

**DEVELOPING ENGLISH LEARNING MATERIALS
FOR GRADE TEN STUDENTS IN THE FIRST SEMESTER OF
CULINARY STUDY PROGRAM AT SMK N 3 PURWOREJO**

A Thesis

Presented as a Partial Fulfillment of the Requirements for the Attainment of
a *Sarjana Pendidikan* Degree in English Language Education



By:

Septiana Purnaningsih

10202241050

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2015

APPROVAL SHEET

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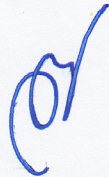
By:

Septiana Purnaningsih

10202241050

Approved on, September , 2015

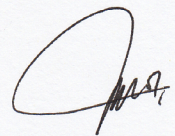
First Supervisor



Joko Priyana, Ph.D

NIP. 19650122 199001 1 001

Second Supervisor



Siwi Karmadi Kurniasih, M.Hum

NIP. 1976305 200501 2 001



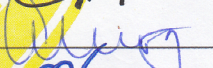
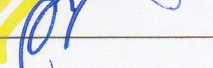
RATIFICATION SHEET

DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE TEN STUDENTS IN THE FIRST SEMESTER OF CULINARY STUDY PROGRAM AT SMK N 3 PURWOREJO

A THESIS

Accepted by the Board of Examiners of Department of English Language Education, Faculty of Languages and Arts, State University of Yogyakarta, on October 9th, 2015 and declared to have fulfilled the requirements for the attainment of the *Sarjana Pendidikan* Degree in English Language Education.

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Yogyakarta, October , 2015

Faculty of Languages and Arts

State University of Yogyakarta

Dean,



Dr. Widyastuti Purbani, M.A

NIP. 19610524 199001 2 001

PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : Septiana Purnaningsih

NIM : 10202241050

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Fakultas Bahasa dan Seni

Judul Skripsi : **DEVELOPING ENGLISH LEARNING MATERIALS**

**FOR GRADE TEN STUDENTS IN THE FIRST SEMESTER
OF CULINARY STUDY PROGRAM AT SMK N 3
PURWOREJO**

menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila terbukti bahwa pernyataan ini tidak benar, hal ini sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 9 Oktober 2015

Penulis,



Septiana Purnaningsih

10202241050

MOTTO

You have to finish what you have started.

Everyone struggles in life. Everyone struggles with their own way.

(Riyanti)

DEDICATIONS

I fully dedicate this thesis to my parents and my siblings

Thank you very much for your big support, motivation, prayer, and love.

ACKNOWLEDGEMENTS

In the name of Allah, the Most Beneficent and the Most Merciful, who has given me blessings, strengths, and opportunity so that I could finish this thesis. Blessings may also be sent upon Prophet Muhammad SAW, his family, friends, and companions. I would like to express my gratitude to all of those who have given me guidance and support in the process of this thesis.

I would also like to express my deepest gratitude for my first supervisor, Mr. Joko Priyana, Ph.D, and my second supervisor, Mrs. Siwi Karmadi Kurniasih, M.Hum. I thank them for all their guidance, suggestions, motivation, and encouragement during the process of writing this thesis. I would also like to express my gratitude to Mrs. B. Yuniar Diyanti, M.Hum. for his kindness to validate my materials through the expert judgment.

My sincere gratitude also goes for my beloved mom, father, sisters and brother who never stop praying and supporting me for my success. All their support, prayers and love give me strength to finish my thesis.

My special thanks are also addressed to Mas Ragil Setiabudi and Anggun Fitriana Dewi who are always be there for me. A big thank is also addressed to all my friends of PBI C 2010 UNY who gave me support to finish this thesis: Tatik, Kiki, Galih, Meta, Arintika, Arini, Evi, Bayu, Risang, Nata, Afi, Cintiya, Orin, and Esthi.

Last but not least, I hope this thesis to be useful for teachers and students of Culinary Study Program at SMKN 3 Purworejo. I realize that this thesis is not perfect. Therefore, suggestions for the improvement of this thesis are highly appreciated.

Yogyakarta, October 9th, 2015

Septiana Purnaningsih

10202241050

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10202241050

ABSTRACT

The objectives of the study were: (1) to find out the target needs of students of the Culinary Study Program, (2) to find out the learning needs of the students of the Culinary Study Program and (3) to develop the appropriate English learning materials for students of the Culinary Study Program of SMK N 3 Purworejo.

The nature of this study was Research and Development (R&D). The subjects of this study were 60 students of Culinary Study Program of grade X at SMKN 3 Purworejo. The steps of this study were conducting the needs analysis, designing the syllabus, developing the first draft of the materials, materials evaluation, and writing the final draft materials. There were two types of questionnaires to collect data. The first questionnaire was made for obtaining the data for the needs analysis while the second questionnaire in the form of Likert scale was used to obtain the data about the appropriateness of the materials through the expert judgment. The data that were collected in this research were quantitative and qualitative data. The quantitative data were analyzed through descriptive statistics while the qualitative data were analyzed qualitatively.

This study developed three units of materials. The materials were developed based on curriculum 2013. The units have three main parts: Introduction, Main Lesson, and Reinforcement. The Main Lesson was divided into spoken cycle and written cycle. The input was in the form of dialogues, monologue, texts, pictures, explanation, and the vocabulary list. The activities are developed based on the scientific approach consisting of six steps: observing, questioning, collecting data, analyzing data, communicating, and creating. Based on the findings from the expert judgment, the materials are categorized appropriate. The mean score of all aspects of the three developed units is 3.71 which can be categorized as "Very Good".

CHAPTER I

INTRODUCTION

A. Background of the Study

Language has an important role in the intellectual, social and emotional of the learners. Learning language can help learners to express their idea and feeling and to participate in the society. English as a compulsory subject for vocational school is taught by means of communication. It means that the students need to master English both in spoken and written. In vocational school, having a good communication prepares the students to face the global market and make them become open minded with the information around the world.

Vocational school (Sekolah Menengah Kejuruan) is a formal education which has the goal to prepare the students to have skills, competences and knowledge that are needed in the workplace. The students who are graduated from SMK are expected to have some competences to be ready to work on industrial sector or they are expected to become an entrepreneur. Students learn both theoretical and practical material. The theories are learned in the school, meanwhile the practices are learned both in school and in the workplace. Therefore, the materials provided by the teachers should be applicable and usable in the real work. Materials must be adjusted to the students' needs of every study program which are based on the core competence and basic competence (KI/KD).

SMK N 3 Purworejo is one of vocational schools in Purworejo. The school has three study programs, namely Culinary, Boutique and Beauty. The three study programs have their own characteristics and demands towards the needs of English. The students of Boutique Study Program need to learn English to follow fashion trend in the world or to learn broader knowledge about fashion nowadays. The second one is Beauty Study Program. Beauty Study Program consists of two study programs namely Hair Study Program and Skincare Study Program. The last one is Culinary Study Program. Students in this program learn English in order to know many food recipes from other countries and to communicate with future customers who need explanation about the menu, especially the students who have a goal to work in a hotel or in an International restaurant.

Culinary Study Program in SMK N 3 Purworejo consists of 3 classes in each grade so there are 9 classes of this study program in the school. The grade XII students were taught using *Kurikulum Tingkat Satuan Pendidikan* (KTSP) while the grade X and XI students were taught using curriculum 2013.

In reality, there is no difference between teaching English in one study program to the others. The learning materials for all study programs are also same while the students' needs in each program are different. Therefore it makes the students quite difficult to learn English because there are many vocabularies used in the teaching and learning process that are not appropriate in their study program. It makes the students get less interested in learning

English, so the objective of the teaching English in vocational school will not be reached. Therefore a study of developing materials for Culinary Study program is necessary to be conducted.

B. Identification of the Problems

The students of Culinary Study Program in SMK N 3 Purworejo are categorized as English for Specific Purposes learners. They have their own demand to learn English but there are some problems found related to the development of English learning materials for them.

Since the curriculum 2013 was applied, the school also uses this curriculum in the teaching learning process for the grade X and XI students. There are some differences related to the changing curriculum on the learning process. The new curriculum uses scientific approach to deliver the materials. In this school, each of the students is provided with a coursebook which is designed based on curriculum 2013 and it is the only book that is used in the teaching and learning process. Although the book was designed in curriculum 2013, the contents of the book are still too general. The book was not only made for Vocational High School but also for Senior High School. The themes and topics were not relevant with the students' background.

The role of English lesson in vocational school is to make the students able to use language communicatively related to their study. Based on the interview with one of the English teacher in May 2014, there is no specific learning materials which are related to their background of study in the teaching and learning process. The materials in the coursebook are too

general for all study program. Every study program has different needs to learn English although they will face the same national exam. The vocabulary related to their study program, are needed to introduce early, so they can learn something familiar in their daily life.

The second problem is about the availability of the audio materials. The school is provided with the language laboratory but the facility has not been optimize because of the lack of the audio materials. Language laboratory is usually used by students of grade XII to train their ability to pass the national exam, so the listening materials are the exercises in preparing national exam. Students of grade X usually do the listening activity by listen to the teacher, while the teacher is reading some text then they do exercise on the book related to the information that they have listened.

Based on the problems stated above, designing the English learning materials for grade X students of Culinary Study Program at SMK N 3 Purworejo is important. Therefore, conducting the research on developing English learning materials for Culinary Study Program is needed.

C. Delimitation of the Problem

It would be too broad if it covers all the English learning material for vocational school. The study focused on developing English learning materials for grade X students in the first semester of Culinary Study Program at SMK N 3 Purworejo. Therefore, the learning materials are in the form of students' course book.

D. Formulation of the Problem

Based on the limitation of the problem, the researcher formulates the problems as follow:

1. What are the target needs of grade X students of the Culinary Study Program of SMK N 3 Purworejo in learning English?
2. What are the learning needs of English materials for grade X students of the Culinary Study Program of SMK N 3 Purworejo in learning English?
3. What are the appropriate English learning materials for grade X students of the Culinary Study Program of SMK N 3 Purworejo in learning English?

E. Objectives of the Research

The objectives of the study are:

1. To find out the target needs of grade X students of the Culinary Study Program of SMK N 3 Purworejo in learning English.
2. To find out the learning needs of English materials for grade X students of the Culinary Study Program of SMK N 3 Purworejo in learning English.
3. To develop the appropriate English learning materials for grade X students of the Culinary Study Program of SMK N 3 Purworejo in learning English.

F. Significances of the Research

This research can give advantages to:

1. English Teachers

This research not only provides English learning materials for teaching and learning process for the teacher but also encourage the teacher to develop learning materials which are appropriate with their students.

2. Students

The students can get the appropriate English learning material based on their background study so that they can learn and use English better than before.

3. The researcher herself

The researcher knows how to develop English learning materials for grade X of Culinary Study Program of SMK N 3 Purworejo.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Description

1. English for Vocational High School

a. Curriculum 2013

The Law of National Education System (No.20/2003) state that curriculum is a set of plans and regulations about aims, content, material of lesson and the method employed as the guidelines for implementation of learning activities to achieve particular educational objectives. Curriculum 2013 is the new curriculum that firstly applied in the 2013/2014 academic year in every level of education. This curriculum is replacing the previous curriculum Kurikulum Tingkat Satuan Pendidikan (KTSP).

Based on the Regulation of Education and Culture Minister number 70 year 2013 on Basic Framework and Curriculum Structure, the objectives of curriculum 2013 are to prepare Indonesian people to have an ability to life as religious citizen, productive, creative, innovative, and affective. It also prepares young generation who can contribute in the social life, in the nation and world civilization.

This curriculum emphasizes on character education as the main characteristic. The other characteristics are the content which consist of competences in the form of core competence (Kompetensi Inti/

KI) and basic competences (Kompetensi Dasar/ KD), the existence of attitude, knowledge, and skill aspect in the core competences as the graduate standard competences (SKL) of curriculum 2013, and the use of scientific approach in all subject matter in every level of education.

Scientific approach as one of the characteristics of curriculum 2013 uses inductive learning. It is leading the way of learning, because inductive learning can see the phenomenon specifically. Learners find the formula and make the conclusion by their self. Scientific approach stages consist of six steps. They are presented below:

1) Observing

In the observing process, learners are introduced to authentic or simplified text and list items they need to know in order to understand and produce texts or communicate ideas.

2) Questioning

After having the list of items they want to know, in order to comprehend text, the students formulate questions based on identified items. The questions cover all the achievement indicators stated in the lesson plan.

3) Collecting Data

Students collect data to answer the questions in the questioning stage. The data can be collected through observation, reading books and listening to audio.

4) Analyzing Data

Students analyze data to answer their questions and make conclusions.

5) Communicating

After answering the questions, students communicate their answer and conclusions to the class in writing and orally. At the end of the step the students expected to have learned the necessary knowledge in order to comprehend and create text.

6) Creating

In this stage students are given opportunity to use the knowledge to produce text.

b. Curriculum in Vocational High School

In curriculum 2013, vocational high school has only 2 hours of English lesson in a week. It means that the time allocation for teaching and learning process in the class is 2 x 45 minutes or 90 minutes in total. In the previous curriculum KTSP, English has 4 hours for teaching and learning process so there is a half decrease of the allocation time amount. In curriculum 2013, the stage of learning English is not divided into novice, elementary and intermediate. Standard of competence changes into core competence. There are 4

core competencies which are developed into some basic competencies in every grade. KI 1 and KI 2 are focused in the religious aspects and social aspects. Meanwhile, KI 3 and KI 4 are focused in the skills and knowledge of the learners. From these core competencies can be seen what competences of English that the learners need to achieve.

Based on the Regulation of Education and Culture Minister number 70 year 2013 on Basic Framework and Curriculum Structure, there are some basic competencies that should be taught in a Vocational High School. The basic competencies for grade ten are about transactional texts, functional texts and short functional texts. In the transactional texts, the materials are about self-introduction, expressions of complimenting, caring, intention to do something, expressions of congratulating and asking for past event. The functional texts that are learnt by the students in grade X are descriptive text about people, tourism objects and historical buildings, recount text about experiences, incidents and events. The last text is narrative text in the form of legends. The short functional text for grade X is about announcements. There is another addition of the competence that should be learned by the students. It is learning the social function and linguistic structure of a simple English song.

2. English for Specific Purposes (ESP)

a. The Definition of ESP

The objective of learning English is to make the learners able to communicate with this language communicatively. Vocational high school students learn English specifically based on the major they took. The students also need to learn English to communicate both in oral and written form that is applicable to them in their workplace someday. To meet the objective of learning English for Vocational high school students, English for specific purpose is needed in this condition.

According to Hutchinson and Waters (1987:19) ESP is an approach to language learning in which all decisions as to content and method are specify based on the learner's reason for learning. Basturkmen (2010:17) states that ESP is an approach to teach the language and communication skills that is needed for specific groups of language learners to function effectively in their discipline of study, profession or workplaces. Based on the statements above, it can be concluded that ESP is an approach to language teaching which is based on the learners' particular need. In line with that conclusion, Dudley-Evans and St John (1997) states the definition of ESP through two different characteristics:

1) Absolute characteristics:

- a. ESP is designed to meet specific needs of the learner;

- b. ESP makes use of the underlying methodology and activities of the disciplines it serves;
 - c. ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.
- 2) Variable characteristics:
- a. ESP may be related or designed for specific disciplines;
 - b. ESP may use, in specific teaching situations, a different methodology from that of general English;
 - c. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation; it would be used for learners at secondary school level;
 - d. ESP is generally designed for intermediate or advanced learners;
 - e. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

From the definition, it can be seen that ESP is not necessarily concerned with a specific discipline, nor does it have to be aimed at a certain age group or ability range. Based on Hutchinson (1987: 53) there is no difference between General English with ESP in the theory but there are many differences in the practice. General English also uses need analysis but the main point here not only about knowing the existence of a need but it is rather the awareness of the need. The awareness affects on what will be acceptable as

reasonable content in the process of teaching and learning, so the learner understand clearly what potential can be exploited. ESP is also characterized by its content which is suitable with what the learners want to learn.

The teacher in ESP classes work harder than common teacher. It is because in such a specific ESP classes the teacher handles many roles in one time. Sometimes, the teacher becomes more like a language advisor and consultant, having the equal status in the subject matter. According to Dudley Evans and St. John (1998) teachers in ESP classes having 5 roles in the same time, those are a teacher, a course designer and a material provider, a collaborator, a researcher and an evaluator.

b. The Needs Analysis

An important principle of ESP approach is the purposes of the learners in learning the language. Need analysis is needed to gather the data about what learners want to learn. Basturkmen (2010:19) states that needs analysis in ESP refers to a course development process. In this process the language and skills that the learners will use in their target professional or vocational workplace or in their study areas are identified and considered in relation to the present state of knowledge of the learners, their perceptions of their needs and the practical possibilities and constraints of the teaching context. The information obtained from this process is used in determining

and refining the content and method of the ESP course. Hutchinson and Waters (1987: 54) distinguish between target needs and learning needs.

1. Target needs

Target needs refer to what the learner needs to do in the target situation. The target needs include 3 aspects above:

a. Necessities

Hutchinson and Waters (1987: 55) describe necessities as the type of need determined by the demands of the target situation and what the learner here to know in order to understand and act some role properly in the target situation. The information about necessities can be gathered by observing what situations the learner will need to use the language and then analyzing the main substances of them.

b. Lacks

Lacks can be described as the gap between target proficiency with the existing proficiency of the learner. It means that, what the learner know already or the prior knowledge can then decide which of the necessities the learner lack (Hutchinson and Waters:1987)

c. Wants

The learner may be realized their necessities of the target situation, and they also have a view about their lacks but

learner also have their standpoint about what they want to learn. The learner wants is something that they are interested in so it can make them gain their own motivation to learn English. They realized that they need English to support their career someday.

2. Learning needs

Learning needs refer to what the learner need to do in order to learn. According to Hutchinson and Waters (1987: 60) the process of ESP course can be analogized as a journey. It can be considered the starting point of the journey is the lack, and the destination is the necessities, and what the destination should be is wants. The learning needs are the route that will be passed from the starting point to the destination. The learning situation such as potential and constraints also should be taken into account through the skills, strategies and subject knowledge.

The needs analysis process as state by Basturkmen (2010:19) involves:

1. Target situation analysis: Identification of tasks, activities and skills learners are/will be using English for; what the learners should ideally know and be able to do.
2. Discourse analysis: Descriptions of the language used in the above.

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 the 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 teacher can offer.

Different types of students have different language needs and what they are taught should be suitable to what they need. Munby (1978) as states in Richard (2002) there are two dimensions of needs analysis in ESP course design. The first is about the procedures used to specify the target-level communicative competence of the students, and procedures for turning the information so gathered into an ESP syllabus. Here the information of need analysis is collected from all aspects in the school from the learners, teachers, and employees. The information above is about the resources of the teaching institution, objectives, and the method of assessment used. Information would also needed about the different kinds of activities the learner would be using the language for (e.g. interviewing, telephoning), the language function involved (e.g.

explaining, requesting, complaining), the situation (e.g. face to face, presentation), and which of the four language skills would be needed. Dudley-Evans and St John (1998) as cited in Basturkmen (2010:18) offer a current concept of need analysis:

- a. Professional information about the learners: The tasks and activities learners are/will be using English for – *target situation analysis* and *objective needs*.
- b. Personal information about the learners: Factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English – *wants, means and subjective needs*.
- c. English language information about the learners: What their current skills and language use are – *present situation analysis* – which allows us to assess (d).
- d. The learners' lacks: The gap between (c) and (a) – *lacks*.
- e. Language learning information: Effective ways of learning the skills and language in (d) – *learning needs*.
- f. Professional communication information about (a): Knowledge of how language and skills are used in the target situation – *linguistic analysis, discourse analysis, genre analysis*.
- g. What is wanted from the course.

- h. Information about how the course will be run – *means analysis*.

Needs analysis in language teaching is used for different purposes, two of them as cited by Richards (2001:52) are to find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, a chef, or restaurant waiter and to identify a gap between what students are able to do and what they need to be able to do.

3. Content-Based Instruction

a. Definition of Content-Based Instruction

Content-based instruction according to Richards and Rodger (2001:204) refers to an approach to second language teaching in which teaching is arranged around the content or information that the learners will acquire, rather than around a linguistic or other type of syllabus. CBI as proposed by Brinton in Nunan (2003:201) refers to the teaching of language through exposure to content that is interesting and relevant to learners. Richard (2006: 26) states that content in CBI refers to the information or subject matter that the learners learn or communicate through language rather than the language used to convey it. Content-based teaching starts from content first, and other kinds of decisions concerning grammar, skills, functions, etc., are made later.

b. Principles

There are two principles following the CBI as cited in Richards and Rodgers (2001:207):

1. People learn a second language more successfully when they use the language as a means of acquiring information.
2. CBI better reflects learners' needs for learning a second language.

Teacher role in CBI class is more than a language teacher. Striker and Leaver (1993) as cited in Richard and Rodgers (2001: 214) suggest the following skills for CBI teacher: varying the format of classroom instruction; using group work and team building techniques; organizing jigsaw reading arrangements; defining the background knowledge and language skills required for students success; helping students develop coping strategies; using process approaches to writing; using appropriate error correction techniques; and developing and maintaining high levels of student esteem.

Brinton in Nunan (2003: 205-209) proposes six principles for content-based instruction: the instructional decisions are based on content rather than language criteria, the skills are integrated as well as grammar and vocabulary, the students are involved actively in all phases of the learning process, the content is chosen for its relevance to students' lives, interest, and/or academic goals, both of the texts

and tasks are selected authentically, and it draw overt attention to language features.

There are some essential skills for CBI teacher as cited by Stryker and Leaver on Richards (2001: 214) there are: varying the format of classroom instruction, using group work and team-building techniques, organizing jigsaw reading arrangements, defining the background knowledge and language skills required for students success, helping students develop coping strategies, using process approaches to writing, using appropriate error correction techniques, developing and maintaining high levels of students esteem.

The students in CBI class characterized some possible roles in the communicative oriented classroom as follows: recipient/listener, planner, communicator and negotiator, tutor of other learners, and evaluator/monitor of his/her own progress as cited by Nunan (2003:207).

c. Teaching and Learning Activities

Stroller (1997) classified some activities regarding content-based instruction as stated in Richards and Rodgers (2001: 212-213). The classification categories she proposes are: language skills improvement; vocabulary building; discourse organization; communicative interaction; study skills; and synthesis of content. Brinton in Nunan (2003: 209-11) proposes the following activities and techniques that are commonly used in CBI class, there are: pair

and group work, information gap, jigsaw, graphic organizers, discussion and debate, role-play, survey tasks, process writing, problem solving, sequencing, ranking, and values clarification.

d. Roles of materials

Materials that facilitate language learning are the materials that are used typically with the subject matter of the content source as stated by Richards and Rodgers (2001: 215). It makes learner familiar with the use of the materials in the real work rather than theoretically. The authenticity is needed by using some media such as newspaper, journal, video etc. However comprehensibility is as critical as authenticity so the authentic materials need modification in order to ensure maximum comprehensibility. Cunningsworth (1995:7) as cited in Richards (2001:251) stated some role of materials in language teaching as follows:

- a) A resource for presentation materials in the form of spoken and written materials.
- b) A source of activities for learner practice and communicative interaction.
- c) A reference source for learners on grammar, vocabulary, pronunciation and so on.
- d) A source of stimulation and ideas for classroom activities.
- e) A syllabus where they reflect learning objectives that have been determined.

- f) A support for less experienced teachers who have yet to gain in confidence.

Dudley Evans and St. John (1998, 170-171) as cited in Richards (2001:251-252) states that materials should serve the following functions: as a source of language, as a learning support, for motivation and stimulation, and for reference.

4. Learning Materials

a. Definition of Materials

Materials in language learning usually refer to course books. Actually cassettes, videos, newspaper, advertisement, etc also can be called as materials. Tomlinson (1998:2) states that materials refer to anything which is used by teacher or learners to facilitate and to increase the learners' knowledge or experience of the language. In line with Tomlinson, Richard and Schmidt (2002:322) propose that materials in language teaching are anything which can be used to facilitate the language learning. Materials can be linguistic, visual, auditory and kinesthetic, and they can be presented in print, audio, etc. Richards (2001: 251) states that instructional material generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom.

b. Materials Development

Material development refers to anything which is made by materials writers, teachers, or learners to provide sources of language

input and to exploit those sources in ways which maximize the likelihood of intake, Tomlinson (1998:2). The process of developing materials includes materials evaluation, their adaptation, design, production, exploitation and research. In line with Tomlinson, Graves (2000: 149) also describes the material development as the planning process by which a teacher creates units and lessons with some units inside to carry out the goal and objectives of the course. In the other words it means creating, choosing or adapting, and organizing materials and activity so that the learners can achieve the objectives that will help them reach the goal of the course. This is a proactive way from the teacher as they have a responsibility to make the learners reach the goal of learning.

c. Consideration for Developing Materials

There are some principles that materials developers should notice to define their purpose by making the materials. Hutchinson (1987: 107) proposes some principles to guide the writers develop the materials as follows:

1. Materials provide a stimulus to learning that encourages the learners to learn. The stimulus can be taken from the way the materials writer provides good materials.
2. Materials help to organize the teaching and learning process by providing a clear and coherent unit structure which will guide

the teacher and learner through various activities in such way as to maximize the chances of learning.

3. Materials embody a view of the nature of language and learning.
4. Materials reflect the nature of the learning task.
5. Materials can have a very useful function in broadening the basis of teacher training, by introducing teachers to new techniques.
6. Materials provide models of correct and appropriate language use.

Graves (2000: 152-155) also stated 15 wisdom and ideas what the writer needs to be considered when designing the activities as follows:

1. Activities should draw on what students know (their experience, their current situation) and be relevant to them.
2. Activities should focus on students' outside of class needs, if appropriate.
3. Activities should build students' confidence.
4. Activities should allow students to problem solve, discover, analyze so that students will be engaged and use the language.
5. Activities should help students develop specific skills and strategies.
6. Activities should help students develop specific language and skills they need for authentic communication.

7. Activities should integrate the four skills of speaking, listening, writing, and reading.
8. Activities should enable students to understand how a text is constructed.
9. Activities should enable students to understand cultural context and cultural differences.
10. Activities should enable students to develop social awareness.
11. Activities should be as authentic as possible.
12. Activities should vary the roles and groupings.
13. Activities should be of various types and purposes.
14. Activities should use authentic texts when possible.
15. Activities should employ a variety of materials.

The summarized 15 consideration from Graves (2000) actually consist of 6 categories, there are learners, learning, language, social context, activity/ task types, and materials.

d. Criteria of Good Materials

Hutchinson (1987: 107-109) proposed the criteria of good learning materials as follows:

1. Good materials encourage the learners to learn. In order to provide it, the materials should contain: interesting text, enjoyable activities that engage the learners' thinking capacities and opportunities for learner to practice or produce the existing

knowledge and skills and content which both learner and teacher can cope with.

2. Good materials should provide a clear and coherent unit structure which will guide teacher and learner through various activities.

Rowntree as cited in Richards (2001: 263) states the characteristics of good materials as follows: it should arouse the learners' interest, remind them of earlier learning, tell them what they will be learning next, explain new learning content to the students, relate these ideas to learners' previous learning, get learners to think about new content, help them get feedback on their learning, encourage them to practice, make sure they know what they are supposed to be doing, enable them to check their progress and help them to do better.

Vocational high school has their own criteria about the materials which are good for them. The main stand point is that the materials are related to their background study and it will be used in their workplace someday. If the students feel that they learn something important to them, it will arouse the students' interest.

e. Steps of Developing Materials

Masuhara as cited in Tomlinson (1998: 247) summarized the sequences of developing course design recommended by experts in the following page.

Figure 2.1. Sequences of Developing Course Design by Masuhara



The figure shows how teaching context and learners' needs provide a framework for the objectives, and then the decisions concerning the best materials for learners should be made accordingly. Therefore, in developing the coursebook, those steps are applied by the researcher but with some modification. There is no testing the materials since there is no try out in this research. The evaluation of the materials conducted through expert judgment, and followed by revising the first draft into final draft.

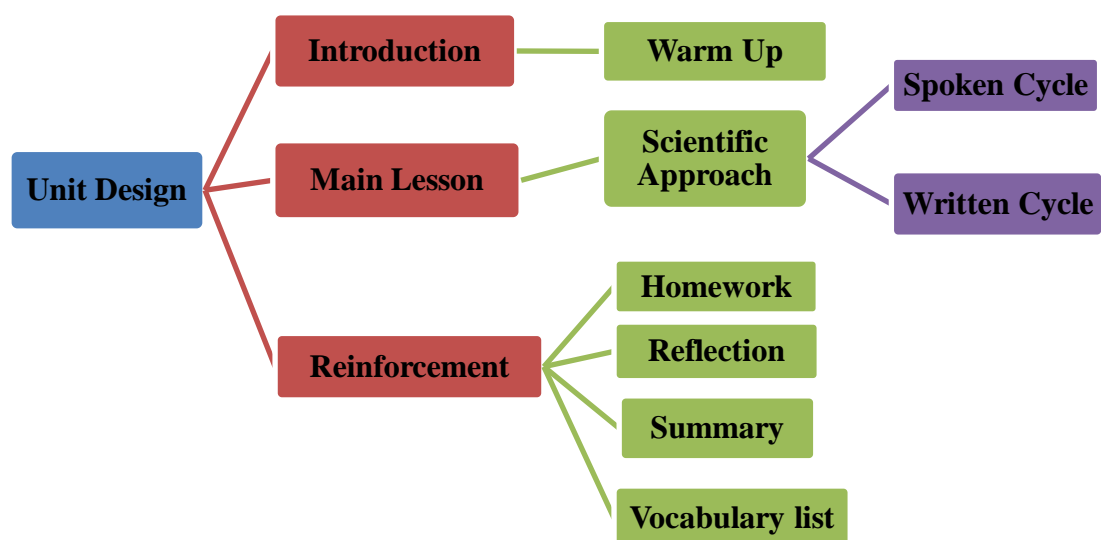
5. Unit Design Development

a. Component of a Unit

In developing a unit, the components that are developed by the researcher are Introduction, Main Lesson and Reinforcement. Introduction consists of warm up activity. The unit title and objective also included in this part. Main Lesson consists of

sequencing of tasks which based on Curriculum 2013 i.e. Observing tasks, Questioning tasks, Collecting data tasks, Analyzing data tasks, communicating tasks and Creating Tasks. Generally, the tasks are divided into spoken cycle (listening and speaking) and written cycle (reading and writing). The reinforcement consists of Homework, Reflection, Summary and Vocabulary list.

Figure 2.2. The Sequencing of Unit



b. Developing Unit of Work

There are six procedures on developing units of work as cited by Nunan (2004:31-33) as below:

Step 1: Schema building

The first step is to develop schema building exercise that will introduce the topic, set the context for the task, and introduce some of the key vocabulary and expressions that students will need to complete the task.

Step 2: Controlled practice

The second step is to provide students with controlled practice in using the target language vocabulary, structure and function.

Step 3: Authentic listening practice

The learners are involved in intensive listening practice by using the listening text from native speakers.

Step 4: Focus on linguistic elements

The learners take a part in a sequence of exercises which has a focus on linguistic elements.

Step 5: Provide freer practice

The learners engage with freer practice, they move beyond manipulation. Here, the learners should be encouraged to produce a language directly to complete the task.

Step 6: Introduce the pedagogical task

The final step in the instruction sequence is the introduction of the pedagogical task.

A pedagogical sequence for introducing task and the example of activities are presented below:

Table 2.1 Pedagogical Sequences for Introducing Task

Step 1	Example
Create a number of schema-building tasks that introduce initial vocabulary, language and context for the task.	Look at the descriptions of food in the menu book . Identify key words and match the food with the description.
Step 2	Example
Give learners controlled practice in the target language	Listen to a model conversation between two people discussing

continued

continued

vocabulary, structures and functions	their lunch menu and practice the conversation. Practice again using the same conversation model but information from the menu book in step 1. In the final practice, try to move away from following the conversation model word for word.
Step 3	Example
Give learners authentic listening practice.	Listen to several native speakers ordering food in a restaurant and match the conversations with the pictures of food.
Step 4	Example
Focus learners on linguistic elements, e.g. grammar and vocabulary.	Listen again to conversations and note intonation contours. Use cue words to write complete questions and answers involving adjective order to describe food (an appetizing rolled Chinese snack, a sweet beverage etc.).
Step 5	Example
Provide freer practice.	Pair work: information gap role play. Student A plays the part of a customer. Read the menu book and ask a waitress to describe some menu. Student B plays the part of a waitress.
Step 6	Example
Pedagogical task	Group work discussion and decision making task. Look at a set of food picture and make a menu book based on the picture which some additional information about the food.

6. Task Development

a. Definition of Task

Richards and Schmidt (2002:539) state that task is an activity which is designed to help achieve a particular learning goal. Nunan (2004:4) also defines a pedagogical task as a piece of classroom

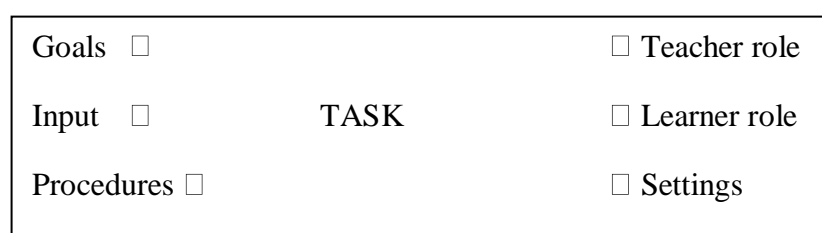
work that involves learners in comprehending, manipulating, producing, or interacting in the target language. It involves communicative language use in which the learner attention is focused on meaning rather than grammatical form. Here meaning and form are highly interrelated and the grammar exists to enable the learner to express different communicative meaning.

There are some key characteristics of a task as cited by Richards (2006:31) are: something that learners do or carry out using their existing language resources, has an outcome which is not simply linked to learning language, involve a focus on meaning and involve two or more learners who use communication strategies and interactional skills.

b. Components of Task

There are six components of task as proposed by Nunan (2004:41-64). The model is presented in the figure below:

Figure 2.3. Models of Task Component proposed by Nunan



1) Goals

Nunan (2004: 41) proposes goals as the general intentions behind any learning task. They provide a link between the task and broader curriculum. Goals related to a range of general

outcomes such as communicative, affective and cognitive. Goals may not always explicitly stated, it can be inferred from the task itself. The most useful goals statement are those that relate to the student not the teacher, and those that are related to observable performance because performance is an important dimension to communicative language teaching since its first appearance.

2) Input

Input refers to the spoken, written, and visual data that learners work with in the course of completing task. The data can be provided by a teacher, a textbook or some other source as cited in Nunan (2004: 47). Learners better to be provided with the combination of authentic, simulated, and specially written materials to give them optimal learning opportunities.

3) Procedures

Procedures specify what learners will actually do with the input that forms the point of departure for the learning task. While Richards (2001:238) states that procedures are the way in which task activities are designed into an instructional bloc.

4) Learners role

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. Rubin and Thomson (1982) as cited in Nunan (2004: 66-67) share certain

characteristic of good language learners, they find their own way, organize information about language, are creative, make their own opportunities and let the context help them.

5) Teacher role

Breen and Candlin (1980) as cited in Nunan (2004: 67) state three main roles of the teacher in the communicative classroom. The first is to act as a facilitator of the communicative process, the second is to act as participant, and the third is to act as an observer and learner.

6) Settings

Setting refers to the classroom arrangements specified or implied in the task. It requires consideration of whether the task is to be carried out wholly or partly outside in the classroom (Nunan, 2004 :70-71).

c. Task Continuity

Nunan (2004:125) describe task continuity is an interdependence of tasks, task components, and supporting enabling skills within an instructional sequence. In the instructional sequence require learners to undertake activities which become increasingly demanding, moving from comprehension based procedures to controlled production activities and exercises to require authentic communicative interaction.

There are 10 steps sequence proposed by Nunan (2004: 126), the demands on the learners gradually increase from one phase to another. The sequence here provides the illustration of task-chaining and task continuity.

Table 2.2 Grading, Sequencing, and Integrating Tasks

Phases	Steps within phase
a) Processing (comprehension)	<ol style="list-style-type: none"> 1. Read or study a text 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).
b) Productive	<ol style="list-style-type: none"> 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 (i.e. one that is true for the learner)
c) Interactive	<ol style="list-style-type: none"> 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

continued

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	from a number of alternatives represents the family, etc.).
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7. Materials Evaluation

Materials evaluation as stated by Richards and Schmidt (2002:322) in language teaching is the process of measuring the value and effectiveness of learning materials. There are three types of materials evaluation which are, pre use evaluation, whilst use evaluation and post use evaluation.

Cunningsworth (1995) as cited in Richards (2001:258) proposes four criteria for evaluating textbooks or course book.

1. They should correspond to learners' needs and match the aims and objectives of the language learning program.
2. They should be chosen that will help students to use language effectively for their own purposes.
3. They should consider the students' needs and should facilitate the students' learning processes
4. They should have a clear role as a support for learning.

Cunningsworth (1995) also presents a checklist for textbook evaluation and selection under 6 categories: aim and approaches, design and organization, language content, skills, topic, and methodology.

B. Relevant Study

Some similar studies that are relevant to this study had been conducted before. One of the examples was conducted by Dedy Nureffendhi (2013) entitled "Developing English Learning Materials for Grade Ten Students of

Culinary Arts Study Programme at SMK Muhammadiyah Wonosari in the Academic Year of 2012-2013". The objective of his research was to find out the target needs and learning needs of grade X students of Culinary Arts study program. Based on his research, he found that there were some problems related to the availability of teaching materials at the school. The printed materials were inappropriate considering the needs of the students of Vocational High School and the electronic textbooks did not represent the language use in the target situation. In this study the learning materials were developed based on needs analysis and curriculum KTSP. The findings of his study showed that the students needed English learning materials that are appropriate for their study program which is culinary. The mean value of his developed materials was 4.48/5 which was categorized as appropriate.

C. Conceptual Framework

Developing materials for vocational high school is categorized as developing materials for English Specific Purposes because English will be used by the students' in their future career in the specific term which is Culinary. There were some considerations to develop the materials. The main consideration was the materials should be based on the curriculum 2013. Since this is a new curriculum, there are some differences with the previous curriculum (KTSP). One of the differences is the using of scientific approach in the teaching and learning process. Scientific approach consists of six steps. They are observing, questioning, collecting, analyzing, communicating and creating.

Based on the observation in the school, there was a problem related to the learning materials which were not appropriate with the curriculum and the study program. In ESP theory, to find out the learners need, it was started by conducting needs analysis. By knowing the target needs and the learner needs, the objectives of language learning can be reached. The next step was designing syllabus. Syllabus was the central aspect of developing materials.

Content-Based Instruction (CBI) is the most suitable approach that is used to develop the materials. It has an exposure to the content that is interesting and relevant to learners. CBI also provides a rich context for the language classroom (Brinton in Nunan, 2004:201).

Since the materials were developed in the form of students' coursebook, it consisted of some units with various activities. Materials should be developed based on the materials development principal to meet characteristic of good learning materials which are encouraging the learners to learn and providing a clear and coherent unit structure. There were also some considerations to decide task. The tasks should be analyzed based on the task components which are: goals, input, procedures, setting, teacher roles, and learner roles. In this research the content of materials were adapted based on the culinary terms. The last factor which was needed to be considered was the material evaluation. In this study, the first draft materials was evaluated by an expert to give the judgment which included the measurement about content, language, presentation and graphic.

Therefore this study is needed to be conducted since its objectives were finding out the learners needs of Culinary Study Program students and developing the appropriate learning materials for them.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research design, research subject, research setting, research instrument, data collection technique, data analysis technique and research procedure.

A. Research Design

This research is categorized as Research and Development (R & D) since the purpose of the research is to develop educational product (i.e. set materials). The objective of the research as stated in the previous chapter is to design the appropriate English learning materials for Culinary Study Program of SMK N 3 Purworejo grade X.

B. Research Setting

The research was conducted on November, 23rd, 2014 at SMK N 3 Purworejo which is located at Jl. Kartini Number 5, Purworejo. This school is chosen as the setting of the research because there is a study program which is related to the culinary. Since the materials were developed based on the curriculum 2013, the students who were the subject of the research are those who study in SMKN 3 Purworejo which has employed the curriculum 2013.

C. Research Subjects

The subjects of this research were the grade X students of Culinary Study Program of SMK N 3 Purworejo in Academic Year of 2014/2015. There were three classes of Culinary Study Program which consist of 32 students in each class. Mostly of the students are female with 15-16 years old. This research

involved two classes of Culinary Study Program. There were 60 students participated in collecting the data of the needs analysis and 4 of them were absent. All of them were female.

D. Data Collection Techniques and Instruments

The data were collected through the questionnaires. There were two kinds of questionnaires used here. The first questionnaire was needs analysis questionnaire. The questions in the first questionnaire were in the form of close ended questions. The students may answer more than one options. The questionnaires were distributed to class X *Jasa Boga 1* and X *Jasa Boga 2*.

The second questionnaire was evaluation questionnaire. It consists of two types of questions. There were close ended and open ended questions. The results of this questionnaire were used to revise the first draft materials.

In the first questionnaire, the subjects were asked several questions related to their learning needs and target needs by answering multiple choice questions. The target needs referred to the theory of needs analysis by Hutchinson and Waters (1987:55) and for the learning need the researcher applied the theory of developing task by Nunan (2004:41). The organization of the first questionnaire is presented on the table in the following below.

Table 3.1. The Needs Analysis about Target Needs and Learning Needs

Need Analysis	The Aspects	Question Number	The Purpose of the Questions	References
Students personal identity			to find out the personal information about the students	
Target needs	Goals	1	to find out the motivation of the	Nunan (2004: 41)

continued

continued

Need Analysis	The Aspects	Question Number	The Purpose of the Questions	References
			learners to learn English	
	Necessities	2,3,4,5,7	to find out the materials that should be master by the learners	Hutchinson (1987:55)
	Lacks	6,8	to find out the gap between students' current proficiency and the target proficiency	Hutchinson (1987:55)
	Wants	9,10,11	To find out what the learners want to learn	Hutchinson (1987:56)
Learning needs	Input	12,13,14,16, 18,19,21	To find out the appropriate content of materials that the learners will work with	Nunan (2004: 47)
	Procedures	15, 17,20,22 23,24,25	To find out the activities and task that are interesting and suitable for the learners	Nunan (2004: 52)
	Teacher role	28	To find out the contribution of the teacher that the learners need in the process of learning.	Nunan (2004: 64)
	Learner role	29	To find out the information about the role of the students.	Nunan (2004: 64)
	Settings	26,27	To find out the classroom arrangement that is comfortable to conduct the learning process.	Nunan (2004: 70)

The second questionnaire was distributed to an expert after the first draft of the materials was developed. The goal of this questionnaire was to get the

opinion and suggestion about the appropriateness of the materials. The result of the expert judgment was used to revise the first draft. The evaluator was asked to respond whether they were Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree. The questionnaire was organized based on the criteria standard of the coursebook from BSNP. The questions were divided into four parts, those are the appropriateness of content, appropriateness of language, appropriateness of presentation and appropriateness of graphic.

E. Data Analysis Techniques

The data that were collected in this research were in the form of quantitative and qualitative data. The quantitative data were the result of need analysis questionnaire and evaluation questionnaire in the form of close ended questions. The qualitative data were taken from open ended questions in the evaluation questionnaire. The data from the needs analysis questionnaire were analyzed through calculating the percentages of each answer on the questionnaire by following formula.

$$P (\%) = f/N (100)$$

Where : P = Percentage
 f = frequency
 N = number of respondents
 100 = fixed number

The highest percentage of the answer on each question is considered as the real result or the tendency of the students' related condition.

Close ended questions in the evaluation questionnaire used *Likert scale* to determine the point of view of the expert regarding their attitude of the statement about the first draft materials. According to Arikunto (2006) questionnaire can use 3,4 or 5 point of scale. The amount of the point determines the gradation of some condition or opinion of other respondents so that the researcher can gather the information accurately. This research used 4 point scale. They are Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree. The score of each scale are presented in the table below.

Table 3.2. The Score of the Category

No	Category	Score
1	Strongly Agree (SA)	4
2	Agree (A)	3
3	Disagree (D),	2
4	Strongly Disagree (SD)	1

The result of the data from this questionnaire was first measured by using the formula proposed by Soeharto (2005) as follow:

$$R = \frac{xh - xl}{4}$$

Where: R = Range

xh = the highest score

xl = the lowest score

4 = range of the likert scale

Then, the result of calculation was converted into descriptive analysis. To convert the data, data conversion table proposed by Suharto (2005) was used as the mean of the data had been calculated.

Table 3.3 Data Conversion

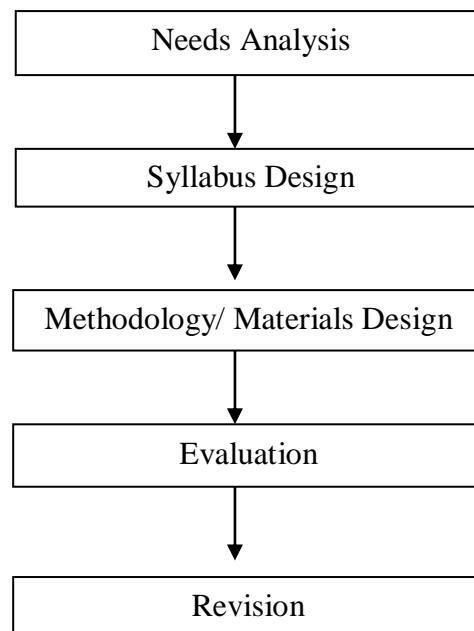
Scale	Interval	Descriptive Categories
1	$1 \leq x \leq 1.74$	Poor
2	$1.75 \leq x \leq 2.24$	Fair
3	$2.25 \leq x \leq 3.24$	Good
4	$3.25 \leq x \leq 4$	Very Good

The qualitative data that were taken from open ended questions were analyzed qualitatively through four steps. The first step was collecting the data from the answer of the expert, then the data were selected, simplified and transformed by summarizing. The next step was displaying the data and concluding the result descriptively.

F. Research Procedures

The procedure of this research referred to Masuhara in Tomlinson (1998:247) with some adaptation to meet the conditions of the research. The scheme is listed in the following page.

Figure 3.1. Research Procedure Adapted from Masuhara



The stages of the research consist of needs analysis, syllabus design, materials design, evaluation and the last is revision. The explanation of each processes of this research is below:

1. Needs Analysis

The need analysis is conducted to obtain data about the learners perspective about learning English, learning needs and their expectation about English materials. The data acquired by using questionnaires which are distributed to the students that are part of sample of the population in this research. The result of needs analysis were analyzed and developed in the next process.

2. Syllabus Design

The result of needs analysis was used to arrange the syllabus design. This syllabus consists of identity of the syllabus, the unit names and titles,

characters, learning indicators, grammar and vocabularies, and learning activities..

3. Material Design

The syllabus was implemented in the materials design in three units of coursebook. Each of the unit consists of 23-24 tasks which were developed into two cycles, spoken cycle (listening and speaking) and written cycle (reading and writing).

4. Evaluation

After the first draft of the materials was arranged, the materials were evaluated by an expert. The evaluation was to check the appropriateness of the materials and to get the suggestion from the expert about the content, language, presentation and graphic. Evaluation questionnaire was used to collect the data from the expert.

5. Revision

After analyzing the result of the expert judgment, the materials then were revised to get the final English learning materials.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents and discusses the findings of the research. The first part of this chapter presents the results of needs analysis, the syllabus, the first draft materials and the results of material evaluation from the expert. The second part presents the discussion of the research.

A. Research Findings

1. The Results of Needs Analysis

Needs Analysis is the procedure used to collect the information about learners needs. In this research the needs analysis was conducted by distributing the questionnaires which consisted of 29 questions. The need analysis was conducted on 23rd November 2014. There were 60 respondents from Grade X of *Jasa Boga 1* and *Jasa Boga 2*. All of the respondents were women in the age between 15-17 years old. The questionnaires used were in the form of open ended questionnaires, the learners were allowed to choose more than one option for each item.

a. Target Needs

Target needs refer to what the learner needs to do in the target situation. The target needs were described in the terms of necessities, lacks, and wants.

a) Necessities

Necessities can be described as the type of need determined by the demands of the target situation and what the learner need

to know to understand and act some role properly in the target situation (Hutchinson, 1987:55). Necessities in this study include students' goal in learning English, the use of English in the school, the use of English in the workplace, the skill and knowledge that will be used in the workplace. The data of students' goal of learning were presented in the table below.

Table 4.1. Goals of Learning English

Questions/ Statement	Answer	N	F	%
My goal in learning English is ...	a. to be able to communicate in English both in spoken and written form.	60	51	85%
	b. to have the ability to work in a hotel or a restaurant.	60	31	52%
	c. to support me to continue the study in a university majoring in Culinary.	60	4	7%
	d. to support me to continue the study in a university majoring in non-Culinary.	60	1	2%

The table shows that more than three-quarters (85%) of the student wanted to learn English to be able to communicate in English both in spoken and written form. 52% of the students learned English to be able to work in a hotel or a restaurant. Furthermore 7% learned English to support them to continue their study in a university majoring in culinary. Only one of the students learned English to support her to study in a university majoring in non-Culinary.

Another aspect of necessity is students view about the use of English nowadays. The data were presented in the table below.

Table 4.2. The Use of English Nowadays

Questions/ Statement	Answer	N	F	%
Now, I use English mostly ...	a. to communicate with friends.	60	1	2%
	b. to communicate with the English teacher.	60	25	42%
	c. to read many English texts in the coursebook and worksheets.	60	25	42%
	d. to read many English texts outside the coursebook such as advertisement, magazine, newspaper, etc.	60	13	22%
	e. to listen to English songs and watch English movies.	60	23	38%

The data show that 42% of the students used English mostly to communicate with the English teacher because the teachers asked students to communicate with them in English during the teaching and learning process. Other 42% of the students used English to read many English texts in the coursebook and worksheet while 38% of them used English to listen to English songs and to watch the English movies. 13 students or 22% of them used English to read many English texts outside the coursebook such as advertisement, magazine, and newspaper. Only 2% communicated in English with their friend.

The next aspect related to necessities is about the use of English after graduating from school and continue working.

Table 4.3. The Use of English After Graduating

Questions/ Statement	Answer	N	F	%
After graduating from school and in the workplace, I will use English to ...	a. to communicate orally with friends, colleagues, or boss.	60	21	35%
	b. to communicate in written form (business letter, memo, etc) with friends, colleagues, or boss.	60	8	13%
	c. to learn English cooking books.	60	17	28%
	d. to learn many recipes from other countries.	60	32	53%

The table shows details of students' opinion about the use of English in the workplace. Overall, the students will use English to learn many recipes from other countries had the highest rank of respondents with 53%. By contrast, the students will use English to communicate in written form with friends in the workplace, had the lowest rank of respondent, with 13%. Furthermore 35% of them need English to communicate orally with friends, colleagues, or their boss. 17 students chose to learn English cooking book.

There were also language skills that they thought they will be used the most in the workplace as follow.

Table 4.4. Language Skills will be Used in the Future

Questions/ Statement	Answer	N	F	%
As I work, language skill that I will use	a. listening.	60	13	22%
	b. speaking.	60	51	85%

continued

continued

mostly is ...	c. reading.	60	15	25%
	d. writing.	60	7	12%

The table indicates that more than three-quarters (85%) of the students thought that speaking was the skill that they will use the most in the workplace. 25% students thought that reading will be mostly used. On the other hand 22% of them needed listening skill to support their work. The last 7% chose writing.

The next aspect of necessities is the knowledge that will be used the most in the workplace as presented in the table below.

Table 4.5. English Knowledge will be Used in the Future

Questions/ Statement	Answer	N	F	%
As I work, knowledge that I will use mostly is ...	a. pronunciation.	60	29	48%
	b. vocabulary.	60	28	47%
	c. grammar.	60	20	33%

Pronunciation and vocabulary were the knowledge that they will use the most in the workplace, with the percentage of 48% and 47% respectively. The last 33% thought that grammar will be mostly used.

The table in the following page gives information of the proficiency level of the learners that will facilitate their career.

Table 4.6. English Proficiency Level in the Workplace

Questions/ Statement	Answer	N	F	%
My English proficiency level to facilitate my career should be in ...	a. beginner.	60	7	12%
	b. intermediate.	60	19	32%
	c. advanced.	60	34	57%

More than a half of the students needed an advanced level of proficiency to facilitate their career. A person will be categorized as advanced if they can communicate in English in all situations fluently and correctly. 32% of the students chose intermediate level, they thought that they need English to communicate in daily conversation everywhere in the workplace although not necessarily fluently. The last 12% thought that beginner level was enough to apply for a job.

b) Lacks

Lacks is the gap between target proficiency with the existing proficiency of the learner. There were 2 questions about lacks in this questionnaire, the first question was about the proficiency level of English today and the difficulties that they usually faced when learning English. First aspect of lacks is presented in the following page.

Table 4.7. English Proficiency Level Today

Questions/ Statement	Answer	N	F	%
My current English proficiency level is ...	a. beginner.	60	50	83%
	b. intermediate.	60	10	17%
	c. advanced.	60		0%

Table 4.7 shows that 83% of students thought that their level of English proficiency was still in beginner. The last 17% chose intermediate level, and no one thought that their English proficiency level was advanced.

The table below gives information about the difficulties of learning English nowadays.

Table 4.8. Difficulty on Learning English

Questions/ Statement	Answer	N	F	%
To communicate in English, I usually faced the difficulty to ...	a. understand communication. daily	60	15	25%
	b. express communication. daily	60	19	32%
	c. understand the text while reading.	60	23	38%
	d. understand the written idea.	60	23	38%

The data show that 38% of the students faced the difficulties to understand the text while reading, they also found the difficulties to understand the written idea. It was slightly different from the difficulties to express ideas on daily communication. 32% of the students chose that option. 25% students faced

difficulty to understand daily communication. Most of them chose more than one options. It means that they faced more than one difficulties to learn English.

c) Wants

Learner's wants are something that they are interested in so it can help them gain their own motivation to learn English. They will also realize on what kind of materials that they were comfortable and enjoy with. There were 3 questions related to wants. The first was about the students development expectation in learning English, the second was the presentation that they want, and the last was about the theme or topic that they were interested in.

The first aspect of wants was about their expectation of materials that will make them better in English. The data are presented in the table below.

Table 4.9. Students Development Expectation

Questions/ Statement	Answer	N	F	%
Generally, I wish English lesson can enable me to ...	a. master grammar better.	60	13	22%
	b. master vocabulary, translation and pronunciation.	60	53	88%
	c. differentiate formal and informal utterance.	60	12	20%

From the table it can be shown that 88% of students wished that English lesson could make them master vocabulary,

translation and pronunciation. 22% of them wanted to master grammar better through English lesson, and the rest 20% wished that they could differentiate between formal and informal utterance in English class.

The second aspect about wants was the presentation of the materials that they want. Here are the data that show the result.

Table 4.10. Presentation of Materials

Questions/ Statement	Answer	N	F	%
In the terms of presentation, I want English materials which ...	a. consist of many pictures.	60	14	23%
	b. provide the learning text only.	60	10	17%
	c. provide interesting and colorful presentation.	60	44	73%

Nearly three-quarters of the students (73%) wanted materials that provided interesting and colorful presentation while there were 23 % who wanted presentations that consisted of many pictures. The other 17% wanted materials that provided the learning text only.

The last aspect of wants was about the preferred topic of the materials.

Table 4.11. The Preferred Topic of the Materials

Questions/ Statement	Answer	N	F	%
Generally, in English teaching and	a. daily activities.	60	38	63%
	b. school/ education.	60	14	23%

continued

continued

learning, I want to learn a topic about ...	c. cooking.	60	25	42%
	d. news update/ hot issue.	60	4	7%

Table 4.11 shows that 63% of the students wanted to learn topics about daily activities while there were 25 students from the total respondents that chose the materials related about cooking. Nearly one-quarter of the students (23%) were also interested in the topic about school or education while the other 7% chose hot issue.

b. Learning Needs

Learning needs refer to what the learner need to do in order to learn. In this research, learning needs consist of 5 aspects. There are input, procedures, teachers roles, learners roles and setting.

a) Input

Input refers to the spoken, written, and visual data that learners work with in the course of completing task (Nunan, 2004). There were 7 questions about input that the learners expect they will get in their learning materials. Those are the questions about the existence of pictures, effective input for learning reading, writing, speaking and listening, and effective input for learning vocabulary, pronunciation and grammar.

First aspect about input was the presentation of the course in terms of the existence of pictures in the English learning materials.

Table 4.12. The Use of Pictures in the Coursebook

Questions/ Statement	Answer	N	F	%
If there are pictures in the English learning materials, I think it...	a. is very helpful	60	58	97%
	b. does not give any impact	60	1	2%
	c. is not helpful at all	60	1	2%

The data prove that nearly all of them or 58 students from 60 respondents agreed that pictures were very helpful to make it easier for them to learn English. One student thought that it did not give any impact and another one thought pictures did not help her learning English.

The next one was about input for listening. It consisted of an effective input text for listening and the length of words for listening section.

Table 4.13. Effective Input for Listening

Questions/ Statement	Answer	N	F	%
In the listening section, the input text that is effective for me is/ are ...	a. monologue and dialogue.	60	4	7%
	b. monologue and dialogue with some pictures.	60	21	35%
	c. monologue and dialogue with some of difficult words.	60		13%

continued

continued

	d. authentic materials such as video, news, song, film, etc	60	39	65%
The input text for listening will be better if it consists of ... words	a. < 200 words.	60	22	37%
	b. 200-300 words.	60	34	57%
	c. > 300 words.	60	4	7%

The table shows that 65% of the students thought authentic materials such as video, news, song or film is the best input for listening and 57% of them suggest the input text for listening were about 200-300 words. Monologue and dialogue with some pictures were the second option were chosen by 35% of students. The other 13% chose monologue and dialogue with some difficult words was the effective input for listening. Only a few of them chose monologue and dialogue as the input. In addition 37% of students suggested that input text should consist of less than 200 words for listening section. The last 7% chose more than 300 words for input text of listening

The next table is about effective input for speaking.

Table 4.14. Effective Input for Speaking

Questions/ Statement	Answer	N	F	%
In the speaking section, the input text that is effective for	a. monologue and dialogue.	60	13	22%
	b. monologue and dialogue with some pictures.	60	17	28%
	c. topic about hot news.	60	14	23%

continued

continued

me is/ are ...	d. pictures about people, places, things or situations.	60	29	48%
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From the table, it shows that 48% of the students chose pictures about people, places, things and situations as the effective input text for speaking. The rest of the students chose monologue and dialogue or monologue and dialogue with some pictures and topic about hot news. The result between three of them was slightly different in the percentage, about 22%, 28% and 23% respectively. It also shows the consistence of the answer from the previous questions about the presentation that consisted of pictures. Picture is the aspect that can make them more interesting to learn English.

Table 4.15. Effective Input Text for Reading

Questions/ Statement	Answer	N	F	%
In the reading section, the input text that is effective for me is/ are ...	a. short function text such as advertisement, memo, announcement, etc.	60	26	43%
	b. text such as descriptive, recount, narrative, etc.	60	29	48%
	c. authentic text such as newspaper, recipes, and magazine.	60	5	8%
	d. texts which are related about cooking.	60	19	32%
The input text for reading will be better if it consists of ... words	a. < 200 words	60	18	30%
	b. 200-300 words	60	33	55%
	c. > 300 words.	60	9	15%

48% of the students chose text such as descriptive, recount and narrative as the effective input text for reading while 43% of them thought that short functional text such as advertisement, memo and announcement was the effective input for reading. 19 of the students interested in the text related to cooking and the rest chose authentic text such as newspaper, recipes and magazines.

The table also shows the fact that 55% of them chose the texts which were consist of 200-300 words for reading input. Moreover there were 18 students or 30% who wanted the texts which were less than 200 words. The rest 15% chose more than 300 words for the input.

The next aspect was about writing input. There were 4 options related to this aspect. The result is shown in the table below.

Table 4.16. Effective Input for Writing

Questions/ Statement	Answer	N	F	%
In the writing section, the input text that is effective for me is/ are ...	a. general information about people, things, places or events.	60	33	55%
	b. graphic which contain information about people, things, places or evenst.	60	7	12%
	c. pictures about people, things, places or events.	60	17	28%
	d. vocabulary about related text that will be written.	60	22	37%

More than half of them or 55% of the students chose general information about people, things, place or event as the input for

writing section. Vocabulary about the related text also became the input that the students wanted, it took 37%. In addition there were 28% who chose pictures about people, things, place or event as an input for writing. The other 12% chose graphic which contained of people, things, places or events.

d) Procedures

Procedures specify what learners will actually do with the input that forms the point of departure for the learning task (Nunan: 2004).

The table 4.17 delivers the information about effective learning activity for listening. The students were allowed to answer using more than one options.

Table 4.17. Effective Activity for Listening

Questions/ Statement	Answer	N	F	%
The effective listening activity is ...	a. identifying some information in the monologue or dialogue text.	60	23	38%
	b. answering question orally.	60	7	12%
	c. answering question in written form.	60	16	27%
	d. identifying expression.	60	17	28%
	e. determining true/ false statement.	60	26	43%

From the table above, it can be seen that 43% of the students chose determining true or false statement in listening activity as the effective activity. Other 38% chose to identify some

information in the monologue or dialogue text. Furthermore, there were 28% students who liked to identify expression while 27% of them like to answer question in written form as the effective listening activity. The rest 12% chose to answer the question orally.

The next procedure aspect was about effective activity for speaking.

Table 4.18. Effective Activity for Speaking

Questions/ Statement	Answer	N	F	%
The effective speaking activity is ...	a. role play.	60	36	60%
	b. memorizing dialogue or monologue and practicing in front of the class.	60	19	32%
	c. discussing certain topic.	60	10	17%
	d. information gap.	60	20	33%

More than half of them (60%) chose role play as the speaking activity, while 33% of them chose information gap, an activity that make the students communicate with their friends in the class in order to get information they do not possess (Richards, 2001: 22). Moreover there were 32% of them who chose to memorize monologue and dialogue and then practiced it in front of the class. Actually, this kind of activity was not effective to make them able to communicate, because when they have already memorized the text, they did not develop the information and delivered it

naturally or impromptu. The last 17% chose to discuss certain topics. From the result, it also can be inferred that the students were not confident enough to speak in English since they chose to memorize rather than speak directly.

Table 4.19. Effective Activity for Reading

Questions/ Statement	Answer	N	F	%
The effective reading activity is ...	a. reading aloud.	60	7	12%
	b. determining true and false statement.	60	8	13%
	c. answering question based on the information in the text.	60	17	28%
	d. comprehending text and translating into Indonesian.	60	43	72%

In the reading activity, 72% of the students chose comprehending and translating text into Indonesian as the effective activity for reading. The next 28% chose to answer question based on the information in the text while 13% of the students thought that determining true and false statement was the effective reading activity for them. The other 12% chose reading aloud for the reading skill.

Table 4.20. Effective Activity for Writing

Questions/ Statement	Answer	N	F	%
The effective writing activity is	a. completing the missing words.	60	18	30%
	b. writing short text.	60	24	40%

continued

continued

...	c. arranging jumbled sentences into paragraph.	60	29	48%
	d. identifying mistakes in the sentences or words and then repairing them.	60	9	15%

Table 4.20 shows that 48% of the students chose arranging jumbled sentences into paragraph as the effective writing activity, while 40% of them thought writing short text was also an interesting writing activity. In addition completing missing words was chosen by 30% of the students and the other 15% of them thought that identifying mistakes in the sentences or words and changing it into correct statement was the effective activity for writing.

Table 4.21. Effective Activity for Learning Vocabulary

Questions/ Statement	Answer	N	F	%
In learning vocabulary, the effective way is ...	a. translating words directly.	60	17	28%
	b. translating words based on context.	60	22	37%
	c. memorizing words with its meaning.	60	24	40%
	d. checking words with its meaning.	60	17	28%

From the table 4.21 it can be inferred that nearly half of the students (40 %) chose to memorize words with its meaning as the effective way to learn vocabulary. 37% of them chose to translate words based on context. Translating words directly and checking

words on its meaning in the dictionary got the same 28% as the effective way to learn vocabulary.

Table 4.22. Effective Activity for Learning Pronunciation

Questions/ Statement	Answer	N	F	%
In learning pronunciation, the effective way is ...	a. imitating the pronunciation from the teacher.	60	36	60%
	b. reading aloud by reading the phonetic transcription.	60	14	23%
	c. discussing with friends about the true pronunciation.	60	10	17%

More than half of them (60%) chose to learn pronunciation by imitating the pronunciation of the teacher. 23% thought that reading aloud by following the phonetic transcription was the effective way to learn pronunciation. The other 17% chose to discuss with friend about the true pronunciation to learn pronunciation together.

The last aspect related to procedure was about effective grammar activity.

Table 4.23. Effective Activity for Learning Grammar

Questions/ Statement	Answer	N	F	%
In learning grammar, the effective way is ...	a. identifying sentence structure's mistakes.	60	15	25%
	b. correcting sentence structure's mistakes.	60	11	18%
	c. analyzing grammar of a text.	60	23	38%
	d. writing sentence based on the formula.	60	25	42%

There were 3 options related to the effective way for learning grammar. The result shows that 42 of the students chose to learn grammar by writing sentences based on the formula given. Furthermore, 38% of them chose to analyze grammar structure of a text, while 18% of them thought that correcting sentence structure's mistakes is the effective way to learn grammar.

e) Setting

Setting deals with the place where the process of learning occurred. It also determines in what circumstance the task should be done. In curriculum 2013, learning activities do not only take place in the classroom. It can be anywhere as long as the place is conducive to conduct teaching and learning process that can make learners more comfortable and enjoy learning.

There were 2 questions related to setting aspects. The first was about the place to conduct teaching and learning process and the second was about the effective way to do the task. The results are presented in the table 4.24 below.

Table 4.24. Setting in Learning English

Questions/ Statement	Answer	N	F	%
The English teaching and learning should be conducted in ...	a. inside class.	60	32	53%
	b. library.	60	6	10%
	c. language laboratory	60	19	32%

continued

continued

The effective way to do the task during teaching and learning process is	a. individually.	60	16	27%
	b. in pair.	60	23	38%
	c. little group (4-6 people).	60	34	57%
	d. big group (5 or more people).	60	3	5%

From the table, it can be seen that 53% of the students were still comfortable to conduct the teaching learning process in the classroom, while language laboratory was the second option that got 32%. It was because the students grade X were not accommodated with language laboratory. The language laboratory is usually used by the students of grade XII to train their listening skills for the national exam. The other 10% chose to learn English in library.

The second aspect related to setting was the effective way to do the task. Here, it can be concluded that 57% of students were comfortable to do the task in small groups which consist of 4-6 students. On the other hand 38% of them chose to work in pairs to do and discuss the task. There were also 16 students who chose to do the task individually. The other 5% were comfortable to work in big groups containing more than 6 people.

f) Teacher Role

Teachers have important roles during the teaching and learning process. When the learners should be more active in the class and do the independent learning, it does not mean that the

teacher has no roles in the classroom. English teacher needs to provide the students with some support in every learning step.

The table 4.25 shows the students' want related to the role of the teacher during the process of learning.

Table 4.25. Teacher Role

Questions/ Statement	Answer	N	F	%
In the process of learning, teacher should ...	a.explain the materials and ask the students to do the exercise.	60	26	43%
	b.read the text and directly translate it together with the students.	60	26	43%
	c. walk through around the class and control the students' worksheet and give comments.	60	3	5%
	d.help students to understand text.	60	23	38%

From the table it can be seen that 43% of the students thought that the teacher in the class should explain the materials and ask students to do the exercise while other 43% also wanted the teacher to read the text and then translate it directly together with the students. 38% of the students needed the teacher role to help them understand the text, while the rest 5% said that the teacher would be better if they walked around the class and control the students' worksheet and gave the positive comment about the students' work.

d) Learners Role

In curriculum 2013, the learner is the center of learning process. It makes learners strive and become independent learners who actively participate in the class.

Here are the perspectives of the learners' about their role in the process of learning.

Table 4.26. Learners Role

Questions/ Statement	Answer	N	F	%
In the process of learning, students should ...	a. only listen to teacher's explanation.	60	1	2%
	b. write all of teacher's explanation.	60	17	28%
	c. actively participate.	60	52	87%
	d. do self-learning and do the exercise quietly.	60	5	8%

The result of needs analysis in terms of students' role was that 87% of the students realized that they should participate actively in the process of learning. Furthermore 28% of them still wanted to write all of the explanation of the teacher. The other 8% chose self-learning by doing the exercise quietly while only one student chose to only listen to the teacher explanation passively.

2. The Syllabus

The next step of developing materials after conducting and analyzing the needs analysis was designing a syllabus. The syllabus was used to produce an integrated series of the unit development. It also provides complete steps and activities of each unit or the materials developed. The

syllabus was made according to core competences and basic competences. The syllabus design consists of 6 parts. There were the unit title, character, indicators, input, grammar and vocabulary and activities. The activities which were chosen in this syllabus were the result of the highest score of the needs analysis. Each unit in the course book consists of core competences 1, 2, 3 and 4.

a. Unit 1

Unit 1 was taken from basic competences 1.1, 2.2, 3.5, and 4.6. The title of this unit was “Congratulations, You Deserve It”. The title represents the unit focus on congratulatory expressions. The topic is related to congratulatory expressions on winning many kinds of culinary competitions. Even though the topic of this unit was about expressions of congratulations, there were also expressions of compliment which were nearly related to this topic. The grammar focus of this unit was noun phrase. This unit focused on teaching the students how to congratulate someone and how to write congratulatory card in English. There were two cycles in this unit: spoken cycle and written cycle.

There were 23 tasks in the first unit; 2 tasks for warm up, 14 tasks for listening and speaking and 7 tasks for reading and writing. In the spoken cycle, the input texts were in the form of conversations related to congratulatory and compliment expressions, while in the written cycle the input text was a congratulatory card.

b. Unit 2

Unit 2 was taken from basic competences 1.1, 2.3, 3.7, 4.8, 4.9 and 4.10. The topic of this unit was food description to be written in the menu book in a restaurant. The unit focuses on descriptive texts. The title of Unit 2 was “Can You Describe This Menu?”. The title represents the text type that will be learnt in this unit. This unit emphasized on how students describe food orally and in writing. The grammar focus of this unit was adjective order.

There were 24 tasks in the second unit; 1 task for warm up, 13 tasks for listening and speaking and 10 tasks for reading and writing activities. In the spoken cycle the input text were in the form of conversation about the speaker lunch menu, and example of menu book for the input of written cycle.

c. Unit 3

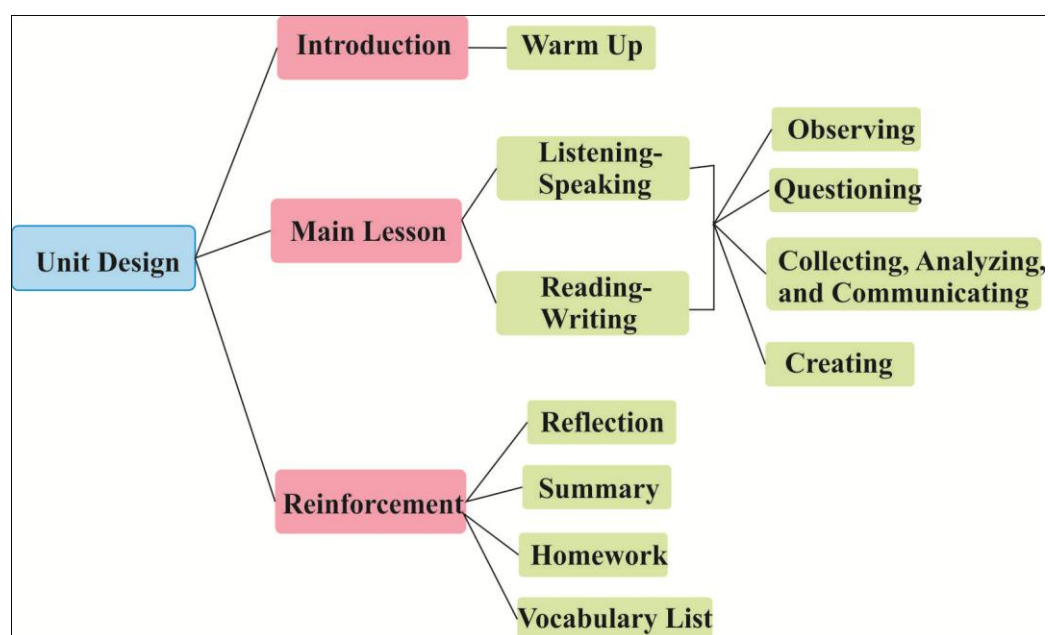
Unit 3 was taken from basic competences 1.1, 2.3, 3.8, 4.11 and 4.12. The topic of this unit was announcement related to culinary competitions. The unit focused on creating announcement orally and in writing. The title of unit 3 is “Look at the announcement on the board”. The grammar focus of this unit was time and place prepositions (in, at, and on).

There were 24 tasks in the third unit; 1 task for warm up activity, 11 tasks for listening and speaking and 12 tasks for reading and writing. The input text for spoken cycle was in the form of

announcement in the radio. As for the written cycle, it was in the form of an announcement poster. The learning activities were arranged based on scientific methods steps consisting of observing, questioning, collecting data, analyzing data, communicating, and creating.

3. First Draft Developed Materials

The first draft consisted of three units. Each unit consists of three parts: Introduction, Main Lesson, and Reinforcement. Introduction part consisted of warm up activity, Main Lesson consisted of spoken cycle (listening and speaking) and written cycle (reading and writing). Each cycle was arranged based on scientific methods steps consisting of observing, questioning, collecting data, analyzing data, communicating, and creating. The last part of the developed materials was Reinforcement. It consisted of Homework, Reflection, Summary and Vocabulary list. This part was aimed to give the students enrichment through activities that can be done outside the class with more exploration as their homework. In the Reflection part, the students are given the chance to recognize their ability and knowledge while learning the materials. In the summary, the students can find the conclusion of a unit. Vocabulary list gives the students chance to memorize new vocabularies that can be found in the previous tasks. The figure 4.1 in the next page described the parts of each unit. The tasks description of each unit was explained in the Appendices.

Figure 4. 1. Unit Design

4. The Results of the Materials Evaluation

After the first draft was developed, the next step was validation by the expert. The expert examined the materials, gave evaluation, suggested some revisions and decided whether the materials were appropriate or not to be implemented in the classroom. The expert of the developed materials was a lecturer of English Education Study Program of Yogyakarta State University who has had more than ten year-experiences of teaching. She obtained her Master degree in Sanata Dharma University. She also has some experiences on writing coursebook for vocational high school students. Therefore, the judgment given by her can be trusted. There were four aspects to be evaluated namely the appropriateness of content, language, presentation, and graphic of the materials.

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

1) The Results of Expert Judgment of Unit 1

a) The Appropriateness of the Content

The first aspect to be evaluated was the appropriateness of the content. The following table shows the results of the appropriateness of the content of Unit 1.

Table 4.27. The Appropriateness of Content Unit 1

No.	Items	Score
	The Appropriateness of Content	
1	The developed materials are in accordance with the Core Competences and Basic Competences stated in 2013 Curriculum of grade X of Vocational High School.	3
2	The developed materials include congratulations expressions which are relevant to the students' daily life and culinary aspects in order to develop their listening, speaking, reading, and writing skills.	4
3	The developed materials involve the explanation of social function of congratulatory expressions.	4
4	The developed materials involve the explanation of the structure of congratulatory expressions.	4
5	The developed materials involve the explanation of the language feature of congratulatory expressions.	4
6	The developed materials involve vocabulary learning tasks which are relevant to the requirement of the curriculum.	3
7	The developed materials involve pronunciation learning tasks which are relevant to the requirement of the curriculum.	3
8	The developed materials guide the students to communicate in English in daily life such as congratulating a friend who wins a competition.	4
9	The developed materials guide students to communicate in English accurately and communicatively.	3
10	The developed materials include texts, pictures, and appendices which are relevant to the topic related to culinary.	4

continued

continued

Mean (\bar{x})	3.6
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Table 4.27 shows that the mean value of the appropriateness of the content of Unit 1 is 3.6. This value is in the range of $3.25 \leq x \leq 4$ which can be categorized as “Very Good.

b) The Appropriateness of Language

The second aspect to be evaluated was the appropriateness of language for Unit 1. The following table shows the result of the appropriateness of language of Unit 1.

Table 4.28. The Appropriateness of Language Unit 1

No.	Items	Score
	The Appropriateness of Language	
11	The language of the instruction and explanation in the developed materials is in accordance with the grade X students of Culinary study program’s cognitive development.	3
12	The language used in the developed materials is unambiguous and understandable by the students.	3
13	The language used in the developed materials is grammatically correct.	3
14	The language used in the developed materials is cohesive and coherent.	4
15	The language used in the developed materials consistently used one variation of English.	4
Mean (\bar{x})		3.4

Table 4.28 shows that the mean (\bar{x}) value related to the language aspects of the materials are 3.4. It can be categorized as “Very Good” since its position is within the interval $3.25 < x \leq 4$.

c) The Appropriateness of the Presentation

The next aspect to be evaluated was the appropriateness of the Presentation. The following table shows the result of the appropriateness of presentation of Unit 1.

Table 4.29. The Appropriateness of Presentation Unit 1

No.	Items	Score
	The Appropriateness of Presentation	
16	The developed materials are in accordance with the steps of scientific approach-based learning as required by Curriculum 2013.	4
17	The materials are presented in the form of texts, learning activities, and pictures equally.	4
18	The materials support interaction between the students and other students, interaction between students and teacher, and interaction between students and their surroundings.	3
19	The materials support students' creativity to communicate orally and in writing.	3
20	The developed materials are begun with guided tasks and gradually move to free production tasks.	3
21	The presented materials include some tasks which support the students to communicate orally and in writing.	3
22	The tasks are arranged systematically from the easiest to the most difficult.	3
23	Every unit of the developed materials has the learning objective stated.	4
24	Every unit of the developed materials has summary part that provides the summary of the learning materials presented in the unit.	4
25	Every unit of the developed materials has homework part.	3
26	Every unit of the materials developed provides additional facts that are related to daily life and culinary.	4
Mean (x)		3.45

Table 4.29 shows that the mean (x) value related to the presentation aspects of the materials is 3.45. It can be

categorized as “Very Good” since its position is within the interval $3.25 < x \leq 4$.

d) The Appropriateness of Graphic

The last aspect to be evaluated was the appropriateness of graphic. The following table shows the result of the appropriateness of graphic of Unit 1.

Table 4.30. The Appropriateness of Graphic Unit 1

No.	Items	Score
	The Appropriateness of Graphic	
27	The developed materials are printed on ISO-standardized size papers (A4, A5, B5)	4
28	The use of font type and color can be easily read by the students.	2
29	The layout of the developed materials is proportional.	4
30	Pictures or illustration which are used are relevant with the topic and the content of the materials.	3
31	The developed materials use the appropriate variation of fonts.	4
32	The developed materials use the right number of variation (bold, italic, underline, capitalization).	3
33	The illustration and graphic design in the developed materials are aesthetic and functional.	3
34	The use of pictures or illustrations is proportional and describes the content of the materials.	3
35	The overall design of the developed materials is visually interesting.	3
Mean (x)		3.22

Table 4.30 shows that the mean (x) value related to the graphic aspects of the materials is 3.22. It can be categorized as “Good” since its position is within the interval $2.25 < x \leq 3.24$. There were some comments from the expert related to the font size which is too small and the pictures that need some variations.

2) Revisions of Unit 1

The results of the materials evaluation show that Unit 1 is appropriate for grade ten students of Culinary Study Program. The revisions of Unit 1 mostly dealt with graphic. The coursebook used Times New Roman font size 11 pt. The font needs to be resized into 12 pt. Some pictures in this unit also need to be replaced with more variations. The details of the revisions are in the appendices.

a. The Results of Expert Judgment and Revisions of Unit 2

1) The Results of Expert Judgment of Unit 2

a) The Appropriateness of the Content

The first aspect to be evaluated was the appropriateness of the content. The following table shows the results of the analysis of the appropriateness of the content of Unit 2

Table 4.31. The Appropriateness of Content Unit 2

No.	Items	Score
	The Appropriateness of Content	
1	The developed materials are in accordance with the Core Competences and Basic Competences stated in 2013 Curriculum of grade X of Vocational High School.	4
2	The developed materials include descriptive text which are relevant to the students' daily life and to culinary aspects in order to develop their listening, speaking, reading, and writing skills.	4
3	The developed materials involve the explanation of social function of descriptive text.	4
4	The developed materials involve the explanation of the structure of descriptive text.	4
5	The developed materials involve the explanation of the language feature of descriptive text.	4

continued

continued

6	The developed materials involve vocabulary learning tasks which are relevant to the requirement of the curriculum.	4
7	The developed materials involve pronunciation learning tasks which are relevant to the requirement of the curriculum.	4
8	The developed materials guide the students to communicate in English in daily life such as describing their favorite food.	4
9	The developed materials guide students to communicate in English accurately and communicatively.	4
10	The developed materials include texts, pictures, and appendices which are relevant to the topic related to culinary.	4
Mean (x)		4

Table 4.31 shows that the mean value of the appropriateness of the content of Unit 2 is 4. This value is in the range of $3.25 \leq x \leq 4$ which can be categorized as “Very Good”.

b) The Appropriateness of Language

The second aspect to be evaluated was the appropriateness of language for Unit 1. The following table shows the result of the appropriateness of language of Unit 2.

Table 4.32. The Appropriateness of Language Unit 2

No.	Items	Score
	The Appropriateness of Language	
11	The language of the instruction and explanation in the developed materials is in accordance with the grade X students of Culinary study program’s cognitive development.	4
12	The language used in the developed materials is unambiguous and understandable by the students.	4
13	The language used in the developed materials is grammatically correct.	4
14	The language used in the developed materials is	4

continued

continued

	cohesive and coherent.	
15	The language used in the developed materials consistently used one variation of English.	4
Mean (\bar{x})		4

Table 4.32 shows that the mean value of the appropriateness of the language of Unit 1 is 4. This value is in the range of $3.25 \leq x \leq 4$ which can be categorized as “Very Good”.

c) The Appropriateness of the Presentation

The next aspect to be evaluated was the appropriateness of the presentation. The following table shows the result of the appropriateness of presentation of Unit 2.

Table 4.33. The Appropriateness of Presentation Unit 2

No.	Items	Score
	The Appropriateness of Presentation	
16	The developed materials are in accordance with the steps of scientific approach-based learning as required by Curriculum 2013.	4
17	The materials are presented in the form of texts, learning activities, and pictures equally.	4
18	The materials support interaction between the students and other students, interaction between students and teacher, and interaction between students and their surroundings.	4
19	The materials support students' creativity to communicate orally and in writing.	4
20	The developed materials are begun with guided tasks and gradually move to free production tasks.	4
21	The presented materials include some tasks which support the students to communicate orally and in writing.	4
22	The tasks are arranged systematically from the easiest to the most difficult.	4
23	Every unit of the developed materials has the learning objective stated.	4
24	Every unit of the developed materials has summary	4

continued

continued

	part that provides the summary of the learning materials presented in the unit.	
25	Every unit of the developed materials has homework part.	4
26	Every unit of the materials developed provides additional facts that are related to daily life and culinary.	4
Mean (\bar{x})		4

Table 4.33 shows that the mean value of the appropriateness of the presentation of Unit 2 is 4. This value is in the range of $3.25 \leq x \leq 4$ which can be categorized as “Very Good”.

d) The Appropriateness of Graphic

The last aspect to be evaluated was the appropriateness of graphic. The following table shows the result of the appropriateness of graphic of Unit 2.

Table 4.34. The Appropriateness of Graphic Unit 2

No.	Items	Score
	The Appropriateness of Graphic	
27	The developed materials are printed on ISO-standardized size papers (A4, A5, B5)	4
28	The use of font type and color can be easily read by the students.	3
29	The layout of the developed materials is proportional.	4
30	Pictures or illustration which are used are relevant with the topic and the content of the materials.	4
31	The developed materials use the appropriate variation of fonts.	4
32	The developed materials use the right number of variation (bold, italic, underline, capitalization).	4
33	The illustration and graphic design in the developed materials are aesthetic and functional.	4
34	The use of pictures or illustrations is proportional and describes the content of the materials.	4
35	The overall design of the developed materials is visually interesting.	4

continued

continued

Mean (\bar{x})	3.89
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Table 4.34 shows that the mean value of the appropriateness of the graphic of Unit 2 is 3.89. This value is in the range of $3.25 \leq x \leq 4$ which can be categorized as “Very Good”. Although it is categorized as “Very Good”, there are some parts that need revisions. The font size is too small and the space is too narrow.

2) Revisions of Unit 2

The result of the materials evaluation gives information that Unit 2 is categorized as appropriate. The revision in unit 2 is the same with unit 1, this is about graphic. The font that is used in the first draft in this unit is Times New Roman size 11. It should be resized to 12. There are limited variations of the fonts. Another graphic problem is about space. The previous space is 1.15 and it is changed into 1.5. The details of the revisions are in the appendices.

b. The Results of Expert Judgment and Revisions of Unit 3

1) The Results of Expert Judgment of Unit 3

a) The Appropriateness of the Content

The first aspect to be evaluated was the appropriateness of the content. The table in the next page shows the results of the analysis of the appropriateness of the content of Unit 3.

Table 4.35. The Appropriateness of Content Unit 3

No.	Items	Score
	The Appropriateness of Content	
1	The developed materials are in accordance with the Core Competences and Basic Competences stated in 2013 Curriculum of grade X of Vocational High School.	4
2	The developed materials include announcement which are relevant to the students' daily life and culinary aspects in order to develop their listening, speaking, reading, and writing skills.	4
3	The developed materials involve the explanation of social function of announcement.	4
4	The developed materials involve the explanation of the structure of announcement	4
5	The developed materials involve the explanation of the language feature of announcement.	4
6	The developed materials involve vocabulary learning tasks which are relevant to the requirement of the curriculum.	4
7	The developed materials involve pronunciation learning tasks which are relevant to the requirement of the curriculum.	4
8	The developed materials guide the students to communicate in English in daily life such as announcing a competition in the school.	4
9	The developed materials guide students to communicate in English accurately and communicatively.	4
10	The developed materials include texts, pictures, and appendices which relevant to the topic related to culinary.	4
Mean (x)		4

Table 4.35 shows that the mean value of the appropriateness of the content of Unit 3 is 4. This value is in the range of $3.25 \leq x \leq 4$ which can be categorized as "Very Good".

b) The Appropriateness of Language

The second aspect to be evaluated was the appropriateness of language for Unit 3. The following table shows the result of the appropriateness of language of Unit 3.

Table 4.36. The Appropriateness of Language Unit 3

No.	Items	Score
	The Appropriateness of Language	
11	The language of the instruction and explanation in the developed materials is in accordance with the grade X students of Culinary study program's cognitive development.	4
12	The language used in the developed materials is unambiguous and understandable by the students.	4
13	The language used in the developed materials is grammatically correct.	4
14	The language used in the developed materials is cohesive and coherent.	4
15	The language used in the developed materials consistently used one variation of English.	4
Mean (x)		4

Table 4.36 shows that the mean value of the appropriateness of the language of Unit 3 is 4. This value is in the range of $3.25 \leq x \leq 4$ which can be categorized as "Very Good".

c) The Appropriateness of the Presentation

The next aspect to be evaluated was the appropriateness of the Presentation. The following table shows the result of the appropriateness of presentation of Unit 3.

Table 4.37. The Appropriateness of Presentation Unit 3

No.	Items	Score
	The Appropriateness of Presentation	
16	The developed materials are in accordance with the steps of scientific approach-based learning as required by Curriculum 2013.	4
17	The materials are presented in the form of texts,	4

continued

continued

	learning activities, and pictures equally.	
18	The materials support interaction between the students and other students, interaction between students and teacher, and interaction between students and their surroundings.	4
19	The materials support students' creativity to communicate orally and in writing.	4
20	The developed materials are begun with guided tasks and gradually move to free production tasks.	4
21	The presented materials include some tasks which support the students to communicate orally and in writing.	4
22	The tasks are arranged systematically from the easiest to the most difficult.	4
23	Every unit of the developed materials has the learning objective stated.	4
24	Every unit of the developed materials has summary part that provides the summary of the learning materials presented in the unit.	4
25	Every unit of the developed materials has homework part.	4
26	Every unit of the materials developed provides additional facts that are related to daily life and culinary.	4
Mean (x)		4

Table 4.37 shows that the mean value of the appropriateness of the presentation of Unit 3 is 4. This value is in the range of $3.25 \leq x \leq 4$ which can be categorized as "Very Good".

d) The Appropriateness of Graphic

The last aspect to be evaluated was the appropriateness of graphic. The table in the next page shows the result of the appropriateness of graphic of Unit 3.

Table 4.38. The Appropriateness of Graphic Unit 3

No.	Items	Score
	The Appropriateness of Graphic	
27	The developed materials are printed on ISO-standardized size papers (A4, A5, B5)	4
28	The use of font type and color can be easily read by the students.	2
29	The layout of the developed materials is proportional.	2
30	Pictures or illustration which are used are relevant with the topic and the content of the materials.	3
31	The developed materials use the appropriate variation of fonts.	3
32	The developed materials use the right number of variation (bold, italic, underline, capitalization).	4
33	The illustration and graphic design in the developed materials are aesthetic and functional.	4
34	The use of pictures or illustrations is proportional and describes the content of the materials.	2
35	The overall design of the developed materials is visually interesting.	4
Mean (x)		3

Table 4.38 shows that the mean value of the appropriateness of the graphic of Unit 3 is 4. This value is in the range of $2.25 < x \leq 3.24$ which can be categorized as “Good”. There are 3 items that got scored 2 from the expert. It means that there were many things that should be repaired in term of graphic in this unit. In one task the background picture makes the sentences unclear. The space was also too narrow in some tables in this task. The title of the unit should be replaced with more interesting one.

2) Revisions of Unit 3

The result of materials evaluation shows that Unit 3 is appropriate for grade ten students of culinary study program.

This unit has the most mistakes but the problem is still about graphic.

The title of this unit needs to be revised. In the first draft the title is “Please Listen to the Announcement”, and it revised to “Look at the announcement on the board”. In task 5 the background picture in the announcement makes the sentences unclear so the background is changed into solid color. In task 13, the space is too small. In the task 19, the density between fonts is too small and the font needs more variation. So, space from 1.15 is enlarged to 1.5 and the font from Times New Roman size 11 is changed into Century 725Cn. All the font size for the contents of the coursebook is resized into 12. The details of the revisions are in the appendices.

B. Discussion

The result of this research is a set of English learning materials for grade X students of Culinary Study Program at SMKN 3 Purworejo based on Curriculum 2013. After doing several steps of developing the materials, finally the materials have been judged as appropriate for Culinary Study Program.

There are some steps of developing materials as adapted from Masuhara in Tomlinson (1998:247). The steps were started from need analysis, syllabus design, materials design, evaluation and revision. The first step of designing materials was gathering the needs analysis since the students have specific needs of English. The needs analysis was conducted on November, 23rd, 2014

at SMK N 3 Purworejo which is located at Jl. Kartini Number 5, Purworejo by distributing needs analysis questionnaires to 60 students of Culinary Study Program grade X. The questionnaires were used to gather the data about target needs and learning needs.

The target needs cover the questions related to the students' goal of learning English, their necessities, lacks, and wants (Hutchinson and Waters: 1987). Based on the need analysis, the students' goal of learning English is to be able to communicate in both spoken and written English. Nowadays, the students use English to communicate with the English teacher and to read many English texts in the coursebook and worksheets. After graduating, they use English to learn many recipes from other countries. They also believe that speaking is the language skill that they will use the most and pronunciation is the knowledge they will use the most in workplace. The students think that they should reach advanced level of English proficiency to facilitate their career. Lacks are the gap between target proficiency with the existing proficiency of the learner. Based on the need analysis, students are mostly in the beginner level of proficiency. They faced difficulty to understand the text while reading. Wants are what the learners expect about language area they want to master. The students expect that English can enable them to master vocabulary, translation and pronunciation. They also want an interesting and colorful presentation of English materials. The students choose daily activities as the topic they want to learn.

Learning needs cover the components of tasks proposed by Nunan (2004), which include input, procedures, setting, teacher role, and learners role. The result of need analysis shows that pictures are very helpful to make it easier for them to learn English. For listening input, the students choose authentic materials such as videos, news, songs, and movies which consist of 200-300 words. They choose to determine true or false statement as the listening activity. In terms of speaking input, the effective input is pictures about people, place, things or situation and role play as the effective activity. They claim that effective input for reading are functional text such as descriptive, or recount consisting of 200-300 words. They choose comprehending text and translating as reading activities. The students like general information about people, things, place or event as writing input and arranging jumbled sentences into paragraph as the activity.

In terms of setting, the students prefer to learn inside the class rather than outside. They also like to do the task in groups of 3-4. For the teacher roles, the students want the teacher to explain the materials and ask the students to do the task. In terms of learners' role, they know that they should actively participate the teaching and learning process.

The second step in designing materials was designing the syllabus. The syllabus was based on the core competence and basic competence of Curriculum 2013. It consists of unit names and titles, characters, indicators, input, grammar and vocabularies, and learning activities which consisted of six steps of scientific method: observing, questioning, collecting data, analyzing,

communicating findings, and creating. Each unit consists of four language skills which are listening, speaking, reading, and writing.

There are three unit of learning materials which are developed after developing the syllabus. The materials are developed by considering the needs analysis result. Unit 1 is entitled “Congratulations, You Deserve It” It consists of 23 tasks. This unit focused on congratulatory expressions. Unit 2 is entitled “Can You Describe Your Favorite Food?” It consists of 24 tasks. This unit emphasized on how students create descriptive texts orally and in writing. Unit 3 which is entitled “Look at the announcement on the board” consists of 23 tasks. This unit focuses on listening and producing announcements.

Each unit consists of three parts: Introduction, Main Lesson, and Reinforcement. Introduction part consists of warm-up activity. Main Lesson consists of 4 language skills which are divided into spoken cycle (listening and speaking) and written cycle (reading and writing). The last part of the developed materials is Reinforcement. It consists of Homework, Reflection and Vocabulary List.

After the first draft of the materials had been designed, the next step was expert judgment. There were 4 aspects of the materials that were evaluated by the expert. Those were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation and the appropriateness of the graphic. In this case the expert judgment conducted through questionnaires. The items of the questionnaire were adapted from BSNP of *Intrumen Penilaian Buku Bahasa Inggris SMA*.

The result of expert judgment in each unit is categorized as “Very Good”. The material is appropriate for grade ten students of culinary study program. The revisions of all the units mostly dealt with graphic or appearance. The contents of the materials are also categorized as very good.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the research. There are three main objectives of the research. They are to find out the target needs, find out the learning needs and develop the suitable English learning materials for grade X students of the Culinary study program of SMK N 3 Purworejo. The conclusions part answers the objectives of the research and presents the conclusion of the research findings and discussion. The suggestion part presents some suggestion from the researcher to English Teacher of vocational high school, students and other materials developer.

A. Conclusions

1. Target Needs

Based on the needs analysis conducted in November 2014, the target needs of Grade X students of Culinary Study Program can be concluded as follows:

- a. More than three-quarter of the students (85%) agreed that the main goal of the students in learning English was to be able to communicate in English both in spoken and written form.
- b. More than three-quarter of the students (85%) agreed that the skill they needed the most in the work place was speaking. The knowledge they needed the most in the workplace was pronunciation which was voted by 48% of the students.

- c. More than three-quarter of the students (83%) current level of English proficiency was beginner. However, more than a half of the students (57%) believed that they needed to be in advance level to facilitate their career.
- d. More than a half of the students (53%) wished that English lesson could help them able to master vocabulary, translation and pronunciation.

2. Learning Needs

Nunan (2004) proposed that learning needs consists of 5 aspects. Those are input, procedures, teacher roles, learners role and setting. Based on the result of the needs analysis, the learning needs are described below.

In terms of input, more than half of the students (63%) want topics that are related to daily life and 43% of them choose the topic about culinary matter. Regarding to the presentation, nearly third-quarter of the students (73%) think that the materials provide interesting and colorful presentation. In terms of procedures, they prefer to do some activities such as: determining true or false statement in listening activity, role play in speaking activity, comprehending text and translating in reading activity, arranging jumbled sentence into paragraph in writing activity, memorizing words with its meaning in vocabulary activity, and imitating the pronunciation from teacher and writing sentence based on formula in pronunciation activity. In the term of setting, more than a half of the students (53%) choose to study inside the class and more than a half of students (57%) also choose to work in little group. While in terms of

learners role, more than three-quarter of the students prefer to actively participate in the class room and nearly a half of the students (43%) wish that their teacher explain the materials and guide the students to do the task and also read the text and translate it together with the students.

3. Appropriate Learning Materials for Grade X Students of Culinary

Study Program

Based on the expert judgment, the developed materials are categorized as “Very Good”. The materials were developed based on core competences 1, 2, 3, and 4 and basic competences 1.1, 2.2, 2.3, 3.8, 3.5, 3.7, 4.8 and 4.11 of Curriculum 2013. It also uses scientific approach that is suggested in this curriculum. The application on the curriculum can be seen through the arrangement of the learning activities that consists of several steps of scientific approach which are observing, questioning, collecting data, analyzing, communicating finding and creating.

This research developed three units of coursebook which consist of some components. The first is Introduction which consists of Warm-Up activity. Warm-Up activity consists of some questions to give the students opportunity to have a brainstorming related to the topic and prepare them for the Main Lesson. The students are also introduced with unit title and objective of learning in Introduction part. Unit title is in the form of sentence or phrase that can be used by students to predict what they will learn in the unit by reading the title. The unit objective tells the students what kind of language function and what text they will learn in the unit.

The next component after Introduction is Main Lesson. It consists of two cycles which are, spoken cycle (speaking and listening) and written cycle (reading and writing). Each cycle has six steps of scientific approach, i.e. observing, questioning, collecting data, analyzing data, communicating findings, and creating.

In the observing steps, the tasks focused on stimulating the students to observe a spoken or written text and list items they want to know further in order to understand and communicate ideas. In questioning step, the students ask or formulate questions based on the items they want to know and propose temporary answer based on their knowledge. The next steps are collecting data, analyzing data, communicating findings. The tasks in this stage aim to guide the students to collect information and identify it to answer the questions that they have formulated before and then communicate the answer in both spoken and written forms. The last step is creating. The creating tasks give a lot of opportunity to the students to create particular types of text through semi guided tasks and free guided tasks.

The last component of each unit is Reinforcement which consists of Homework, Reflection, Summary, and Vocabulary List. Through Homework, students do an additional task outside the classroom. Summary consists of the language functions, structure, or text that has been learned in the whole unit, and Vocabulary List which consists of

some difficult words or technical terms with their phonetic transcriptions and meanings.

B. Suggestions

There are some suggestions proposed to the English teacher in vocational high school and other materials developers.

1. English Teacher in Vocational High School

It is suggested that the English teacher develops her or his materials based on students' need in learning English. Based on the needs analysis, students prefer to have materials which contain many pictures and are colorful. Since the students are in the beginner level of English proficiency, the provided materials better use high frequency words. The themes for the materials are expected to be related to daily life and culinary. It is also suggested that the input for spoken and written cycle are in the form of authentic materials such as video, radio recording, newspaper, etc. The students thought that speaking is the skill that they will use the most in the future, so it will be better if the teacher provides more speaking activities.

2. Other English Material Developers

For other English material developers who conduct similar research, there are some aspects to be considered. The materials developers firstly should know the target needs and learning needs of the students through questionnaire or interview sampling from the students. In developing the materials, the materials developer needs to consider students' needs in

learning English, curriculum and the study program since vocational high school students aimed to work after graduated. The applicable English is more needed more in the workplace. The last one is the materials developers should make sure that the graphic design of the materials are created as interesting as possible in order to avoid monotony.

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APPENDICES

APPENDIX A

The Needs Analysis Questionnaire



JURUSAN PENDIDIKAN BAHASA INGGRIS

FAKULTAS BAHASA DAN SENI

UNIVERSITAS NEGERI YOGYAKARTA

Alamat: Karangmalang, Caturtunggal, Depok, Sleman, Yogyakarta

Kepada

Siswa dan Siswi kelas X Jasa Boga

SMK Negeri 3 Purworejo

Di tempat

Sehubungan dengan dilaksanakannya penelitian untuk mengembangkan materi pembelajaran Bahasa Inggris untuk kelas X jurusan Jasa Boga SMK Negeri 3 Purworejo, saya mengharapkan kesediaan adik-adik untuk meluangkan waktu mengisi angket berikut ini.

Angket ini terdiri dari dua bagian. Bagian pertama bertujuan untuk mengetahui gambaran umum mengenai adik-adik, sedangkan bagian kedua pada angket ini bertujuan untuk mengetahui kebutuhan belajar Bahasa Inggris sesuai sudut pandang adik-adik.

Angket ini tidak akan berpengaruh terhadap nilai pembelajaran Bahasa Inggris adik-adik, melainkan hanya untuk mengumpulkan informasi mengenai kebutuhan adik-adik dalam belajar Bahasa Inggris. Saya mengharapkan adik-adik memberikan jawaban yang sebenarnya sesuai dengan keadaan adik-adik. Data yang adik-adik berikan kerahasiaannya terjamin sesuai dengan kode etik penelitian.

Terimakasih atas kesediaan adik-adik meluangkan waktu untuk mengisi angket ini.

Yogyakarta, Oktober 2014

Peneliti

Mahasiswa P.Bahasa Inggris UNY

Septiana Purnaningsih

NIM 10202241050

ANGKET DATA PENELITIAN

A. Data Pribadi Siswa

Isilah data diri adik-adik sesuai dengan format sebagai berikut,

Nama (*boleh tidak diisi*) :
Umur :
Jenis Kelamin : L / P (*lingkari yang sesuai*)

B. Kebutuhan Belajar Siswa

Isilah jawaban dengan memberikan tanda silang (X) pada jawaban yang adik-adik pilih. Apabila adik-adik memiliki jawaban yang berbeda dan tidak terdapat dalam pilihan-pilihan jawaban dalam kuesioner ini, adik-adik diperkenankan menulis jawabannya sendiri secara singkat pada tempat yang telah disediakan. Jawaban boleh lebih dari satu.

1. Tujuan saya belajar Bahasa Inggris di sekolah adalah agar
 - a. mampu berkomunikasi menggunakan Bahasa Inggris dengan baik secara lisan maupun tertulis
 - b. memiliki bekal untuk bekerja di Restoran dan Hotel
 - c. memiliki bekal untuk melanjutkan ke perguruan tinggi jurusan Tata Boga
 - d. memiliki bekal untuk melanjutkan ke perguruan tinggi jurusan Non - Tata Boga
 - e. *lainya (tuliskan)*
2. Saat ini, saya menggunakan Bahasa Inggris untuk
 - a. berkomunikasi dengan teman
 - b. berkomunikasi dengan guru Bahasa Inggris
 - c. membaca teks-teks berbahasa Inggris di buku pelajaran dan LKS
 - d. membaca teks-teks berbahasa Inggris di luar buku pelajaran seperti iklan, majalah, surat kabar, dll
 - e. mendengarkan lagu atau film berbahasa Inggris
 - f. *lainnya (tuliskan)*
3. Setelah lulus dan berada di dunia kerja, saya akan menggunakan Bahasa Inggris untuk
 - a. berkomunikasi secara lisan dengan teman, rekan kerja atau atasan
 - b. berkomunikasi secara tertulis (surat, memo, dll) dengan rekan teman, kerja atau atasan
 - c. mempelajari buku tentang memasak dalam bahasa Inggris
 - d. mempelajari resep - resep masakan luar negeri
 - e. *lainya (tuliskan)*
4. Saat bekerja nanti, jenis kemampuan bahasa Inggris yang akan sering saya gunakan adalah
 - a. *listening* (mendengarkan)
 - b. *speaking* (berbicara)
 - c. *reading* (membaca)

- d. *writing* (menulis)
- 5. Saat bekerja nanti, jenis pengetahuan bahasa Inggris yang akan sering saya gunakan adalah
 - a. *pronunciation* (cara pengucapan)
 - b. *vocabulary* (kosa kata)
 - c. *grammar* (tata bahasa)
 - d. lainnya (tuliskan)
- 6. Untuk menunjang pekerjaan saya kelak seharusnya kemampuan Bahasa Inggris saya berada pada level
 - a. *beginner* (pemula), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari secara sederhana
 - b. *intermediate* (menengah), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari dimanapun meskipun belum lancar.
 - c. *advanced* (mahir), mampu menggunakan bahasa Inggris untuk berkomunikasi di semua situasi dengan lancar dan benar.
- 7. Secara umum, kemampuan bahasa Inggris saya saat ini berada pada tingkat
 - a. *beginner* (pemula), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari secara sederhana
 - b. *intermediate* (menengah), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari dimanapun meskipun belum lancar.
 - c. *advanced* (mahir), mampu menggunakan bahasa Inggris untuk berkomunikasi di semua situasi dengan lancar dan benar.
- 8. Dalam komunikasi menggunakan bahasa Inggris, saya sering mengalami kesulitan ketika
 - a. memahami ungkapan sehari-hari
 - b. mengekspresikan ungkapan sehari-hari
 - c. memahami teks yang dibaca
 - d. mengungkapkan gagasan tertulis
 - e. lainnya (tuliskan)
- 9. Secara umum, saya menginginkan pembelajaran bahasa Inggris yang dapat membuat saya
 - a. mampu menguasai *grammar* dengan baik
 - b. mampu menguasai kosakata, arti, serta cara pengucapannya
 - c. membedakan ungkapan formal dan informal
 - d. lainnya (tuliskan)
- 10. Dari segi penampilan, saya ingin materi Bahasa Inggris yang...
 - a. di dalamnya terdapat banyak gambar
 - b. hanya menyajikan teks-teks untuk dipelajari
 - c. memiliki tampilan menarik dan *colorful*
 - d. lainnya (tuliskan)
- 11. Secara umum, tema yang saya inginkan ketika belajar *listening*, *speaking*, *reading*, dan *writing* adalah
 - a. kehidupan sehari-hari
 - b. pendidikan/ sekolah

- c. masak - memasak
 - d. isu atau berita terkini
 - e. lainnya (tuliskan.)
12. Tersedianya gambar dalam materi bahasa Inggris menurut saya
- a. sangat membantu
 - b. tidak berpengaruh
 - c. tidak membantu
13. Dalam pelajaran mendengarkan (*listening*), bentuk teks yang saya inginkan sebagai input adalah
- a. monolog dan dialog
 - b. monolog dan dialog yang disertai gambar
 - c. monolog dan dialog yang disertai kata-kata sulit
 - d. materi autentik seperti video, berita, lagu, film, dll.
 - e. lainnya (tuliskan)
14. Panjang teks sebagai input kegiatan mendengarkan (*listening*) yang saya inginkan adalah
- a. < 200 kata
 - b. 200-300 kata
 - c. >300 kata
 - d. lainnya (tuliskan)
15. Jenis kegiatan mendengarkan (*listening*) yang efektif menurut saya adalah
- a. mengidentifikasi informasi tertentu dalam monolog/dialog
 - b. menjawab pertanyaan secara lisan
 - c. menjawab pertanyaan secara tertulis
 - d. mengidentifikasi ungkapan
 - e. menentukan true dan false pada sebuah pernyataan
 - f. lainnya (tuliskan)
16. Jenis teks yang saya inginkan sebagai input berbicara (*speaking*) adalah
- a. monolog dan dialog
 - b. monolog dan dialog yang disertai gambar
 - c. topik mengenai peristiwa yang sedang ramai dibicarakan
 - d. gambar tentang orang, tempat, maupun situasi
 - e. lainnya (tuliskan)
17. Jenis kegiatan berbicara (*speaking*) yang efektif menurut saya adalah
- a. bermain peran (*role play*)
 - b. menghafalkan dialog atau monolog dan mempraktekannya di depan kelas
 - c. berdiskusi tentang topik tertentu
 - d. bertukar informasi (*information gap*)
 - e. lainnya (tuliskan)
18. Jenis teks yang saya inginkan sebagai input membaca (*reading*) adalah
- a. teks fungsional pendek seperti iklan, memo, pengumuman, dll
 - b. teks esai seperti *descriptive*, *recount*, *narrative*, dll
 - c. teks autentik seperti koran, resep dan majalah

- d. teks yang berkaitan dengan masak - memasak
 - e. lainnya (tuliskan)
19. Panjang teks sebagai input kegiatan membaca (*reading*) yang saya inginkan adalah
- a. <200 kata
 - b. 200 – 300
 - c. >300 kata
 - d. lainnya (tuliskan)
20. Jenis kegiatan membaca (*reading*) yang efektif menurut saya adalah
- a. membaca nyaring
 - b. menentukan benar atau salah pada pernyataan
 - c. menjawab pertanyaan berdasarkan informasi yang ada dalam bacaan
 - d. memahami teks dan mengartikannya ke Bahasa Indonesia
 - e. lainnya (tuliskan)
21. Jenis teks yang saya inginkan sebagai input menulis (*writing*) adalah
- a. informasi umum mengenai orang, benda, tempat, maupun peristiwa
 - b. bagan berisikan informasi mengenai orang, benda, tempat, maupun peristiwa
 - c. gambar orang, benda, tempat, maupun peristiwa
 - d. kosakata yang berkaitan dengan teks yang akan ditulis
 - e. lainnya (tuliskan)
22. Jenis kegiatan menulis (*writing*) yang efektif menurut saya adalah
- a. melengkapi bagian yang rumpang dalam teks
 - b. membuat teks singkat dan sederhana
 - c. menyusun kalimat acak menjadi paragraf
 - d. mengidentifikasi kesalahan pada kalimat baik dalam kata maupun struktur dan memperbaikinya.
 - e. lainnya (tuliskan)
23. Dalam mempelajari kosakata (*vocabulary*) cara yang efektif menurut saya adalah dengan
- a. mengartikan kata-kata secara langsung
 - b. mengartikan kata berdasarkan konteks dalam teks
 - c. menghafal kata beserta artinya
 - d. mencocokkan kata dengan artinya
 - e. lainnya (tuliskan.)
24. Dalam mempelajari cara pengucapan (*pronunciation*) cara yang efektif menurut saya adalah dengan
- a. menirukan cara pengucapan yang dicontohkan oleh guru
 - b. membaca nyaring sambil membaca cara bacanya (*phonetic transcription*)
 - c. berdiskusi dengan teman tentang cara mengucapkan kata atau kalimat
 - d. lainnya (tuliskan)

25. Dalam mempelajari tata bahasa (*grammar*) kegiatan yang efektif menurut saya adalah ...
- a. mengidentifikasi kesalahan struktur kalimat
 - b. membenarkan kesalahan struktur kalimat
 - c. menganalisa tata bahasa sebuah teks
 - d. menulis kalimat berdasarkan pola yang telah dipelajari
 - e. lainnya (tuliskan)
26. Saya lebih senang jika proses belajar mengajar bahasa Inggris dilakukan di
- a. dalam kelas
 - b. perpustakaan
 - c. laboratorium bahasa
 - d. lainnya (tuliskan)
27. Dalam proses pembelajaran, tugas sebaiknya dikerjakan secara
- a. individu
 - b. berpasangan (2 orang)
 - c. kelompok kecil (4 – 6 orang)
 - d. kelompok besar (5 orang atau lebih)
 - e. lainnya (tuliskan)
28. Dalam proses pembelajaran siswa sebaiknya ...
- a. hanya mendengarkan penjelasan guru
 - b. mencatat semua yang dijelaskan guru
 - c. ikut berpartisipasi aktif dalam proses pembelajaran
 - d. belajar sendiri dan mengerjakan soal dengan tenang
 - e. lainnya (tuliskan)
29. Dalam proses pembelajaran guru sebaiknya....
- a. menerangkan materi dan meminta siswa mengerjakan latihan soal
 - b. membaca teks dan mengartikannya langsung bersama siswa
 - c. mengitari kelas sambil mengontrol pekerjaan siswa dan memberi komentar.
 - d. menuntun siswa dalam membahas teks
 - e. lainnya (tuliskan)

--- TERIMA KASIH---

APPENDIX B

The Result of the Needs Analysis

THE RESULT OF THE NEEDS ANALYSIS

N = number of respondents that answer the question(s)

F = frequency of the respondents that choose the option(s)

% = percentage of the frequency

No.	Questions/ Statement	Answer	N	F	%
1	My goal in learning English is ...	a. to be able to communicate in English both in spoken and written form.	60	51	85%
		b. to have the ability to work in a hotel and a restaurant.	60	31	52%
		c. to support me to continue the study in a university majoring in Culinary.	60	4	7%
		d. to support me to continue the study in a university majoring in non-Culinary.	60	1	2%
2	Now, I use English mostly ...	a. to communicate with friends.	60	1	2%
		b. to communicate with the English teacher.	60	25	42%
		c. to read many English texts in the coursebook and worksheets.	60	25	42%
		d. to read many English texts outside the coursebook such as advertisement, magazine, newspaper, etc.	60	13	22%
		e. to listen to English songs and watch English movies.	60	23	38%
3	After graduating from school and in the workplace, I will use English to ...	a. to communicate orally with friends, colleagues, or boss.	60	21	35%
		b. to communicate in written form (business letter, memo, etc) with friends, colleagues, or boss.	60	8	13%
		c. to learn English cooking books.	60	17	28%
		d. to learn many recipes from other countries.	60	32	53%
4	As I work, language skill that	a. listening.	60	13	22%

continued

continued

No.	Questions/ Statement	Answer	N	F	%
	I will use mostly is ...	b. speaking.	60	51	85%
		c. reading.		15	25%
		d. writing.	60	7	12%
5	As I work, knowledge that I will use mostly is ...	a. pronunciation.	60	29	48%
		b. vocabulary.	60	28	47%
		c. grammar.	60	20	33%
6	My current English proficiency level is ...	a. beginner.	60	50	83%
		b. intermediate.	60	10	17%
		c. advanced.	60		0%
7	My English proficiency level to facilitate my career should be in ...	a. beginner.	60	7	12%
		b. intermediate.	60	19	32%
		c. advanced.	60	34	57%
8	To communicate in English, I usually faced the difficulty to ...	a. understand daily communication	60	15	25%
		b. express daily communication	60	19	32%
		c. understand the text while reading	60	23	38%
		d. understand the written idea	60	23	38%
9	Generally, I wish English course can enable me to ...	a. master grammar better	60	13	22%
		b. master vocabulary, translation and pronunciation	60	53	88%
		c. differentiate formal and informal utterance	60	12	20%
10	In terms of presentation, I	a. consist of many pictures	60	14	23%

continued

continued

No.	Questions/ Statement	Answer	N	F	%
	want English materials which is ...	b. provide the learning text only	60	10	17%
		c. provide interesting and colorful presentation	60	44	73%
11	Generally, in English teaching and learning, I want to learn a topic about ...	a. daily activities	60	38	63%
		b. school/ education	60	14	23%
		c. cooking	60	25	42%
		d. news update/ hot issue	60	4	7%
12	If there are pictures in the English learning materials, I think it	a. is very helpful	60	58	97%
		b. does not give any impact	60	1	2%
		c. is not helpful at all	60	1	2%
13	In the listening section, the input text that is effective for me is/ are ...	a. monologue and dialogue	60	4	7%
		b. monologue and dialogue with some pictures	60	21	35%
		c. monologue and dialogue with some of difficult words	60	8	13%
		d. authentic materials such as video, news, song, film, etc	60	39	65%
14	The input text for listening will be better if it consists of ... words	a. < 200 words	60	22	37%
		b. 200-300 words	60	34	57%
		c. > 300 words	60	4	7%
15	The effective listening activity is ...	a. identifying some information in the monologue or dialogue text	60	23	38%
		b. answering question orally	60	7	12%
		c. answering question in written form	60	16	27%
		d. identifying expressions	60	17	28%

continued

continued

No.	Questions/ Statement	Answer	N	F	%
		e. deciding true/ false statement	60	26	43%
16	In the speaking section, the input text that is effective for me is/ are ...	a. monologue and dialogue	60	13	22%
		b. monologue and dialogue with some pictures	60	17	28%
		c. topic about hot news	60	14	23%
		d. pictures about people, places, or situations	60	29	48%
17	The effective speaking activity is ...	a. role play	60	36	60%
		b. memorizing dialogue or monologue and practicing in front of the class	60	19	32%
		c. discussing certain topic	60	10	17%
		d. information gap	60	20	33%
18	In the reading section, the input text that is effective for me is/ are ...	a. short function text such as advertisement, memo, announcement, etc	60	26	43%
		b. essay such as descriptive, recount, narrative, etc	60	29	48%
		c. authentic text such as newspaper, recipes, and magazine	60	5	8%
		d. texts which are related about cooking	60	19	32%
19	The input text for reading will be better if it consists of ... words	a. < 200 words	60	18	30%
		b. 200-300 words	60	33	55%
		c. > 300 words	60	9	15%
20	The effective reading activity is ...	a. reading aloud	60	7	12%
		b. deciding true and false statement	60	8	13%
		c. answering question based on the information on the text	60	17	28%

continued

continued

No.	Questions/ Statement	Answer	N	F	%
		d. comprehending text and translating into Indonesian	60	43	72%
21	In the writing section, the input text that is effective for me is/ are ...	a. general information about people, things, place or event	60	33	55%
		b. graphic which contains information about people, things, place or event	60	7	12%
		c. pictures about people, things, place or event	60	17	28%
		d. vocabulary about related text that will be written	60	22	37%
22	The effective writing activity is ...	a. completing the missing words	60	18	30%
		b. making short text	60	24	40%
		c. arranging jumbled sentences into paragraph	60	29	48%
		d. identifying mistakes in the sentences or words and then repairing them	60	9	15%
23	In learning vocabulary, the effective way is ...	a. translating words directly	60	17	28%
		b. translating words based on context	60	22	37%
		c. memorizing words with its meaning	60	24	40%
		d. checking words with its meaning	60	17	28%
24	In learning pronunciation, the effective way is ...	a. imitating the pronunciation from the teacher	60	36	60%
		b. reading aloud by reading the phonetic transcription	60	14	23%
		c. discussing with friend about the true pronunciation	60	10	17%
25	In learning grammar, the effective way is ...	a. identifying sentence structure's mistakes	60	15	25%
		b. correcting sentence structure's mistakes	60	11	18%
		c. analyzing grammar of a text	60	23	38%

continued

continued

No.	Questions/ Statement	Answer	N	F	%
		d. writing sentences based on the formula	60	25	42%
26	The English teaching and learning should be conducted in ...	a. inside class	60	32	53%
		b. library	60	6	10%
		c. language laboratory	60	19	32%
27	The effective way to do the task during teaching and learning process is	a. individually	60	16	27%
		b. in pair	60	23	38%
		c. small group (4-6 people)	60	34	57%
		d. big group (5 or more people)	60	3	5%
28	In the process of learning, students should ...	a. only listen to teacher's explanation	60	1	2%
		b. write all of teacher's explanation	60	17	28%
		c. actively participate	60	52	87%
		d. do self learning and do the exercise quitely	60	5	8%
29	In the process of learning, teacher should ...	a. explain the materials and ask the students to do the exercise	60	26	43%
		b. read the text and directly translate it together with the students	60	26	43%
		c. walk through around the class and control the students' worksheet and give comment	60	3	5%
		d. help students to understand text	60	23	38%

APPENDIX C

The Syllabus

SYLLABUS

Grade/ Semester : X/ I

Study Program : Culinary

Unit/ Theme : I/ Congratulation, You Deserve It

Core Competence	Basic Competence
1. Menghayati dan mengamalkan ajaran agama yang dianutnya.	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif 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	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. honesty, discipline, confident, responsible
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural 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	3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya.

spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah	
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan	4.5. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Unit/ Topic	Character	Indicators	Input	Grammar and Vocabulary	Activities
UNIT I Congratulation, You Deserve It	honesty, confident, responsible	Students are able to: 1. identify and express the congratulatory expressions in spoken and written form. 2. identify the use of noun phrase 3. produce the text about congratulation in spoken and written 4. identify the structure	1. Conversation containing congratulatory expression. 2. List of vocabulary related to the topic. 3. Explanation of congratulatory expression. 4. Explanation of the use of noun phrase 5. Written text	- Grammar: Noun Phrase Article+adjective+noun Example: a delicious cake - Vocabulary: The vocabularies are related to competition and some words that are usually used in congratulatory expression. Example:	Warm Up - Students answer questions about the topic of the unit based on the picture provided. - Students listen to the conversation and answer the question related to the conversation in pairs. Listening and Speaking Observing - Students listen again to a conversation and identify things they want to know further. Questioning - Students formulate questions

Unit/ Topic	Character	Indicators	Input	Grammar and Vocabulary	Activities
		<p>of congratulatory card</p> <p>5. create a conversation to express and respond congratulations</p> <p>6. create congratulatory card</p>	<p>containing congratulatory card.</p> <p>6. Explanation of the structure of congratulatory card.</p>		<p>based on the things that they want to know further related to the topic and propose temporary answers to the questions.</p> <p>Collecting, Analyzing Data and Communicating Findings</p> <ul style="list-style-type: none"> - Students do a vocabulary exercise and practice pronouncing the word. - Students listen to the same conversation and decide whether the statements are true or false. - Students in groups of four find out the meaning of some expressions in the conversation and share the answer to the class. - Students listen to the teacher saying about some expression, repeat it and find out more information about the expression. - Students listen to the dialogues and complete the missing expressions. - Students study and discuss an

Unit/ Topic	Character	Indicators	Input	Grammar and Vocabulary	Activities
					<p>explanation about noun phrase that they have found in the previous task.</p> <ul style="list-style-type: none"> - Students arrange the words into correct sentences. - Students make a short conversation based on the following situations. - Students pronounce a tongue twister. <p>Creating</p> <ul style="list-style-type: none"> - Students do a role play. - Students in pairs complete the dialogues orally, continue the dialogues and perform their dialogue in front of the class. - Students in pairs create a conversation based on the topic provided, and perform it in front of the class.
					<p>Reading and Writing</p> <p>Observing</p> <ul style="list-style-type: none"> - Students read a congratulatory card and then identify things they want to know further.

Unit/ Topic	Character	Indicators	Input	Grammar and Vocabulary	Activities
					<p>Questioning</p> <ul style="list-style-type: none"> - Students formulate questions based on the things that they want to know further related to the topic and propose temporary answers to the questions. <p>Collecting Data, Analyzing and Communicating Findings</p> <ul style="list-style-type: none"> - Students in pairs answer comprehension questions and share their answer to the class. - Students analyze, study and discuss about structure of congratulatory card. <p>Creating</p> <ul style="list-style-type: none"> - Students in pairs arrange jumbled congratulations word into correct sentences. - Students make a congratulatory card with the sentences in previous task. - Students make a congratulatory card based on the topic provided.

SYLLABUS

Grade/ Semester : X/ I

Study Program : Culinary

Unit/ Theme : II/ Can You Describe This Menu?

Core Competence	Basic Competence
1. Menghayati dan mengamalkan ajaran agama yang dianutnya	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif 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, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya 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	3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang ,objek, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah	
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan	<p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>

Unit/ Topic	Characters	Indicators	Input	Grammar and Vocabulary	Activities
UNIT II Can You Describe This Menu?	responsible, care, teamwork	Students are able to: 1. identify the purpose of descriptive text 2. identify the generic structure of descriptive text 3. use appropriate adjectives order 4. describe things in	1. spoken and written of descriptive texts 2. language feature and generic structure of descriptive text 3. explanation about adjective order 4. List of vocabulary related to the topic	Grammar: Adjective Order Taste-Shape-Colour- Origin-material Example: A delectable German beef sausage	Warm Up - Students find the meanings of the adjectives by matching it with correct meanings. Listening and Speaking Observing - Students listen to the conversation and then identify things they want to know further.

Unit/ Topic	Characters	Indicators	Input	Grammar and Vocabulary	Activities
		<p>detail spoken and written</p> <p>5. create a menu book</p>	5. Pictures of food	<p>Vocabulary:</p> <p>The vocabularies are related to some terms to describe food and adjective that mostly used to describe food</p>	<p>Questioning</p> <ul style="list-style-type: none"> - Students formulate questions based on the things that they want to know further related to the topic and propose temporary answers to the questions. <p>Collecting Data, Analyzing and Communicating Findings</p> <ul style="list-style-type: none"> - Students do a vocabulary exercise and practice pronouncing the word. - Students listen again the conversation and answer the question. - Students listen again and write some words to describe food and share their answer to the class. - Students state whether the statements are true or false and share the answer to the class. - Students study and discuss the explanation about adjectives order. - Students arrange the jumbled words into correct adjectives

Unit/ Topic	Characters	Indicators	Input	Grammar and Vocabulary	Activities
					<p>order.</p> <ul style="list-style-type: none"> - Students listen to the dialogue and complete the blanks. - Students listen again and list the vocabularies that they want to know. - Students list the adjectives that they find in the dialogue. <p>Creating</p> <ul style="list-style-type: none"> - Students play a taboo games by describing food in the card. - Students create a role play.
					<p>Reading and Writing</p> <p>Observing</p> <ul style="list-style-type: none"> - Students read a passage and then identify things they want to know further. <p>Questioning</p> <ul style="list-style-type: none"> - Students formulate questions based on the things that they want to know further related to the topic and propose temporary answers to the questions. <p>Collecting Data, Analyzing and Communicating Findings</p>

Unit/ Topic	Characters	Indicators	Input	Grammar and Vocabulary	Activities
					<ul style="list-style-type: none"> - Students do a vocabulary exercise. - Students answer the questions and share their answer to the class. - Students study the words and read the website. - Students read the previous text and decide whether the statements are true or false. - Students study and discuss the explanation about descriptive text. <p>Creating</p> <ul style="list-style-type: none"> - Students complete the description of the text by using their own words in pairs. - Students write the word that will be used to write the text, and write the text. - Students describe some food in a team. - Students change the menu book from the old menu book to be the new one.

SYLLABUS

Grade/ Semester : X/ I

Study Program : Culinary

Unit/ Theme : III/ Please Listen to the Announcement

Core Competence	Basic Competence
1. Menghayati dan mengamalkan ajaran agama yang dianutnya	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif 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, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya 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 memecahkan	3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (announcement), sesuai dengan konteks penggunaannya.

masalah	
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan	4.11. Menangkap makna pemberitahuan (announcement). 4.12. Menyusun teks tulis pemberitahuan (announcement), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Unit/ Topic	Character	Indicators	Input	Grammar and Vocabularies	Activities
Unit III Look at the announcement on the board	responsible, care, teamwork	Students are able to: 1. identify the purpose of announcement 2. identify each part of announcement 3. announce the announcement orally 4. make a written announcement	1. spoken and written of announcements 2. language feature and parts of announcement 3. explanation about preposition “in, at, on” (time and place)	Grammar: Preposition time and place (in, at, on) Example: The food festival open at 7 am. The Culinary Festivals hold at Kusumanegara street. Vocabulary: The vocabularies are related to some terms to announce information.	Warm Up - Students is provided with an announcement about and answer the questions related to the topic. Listening and Speaking Observing - Students listen to an announcement and then identify things they want to know further. Questioning - Students formulate questions based on the things that they want to know further related to the topic and propose temporary answers to the questions. Collecting Data, Analyzing and

Unit/ Topic	Character	Indicators	Input	Grammar and Vocabularies	Activities
					<p>Communicating Findings</p> <ul style="list-style-type: none"> - Students listen to the same announcement, do a vocabulary exercise and practice pronouncing the word then answer the comprehensive questions and share their answer to the class. - Students listen to an announcement, fill the blank spaces, and perform it in front of the class. - Students listen to the announcement and list the vocabularies that they want to know. - Students listen to the same announcement and decide whether the statements are true or false. - Students study and discuss the explanation about announcement. - Students in pairs analyze an announcement in the previous task by filling the table and

Unit/ Topic	Character	Indicators	Input	Grammar and Vocabularies	Activities
					<p>share their answers to the class.</p> <ul style="list-style-type: none"> - Students play a speaking game. <p>Creating</p> <ul style="list-style-type: none"> - Students make an announcement based on the draft provided and announce it in front of the class. - Students make an announcement based on the situations provided.
					<p>Reading and Writing</p> <p>Observing</p> <ul style="list-style-type: none"> - Students read an announcement and then identify things they want to know further. <p>Questioning</p> <ul style="list-style-type: none"> - Students formulate questions based on the things that they want to know further related to the topic and propose temporary answers to the questions. <p>Collecting Data, Analyzing and Communicating Findings</p> <ul style="list-style-type: none"> - Students listen of some words from the teacher and repeat after her/him. - Students in pairs answer the comprehensive questions and

Unit/ Topic	Character	Indicators	Input	Grammar and Vocabularies	Activities
					<p>share their answer to the class.</p> <ul style="list-style-type: none"> - Students read an announcement board and in group of four analyze each part of the announcements. - Students in pairs read the previous text, decide whether the statements are true or false and share their answer to the class. - Students study and discuss an explanation about preposition time and place. - Students in pairs complete the sentences by using “in, at, on” and share their answer to the class. - Students complete the blank spaces by using preposition “in, at, on” and share the answer to the class. <p>Creating</p> <ul style="list-style-type: none"> - Students in pairs complete an announcement with provided answers and add with right preposition.

Unit/ Topic	Character	Indicators	Input	Grammar and Vocabularies	Activities
					<ul style="list-style-type: none"> - Students edit an announcement into good one and rewrite it. - Students write an announcement related to provided situation.

APPENDIX D

Tasks Description of the First Draft Materials

Task Description of Unit 1

Unit 1. Congratulations You Deserve It! This unit focused on teaching expressions of congratulations and compliment.	
Warm-up	
Task 1	Instruction: Study the pictures and answer the following questions. Description: In this task, students are asked to answer the questions based on the pictures.
Task 2	Instruction: Listen carefully to the conversation between Dina and Dara and answer the following questions. Description: Students listen to a conversation and then answer the questions related to the conversation.
Listening and Speaking ▪ Observing	
Task 3	Instruction: Listen carefully to the conversation in Task 2 again and tick (√) and write items that you do not know and/or you want to know further. Description: This task belongs to observing step which asks the students to listen to the conversation and then observe the things that they do not know or they want to know by putting a tick on the given column and write items that they want to know further in the provided rows.
▪ Questioning	
Task 4	Instruction: Referring to the items you want to know, tick (√) relevant questions and propose your temporary answers based on your current knowledge. Description: This is questioning step. The students are asked to tick questions relevant with the items they want to know in observing. Students are also asked to propose their temporary answer in this task.
▪ Collecting data ▪ Analyzing data	

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▪ Communicating Findings	
Task 5	<p>Instruction: Listen carefully to the conversation, notice how these words are pronounced. Then pronounce it loudly and find the meaning of the words. You may explore in your dictionary.</p> <p>Description: The students are asked to listen again to the conversation, notice the pronunciation of some words and asked to pronounce it loudly. Then they should</p>
Task 6	<p>Instruction: Listen carefully to the conversation between Dara and Dina again. Then, decide whether the statements are True (T) or False (F). If the statements are false, correct it. Share your answer to the class</p> <p>Description: Students are asked to listen to the conversation and then complete the True-False statements that follow to find out the content of the conversation and correct the statements if it is false(collecting data and analyzing data). Then, they should share their answer to the class (communicating).</p>
Task 7	<p>Instruction: Listen to the conversation in Task 2. In groups of four, answer the questions to find out the meaning of some expressions and then present your answer to your friends. Number one has been done for you.</p> <p>Description: Students are asked to listen to the conversation again and find out the meaning of some expressions by answering the questions (collecting and analyzing data). Then, they should share their answer to the class (communicating).</p>
Task 8	<p>Instruction: Listen to your teacher saying about expression of congratulation and compliment, repeat after him/his, and then study the explanation that follow.</p> <p>Description: Students are asked to listen to the teacher saying about some expressions of congratulation and compliment (the script and phonetic transcription is written in the coursebook) and they should repeat it.</p>

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Task 9	Instruction: Listen to the dialogues, complete the missing expressions and practice it in pairs. Number one has been done for you Description: In this task, students are asked to listen of some short dialogues and write the missing expression. After that, they asked to practice it in front of the class.
Task 10	Instruction: Study the following explanation and discuss it with your friend. Ask your teacher if you need more explanation and then do the activities that follow Description: In this task, the students are provided by the box of explanation about noun phrase that they heard in the previous task. Students are asked to read it and discuss it with their classmates and then analyze the sentence in the table. They may ask the teacher if they need more explanation.
Task 11	Instruction: Arrange these words into correct sentences. You may work in pairs and share the answer to the class. Description: Students are asked to arrange the jumbled words in pairs. Then they should share their answer to the class.
Task 12	Instruction: Make a short conversation based on the following situations. Use the sentences in Task 11 then perform it in front of the class. You may work in pairs Description: Students are asked to make a short conversation based on the following situations by using the sentences in the previous task. Then they should perform it in front of class in pairs.
Task 13	Instruction: Let's train your pronunciation. This is called "Tongue Twister". Description: In this task, students are asked to pronounce a sentence which its words has similar pronunciation. They should battle with other students to know who is the faster and the best.
▪ Creating	
Task 14	Instruction: Let's roll a role. Make a group of four and follow the instruction. This is

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	<p>called “Roll a Role” games.</p> <p>Description: In this task, students are asked to make a group of four and follow the instruction in the book. The student role the two cubes and act like the situations written in the cube.</p>
Task 15	<p>Instruction: Complete the following dialogues with the right expression orally and then try to continue the dialogue in pairs and perform it in front of the class.</p> <p>Description: Students are asked to complete the following dialogues orally with the right expressions and then continue the dialogue and in pairs in front of the class.</p>
Task 16	<p>Instruction: In pairs create your own conversation based on the following situations by using congratulating and complimenting expressions and perform it in front of the class.</p> <p>Description: In this task, the students are asked to create their own conversation based on the situation by using congratulating and complimenting expression. Then, they also asked to perform it in front of the class.</p>
Reading and Writing ▪ Observing	
Task 17	<p>Instruction: Read the card below, tick (√) and write items that you do not know and/or you want to know further.</p> <p>Description: This task belongs to observing step which asks the students to read the congratulatory card and then observe the things that they do not know or they want to know by putting a tick on the given column and write items that they want to know further in the provided rows.</p>
▪ Questioning	
Task 18	<p>Instruction: Referring to the items you want to know, tick (√) relevant questions and propose your answer based on your current knowledge.</p> <p>Description: This is questioning step. The students are asked to tick questions relevant</p>

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	with the items they want to know in observing. Students are also asked to propose their temporary answer in this task.
<ul style="list-style-type: none">▪ Collecting data▪ Analyzing data▪ Communicating Findings	
Task 19	<p>Instruction: Answer the following questions based on the card in task 18. You may work in pairs. Share your answer to the class.</p> <p>Description: Students are asked to answer the comprehensive question related to the card in pairs. Then they should share their answer to the class.</p>
Task 20	<p>Instruction: Match the box below with suitable part of the card and study the explanations that follow. You may work in pairs.</p> <p>Description: In this task, the students are asked to complete the card with the provided answers in the boxes based on the part of the card. Then they also asked to study the explanation that follow.</p>
<ul style="list-style-type: none">▪ Creating	
Task 21	<p>Instruction: Arrange this jumbled congratulations words into correct sentences and rewrite it in the provided boxes below. You may work in pairs.</p> <p>Description: Students are asked to arrange the jumbled congratulations words into correct sentences and rewrite it in the provided boxes.</p>
Task 22	<p>Instruction: Make your own congratulation card. Choose two sentences from Task 21 and copy it to this card. Send your card to your friends.</p> <p>Description: In this task, students are asked to make their own congratulation card by using the sentences from previous task. They also asked to share their cards to their friend. This is semi guided task.</p>
Task 23	<p>Instruction: Write down the inside parts of the congratulations cards based on the following situations.</p> <p>Description: Students are asked to write the inside parts of the congratulations cards based on the situations.</p>

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Task Description of Unit 2

Unit 2. Can You Describe This Menu?

This unit focused on teaching descriptive text

Warm Up	
Task 1	<p>Instruction: Find the meanings of the adjectives by matching them with correct meanings. Then use the adjectives to talk about foods in the pictures. You may explore in your dictionary</p> <p>Description: In this task, students are asked to find the meaning of some adjective vocabularies related to food by matching it with the correct meaning. Then they should use the adjectives to talk about food in the pictures.</p>
Listening and Speaking <ul style="list-style-type: none"> ▪ Observing 	
Task 2	<p>Instruction: Listen to the conversation between Martha and Dina and then tick (✓) and write items that you do not know and or you want to know further.</p> <p>Description: This task belongs to observing step which asks the students to listen to the conversation between two persons and then observe the things that they do not know or they want to know by putting a tick on the given column and write items that they want to know further in the provided rows.</p>
<ul style="list-style-type: none"> ▪ Questioning 	
Task 3	<p>Instruction: Referring to the items you want to know, tick (✓) relevant questions and propose your answer based on your current knowledge.</p> <p>Description: This is questioning step. The students are asked to tick questions relevant with the items they want to know in observing. Students are also asked to propose their temporary answer in this task.</p>
<ul style="list-style-type: none"> ▪ Collecting Data ▪ Analyzing Data ▪ Communicating Findings 	
Task 4	<p>Instruction: Listen carefully to the conversation. Notice how the words in the box are pronounced, then pronounce it loudly. Find their meanings in the grid by</p>

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	<p>circle it horizontally or vertically. You may explore in your dictionary.</p> <p>Description: Students are asked to listen to the conversation again and notice the pronunciation of some words in the box. Then they should pronounce it and find its meaning in the grid by circle it horizontally or vertically.</p>
Task 5	<p>Instruction: Listen carefully to the conversation between Martha and Dina again. Which food doesn't Dina like? Tick (✓) it in the box. You may work in pairs.</p> <p>Description: In this task, students are asked to listen to the conversation and tick on the box, the food that the speaker does not like.</p>
Task 6	<p>Instruction: Listen again and write the word or words Dina uses to describe each food. You may work in pairs and share the answer to the class.</p> <p>Description: Students are asked to listen to the conversation again and write the words that the speaker used to describe the food and share their answer to the class.</p>
Task 7	<p>Instruction: Listen carefully to the conversation again. Then, state whether the statements are True (T) or False (F). If the statements are false, correct it. Share your answer to the class</p> <p>Description: Students are asked to listen to the conversation and then complete the True-False statements that follow to find out the content of the conversation and correct the statements if it is false(collecting data and analyzing data). Then, they should share their answer to the class (communicating).</p>
Task 8	<p>Instruction: Study the following explanation about adjective order below. Discuss it with your classmates and ask the teacher if you need more explanation.</p> <p>Description: In this task, the students are provided by the explanation about adjective order that they heard in the previous task. Students are asked to read it</p>

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	and discuss it with their classmates. They may ask the teacher if they need more explanation.
Task 9	Instruction: Arrange the jumbled words in correct adjective order. You may work in group of four and share your answer to the class. Description: Students are asked to arrange the jumbled words into correct adjective order in group of four. Then they should share their answer to the class.
Task 10	Instruction: Listen carefully to the dialog and complete the blanks. You may work in pairs and share your answers to the class. Description: Students are asked to listen to the dialogue and complete the blanks. In this task they should work in pairs and share the answer to the class.
Task 11	Instruction: Listen again and list the vocabularies that you want to know. Discuss it with your friend. You may use your dictionary to find the meanings. Description: Students are asked to listen to the dialogue again and list the vocabularies that they want to know. They should discuss it with their friend and find the meaning in the dictionary.
Task 12	Instruction: Look at Task 10. List the adjectives that you find in the dialogue and analyze the order. Number one has been done for you. Description: In this task, students are asked to list the adjectives phrase on task 10 and analyzed it based on its order.
▪ Creating	
Task 13	Instruction: Let's play a game. Make a group of four and follow the instructions. This is called "Taboo" games. Description: This is the first step of creating task. In this task, the students are asked work in group of four and play a Taboo game. They should prepare the materials and follow the provided instructions.
Task 14	Instruction: Let's create a role play. This role play is entitled "A Day in A

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	<p>Restaurant”</p> <p>Description: In this task, students are asked to play a role of the customers, the chef, or the waiter. The customer comes to the restaurant and orders some food. The waiter explains about the menu and delivers the food while the chef informs to the waiter about the food and cooks it.</p>
<p>Reading and Writing</p> <p>▪ Observing</p>	
Task 15	<p>Instruction: Read the menu below, tick (✓) and write items that you do not know and/or you want to know further</p> <p>Description: This task belongs to observing step which asks the students to read the congratulatory card and then observe the things that they do not know or they want to know by putting a tick on the given column and write items that they want to know further in the provided rows.</p>
<p>▪ Questioning</p>	
Task 16	<p>Instruction: Referring to the items you want to know, tick (✓) relevant questions and propose your answer based on your current knowledge.</p> <p>Description: This is questioning step. The students are asked to tick questions relevant with the items they want to know in observing. Students are also asked to propose their temporary answer in this task.</p>
<p>▪ Collecting data</p> <p>▪ Analyzing data</p> <p>▪ Communicating Findings</p>	
Task 17	<p>Instruction: Match the verbs with correct meanings by a drawing line. You may explore in your dictionary</p> <p>Description: In this task, students asked to match the verbs about cooking with correct meaning by a drawing line.</p>
Task 18	<p>Instruction: Read the menu in Task 15 again and answer the questions with the appropriate words in the box. You may work in pairs and share your answer to the class.</p> <p>Description:</p>

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	Students are asked to read again the menu in task 15 and answer the questions by fill it with the provided answers. In this task the students may work in pairs and share their answers to the class.
Task 19	<p>Instruction: Study the following words and read the part of website below. Then state whether the statements are True (T) or False (F). If the statements are false, correct it. Share your answer to the class.</p> <p>Description: Students are asked to study some words related to the passage and then read the passage. Then complete the True-False statements that follow to find out the content of the conversation and correct the statements if it is false (collecting data and analyzing data). Then, they should share their answer to the class (communicating).</p>
Task 20	<p>Instruction: Study the explanation about descriptive text below. Discuss it with your classmates and ask your teacher if you need more explanation.</p> <p>Description: In this task, the students are provided by the box of explanation about descriptive text then students are asked to read it and discuss it with their classmates and then analyze the sentence in the table. They may ask the teacher if they need more explanation.</p>
▪ Creating	
Task 21	<p>Instruction: Complete the description of Nagasari Cake below to provide complete information. Use the words in the table to help you describe the food. You may work in pairs and share your work in front of the class.</p> <p>Description: Students are asked to complete the description of Nagasari Cake by using the words in the table. In this task the students work in pairs and ask to share their answer to the class.</p>
Task 22	<p>Instruction: Complete the description of “Corn <i>Bakwan</i>” below. Write the words that you will need in the table to help you describe the food.</p> <p>Description: This task is part or creating cycle, the students are asked write the words that will be needed to describe the theme and then they should complete the descriptions of certain theme by using the words</p>
Task 23	Instruction:

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	<p>Let's play folded game. Follow the instructions below. The pictures are in the next page.</p> <p>Description: Students are asked to prepare the materials needed and write short descriptions about food picture provided in the book then give it to their friend next to him/ her. Their friend should continue describing the food until fifth friend. The last, they should read the descriptions aloud.</p>
Task 24	<p>Instruction: Change the old menu book to be the new one to make the customer more interested with the menu. Copy the menu and add some descriptions on it in the provided blank menu book in the next page. You may work in pairs.</p> <p>Description: In this task, students are asked to re-write the menu book, from the old one to the new one by copying the menu and add some descriptions on it. They should work in pairs and make the interesting menu book.</p>

Task Description of Unit 3

Unit 3. Please Listen to the Announcement.

This unit focused on teaching announcement

Warm Up	
Task 1	<p>Instruction: Study the picture below and answer the following questions.</p> <p>Description: In this task, students are asked to answer the questions based on the picture.</p>
Listening and Speaking <ul style="list-style-type: none"> ▪ Observing 	
Task 2	<p>Instruction: Listen carefully to the announcement in the radio and then tick (√) and write items that you do not know and or you want to know further.</p> <p>Description: This task belongs to observing step which asks the students to listen to the conversation between two persons and then observe the things that they do not know or they want to know by putting a tick on the given column and write items that they want to know further in the provided rows.</p>
<ul style="list-style-type: none"> ▪ Questioning 	
Task 3	<p>Instruction: Referring to the items you want to know, tick (√) relevant questions and propose your temporary answers based on your current knowledge.</p> <p>Description: This is questioning step. The students are asked to tick questions relevant with the items they want to know in observing. Students are also asked to propose their temporary answer in this task.</p>
<ul style="list-style-type: none"> ▪ Collecting Data ▪ Analyzing Data ▪ Communicating Findings 	
Task 4	<p>Instruction: Listen carefully to the announcement again. Notice how these words are pronounced then pronounce it loudly and find the meaning in your dictionary. Answer the following questions and share your answers to the</p>

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continued

	<p>class</p> <p>Description:</p> <p>Students are asked to listen to the announcement again and notice how some words are pronounced. Then they should pronounce it correctly, find the meaning on the dictionary, answer the comprehensive questions related to the recording and share their answer to the class.</p>
Task 5	<p>Instruction:</p> <p>Listen to the announcement. Fill in the blank spaces. You may work in pairs and then read the announcement in front of the class.</p> <p>Description:</p> <p>In this task, students are asked to listen to the announcement and fill in the blank spaces. They should work in pairs and read the announcement loudly in front of the class.</p>
Task 6	<p>Instruction:</p> <p>Listen to the announcement again and list the vocabularies that you want to know. Discuss it with your friend. You may use your dictionary to find the meanings</p> <p>Description:</p> <p>Students are asked to listen to the dialogue again and list the vocabularies that they want to know. They should discuss it with their friend and find the meaning in the dictionary.</p>
Task 7	<p>Instruction:</p> <p>Listen carefully to the announcement again. Then state whether the statements are True (T) or False (F). If the statements are false, correct it. You may work in pairs. Share your answer to the class.</p> <p>Description:</p> <p>Students are asked to listen to the a announcement again. Then complete the True-False statements that follow to find out the content of the announcement and correct the statements if it is false (collecting data and analyzing data). Then, they should share their answer to the class (communicating).</p>
Task 8	<p>Instruction:</p> <p>Study the following explanation about announcement below. Discuss it with your classmates and ask the teacher if you need more explanation</p> <p>Description:</p> <p>In this task, the students are provided by the explanation about announcement. Students are asked to read it and discuss it with their</p>

continued

continued

	classmates. They may ask the teacher if they need more explanation.
Task 9	Instruction: Analyze the content of the announcements in Task 4 and 5 by filling the table below. You may work in pairs and share the answer to the class. Description: Students are asked to analyze the content of the announcement in the previous tasks by filling the provided table. The students work in pairs and share their answers to the class.
Task 10	Instruction: Let's play a game. This game is entitled "Whispering Race" Description: In this task, the students asked to split the class into six group and stand in the line. The first person in the line will get the messages from the teacher and should whisper it mouth to ears until the last person. The last person should answer some questions related to the message. This is called whispering race game.
▪ Creating	
Task 11	Instruction: Choose one of the announcement drafts below, make an announcement based on the information in the box. You may work in pairs and announce your announcement in front of the class. Descriptions: Students are asked to choose one of the announcement draft and make an announcement based on the information in the box. Thii is semi-guided task. They may work in pairs and announce their work in front of the class.
Task 12	Instruction: Choose one of the announcement topic below and make an announcement based on the information. You may work in pairs and announce your announcement in front of the class. Description: In this task, the students are asked to choose one of the announcement topic and write an announcement based on it. They can work in pairs and announce their announcement in front of the class.
Reading and Writing	

continued

continued

▪ Observing	
Task 13	<p>Instruction: Read the website about Art of Patisserie Share Food Competition Announcement and then tick (✓) and write items that you do not know and or you want to know further.</p> <p>Description: This task belongs to observing step which asks the students to read the announcement in the website and then observe the things that they do not know or they want to know by putting a tick on the given column and write items that they want to know further in the provided rows.</p>
▪ Questioning	
Task 14	<p>Instruction: Referring to the items you want to know, tick (✓) relevant questions and propose your answer based on your current knowledge.</p> <p>Description: This is questioning step. The students are asked to tick questions relevant with the items they want to know in observing. Students are also asked to propose their temporary answer in this task.</p>
▪ Collecting Data ▪ Analyzing Data ▪ Communicating Findings	
Task 15	<p>Instruction: Listen to your teacher and repeat after her/him and then find the meanings of them. You may explore in your dictionary.</p> <p>Description: Students are asked to listen to the teacher pronounce some words and repeat after him/ her then they should find their meaning in the dictionary.</p>
Task 16	<p>Instruction: Read again the text in Task 13 and then answer the following questions to help you to find out the content of the text. You may work in pairs and share the answers to the class</p> <p>Description: In this task, the students are asked to read again the announcement in the previous task and answer comprehensive question to help them find out the content of the announcement. They may work in pairs and share the answers to the class.</p>
Task 17	Instruction:

continued

continued

	<p>Read the following announcement board, and then analyze each part of the announcement based on the table. You may work in groups of four.</p> <p>Description: Students are asked to read the announcement board and analyze the part of the announcement by filling the table. They may work in group of four.</p>
Task 18	<p>Instruction:</p> <p>Read again the announcement board in Task 17. Then, state whether the statements are True (T) or False (F). If the statements are false, correct it. Share your answers to the class. You may work in pairs.</p> <p>Description: Students are asked to read to the announcement board. Then complete the True-False statements that follow to find out the content of the announcement and correct the statements if it is false (collecting data and analyzing data). Then, they should share their answer to the class (communicating).</p>
Task 19	<p>Instruction: Study the following explanation about preposition time and place. Ask your teacher if you need more explanation</p> <p>Description: In this task, the students are provided by the box of explanation about preposition time and place then students are asked to read it and discuss it with their classmates. They may ask the teacher if they need more explanation.</p>
Task 20	<p>Instruction: Complete the following sentences by using preposition <i>in</i>, <i>at</i>, or <i>on</i>. You may work in pairs and share your answer to the class.</p> <p>Description: Students are asked to complete the sentences by using correct preposition time and place. They can work in pairs and share their answers to the class.</p>
Task 21	<p>Instruction: Complete the blank spaces by using preposition <i>in</i>, <i>at</i>, or <i>on</i>. You may work in pairs and share your answer to the class</p> <p>Description:</p>

continued

continued

	Students are asked to complete the blank spaces by using correct preposition time and place. They can work in pairs and share their answers to the class.
▪ Creating	
Task 22	<p>Instruction: Complete the announcement below with the appropriate words in the boxes and consider the use of preposition time and place. You may work in pairs and share the answer to the class.</p> <p>Description: This is the first task of creating step. The students are asked to complete the announcement with the appropriate words in the boxes. They also should consider the use of preposition time and place.</p>
Task 23	<p>Instruction: The following announcement is a mailing list about Creative Cookie Crafting Competition is not written properly. Edit the announcement so that it makes sense. Rewrite it in a piece of paper and put it in a board.</p> <p>Description: Students are asked to edit the announcement in the mailing list and rewrite it in a piece of paper.</p>
Task 24	<p>Instruction: Write your own announcement based these following topics. You may choose one topic. Write in a piece of paper and then put it in a board.</p> <p>Description: In this task, students are asked to write their own announcement based on the following topics in a piece of paper.</p>

APPENDIX E

First Draft Materials

English Education Department
Yogyakarta State University
2015

Based on Curriculum 2013

English for Culinary Students

For Vocational High School Grade X Semester 1

By:

Septiana Purnaningsih

Consultants:

Joko Priyana, Ph.D

Siwi Karmadi Kurniasih, M.Hum

UNIT I

Congratulations, You Deserve It!



source: <http://www.thesoutherncooperative.co.uk.food/>

Sometimes your friends participate in cooking competitions and fortunately they win. What will you say when you want to congratulate and compliment them? Or when you will send a congratulatory card to them, what will you write? In this unit you will learn how to give and respond to congratulatory and compliment expression orally and in writing. You will also learn how to write congratulation card.



Warm Up



TASK 1

Study the pictures and answer the following questions.



Questions:

1. What are the pictures about?
2. How do their facial expressions look like?
3. In what situation could it happen?
4. If your friend wins a trophy, what will you say?



TASK 2

Listen carefully to the conversation between Dina and Dara and answer the following questions.

1. What are they talking about?
2. What does Dara say to congratulate Dina?
3. How does Dina say to respond Dara?
4. Does Dara also compliment Dina?
5. How does Dara say to compliment Dina?
6. Why does Dara compliment Dina?





Observing



TASK 3

Listen carefully to the conversation in Task 2 again and then tick (✓) and write items that you do not know and/or you want to know further.

No.	I want to know ...	(✓)
1	what the speakers are talking about.	
2	the expressions of congratulation and compliment.	
3	the occasions when we use the expressions.	
4	the social purpose of the text to congratulate and compliment somebody.	
5	the structure of transactional communication involving expression of congratulation and compliment.	
	Write more things you do not know and/or you want to know further	
6		
7		

Questioning



TASK 4

Referring to the items you want to know, tick (✓) relevant questions and propose your temporary answers based on your current knowledge.

No.	Answer	(✓)
1	What are the speakers talking about?	
2	What are the expressions of congratulation and compliment?	
3	When we use the expression?	
4	What is the social purpose of the text to congratulate and compliment others?	
5	What is the structure of transactional communication involving expression of congratulation and compliment?	
6		
7		



No.	Answer
1	
2	
3	
4	
5	
6	
7	

Collecting & Analyzing Data, Communicating Findings



Listen carefully to the conversation, notice how these words are pronounced. Then pronounce it loudly and find the meaning of the words. You may explore in your dictionary.

No.	English	Phonetic Transcription	Indonesian
1	competition (n)	/, kɒm.pə'tɪʃ. ə n/	
2	trophy (n)	/trəʊ.fi/	
3	win (v)	/wɪn/	
4	proud (adj)	/praʊd/	
5	excellent (adj)	/'ek.s ə l. ə nt/	
6	fight (v)	/faɪt/	



TASK 6

Listen carefully to the conversation between Dara and Dina again. Then, state whether the statements are True (T) or False (F). If the statements are false, correct it. Share your answer to the class.

No	Statements	T/F	Correction
1	Dina wins the first place in the competition.		
2	Dara participates in pattisery competition.		
3	Both of them work alone not in team.		
4	In the next competition, they will be in the same team.		
5	Dina is satisfied with the result.		





TASK 7

Listen to the conversation in Task 2 again. In groups of four, answer the questions to find out the meaning of some expressions and then present your answer to your friends. Number one has been done for you.

1. Why does Dara say *Congratulation on your team success*?
She wants to congratulate Dina for winning a cooking competition.
2. Why does Dina say *thank you very much for saying so*?
.....
3. What do you think the meaning of *I was really happy since we had won over many other teams* said by Dara?
.....
4. Why does Dini say *It was also great to hear it since it was national competition* to Dara?
.....
5. Why does Dara say *you do look good in that apron* to Dina?
.....
6. What does Dina means when she says *Do you really think so*?
.....



TASK 8

Listen to your teacher saying about expression of congratulation and compliment, repeat after him/his and then study the explanation that follow.

Expressions of Congratulation and Compliment

Expressions of Congratulation

- Congratulations. / kən,grætʃʊ'leɪʃnz/
- Congratulations on your success / kən,grætʃʊ'leɪʃnz ɒn jə sək'ses/
- It was great to hear about your achievement /ɪt wəz 'greɪt tə hɪər ə'baʊt jər ə'tʃi:vmənt/
- Well done /wel dʌn/
- Fantastic!!! / fæn'tæstɪk/

Expressions of Compliment

- That's great / ðæts 'greɪt/
- How delicious cake it is. / 'haʊ ə dr'ɪʃəs keɪk ɪt ɪz/
- You do look nice in that apron. / ju: də lʊk naɪs ɪn ðæt 'eɪprən/
- Your food is very yummy. / jə fu:d z 'veri 'jʌmi/

Responses

- Thank you / θæŋk ju/
- Thank you very much for saying so / θæŋk ju 'veri 'mʌtʃ fə 'seɪŋ 'səʊ/
- It's nice of you for saying so / ɪts naɪs əv ju fə 'seɪŋ 'səʊ/



In congratulating, people may make more than one move, for example, “Congratulations! You deserved it, man.” Similarly, in responding to congratulating expressions, people do not only make one move, like, “Thank you very much.” Usually they also say something else, such as, “This is because you’re always with me.” Those expressions are called as extended congratulations/ responses to congratulations (pujian bersayap).



Find out more information about how to express and respond congratulation and compliment, and then share the information you get with your classmates.



TASK 9

Listen to the dialogues and complete the missing expressions. Number one has been done for you.

1. Rina : I heard you got the first rank in the class Santi, is that true?
Santi : Yes, that is true.
Rina : **That’s great, Congratulation.**
Santi : Thanks a million Rina.
2. Deni : Hi, How are you?
Danang: I’m fine. How about you?
Deni : I’m very good, and you know I’m so happy because I got schoolarsip from La Cordon Blue Culinary School in Australia.
Danang: I know you deserve it.
Deni : Thank you Danang.
3. Cinta : Laura, did you participate the cooking competition yesterday?
Laura : Yes of course, our team got the runner up for cooking dinner menu
Cinta : You’ve done such a wonderful job, congratulation.
Laura :
4. Dara : Wow, this food looks appetizing, did you cooked it?
Dinda : Yes, have you tasted it?
Dara : Of course,
Dinda : Thank you Dara.
5. Daniel : Hi Mega, I saw you in Malioboro Mall yesterday.
Mega : Really? So you saw me cooking?
Daniel : Of course, your live cooking performance was great!
Mega :





TASK 10

Study the following explanation and discuss it with your friend. Ask your teacher if you need more explanation and then do the activities that follow.

In the previous task you heard this expression of compliment:

- What a beautiful apron it is.
- How delicious cake it is.

Pattern	Sentences	Noun Phrase	Subject	To be
What + Noun Phrase + S + to be	What a beautiful apron it is.	a beautiful apron	it	is
How + Noun Phrase + S + to be	How delicious cake it is.	delicious cake	it	is

Noun Phrase Pattern	Example	Article	Adjective	Noun
Article + adjective + noun	a beautiful apron	a	beautiful	apron
	delicious cake	-	delicious	cake

article can be in the form: *a, an, the*



Analyze the sentences below by using the previous pattern

No	Sentences	Noun Phrase			Subject	to be
		article	adjective	noun		
1	What a sweet cake it is.					
2	How a wonderful chef you are.					
3	What a delectable rendang this is.					



TASK 11

Arrange these words into correct sentences. You may work in pairs and share the answer to the class.

1. crispy - how - these - *lumpia* - are.

2. Potato - crunchy - it - what - is.



3. There - comfortable - was - what - restaurant - a.

4. Competition - this - challenging - is - cooking - what .

5. It - how - big - a - kitchen - is.



TASK 12

Make a short conversation based on the following situations. Use the sentences in Task 12 then perform it in front of the class. You may work in pairs.

1. Your friend cooked a delicious *lumpia*.
2. You tell your friend that last night you had a dinner in the restaurant with your family.
3. Your brother follows cooking competition.



TASK 13

Let's train your pronunciation. This is called "Tongue Twister".

Can you differentiate the pronunciation of /ʃ/ and /s/.

Let's practice pronouncing this sentence, repeat after your teacher.

She sells sea shells by the sea shore.

/ʃi: sels si: fəls baɪ ðə si: ʃɔ:r/

Can you pronounce it faster? ask your friend to pronounce it with you.

Who is the fastest?



Creating

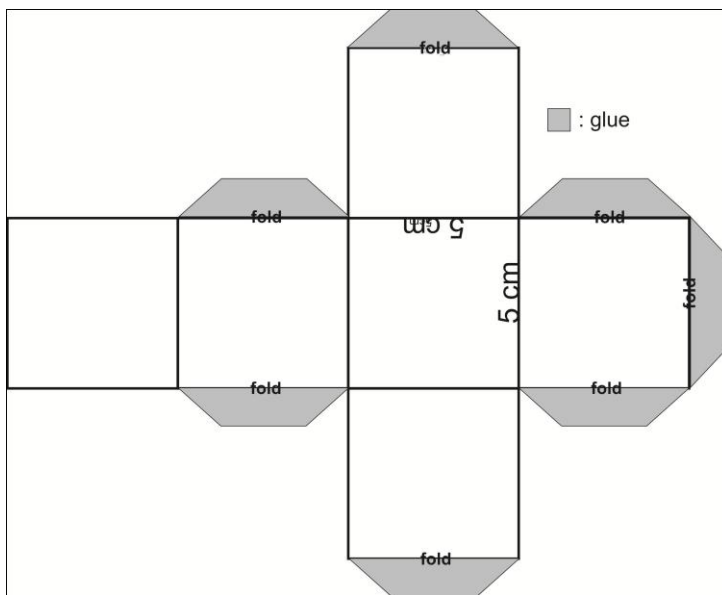


TASK 14

Let's roll a role. Make a group of four and follow the instruction. This is called "Roll a Role" games.

MATERIALS : A paper, scissor, glue, pen

PROCEDURE :

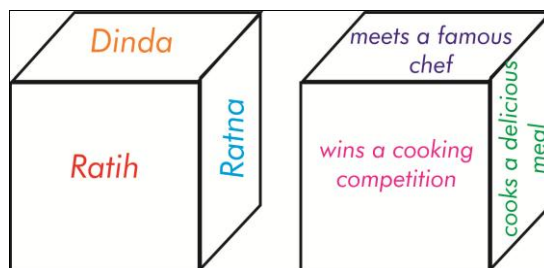


1. make two cubes with a paper. Here the pattern:

2. On each side of the first cube, write the name of group member. Since there are six sides you may add your teacher name's and your friend outside your group.

3. On the second cube, write the situations below:

- win a cooking competition
- meet a famous chef
- get the best mark on Asian food
- become a member of master chef
- cook a delicious meal
- make a delicious rainbow cake



HOW TO PLAY:

- One person rolls the two cubes to determine the person and situations. For example: Dina rolls the dice, and the result is Ratih wins a cooking competition. So Dina should congratulate Ratih and Ratih responses it.
- You may change the situations based on the need.
- Make sure every member of the group speaks up.
- Note the expressions that your friend said in your book.





TASK 15

Complete the following dialogues with the right expression orally and then try to continue the dialogue in pairs and perform it in front of the class.

1. Doni : Your performance was great, please accept my warmest congratulation.

You :

2. Dara : It was really great to hear about your achievement on patisserie festival yesterday, congratulation.

You :

3. Dini : Do you know, I got 9 in my Asian Food class.

You :

4. Dinda : This is a special cake made by me. Would you like to taste it?

You :

5. Diki : Wow, we really like your restaurant cuisine very much. It was really delicious.

You :





TASK 16

In pairs create your own conversation based on the following situations by using congratulation and complimenting expressions and perform it in front of the class.

1.



1.4

Your friend got the best mark on continental food class.

2.



1.5

Your classmate got a chance to participate in Master Chef competition.

3.



1.6

Your friend won a ticket to cook and dinner together with Chef Bara.



British people use both hands closed with thumbs up make forward circles in front of body as sign language of congratulations. It can be defined as an expression of pleasure when a good thing happens to someone.

<http://www.british-sign.co.uk/british-sign-language/how-to-sign/congratulations>





Observing



TASK 17

Read the card below, tick (✓) and write items that you do not know and/or you want to know further.



No.	I want to know ...	(✓)
1	the content of congratulatory card.	
2	the structure of congratulatory card.	
3	the social purpose of the congratulatory card.	
4	how to write congratulatory card.	
Write more things you do not know and/or you want to know further		
5		
6		



Questioning



TASK 18

Referring to the items you want to know, tick (✓) relevant questions and propose your answers based on your current knowledge.

No.	Questions	(✓)
1	What is the content of congratulatory card?	
2	What is the structure of congratulatory card?	
3	What is the social purpose of congratulatory card?	
4	How to write congratulatory card?	
5		
6		

No.	Answer
1	
2	
3	
4	
5	
6	

Collecting & Analyzing Data, Communicating Findings



TASK 19

Answer the following questions based on the card in task 18. You may work in pairs. Share your answer to the class.

1. Who wrote the card?
2. Why did the writer write the card?
3. What is the main idea of the card?
4. What is the congratulatory expression that the writer used in the text?



TASK 20



Match the box below with suitable part of the card discuss the following explanation. You may work in pairs.

<div style="border: 1px solid orange; padding: 10px; margin-bottom: 10px;"> <p>— Your beloved friend, Dinda</p> </div> <div style="border: 1px solid orange; padding: 10px;"> <p>— Hi, Debby</p> </div>	<div style="border: 1px solid orange; padding: 10px; margin-bottom: 10px;"> <p>— Wish you unlimited success.</p> </div> <div style="border: 1px solid orange; padding: 10px;"> <p>— Congratulations smart students! What a wonderful achievement it is. You got the best mark on Oriental Food Class.</p> </div>
---	--

1 Salutation

2 Content

3 Pre- closing

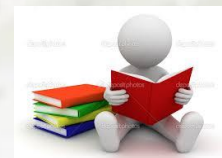
4 Closing

Congratulations

1.8

A congratulatory card usually consists of 4 parts:

1. Salutation
Many people forget this, but people like to see their names on the card.
For example: Dear Ana, Hi Dinda, etc
2. Content
Offer congratulatory expressions.
3. Pre-closing
It contains a wish for continued success
For example: Best luck for you now and forever.
4. Closing
Put the name of the sender here.
For example: Sincerely + name , best wishes + name



Creating



TASK 21

Arrange this jumbled congratulations words into correct sentences and rewrite it in the provided boxes below. You may work in pairs.

1.

your - the - Making – into - possible - is - impossible - own - style.
cookie - your - for - Congrats - on - crafting - winning - success - competition!

2.

and – very - well – You - this - congrats – for – deserve – your – work - dedication hard.
your – on - success.- Congratulations

3.

This - May – lead - success - to – a - achievement – greater - in - the - to - come - years
upcoming - Congratulations – for - and - successes. - present

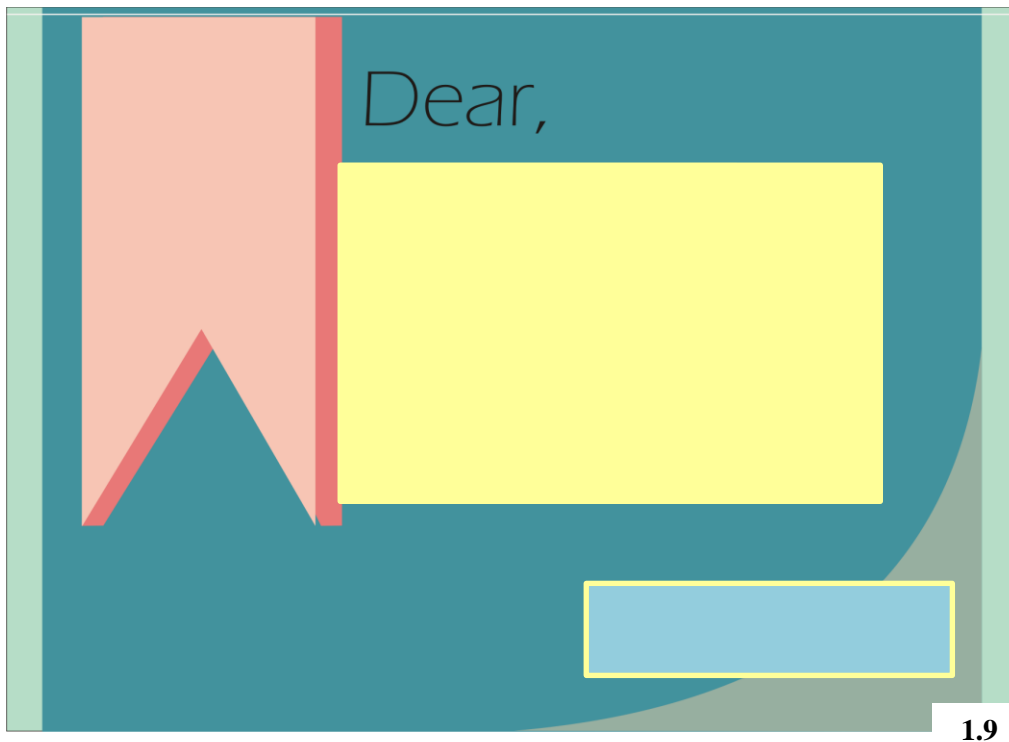




TASK 22

Make your own congratulation card. Choose two sentences from Task 21 and copy it to this card. Send your card to your friends.

1.



2.





TASK 23


Write down the inside parts of the congratulations cards based on the following situations.

1. *Your friend won a cookie crafting competition. She got the prize \$100*




1.11

2. *Your friend was chosen as the winner in the Culinary Week for the most crowded stand in the week.*




1.12

3. *Your teacher was chosen as the contributor for the cooking magazine.*



1.13

4. *Your friend graduated from Culinary School.*



1.14





Homework

Make a congratulation card for your friend, and send to her/ his. Make as creative as you can so that your card can be memorable to your friend.



Reflection

Before I studied this chapter

I didn't understand

.....

When I was studying this chapter

Difficulties:

.....

How I overcame the difficulties

.....
.....

After I had studied this chapter

I think
.....
.....





Summary

1. Expression Congratulation and Complimenting

Congratulatory	Compliment	Responses
<ul style="list-style-type: none"> ○ Congratulations. ○ Congratulations on + noun phrase ○ May I congratulate you on + noun phrase ○ I must congratulate you on + noun phrase ○ It was great to hear about... ○ I'd like to congratulate you n + noun phrase ○ Well done! / Fantastic! 	<ul style="list-style-type: none"> ○ That's great! ○ You do look nice in... ○ What a + Noun phrase ○ How + Adj + Noun + is/are ○ What + Adj + Noun ○ Noun phrase + is/look + (really) + Adj ○ Noun/ pronoun + (really) + like/love + noun phrase 	<ul style="list-style-type: none"> ○ Thank you ○ Thank you very much for saying so. ○ It's nice of you to say so. ○ Really? I'm not sure about it, actually. ○ Do you really think so? ○ It's very kind of you to say that. ○ Thanks, I need that. ○ You've my day.

2. Parts of Congratulatory Card

A congratulatory card usually consists of 4 parts:

1. Salutation
Many people forget this, but people like to see their names on the card.
For example: Dear Ana, Hi Dinda, etc
2. Content
Offer congratulatory expressions.
3. Pre-closing
It contains a wish for continued success
For example: Best luck for you now and forever.
4. Closing
Put the name of the sender here.
For example: Sincerely + name , best wishes + name





Vocabulary List

trophy (n) /trəʊ.fi/	: piala
fortunately (adv) /fə.tʃ ə n.ət.li/	: beruntungnya
win (v) /win/	: menang
competition (n) /kəm.pə.tɪʃ. ə n/	: perlombaan
pâtisseries (n) /pə.ti.sə.ri/	: produk olahan kue
dessert (n) /dɪzət/	: makanan penutup
recipe (n) /'res.i.pi/	: resep
contest (n) /kɒn.test/	: kontes
taste (n) /teɪst/	: rasa
awesome (adj) /ɔ.səm/	: mengagumkan
deserve (v) /dɪ'zɜ:v/	: berhak mendapatkan
dinner (n) /dɪn.ə r /	: makan malam
excellent (adj) /ek.s ə l. ə nt/	: baik sekali
main course (n) /meɪn kɔ:s/	: makanan inti
appetizer (n) /æp.i.taɪ.zə r /	: makanan pembuka
achievement (n) /əʃɪv.mənt/	: prestasi
ingredient (n) /ɪnɡri.di.ənt/	: bumbu
award (n) /ə'wɔ:d/	: hadiah
cookie crafting (n) /kʊk.i kɹɑftɪŋ/	: seni menghias roti
signature dish (n) /sɪɡ.nɪ.tʃə r dɪʃ/	: masakan khas (biasanya dari seorang chef)



UNIT II

Can You Describe This Menu?



source: www.culinarybonanza.com

Have you ever eaten in a restaurant? What food did you order? Can you describe it?

If you work in the restaurant, can you make the menu book?

In this unit you will learn how to describe food orally and in writing. You also learn how to make an appetizing menu book through interesting task.



Warm Up



TASK 1

Find the meanings of the adjectives by matching them with correct meanings. Then use the adjectives to talk about foods in the pictures. You may explore in your dictionary.

juicy
sour
salty
healthy
oily
tender
spicy
crunchy
bland
sweet

renyah
manis
berair
berminyak
asam
sehat
hambar
pedas
lunak
asin

The oranges are very juicy and sweet.



2.1 oranges



2.2 French fries



2.5 milk



2.3 cake



2.4 fruits



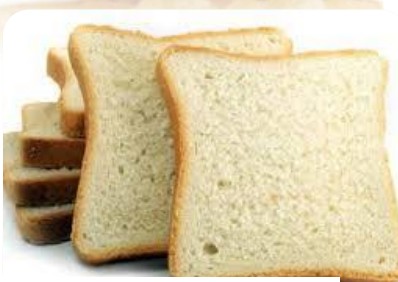
2.6 potato chips



2.7 sambal



2.8 meat

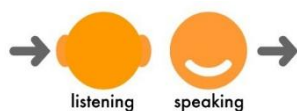


2.9 bread



2.10 coffee





Listening and Speaking



Observing



TASK 2

Listen to the conversation between Martha and Dina and then tick (✓) and write items that you do not know and or you want to know further.

No.	I want to know ...	(✓)
1	the meaning of the words in the conversation.	
2	what the speakers are talking about.	
3	the language feature that is used in the descriptive text.	
4	the social function of the descriptive text.	
	Write more things you do not know or you want to know further	
5		
6		

Questioning



TASK 3

Referring to the items you want to know, tick (✓) relevant questions and propose your answer based on your current knowledge.

No.	Questions	(✓)
1.	What are the meanings of the words in the conversation?	
2.	What are the speakers talking about?	
3.	What language feature that is used in the descriptive text?	
4.	What is the structure of the descriptive text?	
5.		
6.		



No.	Answer
1.	
2.	
3.	
4.	
5.	
6.	

Collecting & Analyzing Data, Communicating Findings



TASK 4

Listen carefully to the conversation. Notice how the words in the box are pronounced, then pronounce it loudly. Find their meanings in the grid by circle it horizontally or vertically. You may explore in your dictionary.

spicy (adj) /'spai.si/

lunch (n) /lʌn tʃ/

bland (adj) /blænd/

delectable (adj) /dɪlek.tə.bl/

crispy (adj) /kris.pi/

meal (n) /miəl/

oily (adj) /ɔɪ.li/

beverage (n) /bev. ə rɪdʒ/

sweet (adj) /swit/

delicious (adj) /dɪlɪʃ.əs/

A	K	P	B	D	M	G	N	S	A
M	A	I	E	K	A	N	U	L	I
I	Y	T	N	D	A	A	D	E	M
N	N	J	A	O	A	I	R	G	A
U	I	L	K	U	S	S	H	I	K
M	M	S	U	L	U	N	A	S	A
A	R	I	L	E	G	A	Y	I	N
N	E	N	H	Z	I	K	N	A	A
A	B	A	S	A	H	A	E	N	N
U	O	M	I	T	L	M	R	G	A





TASK 5

Listen carefully to the conversation between Martha and Dina again. Which food doesn't Dina like? Tick (✓) it in the box. You may work in pairs.



2.11

☐ Lumpia



2.12

☐ Dawet Ayu



2.13

☐ Fried Rice



2.14

☐ Rendang



TASK 6

Listen again and write the word or words Dina uses to describe each food. You may work in pairs and share the answer to the class.

1. Lumpia _____
2. Dawet Ayu _____
3. Fried Rice _____
4. Rendang _____

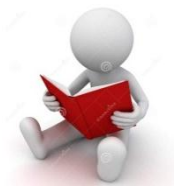


TASK 7

Listen carefully to the conversation again. Then, state whether the statements are True (T) or False (F). If the statements are false, correct it. Share your answer to the class

No	Statements	T/F	Correction
1	Dina has delicious menu for lunch.		
2	Dina likes fried rice very much.		
3	She cannot eat <i>lumpia</i> because her stomach is already full.		
4	<i>Dawet ayu</i> is a traditional food from Banjarnegara.		
5	Martha very interested with Dina's lunch.		





TASK 8

Study the following explanation about adjective order below. Discuss it with your classmates and ask the teacher if you need more explanation.

Adjectives Order

In the previous task, you hear:

Dawet ayu is a sweet Banjarnegara beverage.

Lumpia is an appetizing rolled Chinese snack.

Sometimes we use two or more adjective together to describe certain things.

The underlined words are the adjectives which explain *dawet ayu* and *lumpia*.

We should put the adjectives based on its order. Below is the explanation about adjective order:

Taste	Shape	Colour	Origin	Material
What is the taste about something?	What is the shape?	What colour is it from?	Where is it from?	What is it made of?
delicious, salty, mushy, appetizing, sour	square, flat, round, shapeless, cone	red, blue, brown	British, Chinese, French, Western	cheese, cassava

Others adjectives that is usually used to describe food is about the texture, for example: soft, smooth, tender, mushy etc.



TASK 9

Arrange the jumbled words in correct adjective order. You may work in group of four and share your answer to the class.

1.



2.15

a(n) German / delectable / beef / sausage



2.

some / Thai / delicious / dessert



a brown/ steak/ tender/ chicken

3.

a(n) cake/ American/ appetizing/ red velvet



4.



a cheesy/ salty/ snack/ Italian

5.

a candy/ colorful/ delicious/ England



Rendang, the original food of West Sumatera currently patented as one of Indonesian's Cultural Heritage by UNESCO. It is also awarded as the most delicious food in the world (CNN). Source: bubblenews.com





TASK 10

Listen carefully to the dialog and complete the blanks. You may work in pairs and share your answers to the class.

Mr. Alex and his family from England want to order some food for dinner in Javanese restaurant, but he does not know the detail of the menu, so he asks the waitress to explain it.

Waitress : Good evening Mr. Do you want to order some food for
1) _____?

Mr. Alex : Of course, but I am still wondering, can you
2) _____ what Javanese salad is?

Waitress : It is boiled vegetables such as sprout, cabbage,
spinach flavored with spicy peanut 3) _____.

Mr. Alex: Oh, I dislike 4) _____ food. Do you have other
recommendation?

Waitress : How about satay, a tasty 5) _____ in skewer
with delicious 6) _____ sauce?

Mr. Alex: Okay, I will try it a portion. What about *pepes*?

Waitress : It is steamed food wrapped in 7) _____ leaves. It is filled with shrimp or salt fish. Do you
want it?

Mr. Alex: the 8) _____ two portions please. I also order two glass of *dawet ayu*.

Waitress : Okay Mr. Wait a moment.



2.21



TASK 11

Listen again and list the vocabularies that you want to know. Discuss it with your friend. You may use your dictionary to find the meanings.

No.	English	Indonesian
1.	order	memesan
2.	vegetable	
3.	sprout	
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		





TASK 12

Look at Task 10. List the adjectives that you find in the dialogue and analyze the order. Number one has been done for you.

No	Adjectives	Taste	Shape	Origin	Material
1.	Javanese salad	-	-	Javanese	salad
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10					

Creating



TASK 13

Let's play a game. Make a group of four and follow the instructions. This is called "Taboo" games.

MATERIALS : scissors

PREPARATION: copy the following sheet about food and cut them into cards.















HOW TO PLAY:



- shuffle the cards
 - a person take one card and describe the picture based on the clues provided
- for example: the picture was "*Bakso*" and the clues are "Round, Meat, Fast Food and Malang". So the descriptions can be "The shape is round, it made from meat, this famous food comes from Malang". The others guess the food.
- correct guessing get 10 point, false guessing minus 5 point.
 - the winner is the person who get the biggest point.
 - you may add other food pictures.

adapted from: en.islcollective.com



			
STEAK beef fried potato hot plate sauce carrot	MILK white dairy liquid healthy cow	GREEN TEA Drink tea healthy china cold	SPAGETI Pasta noodles meatballs Italian tomato
			
ICE CREAM sweet smooth cold dairy cone	COFFEE Brown hot flavored iced brewed	MINERAL WATER Liquid thirsty sport Pure solid	GUDEG Yogyakarta jackfruit sweet steamed juicy
			
FRIED CHICKEN Food crispy kfc fried rooster	SANDWICH Bread lunch meat cheese food	PORRIDGE mushy breakfast bland chicken white	BURGER meat mustard meal American fast food
			
HOTDOG sausage junk food mayonnaise bread	PEM PEK palembang kapal selam cucumber egg	SAMBAL Spicy Chily Indonesian sauce red	SMOTHIE Flavors fruit ice mix
			
SATAY Skewer Meat Grilled Peanut sauce	FRIED RICE rice breakfast egg fried	CAKE sweet smooth birthday baked	PIZZA round italy baked mozzarella





TASK 14

Let's create a role play. This role play is entitled "A Day in a Restaurant"

MATERIALS : Copies of menu, several sets of cards with pictures of item in the menu.

PREPARATION :

- Make the menus and cards. The menus should have a number of options for each course. (you may use the example of menu provided).
- Arrange the room so its look like a restaurant with little kitchen on it.

PROCEDURE

- Divide the class into groups of customers, waiters/ waitress, and cooks. There should be one cook for five customers and waiters. The customers sit at their desks with each menu. The cooks cook in the kitchen with pictures of food. The waiters stand in the middle.
- Each waiter approaches a customer and asks, *May I help you?* or *Do you want to order any food?*
- The customer responds *Yes I'd like to order* or *Can you explain this food?* and order something from the menu.
- The waiter runs to the cook and says *Give me...*
- The cook gives the waiter the correct picture and the waiter gives it to the customers.
- The winner is the first waiter and customer team to get a full meal.
- Here the pictures of food in the menu:

 2.21	 2.22	 2.23	 2.24
BUBUR AYAM (Chicken Porridge)	POTONGAN BUAH (Sliced Fruit)	SOTO AYAM (Chicken Soto)	PISANG GORENG (Fried Banana)
 2.25	 2.26	 2.27	 2.28
NASI GORENG KAMPUNG (Kampung Fried Rice)	RENDANG (Beef Rendang)	NASI TIMBEL (Timbel Rice)	SUP BUNTUT (Oxtail Soup)

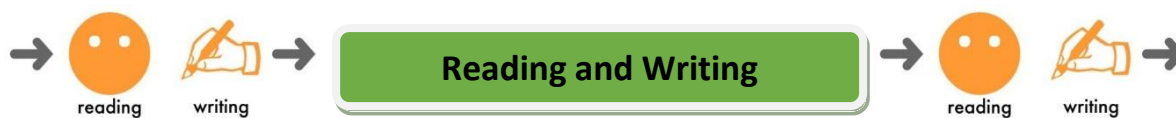


 <p>2.29</p> <p>NASI KUNING (Yellow Rice)</p>	 <p>2.30</p> <p>BAKWAN GORENG (Fried Bakwan)</p>	 <p>2.31</p> <p>ASEM ASEM DAGING (Meat Sour Soup)</p>	 <p>2.32</p> <p>MIE GORENG JAWA (Javanese noodle)</p>
 <p>2.33</p> <p>ES TEH (Ice tea)</p>	 <p>2.34</p> <p>SMOOTHIES (Mix fruit ice and yogurt)</p>	 <p>2.35</p> <p>JUICES</p>	

- Here the menu

<i>Javanese Restaurant</i>			
Breakfast	Dinner		
Bubur Ayam Indonesian rice porridge served with chicken and chips.	*Starters	*Dessert	
Soto Ayam Yellow spicy chicken soup with vermicelli	Bakwan Goreng Deep fried mixed vegetables served with chili mayonaise	Pisang Goreng Banana fritters served with vanilla ice cream	
Nasi Kuning Yellow rice with crispy soya bean and scrambled egg	Sate Lilit Balinese seafood skewers with chili sambal	Sliced Fruit Platter Selection of seasonal local fruits	
	*Main Course	Roasted Coconut Cake Chocolate cream, caramelized pineapple	
Lunch	Nasi Goreng Kampung Indonesia friedrice with prawns, fried egg and fried country chicken	Drinks	
Sup Buntut Javanese oxtail soup served with potatoes	Beef Rendang Stewed beef in chili, coconut milk served with steamed rice	Juices Watermelon, kiwi, orange, pineapple	
Asem Asem Daging Sour beef soup with belimbing sayur	Nasi Timbel Banana-leaf wrapped rice with fried chicken, tofu, tempe, salted	Smoothies Banana, mango, blueberry, raspberry	
Mie Goreng Jawa Boiled egg noodles with shrimps, chicken and vegetables		Flavoured Iced Tea Lychee, mango, mango jelly iced	





Observing



TASK 15

Read the menu below, tick (✓) and write items that you do not know and/or you want to know further

HARD ROCK BALI CAFÉ MENU

Starters | Salads | **Entrees** | Burgers | Sandwiches | Desserts

Entrees

It doesn't get any better than this: the freshest ingredients, sourced directly by our chefs and transformed into a feast fit for a rock star. Complement your entrée a side Caesar or House Salad for a little extra.



NEW YORK STRIP STEAK

Big and juicy 12-oz New York strip steak, seasoned and fire-grilled just the way you like it. Topped with maître d'butter and served with golden mash potatoes and seasonal veggie. Add a shrimp skewer for a little extra.*

TWISTED MAC, CHICKEN & CHEESE

Cavatappi macaroni tossed in a three-cheese sauce with roasted red peppers, topped with Parmesan parsley bread crumbs and grilled chicken breast.*

GRILLED SALMON

8-oz filet, wrapped in cedar paper, grilled tender with spicy barbeque sauce. Served with Golden mashed potatoes and seasonal veggie*.

FISH & CHIPS

Fillets of fish dipped in our special batter and deep fried to a golden brown. Served with French fries and citrus coleslaw.

adapted from: hardrockcafe.com/entree



No.	I want to know ...	(√)
1	the content of the menu.	
2	the social function of descriptive text.	
3	the generic structure of descriptive text.	
4	the steps to describe menu.	
Write more things you do not know or you want to know further		
5		
6		

Questioning



TASK 16

Referring to the items you want to know, tick (√) relevant questions and propose your answer based on your current knowledge.

No.	Questions
1	What is content of the menu?
2	What is the social function of descriptive text?
3	What is the generic structure of descriptive text?
4	What steps that are used to describe menu?
5	
6	

No.	Answer
1	
2	
3	
4	
5	
6	



Collecting & Analyzing Data, Communicating Findings



TASK 17

Match the verbs with correct meanings by a drawing line. You may explore in your dictionary.

wrap	grill	mash	roast	saute	fry	boil	steam	cook	carve	toast	braise
tumbuk	panggang (daging)	kukus	tumis	potong	masak	panggang (roti)	bungkus	rebus	goreng	bakar	ungkep



TASK 18

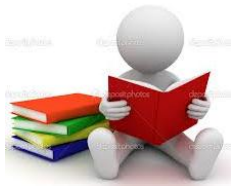
Read the menu in Task 15 again and answer the questions with the appropriate words in the box. You may work in pairs and share your answer to the class.

description	appetizer	ingredients	New York Strip Steak	title
dessert	Twist Mac	main course	taste	Grilled Salmon



- There are three parts of meal in the United States, starters or _____, entrée or _____ and _____.
- Menu book usually provides with pictures, the _____ of the menu and _____ of the food.
- In the description of the food, there are explanation about _____, taste and cooking process.
- If you are a vegetarian, you can order _____ or _____ for the entrée.
- If you dislike spicy food, it will be better if you order _____.





TASK 19

Study the following words and read the part of website below.



glutinous rice powder : tepung beras ketan
pandan paste : perisa pandan
palm sugar : gula aren/ gula jawa
fresh grated coconut : parutan kelapa muda
rice cake : kue beras
salty : asin
sweet: manis
originate: asal

Klepon, Javanese Rice Cake

★★★★★ [Read Reviews \(6\)](#)

[Pinterest](#)

121

[Facebook Like](#)

62

[Twitter Tweet](#)

0

[Google+1](#)

4



2.36

Ingredients:

glutinous rice powder, pandan paste, palm sugar, fresh grated coconut

Food Process:

Boiled

Klepon is a traditional rice cake from Java, Indonesia, and now popular in Indonesia and Malaysia. It is a boiled rice cake, stuffed with liquid palm sugar, and rolled in fresh grated coconut.

Klepon is green because it is flavored with a *pandan* paste whose leaves are used widely in South East Asian cooking. In other parts of Indonesia, such as in Sulawesi and Sumatra *klepon* is known as *onde-onde*. Although popular across Southeast Asia, *klepon* may have originated in Java.

Klepon, along with *getuk* and *cenil*, are often eaten as morning or afternoon snacks. One must take care when consuming *klepon*, because a freshly boiled one usually contains hot palm sugar liquid. The tastes are a little bit salty outside and sweet inside.

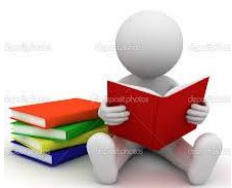




TASK 20

State whether the statements are True (T) or False (F). If the statements are false, correct it. Share your answer to the class.

No	Statements	T/F	Correction
1	<i>Klepon</i> is famous in Malaysia.		
2	There is a palm sugar inside <i>klepon</i> .		
3	Somebody needs coconut milk to make <i>klepon</i> .		
4	The tastes are salty inside sweet outside.		
5	<i>Klepon</i> is known as <i>cenil</i> in Sulawesi and Sumatera.		
6	The palm sugar will melt inside after <i>klepon</i> boiled.		



TASK 21

Study the explanation about descriptive text below. Discuss it with your classmates and ask your teacher if you need more explanation.

Descriptive Text

Descriptive text is a text which presents information about something specifically. The purpose is to describe a particular thing or person specifically.

The Generic Structure of descriptive text:

1. Identification: introduce a particular thing or person.
2. Description: describing physical appearance, quality, taste, etc.

Language Feature of descriptive text:

1. Using Simple Present Tense
2. Using action verbs
3. Using noun phrase
4. Using adjective order

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Klepon, Javanese Rice Cake

Klepon is a traditional rice cake from Java, Indonesia, and now popular in Indonesia and Malaysia. It is a round boiled rice cake, stuffed with liquid palm sugar, and rolled in grated coconut.

Identification

Klepon is green because it is flavored with a *pandan* paste whose leaves are used widely in South East Asian cooking. In other parts of Indonesia, such as in Sulawesi and Sumatra *klepon* is known as *onde-onde*. Although popular across Southeast Asia, *klepon* may have originated in Java.

Description

Klepon, along with *getuk* and *cenil*, are often eaten as morning or afternoon snacks. One must take care when consuming *klepon*, because a freshly boiled one usually contains hot palm sugar liquid. The tastes are a little bit salty outside and sweet inside.

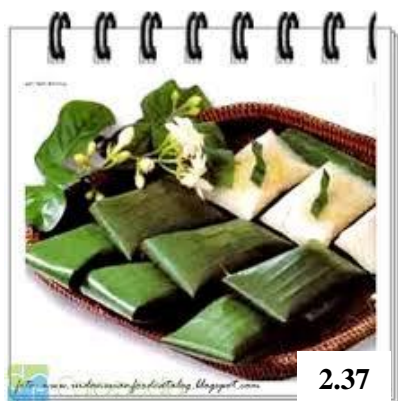
Description

Creating

TASK 22



Complete the description of Nagasari Cake below to provide complete information. Use the words in the table to help you describe the food. You may work in pairs and share your work in front of the class.



Nagasari Cake

Ingredients	Food Process	Shape	Taste	Color
rice flour, tapioca flour, coconut milk, white sugar, <i>pandan</i> leaf, salt, banana	steamed	square	smooth sweet	green outside, white and yellow inside

Nagasari is a traditional steamed cake made from rice flour, coconut milk and sugar, filled with slices of banana. It is usually wrapped in banana leaves before being steamed.

Identification

Nagasari is _____

Description
(taste/ appearance)



TASK 22



Complete the description of “Corn *Bakwan*” below. Write the words that you will need in the table to help you describe the food.



Corn *Bakwan*

Ingredients	Food Process	Shape	Taste	Color
Corn, wheat flour, salt, green onion, garlic, _____	Deep fry			

Corn *Bakwan* is _____

TASK 23



Let's play folded game. Follow the instructions below. The pictures are in the next page.

MATERIALS : Sheet of paper and pen

PROCEDURE :

- Write a sentence about the first picture based on the information provided in a sheet of paper. For example: *Satay is an Indonesian chicken skewer.*
- Folded it then passed to the friend's right neighbor.
- He/ she then continue the description. After approximately five sentences. Move to second picture.
- In the end you read the sentences out loud.



First Picture



Satay, Chicken Skewer

Ingredients:

chicken thighs, salt, white pepper, sweet soy sauce, brown sugar, garlic, lime juice.

Food Processing : Grilled

Second Picture



Lumpia, Indonesian Spring Rolls

Ingredients:

egg, red onion, garlic, bean sprout, cabbage, bamboo shoots, carrot

Food Processing: Deep fry

TASK 24



Change the old menu book to be the new one to make the customer more interested with the menu. Copy the menu and add some descriptions on it in the provided blank menu book in the next page. You may work in pairs.

			
Appetizer	Main Course	Dessert	Beverage:
- Sayur Asem Mixed Vegetable Soup	- Ayam Goreng Kremes Spice fried chicken	- Es Cendol Pandan coconut milk	- Iced Tea
- Gado Gado Mixed Vegetable Salad	- Gulai Kambing Mutton curry stew	- Es Teler Assorted fruits ice	- Lemon Tea
- Perkedel Mashed fried potato	- Gudeg Jogja Sweet boiled jackfruit	- Nagasari Banana rice cake	- Fruit Juice
			- Wedang Uwuh
			- Kunir Asem





MENUS

Appetizer



Main Course



Dessert



Beverage





Homework

Suppose that you have a restaurant. Make your own menu book with short description on each menu. You may choose your own menu and make sure to divide the menu into Dessert, Main Course, Appetizer and Beverages.

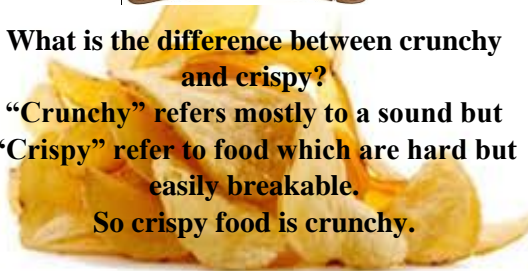


Reflection

Before I studied this chapter	
I didn't understand	
When I was studying this chapter	Difficulties: How I overcame the difficulties
After I had studied this chapter	I think



What is the difference between crunchy and crispy?
“Crunchy” refers mostly to a sound but
“Crispy” refer to food which are hard but easily breakable.
So crispy food is crunchy.





Summary

1. Information about descriptive text

Descriptive Text

Descriptive text is a text which presents information about something specifically. The purpose is to describe a particular person or thing or place specifically.

The Generic Structure of descriptive text:

1. Identification: introduce a particular person or thing or place.
2. Description: describing physical appearance, quality, taste, etc.

Language Feature of descriptive text:

1. Using Simple Present Tense
2. Using action verbs
3. Using noun phrase
4. Using adverbial phrase
5. Using adjective order

2. Adjective Order

Adjectives Order

In the previous Task, you hear:

Serabi is a delicious round Indonesian pancake.

Lumpia is an appetizing rolled Chinese snack.

Sometimes we use two or more adjective together to describe certain things.

The underlined words are the adjectives which explain serabi and lumpia.

We should put the adjectives based on its order. Below is the explanation about adjective order:

Taste	Shape	Colour	Origin	Material
What is the taste about something?	What is the shape?	What colour is it from?	Where is it from?	What is it made of?
delicious, salty, mushy, appetizing, sour	square, flat, round, shapeless, cone	red, blue, brown	British, Chinese, French, Western	cheese, cassava

Another adjectives that is usually used to describe food is about the texture, for example: soft, smooth, tender, mushy etc.





Vocabulary List

sprout (n) /spraʊt/	: kecambah
cabbage (n) /kæb.ɪdʒ/	: kubis
peanut sauce (n) /pi.nʌt sɔs/	: saus kacang
skewer (n) /skjuə r /	: tusuk (biasanya untuk daging)
steam (v) /stim/	: mengukus
shrimp (n) /ʃrɪmp/	: kepiting
palm sugar (n) /pɑm ʃʊg.ə r /	: gula jawa
grill (v) /grɪl/	: memanggang
parsley (n) /pɑ.sli/	: daun peterseli
cone (n) /kəʊn/	: contong
originate (v) /əɪdʒ.ɪ.neɪt/	: asal
delectable (adj) /dɪlek.tə.bl/	: lezat
appetizing (adj) /æp.ɪ.taɪ.zɪŋ/	: menambah selera makan
mushy (adj) /mʌʃ.i/	: lembek (biasanya digunakan untuk bubur)
salty (adj) /sɑl.tɪ/	: asin
bitter (adj) /bɪt.ə r /	: hambar
sour (adj) /saʊə r /	: asam
frosty (adj) /frɒs.ti/	: sangat dingin
sausage (n) /sɔs.ɪdʒ/	: sosis
tender (adj) /ten.də r /	: lunak/ empuk



UNIT III

Please Listen to the Announcement



source: www.google.com/announcement/picture

Have you ever joined a cooking competition in your school? How did you get the information? Is it from the announcement or other sources? Have you ever made an announcement before? What information do you get from an announcement? In this unit you will learn how to make a good announcement through challenging tasks orally and in writing.



Warm Up



TASK 1

Study the picture below and answer the following questions.



RIVER DISTRICT PRESENTS

PIE BAKING CONTEST



1ST: \$150 METROPOLIS @ METROTOWN GIFT CARD
2ND: \$50 ROMERS BURGER BAR GIFT CARD
3RD: \$25 STARBUCKS GIFT CARD

*ALL ENTRANTS RECEIVE A RIVER DISTRICT WATER BOTTLE!

SATURDAY, OCTOBER 26TH | 2-3PM

* Celebrity judges to be announced!*

* Apply online or in person by **Thursday, October 24th***

Full contest details at www.RiverDistrict.ca

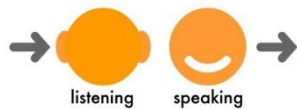
8683 Kerr Street, Vancouver | 604-431-5594 | jlam@parklane.com

3.1

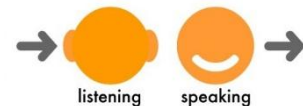
Questions:

1. What is the picture about?
2. Whom is the information addressed to?
3. What is the purpose of the text?
4. Have you ever read the text like that?
5. In what place you will easily find the text like that?





Listening Speaking



Observing



TASK 2

Listen carefully to the announcement in the radio and then tick (✓) and write items that you do not know and or you want to know further.

No.	I want to know ...	(✓)
1	what the speaker is talking about.	
2	what announcement is.	
3	what the information we can get in the announcement.	
4	how to announce something.	
Write more things you do not know and/or you want to know further		
5		
6		

Questioning



TASK 3

Referring to the items you want to know, tick (✓) relevant questions and propose your temporary answers based on your current knowledge.

No.	Questions	(✓)
1	What is the speakers talking about?	
2	What is announcement?	
3	What are the information that we can get in the announcement?	
4	How to announce something in public?	
5		
6		



No.	Answer
1	
2	
3	
4	
5	
6	

Collecting & Analyzing Data, Communicating Findings



TASK 4

Listen carefully to the announcement again. Notice how these words are pronounced then pronounce it loudly and find the meaning in your dictionary. Answer the following questions and share your answers to the class.

No	English	Pronunciation	Indonesian
1	amateur (adj)	/æm.ə.tə r /	
2	baker (n)	/beɪ.kə r /	
3	experience (n)	/ɪkspɪə.ri. ə n t s/	
4	challenging (adj)	/tʃæl.ɪn.dʒɪŋ/	
5	audition (n)	/ɔdɪʃ. ə n/	
6	prepare (v)	/prɪpeə r /	
7	apply(v)	/əplai/	

Questions:

1. What kind of text is it?
2. What is Indonesian Baking Competition?
3. For whom class is the announcement addressed?
4. To whom can they ask question when they want to apply?
5. How much is the prize for the winner?
6. What date they must come for audition?
7. Where do you think you will hear that kind of announcement?





TASK 5

Listen to the announcement. Fill in the blank spaces. You may work in pairs and then read the announcement in front of the class.

Dear students of SMK Cipta Karya

To commemorate the coming of World (1) _____ Day on 1 June, Milkindo Dairy is going to hold some very special (2) _____ together with OSIS entitled “Milky Healthy and Tasty”.

You can participate on (3) _____ writing contest and cooking competition. For (4) _____ writing contest you should submit two recipes of creative food and beverage made from (5) _____. Don't forget to put the picture of your recipe. For cooking competition you may work in (6) _____ serving a food and beverage made from milk.

Write your best (7) _____ recipes now. Your recipes must be on our table on 31 May 2014. The participant of cooking challenge should apply before 27 May 2015 and the competition will be held on (8) _____ 2015 in Gatutkaca Hall. The winners will be announced after the flag ceremony in 2 June 2014.

Keep healthy keep creative and innovative and don't forget to drink milk once per day.

Thank you for your big attention.



TASK 6

Listen to the announcement again and list the vocabularies that you want to know. Discuss it with your friend. You may use your dictionary to find the meanings.

No	English	Indonesian
1	commemorate	merayakan
2	dairy	
3		
4		
5		
6		
7		
8		
9		
10		





TASK 7

Listen carefully to the announcement again. Then state whether the statements are True (T) or False (F). If the statements are false, correct it. You may work in pairs. Share your answer to the class.

No.	Statements	T/F	Corrections
1	The world milk day hold by OSIS SMK Cipta Karya.		
2	There are two competitions in this event.		
3	The participants of cooking competition can work in a team.		
4	The participants of recipe writing contest can submit more than two recipes.		
5	Both of the competition use milk as the main ingredient.		
6	The last submission of recipe is on 1 June 2014.		
7	After finish cooking, the winner will be announced in the same day.		



TASK 8

Study the following explanation about announcement below. Discuss it with your classmates and ask the teacher if you need more explanation.

Announcement

Announcement is a public statement that is usually formal and has a specific purpose. There are two kinds of announcement: spoken and written. Spoken announcement usually begin with : Attention, pay attention please, or attention please. In giving an announcement, just keep the following point:

- The title or type of event;
- Date, time, place;
- Contact person

In an announcement we may find these following points:

- Who is the announcement addressed for
- What is the content
- Who writes/give the announcement





TASK 9

Analyze the content of the announcements in Task 4 and 5 by filling the table below. You may work in pairs, share the answer to the class.

Tittle	Main Idea	Details
Baking Competition		-when : -where : -how :
Milk Day Event		-when : -where : -how :



TASK 10

Let's play a game. This game is entitled "Whispering Race".

MATERIALS : headphone (each group need one), note, pen

PREPARATIONS :

- split the class into six groups, each team stand in a line
- the member who stands in the front is the chairman on the group, he/ she will use the headphone, and the member who stands in the end of the line will answer the questions.



3.2

PROCEDURES :

- the chairman listen to the recording about an announcement by using headphone, then he/she whispers it to the member behind her/him. (the announcement will be split into five parts)
- whisper it until the last group member. The last member may take a note.
- after finish 5 parts, the last member raise her/his hand and complete the following statements.
- the fastest and the most correct answer becomes the winner.



Questions:

1. The main idea of the announcement is _____
2. The announcement is addressed for _____
3. Customers should go to _____ if they want to watch the cooking demo.
4. The announcement is delivered by _____
5. The chef will cook some menu with _____ as a main ingredient.
6. Customers will get _____ and _____ if they watch the demo.

Creating



TASK 11

Choose one of the announcement drafts below, make an announcement based on the information in the box. You may work in pairs and announce your announcement in front of the class.

Event : Fruit Crafting Competition
Venue : Main Hall of SMK Budi Pekerti
Date : 12 June 2014
Time : 10 am – 12 am
CP : Dinda (0890909088)
Note : All the equipment are prepared by the participants



3.3

Event : Nusantara Culinary Expo
Venue : Gedung Wanita, Sudirman Street
Time : 1-2 May 2014
Time : 10 am – 10 pm
CP : Aini (085670987)
Note : The Entering Ticket is Rp. 5000



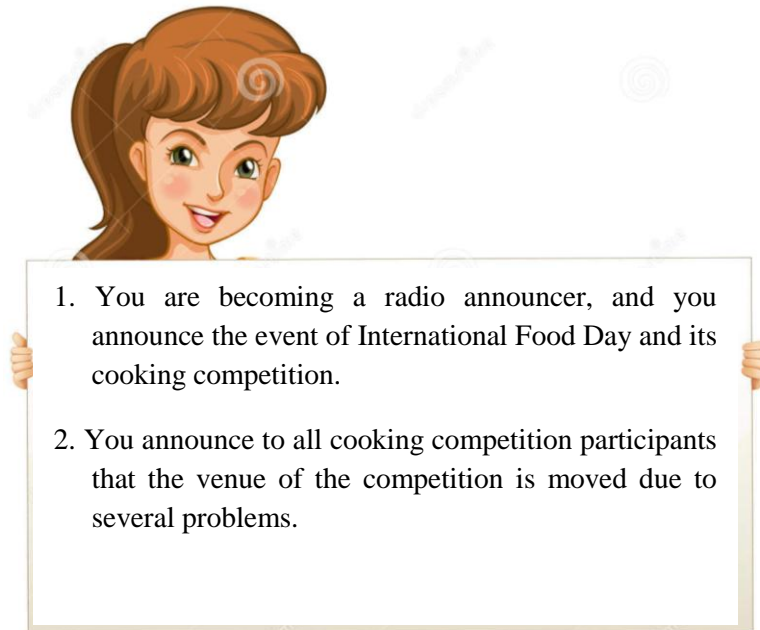
3.4





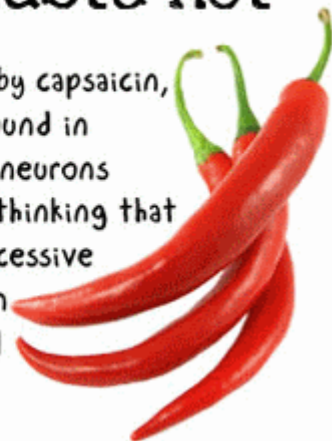
TASK 12

Choose one of the announcement drafts below, make an announcement based on the information in the box. You may work in pairs and announce your announcement in front of the class.



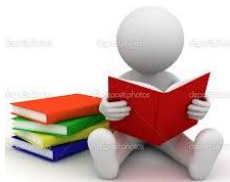
Why Peppers taste hot

The heat sensation in chili peppers is caused by capsaicin, which is a colorless, odorless, oily chemical found in peppers. Capsaicin binds with certain sensory neurons which then more or less trick your body into thinking that it is being burned or at least experiencing excessive amounts of heat in the area that the capsaicin comes in contact with, even though no actual physical burning is taking place.





Observing



TASK 13

Read the website about Art of Patisserie Share Food Competition Announcement and then tick (✓) and write items that you do not know and or you want to know further.



Existing user?
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HOME

WHY LE CORDON BLEU?

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STUDENTS

In the news

Art of Patisserie Share Food Competition Announcement



If you live in Indonesia, and you are under 20, take part in the Art of Pâtisserie: Share Food Competition and you could win one of three big prizes.

Held on Sunday the 18th May, the event will include the final stage of the Pâtisserie competition with teams of amateur chefs producing their own version of a sweet delicacy, demonstrations by Chef Rinrin Marinka, as well as talks about careers in hospitality.

If you are interested in a career in hospitality and food, then this is the event for you.

	Date and time: Sunday 18th May 2014 9:00 - 18:00
	Venue: Menara Top Food, Jln. Jalur Sutera Barat No. 3, Alam Sutera. Tangerang

Activities:

1. Patisserie competition (the registration is now open and will be closed on April 30th, 2014)
2. Career Talk by Mr. Iwan Tjandra (Restaurateur and Owner of Eat and Eat and Chef Rinrin Marinka (MasterChef Indonesia – Judge season 1 and 2, alumnus)
3. Chef demo by Rinrin Marinka

Contact:

Email: lcbcompetition@suneducationgroup.com

Website: www.suneducatigroup.com

Adapted from <http://www.lecordonbleu.com.au/>



No.	I want to know ...	(√)
1	what information that I can get from announcement.	
2	what is the structure of announcement.	
3	what is the language feature of announcement.	
Write more things you do not know or you want to know further		
4		
5		

Questioning

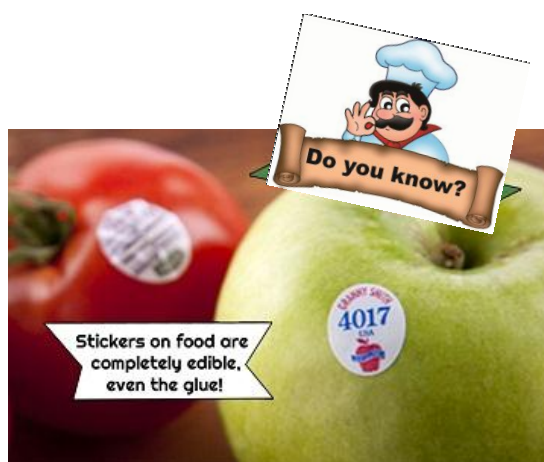


TASK 14

Referring to the items you want to know, tick (√) relevant questions and propose your answer based on your current knowledge.

No.	Questions	(√)
1	What information that we can get from announcement?	
2	What is the structure of announcement?	
3	What is the language feature of announcement?	
4		
5		

No.	Answer
1	
2	
3	
4	
5	



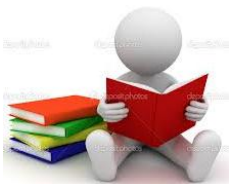
Collecting & Analyzing Data, Communicating Findings



TASK 15

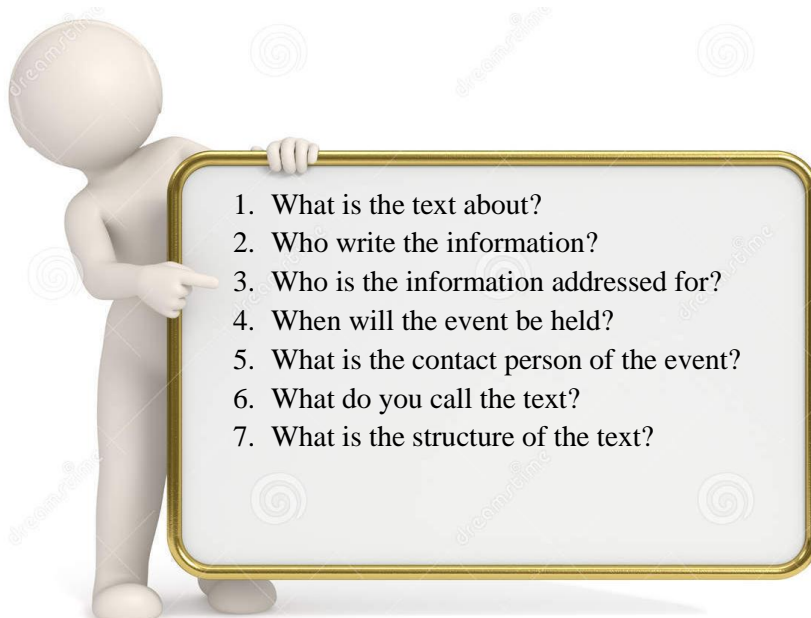
Listen to your teacher and repeat after her/him and then find the meanings of them. You may explore in your dictionary.

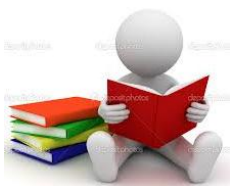
No	English	Pronunciation	Indonesian
1	patisserie (n)	/pəti.sə.ri/	
2	indulge (v)	/ɪndʌldʒ/	
3	passion (n)	/pæʃ. ə n/	
4	amateur (adj)	/æm.ə.tə r /	
5	delicacy (n)	/del.i.kə.si/	
6	hospitality (n)	/hɒs.pɪtæl.ə.ti/	
7	demonstration (n)	/dem.ənstreɪ.ʃ ə n/	
8	career (n)	/kəriə r /	



TASK 16

Read again the text in Task 13 and then answer the following questions to help you to find out the content of the text. You may work in pairs and share the answers to the class.





TASK 17

Read the following announcement board, and then analyze each part of the announcement based on the table. You may work in groups of four.

Announcement Board

Cipta Karya Culinary Week
12-16 September 2014

Here are the schedule that you cannot miss it:

- 12 September 2014
Opening Ceremony of Cika Cuek
Nusantara Culinary parade
- 13 - 16 September 2014
Culinary Festival from ASEAN countries
- 14 September 2014
National Food Carving Competition
Coconut Cooking Competition
- 16 September 2014
Food and Nutrition Seminars from
dr. Priscillia
Competition Announcement and Closing

For further information please call:
Dinda (089900900).

All of the event will be held in Centre Hall
Culinary Students Association

To: All Fun Cooking Members

Please be informed that the 3rd Fun Cooking event this coming September 15 (Wednesday) is cancelled due to the repair of the main kitchen that have not been done. It is tentatively rescheduled to September 21 (Saturday).

Please wait for update or call Rara (08567886)

Thank you for your kind understanding.

The committee

“Corn Recipe Competition Winner”

- Nana Kania (11 JB A)
- Dara Saputri (10 JB C)

Congratulations for the winners, please contact the committee to take special prize.

The committee

NB. Next week theme is cassava recipe

Tittle	Cipta Karya Culinary Week	Fun Cooking	Recipe Competition
Who is the announcement addressed for?			
What is the content?			
Who give the announcement?			
When do the event will be held?			
Where is the place of the event?			
Where can they contact if need more information?			





TASK 18

Read again the announcement board in Task 15. Then, state whether the statements are True (T) or False (F). If the statements are false, correct it. Share your answers to the class. You may work in pairs.

No.	Statements	T/F	Correction
1.	The Culinary Week is held by OSIS SMK Cipta Karya.		
2.	Culinary Festival is the longest event during the culinary week.		
3.	Chef Hall will be used to gather 3 different events in a day.		
4.	The Fun Cooking event is rescheduled on Wednesday.		
5.	The main kitchen will be ready to be used on 21 September 2015.		
6.	The announcement is made by the chief of Fun Cooking.		
7.	The Recipe competition always changes the theme in every competition.		

TASK 19



Study the following explanation about preposition time and place. Ask your teacher if you need more explanation.

In the previous task you find a sentence:

- The cooking competition will be held on 1 June 2014 in Gatutkaca Hall at Sudirman street number 45. The winners will be announced after the flag ceremony on 2 June 2014.

The underlined words are called preposition. A preposition is a word that links a noun, pronoun, or noun phrase to some other part of the sentence.

Here is the explanation about preposition place and time that we usually meet in announcement

Preposition	in	at	on
time	use for nonspecific times during a day, if it used with a period of time, it refers to a time in the future.	use to designate specific times (clock time, time of the day)	use to designate days and dates.
Example	Siska Suwihutomo is a famous chef in 1990s.	The food festival open at 7 am.	The winner will be announced by the committee on Wednesday.
place	use for the names of land-areas or specific places (towns, countries)	use for specific addresses.	use to designate names of streets, avenues, etc.
example	The International Patisserie Competition will be held in America.	The Culinary Festivals hold at Kusumanegara street number 42.	You can find the winner of recipe competition on announcement board.





TASK 20

Complete the following sentences by using preposition *in*, *at*, or *on*. You may work in pairs and share your answer to the class.

1. ____ the morning ____ Sunday, I am going to cook fried rice.
2. Chef Farah Queen was born ____ 1973, and she started her carrier ____ 1992.
3. You should put more salt ____ your dish.
4. Boil the paste ____ 4 cups of water.
5. SMK Cipta Karya hold a culinary week ____ Rasuna Said Hotel.
6. Grilled food is healthier if it is grilled ____ the certain degree.
7. Would you like sugar ____ your coffee?
8. The judges of this fruit crafting competition will be ____ board ____ 10 a.m.



TASK 21

Complete the blank spaces by using preposition *in*, *at*, or *on*. You may work in pairs and share your answer to the class.

FOOD MART Supermarket holds a very spectacular Fruit Carving and Live Cooking Competition.

The event will be held _____ Sunday, _____ November 2nd 2014

Invite you friends and family to gather with us _____ Mall Palembang Icon _____ Lorok Pajo Street IX, Palembang.

The registration of the competition is opened until November, 1st 2014 _____ Foodmart Head Office _____ Sudirman Street, 50, Palembang.

Let's apply yourself and get million prizes from the sponsor.

For more information please contact us _____ 0280 - 565 500



3.5



Creating



TASK 22

Complete the announcement about KCO Cooking Competition Announcement with the appropriate words in the boxes and consider the use of preposition time and place. You may work in pairs and share the answers to the class.

free admission

KCO Cooking Competition

021-890890

8a.m until 3p.m

Sudirman Street, 18, South Jakarta

three winners

Korea Culture Office (KCO) Cooking Competition Winner Announcement

Just a quick announcement regarding _____.

The judges have made their decision and have chosen the _____, who will each receive _____ to their selected Korean Cooking Class and some other prizes.

The winners of the competition are:

- Nicholas Midgley
- Chery Blossom
- Stefi Kasim

Congratulation to the competition winners! The winners may come to Korean Culture Office at _____. We are waiting for taking your prize in office hour between _____.

For further information, kindly contact us on _____.


3.6





TASK 23

The following announcement about mailing list of Creative Cookie Crafting Competition is not written properly. Edit the announcement so that it makes sense. Rewrite it in the provided table.

Before	
Forum Login Message	<<Older Topic Newer Topic>>
30/08/2014	13:55:34
Bella  3.7	<p>Creative Cookie Crafting Competition Anouncement</p> <p>Are you ready for your dessert???</p> <p>This is the challenging competition</p> <ul style="list-style-type: none"> - Create a cookie with entertainment style. It must created by you - Take a picture of it in highest quality - Submit the picture on www.cookie-creative.com <p>This contest range from now till 11.59p.m on September,11th 2014</p> <p>Announcement the winner September,15th 2014</p> <p>Grand prize winner will receive Rp. 1000.000 and many more prizes.</p>

After	
Forum Login Message	<<Older Topic Newer Topic>>
30/08/2014	14:30:54
Bella 	



TASK 25

Write your own announcement based these following topics. You may choose one topic. Write in a piece of paper and then put it in a board.

You are one of the committee of pastry and baking competition. You will announce the winner of the competition on facebook. Ask the winner to email their CV to take the prize.

You are the chief of the class will announce to your classmates that tomorrow your teacher can not attend the class, so in groups of four, the students should make a project to submit recipe menus for complete meal time.





Homework

Find two announcement related to culinary in the internet or magazines. Analyze the announcements through comparing the structure, main idea and purpose of the announcement. Discuss it with others friend.



Reflection

Before I studied this chapter	I didn't understand
When I was studying this chapter	Difficulties: How I overcame the difficulties
After I had studied this chapter	I think





Reflection

1. The information about announcement.

Announcement is a public statement that is usually formal and has a specific purpose. There are two kinds of announcement: spoken and written. Spoken announcement usually begin with : Attention, pay attention please, or attention please. In giving an announcement, just keep the following point:

- d. The title or type of event;
- e. Date, time, place;
- f. Contact person

In an announcement we may find these following points:

- d. Who is the announcement addressed for
- e. What is the content
- f. Who writes/give the announcement

2. Preposition time and place

A preposition is a word that links a noun, pronoun, or noun phrase to some other part of the sentence.

Here is the explanation about preposition place and time that we usually meet in announcement

Preposition	in	at	on
time	use for nonspecific times during a day, if it used with a period of time, it refers to a time in the future.	use to designate specific times (clock time, time of the day)	use to designate days and dates.
Example	Siska Suwihutomo is a famous chef in 1990s.	The food festival open at 7 am.	The winner will be announced by the committee on Wednesday.
place	use for the names of land-areas or specific places (towns, countries)	use for specific addresses.	use to designate names of streets, avenues, etc.
example	The International Patisserie Competition will be held in America.	The Culinary Festivals hold at Kusumanegara street number 42.	You can find the winner of recipe competition on announcement board.





Vocabulary List

bake (v) /beɪk/	: memanggang
commemorate (v) /kəmem.ə.reɪt/	: merayakan
beverage (n) /bev. ə r.ɪdʒ/	: minuman
dairy (n) /deə.ri/	: perusahaan susu
submit (v) /səbmɪt/	: mengumpulkan
tasty (adj) /teɪ.sti/	: enak/ lezat
challenge (n) /tʃæl.ɪndʒ/	: tantangan
smooth (adj) /smuð/	: lembut
live cooking (n) /lɪv kʊk.ɪŋ/	: pertunjukkan memasak secara langsung
chance (n) /tʃɑːns/	: kesempatan
prize(n) /praɪz/	: hadiah
fruit carving (n) /frut kɜːv ɪŋ /	: seni memahat buah
admission (n) /ədmiʃ. ə n/	: pengakuan
innovative (adj) /ɪn.ə.və.tɪv/	: mempunyai ide baru
serve (v) /sɜːv/	: menyajikan



Appendix

UNIT I

TASK 2

Conversation between Dina and Dara

Dara : Hey, Dina! How was the cooking competition? Did you and your team go home with the trophy?

Dina : Thank God, we did. Fortunately we succeeded to get the first place.

Dara : Wow that's a good job, Din. Congratulation on your team success!

Dina : Thank you very much for saying so, Dara. So, how about you and your team in pattisier competition?

Dara : Unfortunately my team and I didn't get the first place. We got the third place but I was really happy since we had won over many other teams and gone that far.

Dina : I am sure you and your friend did it very well Dara. It was also great to hear it since it was national competition.

Dara : Thank you very much, Dina. We still have to learn more to be the first like your team did. By the way, you do look nice with that apron.

Dina : Do you really think so? This is the present from the cooking competition.

Dara : Wow, that's great

TASK 9

1. Rina : I heard you got the first rank in the class Santi, is that true?

Santi : Yes, that is true.

Rina : **That's great, Congratulation.**

Santi : Thanks a million Rina.

2. Deni : Hey, How are you?

Danang : I'm fine. How about you?

Deni : I'm very good, and you know I'm so happy because I got schoolarsip from La Cordon Blue Culinary School in Australia.

Danang : **Wow, congratulation, i'm happy to hear that.** I know you deserve to accept it.

Deni : Thank you Danang



3. Cinta : Laura, Did you gather the cooking competition yesterday?
 Laura : Yes of course, our team got the runner up for cooking dinner menu
 Cinta : You've done such a wonderful job, congratulation
 Laura : **Thank you so much Cinta.**
4. Dara : Dinda, is this food made by you?
 Dinda : Yes, have you tasted it?
 Dara : Of course, **What a delicious food ever!**
 Dinda : Thank you Dara.
5. Daniel : Hi Mega, I saw you in Malioboro Mall yesterday.
 Mega : Really? So you saw me cooking?
 Daniel : of course, your live cooking performance was very great!
 Mega : **It is nice of you to say so.**

UNIT II

TASK 2

- Marta : Hi Dina, what did you eat for this lunch?
- Dina : I had lunch in my friend's house. The menu was delectable.
- Marta : What was on the menu?
- Dina : It was a big meal, we had friend rice, rendang, lumpia and dawet ayu for the beverage.
- Marta : Interesting, did you like it?
- Dina : well, the nasi goreng was delicious and buttery. The rendang was spicy and delectable. I like it very much but the lumpia was crispy and oily. I couldn't finish it
- Marta : How about the dawet ayu?
- Dina : Dawet ayu is a sweet Banjarnegara beverage. It really matches with the food. I enjoy it

TASK 10

Mr. Alex and his family from England want to order some food for dinner in Javanese restaurant, but he does not know the detail of the menu, so he asks the waiter to explain it.

- Waiter : Good evening Mr. Do you want to order some food for dinner?
- Mr. Alex : Of course, but I still wondering, can you explain what Javanese salad is?
- Waiter : It is boiled vegetables such as sprout, cabbage, spinach flavored with spicy peanut sauce.
- Mr. Alex: Oh, I dislike spicy food. Do you have other recommendation?
- Waiter : How about satay, a tasty meat in skewer with delicious peanut sauce?



Mr. Alex: Okay, I will try it a portion. What about pepes?

Waiter : It is steaming food wrapped in banana leaves. It is filled with shrimp or salt fish. Do you want it?

Mr. Alex: the shrimp two portions please. I also order two glass of Dawet Ayu.

Waiter: Okay Mr. Wait a moment.

UNIT III

TASK 2

Good Morning Listeners, Do you know American Baking Competition? a very challenging competition to looking for the best amateur baker in US. Now the competition will be held in Indonesia. Be prepared for the audition, safe the date on 15 June 2014. Firstly you need to apply on www.indonesianbakingcompetition.com and upload your best experience on baking. Then on 15th ,June 2015 the judges are waiting for you in Balai Sarbini, Jakarta. Let's baking and win the grand prize of Rp.150 million. Indonesian Baking Competition, the coolest baking competition ever.

TASK 6

Announcement

Dear students of SMK Budi Pekerti ,

To commemorate the coming of World Milk Day on 1 June, Cimory Dairy is going to hold something very special event entitled "Milky Healthy and Tasty".

You can participate on recipe writing contest and cooking competition. For recipe writing contest you should submit two recipes of creative food and beverage made from milk. Don't forget to put the picture of your recipe. For cooking competition you may work in pairs serving a food and beverage made from milk.

Write your best creative recipes now. Your recipes must be on our table on 31 May 2014. The participant of cooking challenge should apply before 27 May 2014 and the competition will be held on 1 June 2014 in Gatutkaca Hall. The winners will be announced after the flag ceremony in 2 June 2014. Keep healthy keep creative and innovative and don't forget to drink milk once per day.

Thank you for your big attention



TASK 10

- 1 Ladies and gentlemen, the Bengawan Solo Restaurant held a cooking demo by chef Farah Queen in the main stage today at 8 pm.
- 2 The cooking performance is including three kinds of food, appetizer, main course and dessert.
- 3 The main ingredients are salmon, chocolate and fruits.
- 4 At the end of performance there is also question and answer session about everything related to cooking.
- 5 For the customers who want to watch the demo, kindly to attend the main stage and you will get some chance to taste the food for free. Thank you.

Picture Sources

UNIT I

- 1.1 <http://www.news.valenciacollege.edu/>
- 1.2 <http://www.travelandtourworld.com/>
- 1.3 <http://www.fdupillar.com/>
- 1.4 <http://www.coontinentall.blogspot.com>
- 1.5 <http://www.sutarni.pustakasekolah.com>
- 1.6 <http://www.twiter.com>
- 1.7 <http://www.sutarni.pustakasekolah.com/>
- 1.8 <http://www.cliparts.co>
- 1.9 <http://www.depositphoto.com>
- 1.10 <http://www.eskipaper.com>
- 1.11 <http://www.ciachef.edu>
- 1.12 <http://www.vulture.com>
- 1.13 <http://www.cliparts.co>
- 1.14 <http://highschoolgraduationgifts.org>

UNIT II

- 2.1 <http://www.healthyfig.com>
- 2.2 <http://www.tipsaholic.com>
- 2.3 <http://www.lovethispic.com>
- 2.4 <http://www.dreamstime.com>
- 2.5 <http://www.pinterest.com>
- 2.6 <http://www.agriplan.nl>
- 2.7 <http://www.janetdenefee.com>
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- 2.9 <http://www.localharvest.org.au>
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- 2.11 <http://www.fasyaulia.wordpress.com>
- 2.12 <http://www.resepdapurkecilku.com>
- 2.13 [nasigorengaeps.wordpress.com](http://www.nasigorengaeps.wordpress.com)
- 2.14 <http://www.cara.co.id>
- 2.15 <http://www.seriousseats.com>
- 2.16 <http://www.idtourismthailand.org>
- 2.17 <http://www.foodmart.com>
- 2.18 <http://www.uwyoextention.org>
- 2.19 <http://www.tasteofhome.com>
- 2.20 <http://www.kawaiicase.com>
- 2.22 <http://www.careercast.com>
- 2.23 <http://www.reseppraktis.com>
- 2.24 <http://www.catering.tuscany.nyc>

continued



UNIT II

continued

- 2.25 <http://www.blog.fatfreevegan.com>
- 2.26 <http://www.resepmasakindonesia.me>
- 2.27 <http://www.indonesiana.tempo.com>
- 2.28 <http://www.cara.co.id>
- 2.29 <http://www.indochilli.com>
- 2.30 <http://www.indochilli.com>
- 2.31 <http://www.indochilli.com>
- 2.32 <http://www.indochilli.com>
- 2.33 <http://www.sajiansedap.com>
- 2.34 <http://www.resepmasakanbaru.com>
- 2.35 <http://www.aldi.us>
- 2.36 <http://www.blog.bcbsnc.com>
- 2.37 <http://www.lovemarylu.com>
- 2.38 <http://www.menjualkerupuk.com>
- 2.39 <http://www.menuresep.com>
- 2.40 <http://www.indochilli.com>

UNIT III

- 3.1 <http://www.cedars.hku.hk/>
- 3.2 <http://www.terkini.com>
- 3.3 <http://www.bigpoint.com/farmerama>
- 3.4 <http://www.indonesiahalaexpo.com>
- 3.5 <http://www.desktopwallpaper4me.com>
- 3.6 <http://www.foodnetwork.com>



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<http://www.lecordonbleu.com.au>.

<http://busyteacher.org/13831-taboo-card-game-iii.html>

<http://www.british-sign.co.uk/british-sign-language/how-to-sign/congratulations>

<https://goodmorningstudents.wordpress.com/category/kinds-of-expression/expression-of-giving-compliment-congratulation/>

<http://www.indonesia.travel/en/material/detail/101/30-indonesian-traditional-culinary-icons>

<http://www.hardrockcafe.com/menu-book/entrees>

<http://www.writeexpress.com/congra13.html>



APPENDIX F

Expert Judgement Questionnaire

SURAT PERMOHONAN *EXPERT JUDGEMENT*

Hal : Permohonan Kesediaan *Expert Judgement*

Lampiran : 1 bendel

Kepada Yth.

Ibu B. Yuniar Diyanti, M.Hum

Dosen Jurusan Pendidikan Bahasa Inggris

Fakultas Bahasa dan Seni UNY

Di Yogyakarta

Dengan Hormat,

Saya, Septiana Purnaningsih dengan NIM 10202241050 sedang mengadakan penelitian yang berjudul *Developing English Learning Materials for Grade Ten Students in the First Semester of Culinary Study Program at SMK Negeri 3 Purworejo*. Penelitian ini berisi tentang pengembangan buku bahasa Inggris untuk kelas X SMK Jurusan Jasa Boga.

Saya memohon dengan sangat kesediaan ibu untuk memberikan *Expert Judgement* pada produk yang telah saya buat berupa tiga unit materi bahasa Inggris untuk kelas X SMK Jurusan Jasa Boga. Demikian permohonan saya sampaikan, atas bantuan dan kesediaan ibu saya mengucapkan terima kasih.

Yogyakarta, 24 Agustus 2015

Pemohon,

Septiana Purnaningsih

NIM 102022241050

ANGKET UJI AHLI MATERI PEMBELAJARAN BAHASA INGGRIS
SMK KELAS X JURUSAN JASA BOGA
(*Expert Judgement*)

Angket ini bertujuan untuk mengevaluasi materi pembelajaran Bahasa Inggris untuk siswa kelas X jurusan Jasa Boga di SMK Negeri 3 Purworejo.

A. Data Responden

1. Nama :
2. Usia :
3. Jenis Kelamin : L / P
4. Pendidikan :
S1
S2
S3
5. Lama mengajar : tahun

B. Evaluasi Materi

Petunjuk Pengisian

Berilah tanda centang (✓) pada salah satu kolom jawaban yang sesuai dengan pendapat Anda.

Keterangan :

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

Anda diperkenankan menulis masukan tambahan mengenai isi materi secara singkat pada kolom yang telah disediakan.

UNIT 1

“Congratulations, You Deserve It”

Dikembangkan berdasarkan Kompetensi Dasar:

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap (*extended*), serta responnya, sesuai dengan konteks penggunaannya.
- 4.6 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (*extended*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

No.	Kelayakan Isi				
	Pernyataan	STS	TS	S	SS
1	Materi yang dikembangkan sesuai dengan Kompetensi Inti dan Kompetensi Dasar bahasa Inggris SMK Kurikulum 2013 untuk kelas X SMK.				
2	Materi pembelajaran mencakup teks-teks dan percakapan ucapan selamat yang relevan dengan kehidupan siswa sehari-hari dalam bidang jasa boga untuk mengembangkan keterampilan mendengarkan, berbicara, membaca, dan menulis.				
3	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks atau ekspresi ucapan selamat.				
4	Materi pembelajaran mencakup pembelajaran				

	tentang struktur teks sebuah teks atau ekspresi ucapan selamat.				
5	Materi mencakup pemahaman tentang unsur kebahasaan sebuah teks atau ekspresi ucapan selamat.				
6	Materi pembelajaran mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan tuntutan kurikulum.				
7	Materi pembelajaran mencakup komponen pembelajaran <i>pronunciation</i> yang relevan dengan tuntutan kurikulum.				
8	Materi ini mengarahkan siswa berlatih berkomunikasi dalam bahasa Inggris dengan konteks kehidupan sehari-hari seperti mengucapkan selamat ketika teman memenangkan suatu perlombaan.				
9	Materi ini dapat mengarahkan siswa untuk berkomunikasi menggunakan bahasa Inggris yang akurat dan berterima.				
10	Materi ini mencakup teks, gambar, dan lampiran yang relevan dengan topik-topik dalam bidang jasa boga.				
Lain-lain					

No.	Kelayakan Bahasa				
	Pernyataan	STS	TS	S	SS
11	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif siswa.				
12	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan dapat dipahami oleh siswa.				
13	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan sesuai dengan kaidah bahasa Inggris yang tepat.				
14	Bahasa yang digunakan dalam materi pembelajaran yang disajikan dalam satu bagiab/bab/subbab/pragraf kalimat mencerminkan keruntutan penyampaian makna.				
15	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi bahasa Inggris				
Lain-lain					

No.	Kelayakan Penyajian				
	Pernyataan	STS	TS	S	SS
16	Materi pembelajaran sudah sesuai dengan langkah-langkah pembelajaran berbasis pendekatan saintifik Kurikulum 2013.				
17	Materi disajikan dalam bentuk teks, kegiatan pembelajaran, dan gambar yang seimbang.				

18	Materi ini mendorong terjadinya interaksi antar siswa, siswa dengan guru, dan siswa dengan lingkungan yang lebih luas dalam bahasa Inggris.				
19	Materi mendorong inisiatif dan kreativitas siswa untuk berkomunikasi secara lisan dan tertulis.				
20	Materi pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri.				
21	Materi yang disajikan mencakup kegiatan pembelajaran (<i>Task</i>) yang mendukung siswa untuk berkomunikasi secara lisan dan tertulis.				
22	Kegiatan pembelajaran (<i>Task</i>) disusun secara sistematis, berurutan dari yang paling mudah hingga yang paling sulit.				
23	Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				
24	Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
25	Dalam tiap unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.				
26	Dalam tiap unit materi dilengkapi dengan pengetahuan tambahan mengenai fakta-fakta yang berkaitan dengan kehidupan sehari-hari maupun jasa boga.				
Lain-lain					

No	Kelayakan Kegrafikan				
	Pernyataan	STS	TS	S	SS
27	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5).				
28	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.				
29	Penempatan unsur tata letak (judul, subjudul/ teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.				
30	Gambar/ilustrasi yang digunakan relevan dengan topik dan isi materi.				
31	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
32	Penggunaan variasi (<i>bold</i> , <i>italic</i> , <i>underline</i> , <i>capitalization</i>) tidak berlebihan.				
33	Penggunaan gambar/ilustrasi bersifat estetik dan fungsional				
34	Penggunaan gambar/ilustrasi proporsional dan menggambarkan isi/materi buku dan membantu memperjelas penyajian materi.				
35	Keseluruhan desain visual materi menarik.				
Lain-lain					

Tanggapan terhadap materi:

1. Secara umum, bagaimanakah pendapat Ibu mengenai materi yang telah saya susun?

2. Menurut Ibu, apa kekurangan dari materi yang telah saya susun?

3. Apa saran Ibu untuk memperbaiki kekurangan-kekurangan tersebut?

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi UNIT 1 dengan judul “Congratulations, You Deserve It” dinyatakan ***(Layak Tanpa Revisi/ Layak Dengan Revisi/ Tidak Layak)**** untuk diimplementasikan sebagai materi pembelajaran Bahasa Inggris SMK kelas X jurusan Jasa Boga.

Adapun revisi yang diberikan ialah sebagai berikut:

No.	Task	Revisi

*coret salah satu

Yogyakarta, 24 Agustus 2015

B. Yuniar Diyanti, M.Hum
NIP. 197906262005012001

UNIT 2

“Can You Describe Your Favorite Food?”

Dikembangkan berdasarkan Kompetensi Dasar:

- 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.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
- 4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, benda, tempat wisata, dan bangunan bersejarah terkenal.
- 4.9 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, objek, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.10 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

No.	Kelayakan Isi				
	Pernyataan	STS	TS	S	SS
1	Materi yang dikembangkan sesuai dengan Kompetensi Inti dan Kompetensi Dasar bahasa Inggris SMK Kurikulum 2013 untuk kelas X SMK.				
2	Materi pembelajaran mencakup teks <i>descriptive</i> yang relevan dengan kehidupan siswa sehari-hari				

	dalam bidang jasa boga untuk mengembangkan keterampilan mendengarkan, berbicara, membaca, dan menulis.				
3	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks <i>descriptive</i> .				
4	Materi pembelajaran mencakup pembelajaran tentang struktur teks sebuah teks <i>descriptive</i> .				
5	Materi pembelajaran mencakup pembelajaran tentang unsur kebahasaan sebuah teks <i>descriptive</i> .				
6	Materi pembelajaran mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan tuntutan kurikulum.				
7	Materi pembelajaran mencakup komponen pembelajaran <i>pronunciation</i> yang relevan dengan tuntutan kurikulum.				
8	Materi ini mengarahkan siswa berlatih berkomunikasi dalam bahasa Inggris dengan konteks kehidupan sehari-hari seperti mendeskripsikan makan favorit.				
9	Materi ini dapat mengarahkan siswa untuk berkomunikasi menggunakan bahasa Inggris yang akurat dan berterima.				
10	Materi ini mencakup teks, gambar, dan lampiran yang relevan dengan topik-topik dalam bidang jasa boga.				
Lain-lain					

No.	Kelayakan Bahasa				
	Pernyataan	STS	TS	S	SS
11	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif siswa.				
12	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan dapat dipahami oleh siswa.				
13	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan sesuai dengan kaidah bahasa Inggris yang tepat.				
14	Bahasa yang digunakan dalam materi pembelajaran yang disajikan dalam satu bagiab/bab/subbab/pragraf kalimat mencerminkan keruntutan penyampaian makna.				
15	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi bahasa Inggris				
Lain-lain					

No.	Kelayakan Penyajian				
	Pernyataan	STS	TS	S	SS
16	Materi pembelajaran sudah sesuai dengan langkah-langkah pembelajaran berbasis pendekatan saintifik Kurikulum 2013.				
17	Materi disajikan dalam bentuk teks, kegiatan pembelajaran, dan gambar yang seimbang.				

18	Materi ini mendorong terjadinya interaksi antar siswa, siswa dengan guru, dan siswa dengan lingkungan yang lebih luas dalam bahasa Inggris.				
19	Materi mendorong inisiatif dan kreativitas siswa untuk berkomunikasi secara lisan dan tertulis.				
20	Materi pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri.				
21	Materi yang disajikan mencakup kegiatan pembelajaran (<i>Task</i>) yang mendukung siswa untuk berkomunikasi secara lisan dan tertulis.				
22	Kegiatan pembelajaran (<i>Task</i>) disusun secara sistematis, berurutan dari yang paling mudah hingga yang paling sulit.				
23	Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				
24	Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
25	Dalam tiap unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.				
26	Dalam tiap unit materi dilengkapi dengan pengetahuan tambahan mengenai fakta-fakta yang berkaitan dengan kehidupan sehari-hari maupun jasa boga.				
Lain-lain					

No	Kelayakan Kegrafikan				
	Pernyataan	STS	TS	S	SS
27	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5).				
28	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.				
29	Penempatan unsur tata letak (judul, subjudul/ teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.				
30	Gambar/ilustrasi yang digunakan relevan dengan topik dan isi materi.				
31	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
32	Penggunaan variasi (<i>bold</i> , <i>italic</i> , <i>underline</i> , <i>capitalization</i>) tidak berlebihan.				
33	Penggunaan gambar/ilustrasi bersifat estetik dan fungsional.				
34	Penggunaan gambar/ilustrasi proporsional dan menggambarkan isi/materi buku dan membantu memperjelas penyajian materi.				
35	Keseluruhan desain visual materi menarik.				
Lain-lain					

Tanggapan terhadap materi:

1. Secara umum, bagaimanakah pendapat Ibu mengenai materi yang telah saya susun?

2. Menurut Ibu, apa kekurangan dari materi yang telah saya susun?

3. Apa saran Ibu untuk memperbaiki kekurangan-kekurangan tersebut?

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi UNIT 2 dengan judul” Can You Describe Your Favorite Food?” dinyatakan (***Layak Tanpa Revisi/ Layak Dengan Revisi/ Tidak Layak***)* untuk diimplementasikan sebagai materi pembelajaran Bahasa Inggris SMK kelas X jurusan Jasa Boga.

Adapun revisi yang diberikan ialah sebagai berikut:

No.	Task	Revisi

*coret salah satu

Yogyakarta, 24 Agustus 2015

B. Yuniar Diyanti, M.Hum
NIP. 197906262005012001

UNIT 3

“Please Listen to the Announcement”

Dikembangkan berdasarkan Kompetensi Dasar:

- 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.
- 3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (*announcement*), sesuai dengan konteks penggunaannya.
- 4.11 Menangkap makna pemberitahuan (*announcement*).
- 4.12 Menyusun teks tulis pemberitahuan (*announcement*), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

No.	Kelayakan Isi				
	Pernyataan	STS	TS	S	SS
1	Materi yang dikembangkan sesuai dengan Kompetensi Inti dan Kompetensi Dasar bahasa Inggris SMK Kurikulum 2013 untuk kelas X SMK.				
2	Materi pembelajaran mencakup teks pemberitahuan (<i>announcement</i>) yang relevan dengan kehidupan siswa sehari-hari dalam bidang jasa boga untuk mengembangkan keterampilan mendengarkan, berbicara, membaca, dan menulis.				
3	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial sebuah teks pemberitahuan				

	(<i>announcement</i>).				
4	Materi pembelajaran mencakup pembelajaran tentang struktur teks pemberitahuan (<i>announcement</i>).				
5	Materi mencakup pemahaman tentang unsur kebahasaan sebuah teks pemberitahuan (<i>announcement</i>).				
6	Materi pembelajaran mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan tuntutan kurikulum.				
7	Materi pembelajaran mencakup komponen pembelajaran <i>pronunciation</i> yang relevan dengan tuntutan kurikulum.				
8	Materi ini mengarahkan siswa berlatih berkomunikasi dalam bahasa Inggris dengan konteks kehidupan sehari-hari seperti membaca dan menulis pengumuman tentang perlombaan memasak.				
9	Materi ini dapat mengarahkan siswa untuk berkomunikasi menggunakan bahasa Inggris yang akurat dan berterima.				
10	Materi ini mencakup teks, gambar, dan lampiran yang relevan dengan topik-topik dalam bidang jasa boga.				
Lain-lain					

No.	Kelayakan Bahasa				
	Pernyataan	STS	TS	S	SS
11	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif siswa.				
12	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan jelas dan dapat dipahami oleh siswa.				
13	Bahasa yang digunakan dalam materi pembelajaran yang dikembangkan sesuai dengan kaidah bahasa Inggris yang tepat.				
14	Bahasa yang digunakan dalam materi pembelajaran yang disajikan dalam satu bagiab/bab/subbab/pragraf kalimat mencerminkan keruntutan penyampaian makna.				
15	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi bahasa Inggris				
Lain-lain					

No.	Kelayakan Penyajian				
	Pernyataan	STS	TS	S	SS
16	Materi pembelajaran sudah sesuai dengan langkah-langkah pembelajaran berbasis pendekatan saintifik Kurikulum 2013.				
17	Materi disajikan dalam bentuk teks, kegiatan pembelajaran, dan gambar yang seimbang.				

18	Materi ini mendorong terjadinya interaksi antar siswa, siswa dengan guru, dan siswa dengan lingkungan yang lebih luas dalam bahasa Inggris.				
19	Materi mendorong inisiatif dan kreativitas siswa untuk berkomunikasi secara lisan dan tertulis.				
20	Materi pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri.				
21	Materi yang disajikan mencakup kegiatan pembelajaran (<i>Task</i>) yang mendukung siswa untuk berkomunikasi secara lisan dan tertulis.				
22	Kegiatan pembelajaran (<i>Task</i>) disusun secara sistematis, berurutan dari yang paling mudah hingga yang paling sulit.				
23	Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				
24	Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
25	Dalam tiap unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.				
26	Dalam tiap unit materi dilengkapi dengan pengetahuan tambahan mengenai fakta-fakta yang berkaitan dengan kehidupan sehari-hari maupun jasa boga.				
Lain-lain					

No	Kelayakan Kegrafikan				
	Pernyataan	STS	TS	S	SS
27	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5).				
28	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.				
29	Penempatan unsur tata letak (judul, subjudul/ teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.				
30	Gambar/ilustrasi yang digunakan relevan dengan topik dan isi materi.				
31	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
32	Penggunaan variasi (<i>bold</i> , <i>italic</i> , <i>underline</i> , <i>capitalization</i>) tidak berlebihan.				
33	Penggunaan gambar/ilustrasi bersifat estetik dan fungsional.				
34	Penggunaan gambar/ilustrasi proporsional dan menggambarkan isi/materi buku dan membantu memperjelas penyajian materi.				
35	Keseluruhan desain visual materi menarik.				
Lain-lain					

Tanggapan terhadap materi:

1. Secara umum, bagaimanakah pendapat Ibu mengenai materi yang telah saya susun?

2. Menurut Ibu, apa kekurangan dari materi yang telah saya susun?

3. Apa saran Ibu untuk memperbaiki kekurangan-kekurangan tersebut?

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi UNIT 3 dengan judul “Please listen to the announcement” dinyatakan ***(Layak Tanpa Revisi/ Layak Dengan Revisi/ Tidak Layak)**** untuk diimplementasikan sebagai materi pembelajaran Bahasa Inggris SMK kelas X jurusan Jasa Boga.

Adapun revisi yang diberikan ialah sebagai berikut:

No.	Task	Revisi

*coret salah satu

Yogyakarta, 24 Agustus 2015

B. Yuniar Diyanti, M.Hum
NIP. 197906262005012001

APPENDIX G

The Result of Expert Judgement

THE RESULT OF EXPERT JUDGEMENT

UNIT 1

No.	Items	Score
	The Appropriateness of Content	
1	The developed materials are in accordance with the Core Competences and Basic Competences stated in 2013 Curriculum of grade X of Vocational High School.	3
2	The developed materials include congratulations expressions which are relevant to the students' daily life and culinary aspects in order to develop their listening, speaking, reading, and writing skills.	4
3	The developed materials involve the explanation of social function of congratulatory expressions.	4
4	The developed materials involve the explanation of the structure of congratulatory expressions.	4
5	The developed materials involve the explanation of the language feature of congratulatory expressions.	4
6	The developed materials involve vocabulary learning tasks which are relevant with the requirement of the curriculum.	3
7	The developed materials involve pronunciation learning tasks which are relevant to the requirement of the curriculum.	3
8	The developed materials guide the students to communicate in English in daily life such as congratulating a friend who wins a competition.	4
9	The developed materials guide students to communicate in English accurately and communicatively.	3
10	The developed materials include texts, pictures, and appendices which are relevant to the topic related to culinary.	4
Mean (x)		3.6

No.	Items	Score
	The Appropriateness of Language	
11	The language of the instruction and explanation in the developed materials is in accordance with the grade X students of Culinary study program's cognitive development.	3
12	The language used in the developed materials is unambiguous and understandable by the students.	3
13	The language used in the developed materials is grammatically correct.	3
14	The language used in the developed materials is cohesive and coherent.	4
15	The language used in the developed materials consistently used one variation of English.	4

Mean (x)	3.4
-----------------	-----

No.	Items	Score
	The Appropriateness of Presentation	
16	The developed materials are in accordance with the steps of scientific approach-based learning as required by Curriculum 2013.	4
17	The materials are presented in the form of texts, learning activities, and pictures equally.	4
18	The materials support interaction between the students and other students, interaction between students and teacher, and interaction between students and their surroundings.	3
19	The materials support students' creativity to communicate orally and in writing.	3
20	The developed materials are begun with guided tasks and gradually move to free production tasks.	3
21	The presented materials include some tasks which support the students to communicate orally and in writing.	3
22	The tasks are arranged systematically from the easiest to the most difficult.	3
23	Every unit of the developed materials has the learning objective stated.	4
24	Every unit of the developed materials has summary part that provides the summary of the learning materials presented in the unit.	4
25	Every unit of the developed materials has homework part.	3
26	Every unit of the materials developed provides additional facts that are related to daily life and culinary.	4
Mean (x)		3.45

No.	Items	Score
	The Appropriateness of Graphic	
27	The developed materials are printed on ISO-standardized size papers (A4, A5, B5)	4
28	The use of font type and color can be easily read by the students.	2
29	The layout of the developed materials is proportional.	4
30	Pictures or illustration which are used are relevant with the topic and the content of the materials.	3
31	The developed materials use the appropriate variation of fonts.	4
32	The developed materials use the right number of variation (bold, italic, underline, capitalization).	3
33	The illustration and graphic design in the developed materials are aesthetic and functional.	3

34	The use of pictures or illustrations is proportional and describes the content of the materials.	3
35	The overall design of the developed materials is visually interesting.	3
Mean (x)		3.22

THE RESULT OF EXPERT JUDGEMENT

UNIT 2

No.	Items	Score
	The Appropriateness of Content	
1	The developed materials are in accordance with the Core Competences and Basic Competences stated in 2013 Curriculum of grade X of Vocational High School.	4
2	The developed materials include congratulations expressions which are relevant to the students' daily life and culinary aspects in order to develop their listening, speaking, reading, and writing skills.	4
3	The developed materials involve the explanation of social function of descriptive text.	4
4	The developed materials involve the explanation of the structure of descriptive text.	4
5	The developed materials involve the explanation of the language feature of descriptive text.	4
6	The developed materials involve vocabulary learning tasks which are relevant with the requirement of the curriculum.	4
7	The developed materials involve pronunciation learning tasks which are relevant to the requirement of the curriculum.	4
8	The developed materials guide the students to communicate in English in daily life such as describing their favorite food.	4
9	The developed materials guide students to communicate in English accurately and communicatively.	4
10	The developed materials include texts, pictures, and appendices which are relevant to the topic related to culinary.	4
Mean (x)		4

No.	Items	Score
	The Appropriateness of Language	
11	The language of the instruction and explanation in the developed materials is in accordance with the grade X students of Culinary study program's cognitive development.	4
12	The language used in the developed materials is unambiguous	4

	and understandable by the students.	
13	The language used in the developed materials is grammatically correct.	4
14	The language used in the developed materials is cohesive and coherent.	4
15	The language used in the developed materials consistently used one variation of English.	4
Mean (x)		4

No.	Items	Score
	The Appropriateness of Presentation	
16	The developed materials are in accordance with the steps of scientific approach-based learning as required by Curriculum 2013.	4
17	The materials are presented in the form of texts, learning activities, and pictures equally.	4
18	The materials support interaction between the students and other students, interaction between students and teacher, and interaction between students and their surroundings.	4
19	The materials support students' creativity to communicate orally and in writing.	4
20	The developed materials are begun with guided tasks and gradually move to free production tasks.	4
21	The presented materials include some tasks which support the students to communicate orally and in writing.	4
22	The tasks are arranged systematically from the easiest to the most difficult.	4
23	Every unit of the developed materials has the learning objective stated.	4
24	Every unit of the developed materials has summary part that provides the summary of the learning materials presented in the unit.	4
25	Every unit of the developed materials has homework part.	4
26	Every unit of the materials developed provides additional facts that are related to daily life and culinary.	4
Mean (x)		4

No.	Items	Score
	The Appropriateness of Graphic	
27	The developed materials are printed on ISO-standardized size papers (A4, A5, B5)	4
28	The use of font type and color can be easily read by the students.	3

29	The layout of the developed materials is proportional.	4
30	Pictures or illustration which are used are relevant with the topic and the content of the materials.	4
31	The developed materials use the appropriate variation of fonts.	4
32	The developed materials use the right number of variation (bold, italic, underline, capitalization).	4
33	The illustration and graphic design in the developed materials are aesthetic and functional.	4
34	The use of pictures or illustrations is proportional and describes the content of the materials.	4
35	The overall design of the developed materials is visually interesting.	4
Mean (\bar{x})		3.89

THE RESULT OF EXPERT JUDGEMENT

UNIT 3

No.	Items	Score
	The Appropriateness of Content	
1	The developed materials are in accordance with the Core Competences and Basic Competences stated in 2013 Curriculum of grade X of Vocational High School.	4
2	The developed materials include congratulations expressions which are relevant to the students' daily life and culinary aspects in order to develop their listening, speaking, reading, and writing skills.	4
3	The developed materials involve the explanation of social function of announcement.	4
4	The developed materials involve the explanation of the structure of announcement	4
5	The developed materials involve the explanation of the language feature of announcement.	4
6	The developed materials involve vocabulary learning tasks which are relevant to the requirement of the curriculum.	4
7	The developed materials involve pronunciation learning tasks which are relevant to the requirement of the curriculum.	4
8	The developed materials guide the students to communicate in English in daily life such as announcing a competition in the school.	4
9	The developed materials guide students to communicate in English accurately and communicatively.	4
10	The developed materials include texts, pictures, and appendices which are relevant to the topic related to culinary.	4
Mean (\bar{x})		4

No.	Items	Score
	The Appropriateness of Language	
11	The language of the instruction and explanation in the developed materials is in accordance with the grade X students of Culinary study program's cognitive development.	4
12	The language used in the developed materials is unambiguous and understandable by the students.	4
13	The language used in the developed materials is grammatically correct.	4
14	The language used in the developed materials is cohesive and coherent.	4
15	The language used in the developed materials consistently used one variation of English.	4
Mean (x)		4

No.	Items	Score
	The Appropriateness of Presentation	
16	The developed materials are in accordance with the steps of scientific approach-based learning as required by Curriculum 2013.	4
17	The materials are presented in the form of texts, learning activities, and pictures equally.	4
18	The materials support interaction between the students and other students, interaction between students and teacher, and interaction between students and their surroundings.	4
19	The materials support students' creativity to communicate orally and in writing.	4
20	The developed materials are begun with guided tasks and gradually move to free production tasks.	4
21	The presented materials include some tasks which support the students to communicate orally and in writing.	4
22	The tasks are arranged systematically from the easiest to the most difficult.	4
23	Every unit of the developed materials has the learning objective stated.	4
24	Every unit of the developed materials has summary part that provides the summary of the learning materials presented in the unit.	4
25	Every unit of the developed materials has homework part.	4
26	Every unit of the materials developed provides additional facts that are related to daily life and culinary.	4
Mean (x)		4

No.	Items	Score
	The Appropriateness of Graphic	
27	The developed materials are printed on ISO-standardized size papers (A4, A5, B5)	4
28	The use of font type and color can be easily read by the students.	2
29	The layout of the developed materials is proportional.	2
30	Pictures or illustration which are used are relevant with the topic and the content of the materials.	3
31	The developed materials use the appropriate variation of fonts.	3
32	The developed materials use the right number of variation (bold, italic, underline, capitalization).	4
33	The illustration and graphic design in the developed materials are aesthetic and functional.	4
34	The use of pictures or illustrations is proportional and describes the content of the materials.	2
35	The overall design of the developed materials is visually interesting.	4
Mean (\bar{x})		3

The total mean was 44.56 divided into 12 items so the result was 3.71. It was categorized as "Very Good"

APPENDIX H

Revisions of the Units

REVISIONS OF UNIT 1

Unit Tasks	Point to Revise	Revision
Task 1	Font size should be resized for overall task. The picture 1.1 needs to be changed.	First draft: Times New Roman 11 Final draft: Times New Roman 12 Changing the picture.
Task 2	The expert asked to change the picture	First draft: Picture of American people Final draft Picture of Indonesian people
Task 3	No revision	No revision
Task 4	No revision	No revision
Task 5	No revision	No revision
Task 6	No revision	No revision
Task 7	No revision	No revision
Task 8	No revision	No revision
Task 9	No revision	No revision
Task 10	No revision	No revision
Task 11	No revision	No revision
Task 12	No revision	No revision
Task 13	No revision	No revision
Task 14	No revision	No revision
Task 15	No revision	No revision
Task 16	No revision	No revision
Task 17	No revision	No revision
Task 18	No revision	No revision
Task 19	No revision	No revision
Task 20	Change the font	First Draft: Calibri 11 Second Draft: Times New Roman
Task 21	No revision	No revision
Task 22	No revision	No revision
Task 23	The pictures need to be changed.	First Draft: Foreigner pictures Second Draft: Times New Roman Some of the pictures were changed into Indonesian picture

REVISIONS OF UNIT 2

Unit Tasks	Point to Revise	Revision
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	No revision	No revision
Task 5	No revision	No revision
Task 6	No revision	No revision
Task 7	No revision	No revision
Task 8	No revision	No revision
Task 9	No revision	No revision
Task 10	No revision	No revision
Task 11	No revision	No revision
Task 12	No revision	No revision
Task 13	No revision	No revision
Task 14	No revision	No revision
Task 15	No revision	No revision
Task 16	No revision	No revision
Task 17	No revision	No revision
Task 18	No revision	No revision
Task 19	Resize the font	First Draft: Century 725Bc 11 Final Draft: Century 725Bc 12
Task 20	No revision	No revision
Task 21	No revision	No revision
Task 22	No revision	No revision
Task 23	No revision	No revision

REVISIONS OF UNIT 3

Unit Tasks	Point to Revise	Revision
Task 1	The expert asked to change the unit tittle	First Draft: The tittle was “Please Listen to the Announcement” Final Draft: “Look at the Announcement in the Board”
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	No revision	No revision
Task 5	The background picture of the announcement interfere the content.	The background picture replace with solid color.
Task 6	No revision	No revision
Task 7	No revision	No revision
Task 8	No revision	No revision
Task 9	No revision	No revision
Task 10	No revision	No revision
Task 11	No revision	No revision
Task 12	No revision	No revision
Task 13	The font is too small and the space is too narrow.	First draft: Space 1.15. Final draft: Enlarge the space to 1.5
Task 14	No revision	No revision
Task 15	No revision	No revision
Task 16	No revision	No revision
Task 17	No revision	No revision
Task 18	No revision	No revision
Task 19	The font is too dense and less various.	First draft: Font Times New Roman size 11 Space 1.15 Final draft: Font Century 725 size 12 Space 1.5
Task 20	No revision	No revision
Task 21	No revision	No revision
Task 22	No revision	No revision
Task 23	No revision	No revision

APPENDIX I

Final Draft Materials

English Education Department
Yogyakarta State University
2015

Based on Curriculum 2013

English for Culinary Students

For Vocational High School Grade X Semester 1

By:

Septiana Purnaningsih

Consultants:

Joko Priyana, Ph.D

Siwi Karmadi Kurniasih, M.Hum

UNIT I

Congratulations, You Deserve It!



source: <http://www.thesoutherncooperative.co.uk/food/>

Sometimes your friends participate in cooking competitions and fortunately they win. What will you say when you want to congratulate and compliment them? Or when you will send a congratulatory card to them, what will you write? In this unit you will learn how to give and respond to congratulatory and compliment expressions orally and in writing. You will also learn how to write congratulation card.



Warm Up



TASK 1

Study the pictures and answer the following questions.



1.1



1.2

Questions:

1. What are the pictures about?
2. How do their facial expressions look like?
3. In what situation could it happen?
4. If your friend wins a trophy, what will you say?



TASK 2

Listen carefully to the conversation between Dina and Dara and answer the following questions.

1. What are they talking about?
2. What does Dara say to congratulate Dina?
3. How does Dina say to respond Dara?
4. Does Dara also compliment Dina?
5. How does Dara say to compliment Dina?
6. Why does Dara compliment Dina?



1.3





Observing



TASK 3

Listen carefully to the conversation in Task 2 again and then tick (✓) and write items that you do not know and/or you want to know further.

No.	I want to know ...	(✓)
1	what the speakers are talking about.	
2	the expressions of congratulation and compliment.	
3	the occasions when we use the expressions.	
4	the social purpose of the text to congratulate and compliment somebody.	
5	the structure of transactional communication involving expression of congratulation and compliment.	
	Write more things you do not know and/or you want to know further	
6		
7		

Questioning



TASK 4

Referring to the items you want to know, tick (✓) relevant questions and propose your temporary answers based on your current knowledge.

No.	Answer	(✓)
1	What are the speakers talking about?	
2	What are the expressions of congratulation and compliment?	
3	When we use the expression?	
4	What is the social purpose of the text to congratulate and compliment others?	
5	What is the structure of transactional communication involving expression of congratulation and compliment?	
6		
7		



No.	Answer
1	
2	
3	
4	
5	
6	
7	

Collecting & Analyzing Data, Communicating Findings



TASK 5

Listen carefully to the conversation, notice how these words are pronounced. Then pronounce it loudly and find the meaning of the words. You may explore in your dictionary.

No.	English	Phonetic Transcription	Indonesian
1	competition (n)	/ˌkɒm.pəˈtɪʃ. ə n/	
2	trophy (n)	/trəʊ.fi/	
3	win (v)	/wɪn/	
4	proud (adj)	/praʊd/	
5	excellent (adj)	/ˈek.s ə l. ə nt/	
6	fight (v)	/faɪt/	



TASK 6

Listen carefully to the conversation between Dara and Dina again. Then, state whether the statements are True (T) or False (F). If the statements are false, correct it. Share your answer to the class.

No	Statements	T/F	Correction
1	Dina wins the first place in the competition.		
2	Dara participates in pattisery competition.		
3	Both of them work alone not in team.		
4	In the next competition, they will be in the same team.		
5	Dina is satisfied with the result.		





TASK 7

Listen to the conversation in Task 2 again. In groups of four, answer the questions to find out the meaning of some expressions and then present your answer to your friends. Number one has been done for you.

1. Why does Dara say *Congratulation on your team success*?
She wants to congratulate Dina for winning a cooking competition.
2. Why does Dina say *thank you very much for saying so*?
.....
3. What do you think the meaning of *I was really happy since we had won over many other teams* said by Dara?
.....
4. Why does Dini say *It was also great to hear it since it was national competition* to Dara?
.....
5. Why does Dara say *you do look good in that apron* to Dina?
.....
6. What does Dina means when she says *Do you really think so*?
.....



TASK 8

Listen to your teacher saying about expression of congratulation and compliment, repeat after him/his and then study the explanation that follow.

Expressions of Congratulation and Compliment

Expressions of Congratulation

- Congratulations. / kən,grætʃʊ'leɪʃnz/
- Congratulations on your success / kən,grætʃʊ'leɪʃnz ɒn jə sək'ses/
- It was great to hear about your achievement /ɪt wəz 'greɪt tə hɪər ə'baʊt jər ə'tʃi:vmənt/
- Well done /wel dʌn/
- Fantastic!!! / fæn'tæstɪk/

Expressions of Compliment

- That's great / ðæts 'greɪt/
- How delicious cake it is. / 'haʊ ə dɪ'lıʃəs keɪk ɪt ɪz/
- You do look nice in that apron. / ju: də lʊk naɪs ɪn ðæt 'eɪprən/
- Your food is very yummy. / jə fu:d z 'veri 'jʌmi/

Responses

- Thank you / θæŋk ju/
- Thank you very much for saying so / θæŋk ju 'veri 'mʌtʃ fə 'seɪɪŋ 'səʊ/
- It's nice of you for saying so / ɪts naɪs əv ju fə 'seɪɪŋ 'səʊ/



In congratulating, people may make more than one move, for example, "Congratulations! You deserve it, man." Similarly, in responding to congratulating expressions, people do not only make one move, like, "Thank you very much." Usually they also say something else, such as, "This is because you're always with me." Those expressions are called as extended congratulations/ responses to congratulations (pujian bersayap).



Find out more information about how to express and respond congratulation and compliment, and then share the information you get with your classmates.



TASK 9

Listen to the dialogues and complete the missing expressions and practice it in pairs. Number one has been done for you.

1. Rina : I heard you got the first rank in the class Santi, is that true?
 Santi : Yes, that is true.
 Rina : **That's great, Congratulation.**
 Santi : Thanks a million Rina.
2. Deni : Hi, How are you?
 Danang: I'm fine. How about you?
 Deni : I'm very good, and you know I'm so happy because I got schoolarsip from La Cordon Blue Culinary School in Australia.
 Danang: I know you deserve it.
 Deni : Thank you Danang.
3. Cinta : Laura, did you participate the cooking competition yesterday?
 Laura : Yes of course, our team got the runner up for cooking dinner menu
 Cinta : You've done such a wonderful job, congratulation.
 Laura :
4. Dara : Wow, this food looks appetizing, did you cooked it?
 Dinda : Yes, have you tasted it?
 Dara : Of course,
 Dinda : Thank you Dara.



5. Daniel : Hi Mega, I saw you in Malioboro Mall yesterday.
 Mega : Really? So you saw me cooking?
 Daniel : Of course, your live cooking performance was great!
 Mega :



TASK 10

Study the following explanation and discuss it with your friend. Ask your teacher if you need more explanation and then do the activities that follow.

In the previous task you heard this expression of compliment:

- What a beautiful apron it is.
- How delicious cake it is.

Pattern	Sentences	Noun Phrase	Subject	To be
What + Noun Phrase + S + to be	What a beautiful apron it is.	a beautiful apron	it	is
How + Noun Phrase + S + to be	How delicious cake it is.	delicious cake	it	is

Noun Phrase Pattern	Example	Article	Adjective	Noun
Article + adjective + noun	a beautiful apron	a	beautiful	apron
	delicious cake	-	delicious	cake

article can be in the form: *a, an, the*



Analyze the sentences below by using the previous pattern

No	Sentences	Noun Phrase			Subject	to be
		article	adjective	noun		
1	What a sweet cake it is.					
2	How a wonderful chef you are.					
3	What a delectable rendang this is.					





TASK 11

Arrange these words into correct sentences. You may work in pairs and share the answer to the class.

1. crispy - how - these - *lumpia* - are.

2. Potato - crunchy - it - what - is.

3. There - comfortable - was - what - restaurant - a.

4. Competition - this - challenging - is - cooking - what .

5. It - how - big - a - kitchen - is.



TASK 12

Make a short conversation based on the following situations. Use the sentences in Task 11 then perform it in front of the class. You may work in pairs.

1. Your friend cooked a delicious *lumpia*.
2. You tell your friend that last night you had a dinner in the restaurant with your family.
3. Your brother follows cooking competition.



TASK 13

Let's train your pronunciation. This is called "Tongue Twister".

Can you differentiate the pronunciation of /ʃ/ and /s/.

Let's practice pronouncing this sentence, repeat after your teacher.

She sells sea shells by the sea shore.

/ʃi: sels si: ʃels baɪ ðə si: ʃɔ:r/

Can you pronounce it faster? ask your friend to pronounce it with you.

Who is the fastest?



Creating

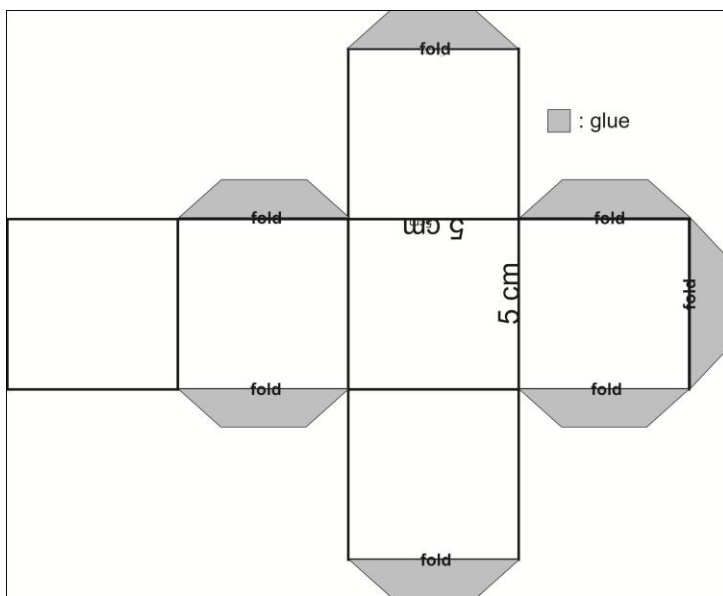


TASK 14

Let's roll a role. Make a group of four and follow the instruction. This is called "Roll a Role" games.

MATERIALS : A paper, scissor, glue, pen

PROCEDURE:

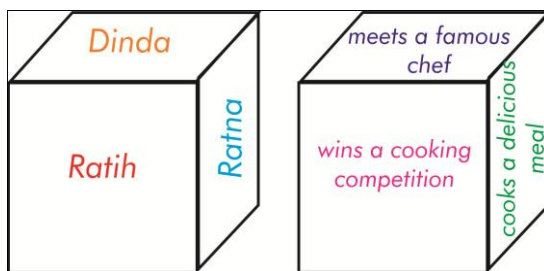


1. make two cubes with a paper.
Here the pattern:

2. On each side of the first cube, write the name of group member. Since there are six sides you may add your teacher name's and your friend outside your group.

3. On the second cube, write the situations below:

- win a cooking competition
- meet a famous chef
- get the best mark on Asian food
- become a member of master chef
- cook a delicious meal
- make a delicious rainbow cake



HOW TO PLAY:

- One person rolls the two cubes to determine the person and situations. For example: Dina rolls the dice, and the result is Ratih wins a cooking competition. So Dina should congratulate Ratih and Ratih responds it.
- You may change the situations based on the need.
- Make sure every member of the group speaks up.
- Note the expressions that your friend said in your book.





TASK 15

Complete the following dialogues with the right expression orally and then try to continue the dialogue in pairs and perform it in front of the class.

1. Doni : Your performance was great, please accept my warmest congratulation.

You :

2. Dara : It was really great to hear about your achievement on patisserie festival yesterday, congratulation.

You :

3. Dini : Do you know, I got 9 in my Asian Food class.

You :

4. Dinda : This is a special cake made by me. Would you like to taste it?

You :

5. Diki : Wow, we really like your restaurant cuisine very much. It was really delicious.

You :





TASK 16

In pairs create your own conversation based on the following situations by using congratulation and complimenting expressions and perform it in front of the class.

1.



Your friend got the best mark on continental food class.

2.



Your classmate got a chance to participate in Master Chef competition.

3.



Your friend won a ticket to cook and dinner together with Chef



British people use both hands closed with thumbs up make forward circles in front of body as sign language of congratulations. It can be defined as an expression of pleasure when a good thing happens to someone.

<http://www.british-sign.co.uk/british-sign>

[-language/how-to-sign/congratulations](http://www.british-sign.co.uk/language/how-to-sign/congratulations)





Observing



TASK 17

Read the card below, tick (✓) and write items that you do not know and/or you want to know further.



1.7

No.	I want to know ...	(✓)
1	the content of congratulatory card.	
2	the structure of congratulatory card.	
3	the social purpose of the congratulatory card.	
4	how to write congratulatory card.	
Write more things you do not know and/or you want to know further		
5		
6		



Questioning



TASK 18

Referring to the items you want to know, tick (✓) relevant questions and propose your answers based on your current knowledge.

No.	Questions	(✓)
1	What is the content of congratulatory card?	
2	What is the structure of congratulatory card?	
3	What is the social purpose of congratulatory card?	
4	How to write congratulatory card?	
5		
6		

No.	Answer
1	
2	
3	
4	
5	
6	

Collecting & Analyzing Data, Communicating Findings



TASK 19

Answer the following questions based on the card in task 18. You may work in pairs. Share your answer to the class.

1. Who wrote the card?
2. Why did the writer write the card?
3. What is the main idea of the card?
4. What is the congratulatory expression that the writer used in the text?



TASK 20



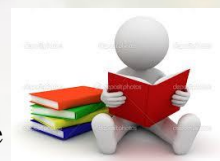
Match the box below with suitable part of the card and discuss the following explanation. You may work in pairs.

<div style="border: 1px solid orange; padding: 10px; margin-bottom: 10px;"> <p>— Your beloved friend, Dinda</p> </div> <div style="border: 1px solid orange; padding: 10px;"> <p>— Hi, Debby</p> </div>	<div style="border: 1px solid orange; padding: 10px; margin-bottom: 10px;"> <p>— Wish you unlimited success.</p> </div> <div style="border: 1px solid orange; padding: 10px;"> <p>— Congratulations smart students! What a wonderful achievement it is. You got the best mark on Oriental Food Class.</p> </div>
---	--



A congratulatory card usually consists of 4 parts:

1. Salutation
Many people forget this, but people like to see their names on the card.
For example: Dear Ana, Hi Dinda, etc
2. Content
Offer congratulatory expressions.
3. Pre-closing
It contains a wish for continued success
For example: Best luck for you now and forever.
4. Closing
Put the name of the sender here.
For example: Sincerely + name , best wishes + name



Creating



TASK 21

Arrange this jumbled congratulations words into correct sentences and rewrite it in the provided boxes below. You may work in pairs.

1.

your - the - Making – into - possible - is - impossible - own - style.
cookie - your - for - Congrats - on - crafting - winning - success - competition!

2.

and – very - well – You - this - congrats – for – deserve – your – work
- dedication hard.
your – on - success.- Congratulations

3.

This - May – lead - success - to – a - achievement – greater - in - the - to
- come - years
upcoming - Congratulations – for - and - successes. - present

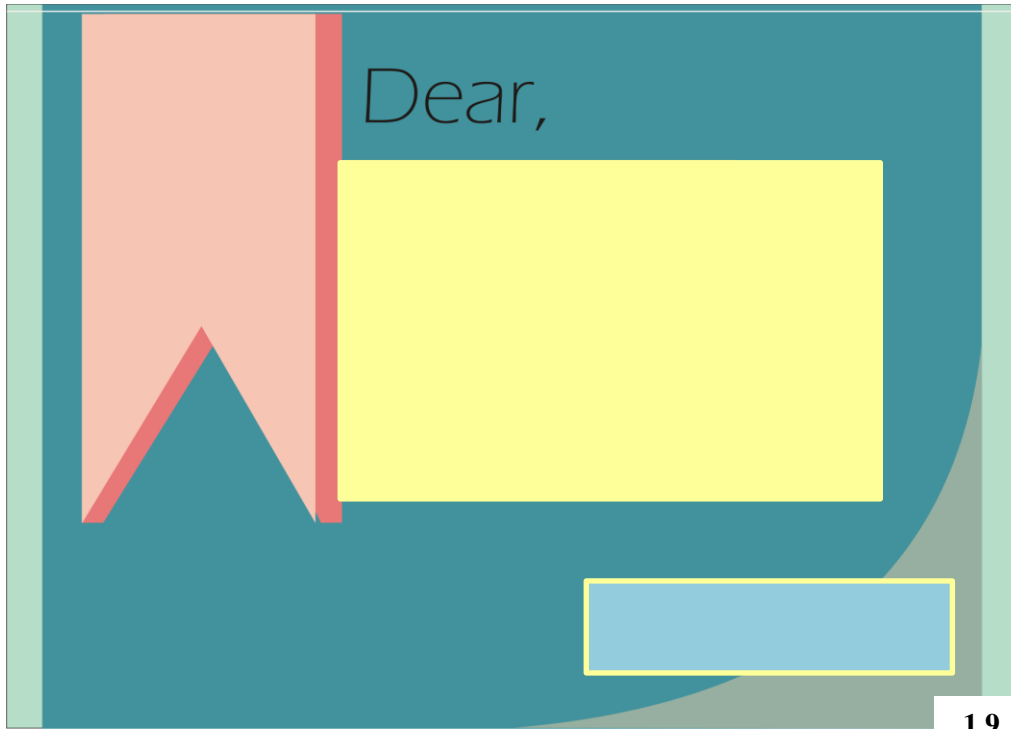




TASK 22

Make your own congratulation card. Choose two sentences from Task 21 and copy it to this card. Send your card to your friends.

1.



1.9

2.



1.10

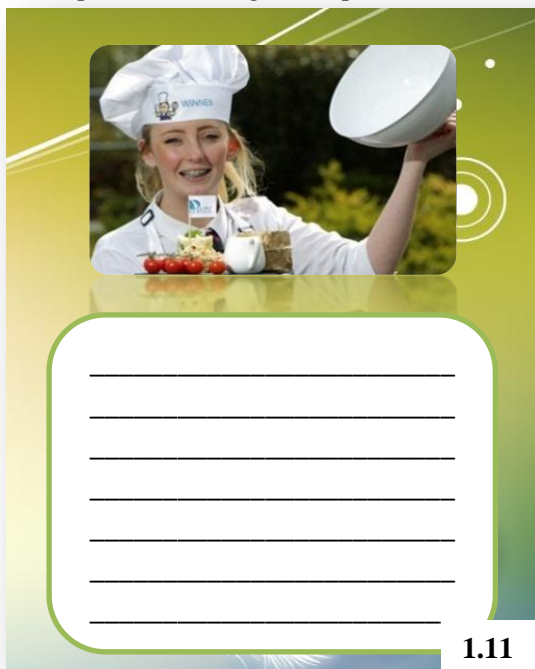




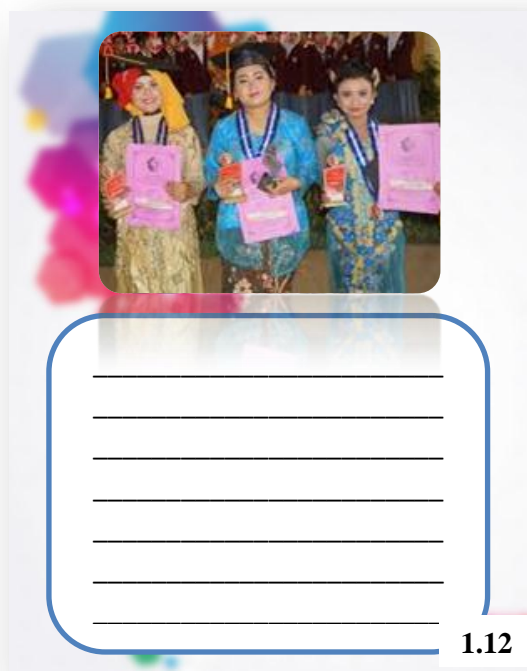
TASK 23

Write down the inside parts of the congratulations cards based on the following situations.

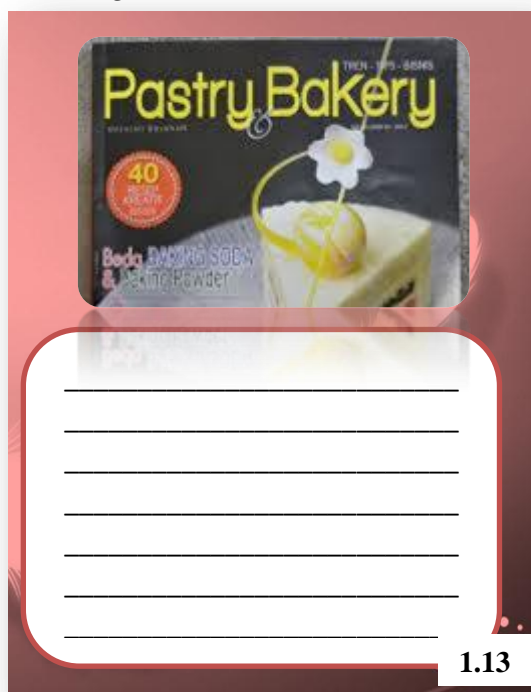
1. *Your friend won a cookie crafting competition. She got the prize \$100.*



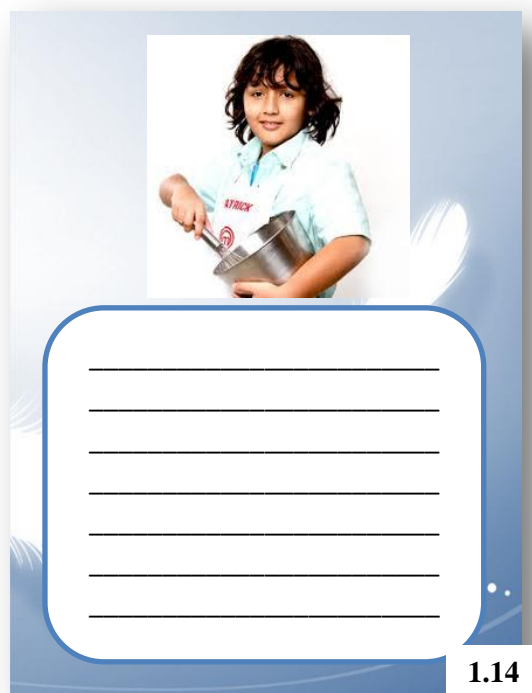
2. *Your friend graduated from Culinary School.*



3. *Your teacher was chosen as the contributor for the cooking magazine.*



4. *Your friend was chosen as the winner in the Culinary Week for the most crowded stand in the week.*





Homework

Make a congratulation card for your friend, and send to her/ his. Make as creative as you can so that your card can be memorable to your friend.



Reflection

Before I studied this chapter

I didn't understand

.....
...

When I was studying this chapter

Difficulties:

.....
...

How I overcame the difficulties

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

After I had studied this chapter

I think

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





Summary

1. Expression Congratulation and Complimenting

Congratulatory	Compliment	Responses
<ul style="list-style-type: none"> ○ Congratulations. ○ Congratulations on + noun phrase ○ May I congratulate you on + noun phrase ○ I must congratulate you on + noun phrase ○ It was great to hear about... ○ I'd like to congratulate you n + noun phrase ○ Well done! / Fantastic! 	<ul style="list-style-type: none"> ○ That's great! ○ You do look nice in... ○ What a + Noun phrase ○ How + Adj + Noun + is/are ○ What + Adj + Noun ○ Noun phrase + is/look + (really) + Adj ○ Noun/ pronoun + (really) +like/love +noun phrase 	<ul style="list-style-type: none"> ○ Thank you ○ Thank you very much for saying so. ○ It's nice of you to say so. ○ Really? I'm not sure about it, actually. ○ Do you really think so? ○ It's very kind of you to say that. ○ Thanks, I need that. ○ You've my day.

2. Parts of Congratulatory Card

A congratulatory card usually consists of 4 parts:

1. Salutation
Many people forget this, but people like to see their names on the card.
For example: Dear Ana, Hi Dinda, etc
2. Content
Offer congratulatory expressions.
3. Pre-closing
It contains a wish for continued success
For example: Best luck for you now and forever.
4. Closing
Put the name of the sender here.
For example: Sincerely + name , best wishes + name





Vocabulary List

trophy (n) /trəʊ.fi/	: piala
fortunately (adv) /fɔ.tʃ ə n.ət.li/	: beruntungnya
win (v) /wɪn/	: menang
competition (n) /kəm.pə.tɪʃ. ə n/	: perlombaan
pâtisseries (n) /pə.ti.sə.ri/	: produk olahan kue
dessert (n) /dɪzət/	: makanan penutup
recipe (n) /'res.i.pi/	: resep
contest (n) /kɒn.test/	: kontes
taste (n) /teɪst/	: rasa
awesome (adj) /ɔ.səm/	: mengagumkan
deserve (v) /dɪ'zɜ:v/	: berhak mendapatkan
dinner (n) /dɪn.ə r /	: makan malam
excellent (adj) /ek.s ə l. ə nt/	: baik sekali
main course (n) /meɪn kɔs/	: makanan inti
appetizer (n) /æp.i.taɪ.zə r /	: makanan pembuka
achievement (n) /ə'tʃɪv.mənt/	: prestasi
ingredient (n) /ɪnɡri.di.ənt/	: bumbu
award (n) /ə'wɔ:d/	: hadiah
cookie crafting (n) /kʊk.i kɹɑftɪŋ/	: seni menghias roti
signature dish (n) /sɪɡ.nɪ.tʃə r dɪʃ/	: masakan khas (biasanya dari seorang chef)



UNIT II

Can You Describe This Menu?



source: www.culinarybonanza.com

Have you ever eaten in the restaurant? What food did you order?

Can you describe it?

If you work in the restaurant, can you make the menu book?

In this unit you will learn how to describe food orally and in writing. You also learn how to make an appetizing menu book through interesting task.



Warm Up



TASK 1

Find the meanings of the adjectives by matching them with correct meanings. Then use the adjectives to talk about foods in the pictures. You may explore in your dictionary.

juicy
sour
salty
healthy
oily
tender
spicy
crunchy
bland
sweet

renyah
manis
berair
berminyak
asam
sehat
hambar
pedas
lunak
asin

The oranges are very juicy and sweet.



2.1 oranges



2.2 French fries



2.3 cake



2.4 fruits



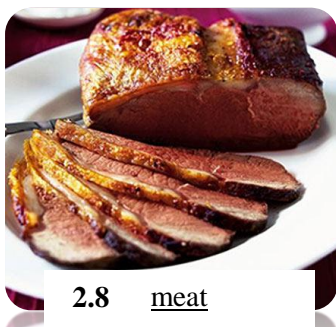
2.5 milk



2.6 potato chips



2.7 sambal



2.8 meat



2.9 bread



2.10 coffee





Listening and Speaking



Observing



TASK 2

Listen to the conversation between Martha and Dina and then tick (✓) and write items that you do not know and or you want to know further.

No.	I want to know ...	(✓)
1	the meaning of the words in the conversation.	
2	what the speakers are talking about.	
3	the language feature that is used in the descriptive text.	
4	the social function of the descriptive text.	
	Write more things you do not know or you want to know further	
5		
6		

Questioning



TASK 3

Referring to the items you want to know, tick (✓) relevant questions and propose your answer based on your current knowledge.

No.	Questions	(✓)
1.	What are the meanings of the words in the conversation?	
2.	What are the speakers talking about?	
3.	What language features that is used in the descriptive text?	
4.	What is the structure of the descriptive text?	
5.		
6.		



No.	Answer
1.	
2.	
3.	
4.	
5.	
6.	

Collecting & Analyzing Data, Communicating Findings



TASK 4

Listen carefully to the conversation. Notice how the words in the box are pronounced, then pronounce it loudly. Find their meanings in the grid by circle it horizontally or vertically. You may explore in your dictionary.

spicy (adj) /'spai.si/

lunch (n) /lʌn tʃ/

bland (adj) /blænd/

delectable (adj) /dɪlek.tə.bl/

crispy (adj) /kris.pi/

meal (n) /miəl/

oily (adj) /ɔɪ.li/

beverage (n) /bev. ə rɪdʒ/

sweet (adj) /swit/

delicious (adj) /dɪlɪʃ.əs/

A	K	P	B	D	M	G	N	S	A
M	A	I	E	K	A	N	U	L	I
I	Y	T	N	D	A	A	D	E	M
N	N	J	A	O	A	I	R	G	A
U	I	L	K	U	S	S	H	I	K
M	M	S	U	L	U	N	A	S	A
A	R	I	L	E	G	A	Y	I	N
N	E	N	H	Z	I	K	N	A	A
A	B	A	S	A	H	A	E	N	N
U	O	M	I	T	L	M	R	G	A





TASK 5

Listen carefully to the conversation between Martha and Dina again. Which food doesn't Dina like? Tick (✓) it in the box. You may work in pairs.



2.11



2.12



2.13



2.14

☐

Lumpia

☐

Dawet Ayu

☐

Fried Rice

☐

Rendang



TASK 6

Listen again and write the word or words Dina uses to describe each food. You may work in pairs and share the answer to the class.

1. Lumpia _____
2. Dawet Ayu _____
3. Fried Rice _____
4. Rendang _____



TASK 7

Listen carefully to the conversation again. Then, state whether the statements are True (T) or False (F). If the statements are false, correct it. Share your answer to the class.

No	Statements	T/F	Correction
1	Dina has delicious menu for lunch.		
2	Dina likes fried rice very much.		
3	She cannot eat <i>lumpia</i> because her stomach is already full.		
4	<i>Dawet ayu</i> is a traditional food from Banjarnegara.		
5	Martha very interested with Dina's lunch.		





TASK 8

Study the following explanation about adjective order below. Discuss it with your classmates and ask the teacher if you need more explanation.

Adjectives Order

In the previous task, you hear:

Dawet ayu is a sweet Banjarnegara beverage.

Lumpia is an appetizing rolled Chinese snack.

Sometimes we use two or more adjective together to describe certain things.

The underlined words are the adjectives which explain *dawet ayu* and *lumpia*.

We should put the adjectives based on its order. Below is the explanation about adjective order:

Taste	Shape	Colour	Origin	Material
What is the taste about something?	What is the shape?	What colour is it from?	Where is it from?	What is it made of?
delicious, salty, mushy, appetizing, sour	square, flat, round, shapeless, cone	red, blue, brown	British, Chinese, French, Western	cheese, cassava

Others adjectives that is usually used to describe food is about the texture, for example: soft, smooth, tender, mushy etc.



TASK 9

Arrange the jumbled words in correct adjective order. You may work in group of four and share your answer to the class.

1.



a(n) German / delectable / beef / sausage



2.

some / Thai / delicious / dessert



2.16

3.



2.17

a brown/ steak/ tender/ chicken

4.

a(n) cake/ American/ appetizing/ red velvet



2.18

5.



2.19

a cheesy/ salty/ snack/ Italian

6.

a candy/ colorful/ delicious/ England



2.20

Rendang, the original food of West Sumatera currently patented as one of Indonesian's Cultural Heritage by UNESCO. It is also awarded as the most delicious food in the world (CNN). Source: bubblenews.com





TASK 10

Listen carefully to the dialog and complete the blanks. You may work in pairs and share your answers to the class.

Mr. Alex and his family from England want to order some food for dinner in Javanese restaurant, but he does not know the detail of the menu, so he asks the waitress to explain it.

Waitress: Good evening Mr. Do you want to order some food for ¹⁾ _____?

Mr. Alex : Of course, but I am still wondering, can you ²⁾ _____ what Javanese salad is?

Waitress: It is boiled vegetables such as sprout, cabbage, spinach flavored with spicy peanut ³⁾ _____.

Mr. Alex: Oh, I dislike ⁴⁾ _____ food. Do you have other recommendation?

Waitress: How about satay, a tasty ⁵⁾ _____ in skewer with delicious ⁶⁾ _____ sauce?

Mr. Alex: Okay, I will try it a portion. What about *pepes*?

Waitress: It is steamed food wrapped in ⁷⁾ _____ leaves. It is filled with shrimp or salt fish. Do you want it?

Mr. Alex: the ⁸⁾ _____ two portions please. I also order two glass of *dawet ayu*.

Waitress : Okay Mr. Wait a moment.



2.21



TASK 11

Listen again and list the vocabularies that you want to know. Discuss it with your friend. You may use your dictionary to find the meanings.

No.	English	Indonesian
1.	order	memesan
2.	vegetable	
3.	sprout	
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		





TASK 12

Look at Task 10. List the adjectives that you find in the dialogue and analyze the order. Number one has been done for you.

No	Adjectives	Taste	Shape	Origin	Material
1.	Javanese salad	-	-	Javanese	salad
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10					

Creating



TASK 13

Let's play a game. Make a group of four and follow the instructions. This is called "Taboo" games.

MATERIALS : scissors

PREPARATION: copy the following sheet about food and cut them into cards.

HOW TO PLAY:















- shuffle the cards
- a person take one card and describe the picture based on the clues provided
for example: the picture was "*Bakso*" and the clues are "Round, Meat, Fast Food and Malang". So the descriptions can be "The shape is round, it made from meat, this famous food comes from Malang". The others guess the food.
- correct guessing get 10 point, false guessing minus 5 point.
- the winner is the person who get the biggest point.
- you may add other food pictures.



BAKSO
Round
Meat
Fast Food
Malang

adapted from: en.islcollective.com



			
STEAK beef fried potato hot plate sauce carrot	MILK white dairy liquid healthy cow	GREEN TEA Drink tea healthy china cold	SPAGETI Pasta noodles meatballs Italian tomato
			
ICE CREAM sweet smooth cold dairy cone	COFFEE Brown hot flavored iced brewed	MINERAL WATER Liquid thirsty sport Pure solid	GUDEG Yogyakarta jackfruit sweet steamed juicy
			
FRIED CHICKEN Food crispy kfc fried rooster	SANDWICH Bread lunch meat cheese food	PORRIDGE mushy breakfast bland chicken white	BURGER meat mustard meal American fast food
			
HOTDOG sausage junk food mayonnaise bread	PEM PEK palembang kapal selam cucumber egg	SAMBAL Spicy Chily Indonesian sauce red	SMOTHIE Flavors fruit ice mix
			
SATAY Skewer Meat Grilled Peanut sauce	FRIED RICE rice breakfast egg fried	CAKE sweet smooth birthday baked	PIZZA round italy baked mozzarella





TASK 14

Let's create a role play. This role play is entitled "A Day in A Restaurant"

MATERIALS : Copies of menu, several sets of cards with pictures of item in the menu.

PREPARATION :

- Make the menus and cards. The menus should have a number of options for each course. (you may use the example of menu provided).
- Arrange the room so its look like a restaurant with little kitchen on it.

PROCEDURE

- Divide the class into groups of customers, waiters/ waitress, and cooks. There should be one cook for five customers and waiters. The customers sit at their desks with each menu. The cooks cook in the kitchen with pictures of food. The waiters stand in the middle.
- Each waiter approaches a customer and asks, *May I help you?* or *Do you want to order any food?*
- The customer responds *Yes I'd like to order* or *Can you explain this food?* and order something from the menu.
- The waiter runs to the cook and says *Give me...*
- The cook gives the waiter the correct picture and the waiter gives it to the customers.
- The winner is the first waiter and customer team to get a full meal.
- Here the pictures of food in the menu:

 2.21	 2.22	 2.23	 2.24
BUBUR AYAM (Chicken Porridge)	POTONGAN BUAH (Sliced Fruit)	SOTO AYAM (Chicken Soto)	PISANG GORENG (Fried Banana)
 2.25	 2.26	 2.27	 2.28
NASI GORENG KAMPUNG (Kampung Fried Rice)	RENDANG (Beef Rendang)	NASI TIMBEL (Timbel Rice)	SUP BUNTUT (Oxtail Soup)

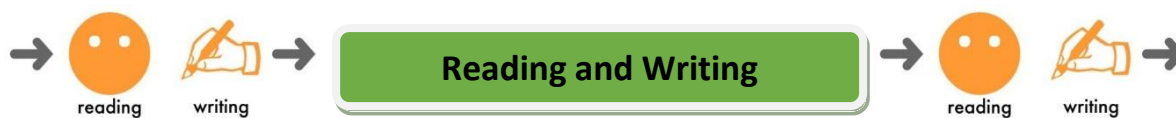


 <p>2.29 NASI KUNING (Yellow Rice)</p>	 <p>2.30 BAKWAN GORENG (Fried Bakwan)</p>	 <p>2.31 ASEM ASEM DAGING (Meat Sour Soup)</p>	 <p>2.32 MIE GORENG JAWA (Javanese noodle)</p>
 <p>2.33 ES TEH (Ice tea)</p>	 <p>2.34 SMOOTHIES (Mix fruit ice and yogurt)</p>	 <p>2.35 JUICES</p>	

- Here the menu

<i>Javanese Restaurant</i>			
Breakfast		Dinner	
Bubur Ayam Indonesian rice porridge served with chicken and chips.	*Starters	*Dessert	
Soto Ayam Yellow spicy chicken soup with vermicelli	Bakwan Goreng Deep fried mixed vegetables served with chili mayonaise	Pisang Goreng Banana fritters served with vanilla ice cream	
Nasi Kuning Yellow rice with crispy soya bean and scrambled egg	Sate Lilit Balinese seafood skewers with chili sambal	Sliced Fruit Platter Selection of seasonal local fruits	
	*Main Course	Roasted Coconut Cake Chocolate cream, caramelized pineapple	
Lunch	Nasi Goreng Kampung Indonesia friedrice with prawns, fried egg and fried country chicken	Drinks	
Sup Buntut Javanese oxtail soup served with potatoes	Beef Rendang Stewed beef in chili, coconut milk served with steamed rice	Juices Watermelon, kiwi, orange, pineapple	
Asem Asem Daging Sour beef soup with belimbing sayur	Nasi Timbel Banana-leaf wrapped rice with fried chicken, tofu, tempe, salted	Smoothies Banana, mango, blueberry, raspberry	
Mie Goreng Jawa Boiled egg noodles with shrimps, chicken and vegetables		Flavoured Iced Tea Lychee, mango, mango jelly iced	





Observing



TASK 15

Read the menu below, tick (✓) and write items that you do not know and/or you want to know further

HARD ROCK BALI CAFÉ MENU

Starters | Salads | **Entrees** | Burgers | Sadwiches | Desserts

Entrees

It doesn't get any better than this: the freshest ingredients sourced directly by our chefs and transformed into a feast fit for a rock star. Complement your entrée a side Caesar or House Salad for a little extra.



NEW YORK STRIP STEAK

Big and juicy 12-oz New York strip steak, seasoned and fire-grilled just the way you like it. Topped with maître d' butter and served with golden mash potatoes and seasonal veggie. Add a shrimp skewer for a little extra.*

TWISTED MAC, CHICKEN & CHEESE

Cavatappi macaroni tossed in a three-cheese sauce with roasted red peppers, topped with Parmesan parsley bread crumbs and grilled chicken breast.*

GRILLED SALMON

8-oz filet, wrapped in cedar paper, grilled tender with spicy barbeque sauce. Served with Golden mashed potatoes and seasonal veggie*.

FISH & CHIPS

Fillets of fish dipped in our special batter and deep fried to a golden brown. It is served with French fries and citrus coleslaw.

adapted from: hardrockcafe.com/entrée



No.	I want to know ...	(√)
1	the content of the menu.	
2	the social function of descriptive text.	
3	the generic structure of descriptive text.	
4	the steps to describe menu.	
Write more things you do not know or you want to know further		
5		
6		

Questioning



TASK 16

Referring to the items you want to know, tick (√) relevant questions and propose your answer based on your current knowledge.

No.	Questions
1	What is content of the menu?
2	What is the social function of descriptive text?
3	What is the generic structure of descriptive text?
4	What steps that are used to describe menu?
5	
6	

No.	Answer
1	
2	
3	
4	
5	
6	



Collecting & Analyzing Data, Communicating Findings



TASK 17

Match the verbs with correct meanings by a drawing line. You may explore in your dictionary.

wrap	grill	mash	roast	saute	fry	boil	steam	cook	carve	toast	braise
tumbuk	goreng	panggang (daging)	bakar	kukus	potong	tumis	masak	panggang (roti)	ungkep	bungkus	rebus

An arrow points from 'mash' to 'tumbuk'.



TASK 18

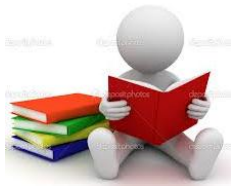
Read the menu in Task 15 again and answer the questions with the appropriate words in the box. You may work in pairs and share your answer to the class.

description	appetizer	ingredients	New York Strip Steak	title
dessert	Twist Mac	main course	taste	Grilled Salmon



- There are three parts of meal in the United States, starters or _____, entrée or _____ and _____.
- Menu book usually provides with pictures, the _____ of the menu and _____ of the food.
- In the description of the food, there are explanation about _____, taste and cooking process.
- If you are a vegetarian, you can order _____ or _____ for the entrée.
- If you dislike spicy food, it will be better if you order _____.





TASK 19

Study the following words and read the part of website below. Then state whether the statements are True (T) or False (F). If the statements are false, correct it. Share your answer to the class.



glutinous rice powder : tepung beras ketan
pandan paste : perisa pandan
palm sugar : gula aren/ gula jawa
fresh grated coconut : parutan kelapa muda
rice cake : kue beras
salty : asin
sweet: manis
originate: asal

Klepon, Javanese Rice Cake

★★★★★ [Read Reviews \(6\)](#)

[Pin it](#)

121

[f Like](#)

62

[t Tweet](#)

0

[g+1](#)

4



2.36

Ingredients:

glutinous rice powder, pandan paste, palm sugar, fresh grated coconut

Food Process:

Boiled

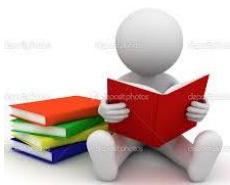
Klepon is a traditional rice cake from Java, Indonesia, and now popular in Indonesia and Malaysia. It is a boiled rice cake, stuffed with liquid palm sugar, and rolled in fresh grated coconut.

Klepon is green because it is flavored with a *pandan* paste whose leaves are used widely in South East Asian cooking. In other parts of Indonesia, such as in Sulawesi and Sumatra *klepon* is known as *onde-onde*. Although popular across Southeast Asia, *klepon* may have originated in Java.

Klepon, along with *getuk* and *cenil*, are often eaten as morning or afternoon snacks. One must take care when consuming *klepon*, because a freshly boiled one usually contains hot palm sugar liquid. The tastes are a little bit salty outside and sweet inside.



No	Statements	T/F	Correction
1	<i>Klepon</i> is famous in Malaysia.		
2	There is a palm sugar inside <i>klepon</i> .		
3	Somebody needs coconut milk to make <i>klepon</i> .		
4	The tastes are salty inside sweet outside.		
5	<i>Klepon</i> is known as <i>cenil</i> in Sulawesi and Sumatera.		
6	The palm sugar will melt inside after <i>klepon</i> boiled.		



TASK 20

Study the explanation about descriptive text below. Discuss it with your classmates and ask your teacher if you need more explanation.

Descriptive Text

Descriptive text is a text which presents information about something specifically.

The purpose is to describe a particular thing or person specifically.

The Generic Structure of descriptive text:

1. Identification: introduce a particular object or person.
2. Description: describing physical appearance, quality, taste, etc.

Language Feature of descriptive text:

1. Using Simple Present Tense
2. Using action verbs
3. Using noun phrase
4. Using adjective order

© 2010 Vertex42.com



Klepon, Javanese Rice Cake

Klepon is a traditional rice cake from Java, Indonesia, and now popular in Indonesia and Malaysia. It is a round boiled rice cake, stuffed with liquid palm sugar, and rolled in grated coconut.

Identification

Klepon is green because it is flavored with a *pandan* paste whose leaves are used widely in South East Asian cooking. In other parts of Indonesia, such as in Sulawesi and Sumatra *klepon* is known as *onde-onde*. Although popular across Southeast Asia, *klepon* may have originated in Java.

Description

Klepon, along with *getuk* and *cenil*, are often eaten as morning or afternoon snacks. One must take care when consuming *klepon*, because a freshly boiled one usually contains hot palm sugar liquid. The tastes are a little bit salty outside and sweet inside.

Description

Creating

TASK 21



Complete the description of Nagasari Cake below to provide complete information. Use the words in the table to help you describe the food. You may work in pairs and share your work in front of the class.



Nagasari Cake

Ingredients	Food Process	Shape	Taste	Color
rice flour, tapioca flour, coconut milk, white sugar, <i>pandan</i> leaf, salt, banana	steamed	square	smooth sweet	green outside, white and yellow inside

Nagasari is a traditional steamed cake made from rice flour, coconut milk and sugar, filled with slices of banana. It is usually wrapped in banana leaves before being steamed.

Identification

Nagasari is _____

Description
(taste/ ppearance)



TASK 22



Complete the description of “Corn *Bakwan*” below. Write the words that you will need in the table to help you describe the food.



2.38

Corn *Bakwan*

Ingredients	Food Process	Shape	Taste	Color
Corn, wheat flour, salt, green onion, garlic, _____	Deep fry			

Corn *Bakwan* is _____

TASK 23



Let's play folded game. Follow the instructions below. The pictures are in the next page.

MATERIALS : Sheet of paper and pen

PROCEDURE:

- Write a sentence about the first picture based on the information provided in a sheet of paper.
For example: *Satay is an Indonesian chicken skewer.*
- Folded it then passed to the friend's right neighbor.
- He/ she then continue the description. After approximately five sentences. Move to second picture.
- In the end you read the sentences out loud.



First Picture



Satay, Chicken Skewer

Ingredients:

chicken thighs, salt, white pepper, sweet soy sauce, brown sugar, garlic, lime juice.

Food Processing : Grilled

Second Picture



Lumpia, Indonesian Spring Rolls

Ingredients:

egg, red onion, garlic, bean sprout, cabbage, bamboo shoots, carrot

Food Processing: Deep fry

TASK 24



Change the old menu book to be the new one to make the customer more interested with the menu. Copy the menu and add some descriptions on it in the provided blank menu book in the next page. You may work in pairs.

			
Appetizer	Main Course	Dessert	Beverage:
- Sayur Asem Mixed Vegetable Soup	- Ayam Goreng Kremes Spice fried chicken	- Es Cendol Pandan coconut milk	- Iced Tea
- Gado Gado Mixed Vegetable Salad	- Gulai Kambing Mutton curry stew	- Es Teler Assorted fruits ice	- Lemon Tea
- Perkedel Mashed fried potato	- Gudeg Jogja Sweet boiled jackfruit	- Nagasari Banana rice cake	- Fruit Juice
			- Wedang Uwuh
			- Kunir Asem





MENUS

Appetizer



Main Course



Dessert



Beverage





Homework

Suppose that you have a restaurant. Make your own book menu with short description on each menu. You may choose your own menu and make sure to divide the menu into Dessert, Main Course, Appetizer and Beverages.



Reflection

Before I studied this chapter

I didn't understand


When I was studying this chapter

Difficulties:

How I overcame the difficulties

After I had studied this chapter

I think

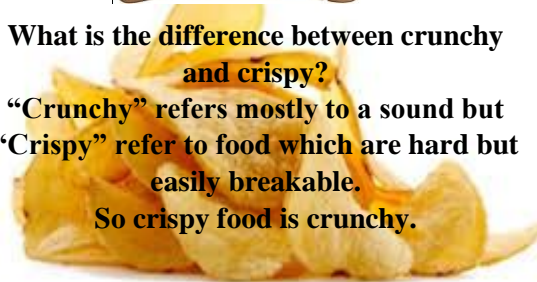


Do you know?

What is the difference between crunchy and crispy?

“Crunchy” refers mostly to a sound but “Crispy” refer to food which are hard but easily breakable.

So crispy food is crunchy.







Summary

1. Information about descriptive text

Descriptive Text

Descriptive text is a text which presents information about something specifically. The purpose is to describe a particular person or thing or place specifically.

The Generic Structure of descriptive text:

1. Identification: introduce a particular person or thing or place.
2. Description: describing physical appearance, quality, taste, etc.

Language Feature of descriptive text:

1. Using Simple Present Tense
2. Using action verbs
3. Using noun phrase
4. Using adverbial phrase

2. Adjective Order

Adjectives Order

In the previous task, you hear:

Dawet ayu is a sweet Banjarnegara beverage.

Lumpia is an appetizing rolled Chinese snack.

Sometimes we use two or more adjective together to describe certain things.

The underlined words are the adjectives which explain *dawet ayu* and *lumpia*.

We should put the adjectives based on its order. Below is the explanation about adjective order:

Taste	Shape	Colour	Origin	Material
What is the taste about something?	What is the shape?	What colour is it from?	Where is it from?	What is it made of?
delicious, salty, mushy, appetizing, sour	square, flat, round, shapeless, cone	red, blue, brown	British, Chinese, French, Western	cheese, cassava

Others adjectives that is usually used to describe food is about the texture, for example: soft, smooth, tender, mushy etc.





Vocabulary List

sprout (n) /spraʊt/	: kecambah
cabbage (n) /kæb.ɪdʒ/	: kubis
peanut sauce (n) /pi.nʌt sɔːs/	: saus kacang
skewer (n) /skjuːə r /	: tusuk (biasanya untuk daging)
steam (v) /stim/	: mengukus
shrimp (n) /ʃrɪmp/	: kepiting
palm sugar (n) /pɑːm ʃʊg.ə r /	: gula jawa
grill (v) /grɪl/	: memanggang
parsley (n) /pɑː.sli/	: daun peterseli
cone (n) /kəʊn/	: contong
originate (v) /əˈrɪdʒ.ɪ.neɪt/	: asal
delectable (adj) /dɪˌlekt.ə.bəl/	: lezat
appetizing (adj) /æp.ɪ.taɪ.zɪŋ/	: menambah selera makan
mushy (adj) /mʌʃ.i/	: lembek (digunakan untuk bubur)
salty (adj) /sɒl.tɪ/	: asin
bitter (adj) /bɪt.ə r /	: hambar
sour (adj) /saʊə r /	: asam
frosty (adj) /frɒs.ti/	: sangat dingin
sausage (n) /sɒs.ɪdʒ/	: sosis
tender (adj) /ten.də r /	: lunak/ empuk



UNIT III

Look at the Announcement on the Board



<https://www.google.com/announcement/picture>
source: www.google.com/announcement/picture

Have you ever joined a cooking competition in your school? How did you get the information? Is it from the announcement or other sources? Have you ever made an announcement before? What information do you get from an announcement? In this unit you will learn how to make a good announcement through challenging tasks orally and in writing.



Warm Up



TASK 1

Study the picture below and answer the following questions.



RIVER DISTRICT PRESENTS

PIE BAKING CONTEST



1ST: \$150 METROPOLIS @
METROTOWN GIFT CARD

2ND: \$50 ROMERS BURGER BAR
GIFT CARD

3RD: \$25 STARBUCKS GIFT CARD

*ALL ENTRANTS RECEIVE A
RIVER DISTRICT WATER BOTTLE!

SATURDAY, OCTOBER 26TH | 2-3PM

* Celebrity judges to be announced!*

* Apply online or in person by **Thursday, October 24th***

* Full contest details at www.RiverDistrict.ca*

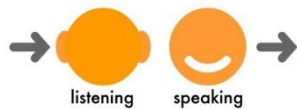
8683 Kerr Street, Vancouver | 604-431-5594 | jlam@parklane.com

3.1

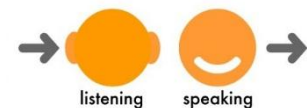
Questions:

1. What is the picture about?
2. Whom is the information addressed to?
3. What is the purpose of the text?
4. Have you ever read the text like that?
5. In what place you will easily find the text like that?





Listening Speaking



Observing



TASK 2

Listen carefully to the announcement in the radio and then tick (✓) and write items that you do not know and or you want to know further.

No.	I want to know ...	(✓)
1	what the speaker is talking about.	
2	what announcement is.	
3	what the information we can get in the announcement.	
4	how to announce something.	
Write more things you do not know and/or you want to know further		
5		
6		

Questioning



TASK 3

Referring to the items you want to know, tick (✓) relevant questions and propose your temporary answers based on your current knowledge.

No.	Questions	(✓)
1	What is the speakers talking about?	
2	What is announcement?	
3	What are the information that we can get in the announcement?	
4	How to announce something in public?	
5		
6		



No.	Answer
1	
2	
3	
4	
5	
6	

Collecting & Analyzing Data, Communicating Findings



TASK 4

Listen carefully to the announcement again. Notice how these words are pronounced then pronounce it loudly and find the meaning in your dictionary. Answer the following questions and share your answers to the class.

No	English	Pronunciation	Indonesian
1	amateur (adj)	/æm.ə.tə r /	
2	baker (n)	/beɪ.kə r /	
3	experience (n)	/ɪkspɪə.ri. ə n t s/	
4	challenging (adj)	/tʃæl.ɪn.dʒɪŋ/	
5	audition (n)	/ɒdɪʃ. ə n/	
6	prepare (v)	/prɪpeə r /	
7	apply(v)	/əplai/	

Questions:

1. What kind of text is it?
2. What is Indonesian Baking Competition?
3. For whom class is the announcement addressed?
4. To whom can they ask question when they want to apply?
5. How much is the prize for the winner?
6. What date they must come for audition?
7. Where do you think you will hear that kind of announcement?





TASK 5

Listen to the announcement. Fill in the blank spaces. You may work in pairs and then read the announcement in front of the class.

Dear students of SMK Cipta Karya

To commemorate the coming of World (1) _____ Day on 1 June, Milkindo Dairy is going to hold some very special (2) _____ together with OSIS entitled “Milky Healthy and Tasty”.

You can participate on (3) _____ writing contest and cooking competition. For (4) _____ writing contest you should submit two recipes of creative food and beverage made from (5) _____. Don't forget to put the picture of your recipe. For cooking competition you may work in (6) _____ serving a food and beverage made from milk.

Write your best (7) _____ recipes now. Your recipes must be on our table on 31 May 2014. The participant of cooking challenge should apply before 27 May 2015 and the competition will be held on (8) _____ 2015 in Gatutkaca Hall. The winners will be announced after the flag ceremony in 2 June 2014.

Keep healthy keep creative and innovative and don't forget to drink milk once per day.

Thank you for your big attention.



TASK 6

Listen to the announcement again and list the vocabularies that you want to know. Discuss it with your friend. You may use your dictionary to find the meanings.

No	English	Indonesian
1	commemorate	merayakan
2	dairy	
3		
4		
5		
6		
7		
8		
9		
10		





TASK 7

Listen carefully to the announcement again. Then state whether the statements are True (T) or False (F). If the statements are false, correct it. You may work in pairs. Share your answer to the class.

No.	Statements	T/F	Corrections
1	The world milk day hold by OSIS SMK Cipta Karya.		
2	There are two competitions in this event.		
3	The participants of cooking competition can work in a team.		
4	The participants of recipe writing contest can submit more than two recipes.		
5	Both of the competition use milk as the main ingredient.		
6	The last submission of recipe is on 1 June 2014.		
7	After finish cooking, the winner will be announced in the same day.		



TASK 8

Study the following explanation about announcement below. Discuss it with your classmates and ask the teacher if you need more explanation.

Announcement

Announcement is a public statement that is usually formal and has a specific purpose. There are two kinds of announcement: spoken and written. Spoken announcement usually begin with : Attention, pay attention please, or attention please. In giving an announcement, just keep the following point:

- The tittle or type of event;
- Date, time, place;
- Contact person

In an announcement we may find these following points:

- Who is the announcement addressed for
- What is the content
- Who writes/give the announcement





TASK 9

Analyze the content of the announcements in Task 4 and 5 by filling the table below. You may work in pairs and share the answer to the class.

Tittle	Main Idea	Details
Baking Competition		-when : -where : -how :
Milk Day Event		-when : -where : -how :



TASK 10

Let's play a game. This game is entitled "Whispering Race".

MATERIALS : headphone (each group need one), note, pen

PREPARATIONS :

- split the class into six groups, each team stand in a line
- the member who stands in the front is the chairman on the group, he/ she will use the headphone, and the member who stands in the end of the line will answer the questions.



3.2

PROCEDURES :

- the chairman listen to the recording about an announcement by using headphone, then he/she whispers it to the member behind her/him. (the announcement will be split into five parts)
- whisper it until the last group member. The last member may take a note.
- after finish 5 parts, the last member raise her/his hand and complete the following statements.
- the fastest and the most correct answer becomes the winner.



Questions:

1. The main idea of the announcement is _____
2. The announcement is addressed for _____
3. Customers should go to _____ if they want to watch the cooking demo.
4. The announcement is delivered by _____
5. The chef will cook some menu with _____ as a main ingredient.
6. Customers will get _____ and _____ if they watch the demo.

Creating



TASK 11

Choose one of the announcement drafts below, make an announcement based on the information in the box. You may work in pairs and announce your announcement in front of the class.

Event : Fruit Crafting Competition
Venue : Main Hall of SMK Budi Pekerti
Date : 12 June 2014
Time : 10 am – 12 am
CP : Dinda (0890909088)
Note : All the equipment are prepared by the participants



3.3

Event : Nusantara Culinary Expo
Venue : Gedung Wanita, Sudirman Street
Time : 1-2 May 2014
Time : 10 am – 10 pm
CP : Aini (085670987)
Note : The Entering Ticket is Rp. 5000



3.4





TASK 12

Choose one of the announcement topic below and make an announcement based on the information. You may work in pairs and announce your announcement in front of the class.

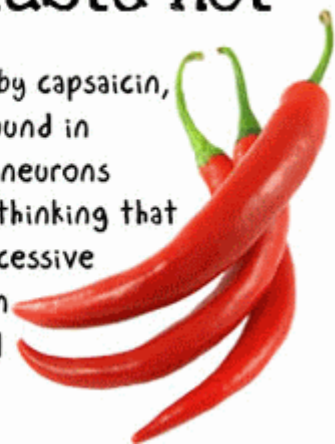


1. You are becoming a radio announcer, and you announce the event of International Food Day and its cooking competition.
2. You announce to all cooking competition participants that the venue of the competition is moved due to several problems.



why Peppers taste hot

The heat sensation in chili peppers is caused by capsaicin, which is a colorless, odorless, oily chemical found in peppers. Capsaicin binds with certain sensory neurons which then more or less trick your body into thinking that it is being burned or at least experiencing excessive amounts of heat in the area that the capsaicin comes in contact with, even though no actual physical burning is taking place.





Observing

TASK 13



Read the website about Art of Patisserie Share Food Competition Announcement and then tick (✓) and write items that you do not know and or you want to know further.



Existing user?
[Login](#)



In the news

Art of Patisserie Share Food Competition Announcement



If you live in Indonesia, and you are under 20, take part in the Art of Pâtisserie: Share Food Competition and you could win one of three big prizes.

Held on Sunday the 18th May, the event will include the final stage of the Pâtisserie competition with teams of amateur chefs producing their own version of a sweet delicacy, demonstrations by Chef Rinrin Marinka, as well as talks about careers in hospitality.

If you are interested in a career in hospitality and food, then this is the event for you.

	Date and time: Sunday, 18th May 2014, 9:00 - 18:00
	Venue: Menara Top Food, Jln. Jalur Sutera Barat No. 3, Alam Sutera. Tangerang

Activities:

1. Patisserie competition (the registration is now open and will be closed on April 30th, 2014)
2. Career Talk by Mr. Iwan Tjandra (Restaurateur and Owner of Eat and Eat and Chef Rinrin Marinka (MasterChef Indonesia – Judge season 1 and 2, alumnus)

Contact:

Email: lcbcompetition@suneducationgroup.com



No.	I want to know ...	(√)
1	what information that I can get from announcement.	
2	what is the structure of announcement.	
3	what is the language feature of announcement.	
Write more things you do not know or you want to know further		
4		
5		

Questioning



TASK 14

Referring to the items you want to know, tick (√) relevant questions and propose your answer based on your current knowledge.

No.	Questions	(√)
1	What information that we can get from announcement?	
2	What is the structure of announcement?	
3	What is the language feature of announcement?	
4		
5		

No.	Answer
1	
2	
3	
4	
5	



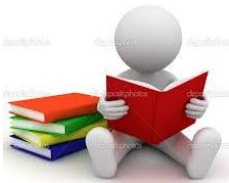
Collecting & Analyzing Data, Communicating Findings



TASK 15

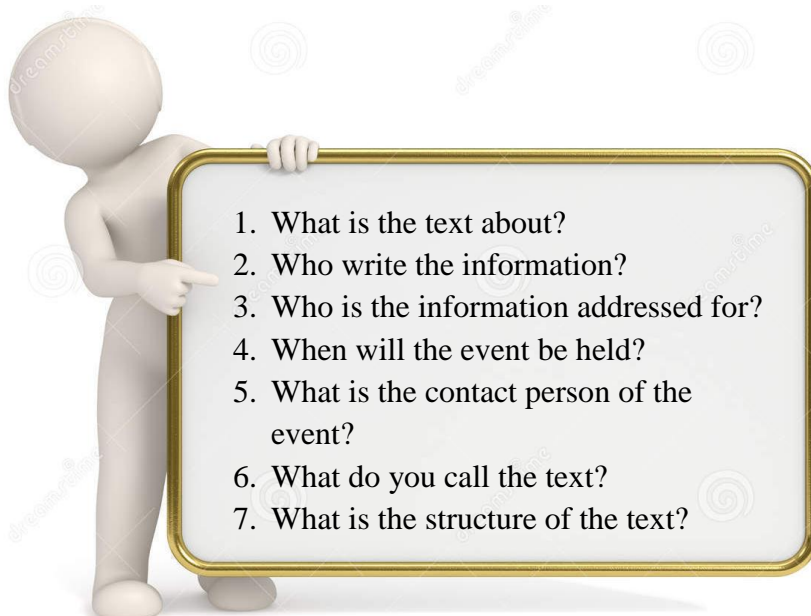
Listen to your teacher and repeat after her/him and then find the meanings of them. You may explore in your dictionary.

No	English	Pronunciation	Indonesian
1	patisserie (n)	/pəti.sə.ri/	
2	indulge (v)	/ɪndʌldʒ/	
3	passion (n)	/pæʃ. ə n/	
4	amateur (adj)	/æm.ə.tə r /	
5	delicacy (n)	/del.i.kə.si/	
6	hospitality (n)	/hɒs.pɪtæl.ə.ti/	
7	demonstration (n)	/dem.ənstreɪ.ʃ ə n/	
8	career (n)	/kəriə r /	



TASK 16

Read again the text in Task 13 and then answer the following questions to help you to find out the content of the text. You may work in pairs and share the answers to the class.





TASK 17

Read the following announcement board, and then analyze each part of the announcement based on the table. You may work in groups of four.

Announcement Board

Cipta Karya Culinary Week
12-16 September 2014

Here are the schedule that you cannot miss it:

- 12 September 2014
Opening Ceremony of Culinary week
Nusantara Culinary parade
- 13 - 16 September 2014
Culinary Festival from ASEAN countries
- 14 September 2014
National Food Carving Competition
Coconut Cooking Competition
- 16 September 2014
Food and Nutrition Seminars from
dr. Priscillia
Competition Announcement and Closing

For further information please call:
Dinda (089900900).

All of the event will be held in Centre Hall
Culinary Students Association

To: All Fun Cooking Members

Please be informed that the 3rd Fun Cooking event this coming September 15 (Wednesday) is cancelled due to the repair of the main kitchen that have not been done. It is tentatively rescheduled to September 21 (Saturday).

Please wait for update or call Rara (08567886)

Thank you for your kind understanding.
The committee

“Corn Recipe Competition Winner”

- Nana Kania (11 JB A)
- Dara Saputri (10 JB C)

Congratulations for the winners, please contact the committee to take special prize.

The committee

NB. Next week theme is cassava recipe

Title	Cipta Karya Culinary Week	Fun Cooking	Recipe Competition
Who is the announcement addressed for?			
What is the content?			
Who give the announcement?			
When do the events will be held?			
Where is the place of the event?			
Where can they contact if need more information?			





TASK 18

Read again the announcement board in Task 17. Then, state whether the statements are True (T) or False (F). If the statements are false, correct it. Share your answers to the class. You may work in pairs.

No.	Statements	T/F	Correction
1.	The Culinary Week is held by OSIS SMK Cipta Karya.		
2.	Culinary Festival is the longest event during the culinary week.		
3.	Chef Hall will be used to gather 3 different events in a day.		
4.	The Fun Cooking event is rescheduled on Wednesday.		
5.	The main kitchen will be ready to be used on 21 September 2015.		
6.	The announcement is made by the chief of Fun Cooking.		
7.	The Recipe competition always changes the theme in every competition.		



TASK 19

Study the following explanation about preposition time and place. Ask your teacher if you need more explanation.

In the previous task you find a sentence:

- The cooking competition will be held on 1 June 2014 in Gatutkaca Hall at Sudirman street number 45. The winners will be announced after the flag ceremony on 2 June 2014.

The underlined words are called preposition. A preposition is a word that links a noun, pronoun, or noun phrase to some other part of the sentence.

The explanation about preposition place and time that we usually meet in announcement can be found in the following page.



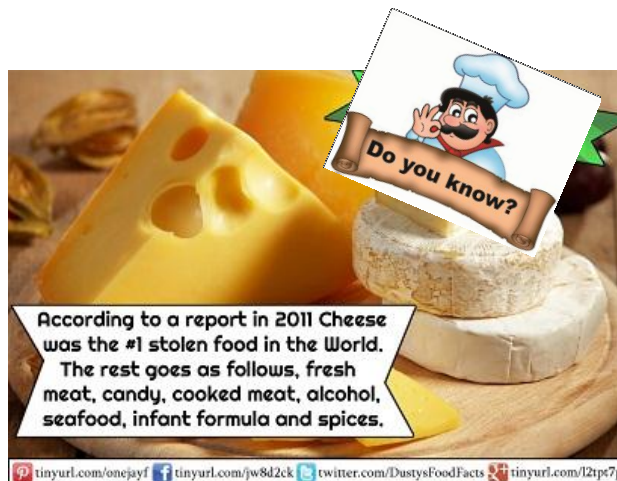
Preposition	in	at	on
time	use for nonspecific times during a day, if it used with a period of time, it refers to a time in the future.	use to designate specific times (clock time, time of the day)	use to designate days and dates.
Example	Siska Suwihutomo is a famous chef in 1990s.	The food festival open at 7 am.	The winner will be announced by the committee on Wednesday.
place	use for the names of land-areas or specific places (towns, countries)	use for specific addresses.	use to designate names of streets, avenues, etc.
example	The International Patisserie Competition will be held in America.	The Culinary Festivals hold at Kusumanegara street number 42.	You can find the winner of recipe competition on announcement board.



TASK 20

Complete the following sentences by using preposition *in*, *at*, or *on*. You may work in pairs and share your answer to the class.

- ___ the morning ___ Sunday, I am going to cook fried rice.
- Chef Farah Queen was born ___ 1973, and she started her carrier ___ 1992.
- You should put more salt ___ your dish.
- Boil the paste ___ 4 cups of water.
- SMK Cipta Karya holds a culinary week ___ Rasuna Said Hotel.
- Grilled food is healthier if it is grilled ___ the certain degree.
- Would you like sugar ___ your coffee?
- The judges of this fruit crafting competition will be ___ board ___ 10 a.m.





TASK 21

Complete the blank spaces by using preposition *in*, *at*, or *on*. You may work in pairs and share your answer to the class.

FOOD MART Supermarket holds a very spectacular Fruit Carving and Live Cooking Competition.

The event will be held _____ Sunday, _____ November 2nd 2014

Invite you friends and family to gather with us _____ Mall Palembang Icon _____ Lorok Pajo Street IX, Palembang.

The registration of the competition is opened until November, 1st 2014 _____ Foodmart Head Office _____ Sudirman Street, 50, Palembang.

Let's apply yourself and get million prizes from the sponsor.

For more information please contact us _____ 0280 - 565 500

Creating



TASK 22

Complete the announcement below with the appropriate words in the boxes and consider the use of preposition time and place. You may work in pairs and share the answers to the class.

free admission

KCO Cooking Competition

021-890890

8a.m until 3p.m

Sudirman Street, 18, South Jakarta

three winners

Korea Culture Office (KCO) Cooking Competition Winner Announcement

Just a quick announcement regarding _____.

The judges have made their decision and have chosen the _____, who will each receive _____ to their selected Korean Cooking Class and some other prizes.

The winners of the competition are:

- Nicholas Midgley
- Chery Blossom
- Stefi Kasim

Congratulation to the competition winners! The winners may come to Korean Culture Office at _____. We are waiting for taking your prize in office hour between _____.


For further information, kindly contact us on _____.






TASK 23

The following announcement about mailing list of Creative Cookie Crafting Competition is not written properly. Edit the announcement so that it makes sense. Rewrite it in the provided table.

Before	
<div>Forum Login Message</div> <div><<Older Topic Newer Topic>></div>	
30/08/2014	13:55:34
Bella 	<p>Creative Cookie Crafting Competition Aouncement</p> <p>Are you ready for your dessert???</p> <p>This is the challenging competition</p> <ul style="list-style-type: none"> - Create a cookie with entertainment style. It must created by you - Take a picture of it in highest quality - Submit the picture on www.cookie-creative.com <p>This contest range from now till 11.59p.m on September,11th 2014</p> <p>Announcement the winner September,15th 2014</p> <p>Grand prize winner will receive Rp. 1000.000 and many more prizes.</p>

After	
<div>Forum Login Message</div> <div><<Older Topic Newer Topic>></div>	
30/08/2014	14:30:54
Bella 	



TASK 25

Write your own announcement based these following topics. You may choose one topic. Write in a piece of paper and then put it in a board.

You are one of the committee of pastry and baking competition. You will announce the winner of the competition on facebook. Ask the winner to email their CV to take the prize.

You are the chief of the class will announce to your classmates that tomorrow your teacher can not attend the class, so in groups of four, the students should make a project to submit recipe menus for complete meal time.





Homework

Find two announcements related to culinary in the internet or magazines. Analyze the announcements through comparing the structure, main idea and purpose of the announcement. Discuss it with others friend.



Reflection

Before I studied this chapter	I didn't understand
When I was studying this chapter	Difficulties: How I overcame the difficulties
After I had studied this chapter	I think





Summary

1. The information about announcement.

Announcement is a public statement that is usually formal and has a specific purpose. There are two kinds of announcement: spoken and written. Spoken announcement usually begins with : Attention, pay attention please, or attention please. In giving an announcement, just keep the following point:

- a. The title or type of event;
- b. Date, time, place;
- c. Contact person

In an announcement we may find these following points:

- a. Who is the announcement addressed for
- b. What is the content
- c. Who writes/gives the announcement

2. Preposition time and place

A preposition is a word that links a noun, pronoun, or noun phrase to some other part of the sentence.

Here is the explanation about preposition place and time that we usually meet in announcement

Preposition	in	at	on
time	use for nonspecific times during a day, if it used with a period of time, it refers to a time in the future.	use to designate specific times (clock time, time of the day)	use to designate days and dates.
Example	Siska Suwihutomo is a famous chef in 1990s.	The food festival open at 7 am.	The winner will be announced by the committee on Wednesday.
place	use for the names of land-areas or specific places (towns, countries)	use for specific addresses.	use to designate names of streets, avenues, etc.
example	The International Patisserie Competition will be held in America.	The Culinary Festivals hold at Kusumanegara street number 42.	You can find the winner of recipe competition on announcement board.





Vocabulary List

bake (v) /beɪk/	: memanggang
commemorate (v) /kəmem.ə.reɪt/	: merayakan
beverage (n) /bev. ə r.ɪdʒ/	: minuman
dairy (n) /deə.ri/	: perusahaan susu
submit (v) /səbmɪt/	: mengumpulkan
tasty (adj) /teɪ.sti/	: enak/ lezat
challenge (n) /tʃæl.ɪndʒ/	: tantangan
smooth (adj) /smuð/	: lembut
live cooking (n) /lɪv kʊk.ɪŋ/	: pertunjukkan memasak secara langsung
chance (n) /tʃɑːns/	: kesempatan
prize(n) /praɪz/	: hadiah
fruit carving (n) /frut kɜːv ɪŋ /	: seni memahat buah
admission (n) /ədmiʃ. ə n/	: pengakuan
innovative (adj) /ɪn.ə.və.tɪv/	: mempunyai ide baru
serve (v) /sɜːv/	: menyajikan



Appendix

UNIT I

TASK 2

Conversation between Dina and Dara

Dara : Hey, Dina! How was the cooking competition? Did you and your team go home with the trophy?

Dina : Thank God, we did. Fortunately we succeeded to get the first place.

Dara : Wow that's a good job, Din. Congratulation on your team success!

Dina : Thank you very much for saying so, Dara. So, how about you and your team in pattisier competition?

Dara : Unfortunately my team and I didn't get the first place. We got the third place but I was really happy since we had won over many other teams and gone that far.

Dina : I am sure you and your friend did it very well Dara. It was also great to hear it since it was national competition.

Dara : Thank you very much, Dina. We still have to learn more to be the first like your team did. By the way, you do look nice with that apron.

Dina : Do you really think so? This is the present from the cooking competition.

Dara : Wow, that's great

TASK 9

1. Rina : I heard you got the first rank in the class Santi, is that true?

Santi : Yes, that is true.

Rina : **That's great, Congratulation.**

Santi : Thanks a million Rina.

2. Deni : Hey, How are you?

Danang : I'm fine. How about you?

Deni : I'm very good, and you know I'm so happy because I got schoolarsip from La Cordon Blue Culinary School in Australia.

Danang : **Wow, congratulation, i'm happy to hear that.** I know you deserve to accept it.

Deni : Thank you Danang

3. Cinta : Laura, Did you gather the cooking competition yesterday?

Laura : Yes of course, our team got the runner up for cooking dinner menu

Cinta : You've done such a wonderful job, congratulation

Laura : **Thank you so much Cinta.**



4. Dara : Dinda, is this food made by you?
 Dinda : Yes, have you tasted it?
 Dara : Of course, **What a delicious food ever!**
 Dinda : Thank you Dara.
5. Daniel : Hi Mega, I saw you in Malioboro Mall yesterday.
 Mega : Really? So you saw me cooking?
 Daniel : of course, your live cooking performance was very great!
 Mega : **It is nice of you to say so.**

UNIT II

TASK 2

- Marta : Hi Dina, what did you eat for this lunch?
 Dina : I had lunch in my friend's house. The menu was delectable.
 Marta : What was on the menu?
 Dina : It was a big meal, we had friend rice, rendang, lumpia and dawet ayu for the beverage.
 Marta : Interesting, did you like it?
 Dina : well, the nasi goreng was delicious and buttery. The rendang was spicy and delectable. I like it very much but the lumpia was crispy and oily. I couldn't finish it
 Marta : How about the dawet ayu?
 Dina : Dawet ayu is a sweet Banjarnegara beverage. It really matches with the food. I enjoy it

TASK 10

Mr. Alex and his family from England want to order some food for dinner in Javanese restaurant, but he does not know the detail of the menu, so he asks the waiter to explain it.

- Waiter : Good evening Mr. Do you want to order some food for dinner?
 Mr. Alex : Of course, but I still wondering, can you explain what Javanese salad is?
 Waiter : It is boiled vegetables such as sprout, cabbage, spinach flavored with spicy peanut sauce.
 Mr. Alex: Oh, I dislike spicy food. Do you have other recommendation?
 Waiter : How about satay, a tasty meat in skewer with delicious peanut sauce?
 Mr. Alex: Okay, I will try it a portion. What about pepes?
 Waiter : It is steaming food wrapped in banana leaves. It is filled with shrimp or salt fish. Do you want it?
 Mr. Alex: the shrimp two portions please. I also order two glass of Dawet Ayu.
 Waiter: Okay Mr. Wait a moment.



UNIT III

TASK 2

Good Morning Listeners, Do you know American Baking Competition? a very challenging competition to looking for the best amateur baker in US. Now the competition will be held in Indonesia. Be prepared for the audition, safe the date on 15 June 2014. Firstly you need to apply on www.indonesiabakingcompetition.com and upload your best experience on baking. Then on 15th ,June 2015 the judges are waiting for you in Balai Sarbini, Jakarta. Let's baking and win the grand prize of Rp.150 million. Indonesian Baking Competition, the coolest baking competition ever.

TASK 6

Announcement

Dear students of SMK Budi Pekerti ,

To commemorate the coming of World Milk Day on 1 June, Cimory Dairy is going to hold something very special event entitled "Milky Healthy and Tasty".

You can participate on recipe writing contest and cooking competition. For recipe writing contest you should submit two recipes of creative food and beverage made from milk. Don't forget to put the picture of your recipe. For cooking competition you may work in pairs serving a food and beverage made from milk.

Write your best creative recipes now. Your recipes must be on our table on 31 May 2014. The participant of cooking challenge should apply before 27 May 2014 and the competition will be held on 1 June 2014 in Gatutkaca Hall. The winners will be announced after the flag ceremony in 2 June 2014. Keep healthy keep creative and innovative and don't forget to drink milk once per day.

Thank you for your big attention

TASK 10

- 1 Ladies and gentlemen, the Bengawan Solo Restaurant held a cooking demo by chef Farah Queen in the main stage today at 8 pm.
- 2 The cooking performance is including three kinds of food, appetizer, main course and dessert.
- 3 The main ingredients are salmon, chocolate and fruits.
- 4 At the end of performance there is also question and answer session about everything related to cooking.
- 5 For the customers who want to watch the demo, kindly to attend the main stage and you will get some chance to taste the food for free. Thank you.



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