step five: if your tub is fiberglass or acrylic, use a sponge to apply a non abrasive cleaning product or one designed for fiberglass. Scrub gently. Being careful not to scratch the tub, then rinse well. If you damage the caulking along the tub while you're scrubbing, repair it as soon as you're done cleaning and before using the tub to prevent water damage.

Step six: use your cleaning product and an old toothbrush to remove any hard-to-reach grime.

Step seven: for staggering stains or rings on porcelain or enamel stuff, try scrubbing with baking soda on a sponge, or a mildly abrasive cleaner.

Step eight: using a sponge or rag, clean the fixtures that have been all purpose cleaner.

Step nine: rinse off all the remaining cleaners and dry the whole tub with the clean cloth. Now after all that work, you can indulge yourself with a nice hot bath.

Did you know? At over three hundred pounds, US President William Howard Taft required his own oversized tub installed in the white house.

APPENDIX K

The Permit Letters

PEMERINTAH KABUPATEN BANTUL
DINAS PENDIDIKAN MENENGAH DAN NON FORMAL
SEKOLAH MENENGAH KEJURUAN (SMK) NEGERI 1 SEWON
Alamat : Pulutan, Pendowoharjo, Sewon, Bantul, Telp/Fax. (0274) 6466054
Website : smkn1sewon.sch.id Email : smkn1sewon@gmail.com

SURAT KETERANGAN

NOMOR : 671 /I13.2/SMK.01/LL/2014

Yang bertanda tangan di bawah ini:

Nama	: Dra. SUDARYATI
NIP	: 196008061990032001
Jabatan	: Pembina/IV.a

Menerangkan bahwa :

Nama	: KINDANI KIROMI
Perguruan Tinggi Asal	: Fak Bahasa dan Seni UNY
NIM	: 10202241071

Telah selesai melaksanakan penelitian di SMKN 1 Sewon dengan judul penelitian: **DEVELOPING SCIENTIFIC-APPROACH-BASED ENGLISH LEARNING MATERIALS FOR GRADE XISTUDENTS OF HOTEL MANAGEMENT DEPARTMENT OF SMKN 1 SEWON** pada tanggal 12 Desember 2014.

Demikian, keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Bantul, 20 Desember 2014
Kepala,

SMK 1 SEWON

Dra. SUDARYATI
NIP.196008061990032001