

**DEVELOPING ENGLISH LEARNING MATERIALS
FOR APPRENTICESHIP PREPARATION FOR GRADE TEN
STUDENTS OF CULINARY STUDY PROGRAM
AT SMKN 1 KALASAN**

A Thesis

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



By:

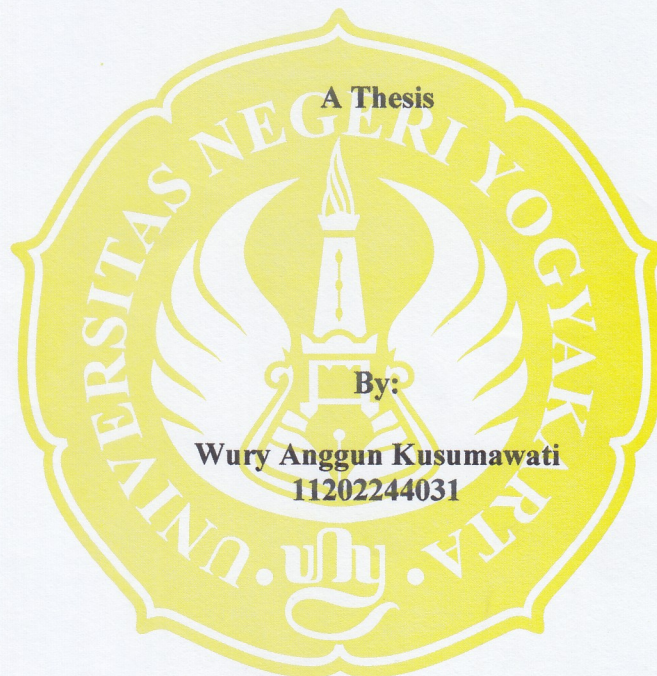
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YOGYAKARTA STATE UNIVERSITY
2015**

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**DEVELOPING ENGLISH LEARNING MATERIALS FOR
APPRENTICESHIP PREPARATION FOR GRADE TEN STUDENTS OF
CULINARY STUDY PROGRAM
AT SMKN 1 KALASAN**



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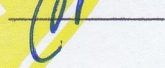
RATIFICATION SHEET

DEVELOPING ENGLISH LEARNING MATERIALS FOR APPRENTICESHIP PREPARATION FOR GRADE TEN STUDENTS OF CULINARY STUDY PROGRAM AT SMKN 1 KALASAN

A Thesis

Accepted by the board of examiners of English Education Department, Faculty of Languages and Arts, Yogyakarta State University on October 14th, 2015 and declared to have fulfilled the requirements to acquire *Sarjana Pendidikan* Degree in English Language Education Department.

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KALASAN

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MOTTOS

“Laa yukallifullaahu nafsan illa wus’aha”

-QS. Al Baqarah: 286-

**“The beautiful thing about learning is that no one can take it away from
you.”**

-B.B. King-

“Verily, so with every hardship comes ease”

-Q.R. Al Inshirah: 5-

**“Whosoever follows a path to seek knowledge therein, Allah will make easy
for him a path to Paradise.”**

-H.R. Abu Hirairah ra.,-

DEDICATIONS

I tenderly dedicate this thesis to my beloved family. A special feeling of gratitude I express to my loving parents; Mom and Dad, for the every single prayer and all of my brothers who always give me words of encouragement for persistence.

ACKNOWLEDGMENT

Alhamduliilaahhirrobil'alamin, all praise is due to Allah SWT the Almighty, the Merciful and the Sustainer of this universe who has blessed me with many great things in my life, including the blessing that empowered me to accomplish this thesis. *Sholawat* and *Salam* are proposed to the Prophet Muhammad SAW, the Messenger of Allah.

Foremost, I would like to express my deepest gratitude to my supervisor, Joko Priyana, Ph.D., for the continuous support of research, for his patience, motivation, enthusiasm, and immense knowledge. His guidance helped me in all the time of research and writing this thesis. I could not have imagined having a better supervisor and mentor for my research. I would also like to express my gratitude to Dr. Agus Widyanoro for his kindness to validate my materials through the expert judgment.

I would like to acknowledge and thank to the big family of SMKN 1 Kalasan for allowing me to conduct my research and providing any assistance requested. Special thank goes to the English teacher of Culinary study program, Ibu Florentina, and the grade ten students of culinary study program for being cooperative in helping me to conduct this research.

Special words or appreciation and sincere gratitude are directed to my beloved family; my great parents, my brothers, and my grandmother for their eternal love as well as the spiritual support throughout my life. A big gratitude is also sent to Mbak Didien Edi Harjanti, who has been supporting me finishing my

thesis. I also give my regards to Tias, Richa, Lathief, etc. for your kindness and also to all of my classmates in the English Education Department for their support and pray, especially to Safitri Noor Fatonah and Irfani Rosita Dewi who are always by my side during I finish my thesis. Thank is also sent to Fajrul for the awesome cover design. A heap thanks delivered to my beloved ones as well; Mita, Nilam, Restu, Yeni, who have been my cute roommates for the very beginning of my life in Jogjakarta and give a lot of pleasures. Special thank is also regarded to Nia, the one who has been the place for me to share with, about many things. Last but not least, I would like to express my gratitude to my brothers and sisters in P@pe®.

Finally, I expect that this thesis will be useful. Any criticisms, ideas, and suggestions for the improvement of this research are greatly appreciated realizing that this thesis is far from being perfect.

Yogyakarta, October 14th, 2015

Researcher,



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ABSTRACT

The aims of this research were: (1) to find out the target needs of grade ten students of culinary study program at SMKN 1 Kalasan in learning English for apprenticeship preparation overseas; (2) to find out the learning needs of grade ten students of culinary study program at SMKN 1 Kalasan in learning English for apprenticeship preparation overseas; (3) to develop appropriate English learning materials for grade ten students of culinary study program at SMKN 1 Kalasan in learning English for apprenticeship preparation overseas.

This was a Research and Development (R&D) study. The subjects of this study were the grade ten students of Culinary study program of SMKN 1 Kalasan. This research was conducted by following Dick and Carey's model (in Borg and Gall, 2003) and Masuhara (in Tomlinson, 1998) with some modification. The steps of this study were conducting needs analysis, formulating the objectives, developing the syllabus, developing the first draft of the materials, evaluating the materials, and writing the final draft of the materials. There were two types of questionnaire used in collecting the data. The first was needs analysis instrument; distributed to the students to find out the students' target and learning needs, while the second one was the expert judgment questionnaire; made to assess the appropriateness of the developed materials. The data of both questionnaires were analyzed quantitatively through descriptive statistic.

This study developed three units of materials based on the task-based instruction. Each unit has four main parts: introduction, main lesson, reinforcement, and fun part. Unit 1 consists 25 tasks, unit 2 has 22 task, and unit 2 covers 22 task. The activities followed the sequences proposed by Willis (1996) which consisted of three steps: *Pretask*, *Task Cycle*, and *Language Focus* and implemented the classroom activities based on CLT approach. The students believed that they need English learning materials which enable them to communicate with, understand, and respond to conversation in English correctly. The input was in the form of both spoken and written texts, pictures, explanations, and vocabulary list. Based on the results of the expert judgment, the mean score of the whole aspects of the developed materials was 3.34 which was in the range of $3.25 \leq x \leq 4$, and categorized as "Very Good".

Keywords: *English Learning Materials, Apprenticeship, Culinary Study Program, Task*

CHAPTER I

INTRODUCTION

This chapter is divided into six subheadings which explains the background of the research, identification of the problems, limitation of the problem, formulation of the problems, objectives of the research, and significance of the study.

A. Background of the Research

Refers to the Act of the Republic Indonesia number 20 in article 18 year 2003 on National Education System, secondary education is the continuation of primary education. It consists of two types: general secondary education and vocational secondary education. It can be in the form of senior high school (*Sekolah Menengah Atas/SMA*), *Madrasah Aliyah/MA*, Vocational High School (*Sekolah Menengah Kejuruan/SMK*), and *Madrasah Aliyah Kejuruan/MAK*.

Vocational high school (*Sekolah Menengah Kejuruan/SMK*), according to the Act of Republic Indonesia number 20 year 2003 on National Education System, aims at preparing students in mastering a number of specific vocational skills needed for employment. Vocational high school is developed by the government in purpose to prepare ready-to-work graduates to enter the labor-market. In Indonesia, vocational high schools offer various departments such as Business and Management, Industry, Engineering, Nautical Fishery, Arts, and Tourism. Each of the department consists of several study programs. For instance

the Tourism department has Culinary, Hospitality Management, Beauty and Fashion study programs.

Based on the purpose of the vocational education as explained above, the Indonesia government decides to renew the system of educational education system. It has a purpose to create a better vocational education system. It is followed by developing a new system for vocational high school and is done by setting up a model of system that aims to support the competences of vocational high school students. This model is called as Dual System Education (*Pendidikan Sistem Ganda/PSG*). This program will give the students an opportunity to have a practical study which is done in a workplace such as in an industry, depending on the field they take at school. By doing so, the students are expected to have more experience outside the classroom besides learning theoretically in the school.

One of the realizations of the Dual System Education is the implementation of apprenticeship. In Indonesia, it is called as *Praktek Kerja Industri/Prakerin*. This program aims to fulfill the demands of the industry by equipping students with real experiences to enter the labor market based on their own major. The implementation of apprenticeship as declared in the Ministry of Education and Culture No.323/U/1997 on the implementation of Dual System Education (*Pendidikan Sistem Ganda/PSG*) for vocational high schools is expected to enable students improving their skills and competences to enter industry or factory after they graduate from vocational high school.

By carrying out the apprenticeship, students are expected to get a lot of experiences besides knowledge they obtain at school. Every school regulates the

programs in various ways. It differs from one school to another. Some schools offer two destinations for their students in conducting the apprenticeship; cooperating with industry in domestic area or with industry overseas. It brings an impact to the demands of students' English competence since they will communicate with the foreigners or with the colleagues in the workplace where they join the apprenticeship.

SMKN 1 Kalasan is one of the vocational schools in Yogyakarta which conducts the apprenticeship annually in two different areas: in local area around Yogyakarta and overseas, such as in Malaysia. It has seven study programs, i.e.: *kria tekstil*, *kria kulit*, *kria keramik*, *kria kayu*, *kria logam*, *akomodasi perhotelan*, and *jasa boga* (Culinary). The participants are all grade ten students from all majors. Students who have the opportunity to go abroad are students of culinary and hospitality management study programs through a selection conducted by the school. This research focuses only on students of culinary study program since there are still no materials that suit with their needs and interest which equip them joining apprenticeship overseas.

There are two different places provided for the culinary students during their apprenticeship, i.e.: in the Food and Beverage service in which they will practice working as a hostess and a waiter/waitress and in the kitchen since some of the students will also be working as a cook helper. This condition, surely, requires the students to have English good skills and competences in particular needs.

For that reason, the English materials in the form of text book which are developed by following the principles of English for Specific Purposes (ESP) will be very useful to help students improve their English skill and competence. It is since the theory covers the students' very specific needs.

In reference to the previous explanation and the desire of finding the solution of the problems above, the researcher has motivation to develop English materials for apprenticeship preparation for grade ten students of culinary study program at SMKN 1 Kalasan.

B. Identification of the Problems

Based on the background of the study mentioned above, some problems are identified as follows.

1. It is difficult to find materials of English for apprenticeship preparation that focus on students of culinary study program .
2. There are still no sufficient English materials provided for students of culinary study program to equip them joining apprenticeship in the restaurants around Yogyakarta or overseas which meet their needs and interest. The materials that the students will require involve four language skills; listening, speaking, reading and writing although. Besides, they will also need to learn language function such as greeting and welcoming the guest, offering an additional menu, handling guest complaint and so on, grammar that supports their needs, and vocabulary in related terms both general and specific.

C. Limitation of the Problem

Conducting a research which covers all the problems as mentioned in the previous section will be a hard and long work. Therefore, in reference to the problem above, this study deals with developing English materials for apprenticeship preparation for grade ten students of Culinary study program at SMKN 1 Kalasan.

D. Formulation of the Problems

This research has formulated some problems such in the following:

1. What are the target needs of grade ten students of culinary study program of SMKN 1 Kalasan in learning English for apprenticeship in international restaurants around Yogyakarta or overseas?
2. What are the learning needs of grade ten students of culinary study program of SMKN 1 Kalasan in learning English for apprenticeship in international restaurants around Yogyakarta or overseas?
3. What are the appropriate English materials for grade ten students of culinary study program of SMKN 1 Kalasan in learning English for apprenticeship in international restaurants around Yogyakarta or overseas?

E. Objectives of the Research

This research has some objectives such as below:

1. To find out the target needs of grade ten students of culinary study program at SMKN 1 Kalasan in learning English for apprenticeship preparation in international restaurants around Yogyakarta or overseas.

2. To find out the learning needs of grade ten students of culinary study program at SMKN 1 Kalasan in learning English for apprenticeship preparation in international restaurants around Yogyakarta or overseas.
3. To develop the suitable English materials for grade ten students of culinary study program at SMKN 1 Kalasan in learning English for apprenticeship preparation in international restaurants around Yogyakarta or overseas.

F. Significance of the Research

The study is expected to have significant contribution theoretically and practically for:

1. Grade ten students of culinary study program at SMKN 1 Kalasan.

The result of this research is aimed at providing useful inputs for students to have more practice in using English language especially in learning English for apprenticeship in international restaurants around Yogyakarta or overseas.

2. The English teachers of culinary study program at SMKN 1 Kalasan.

The result of this research is expected to be one of the resources to assist teachers deliver the intended English materials that suits with students' needs and interest in learning English for apprenticeship in international restaurants around Yogyakarta or overseas.

3. Other researchers.

The results of this research can be used as a reference for other researchers to conduct a similar study but in different focus discussion.

CHAPTER II

LITERATURE REVIEW

This chapter presents the literature review and the conceptual framework of the research. In the literature review, some theories underlying the research are examined by the researcher. In the conceptual framework, the researcher relates the literature review to the research.

1. Vocational High School in Indonesia

a. The Definition of Vocational Education

There are different views that define vocational education. According to Lastariwati (2012) vocational education is a form of education in which people are equipped with practical skills that will enable them to participate in careers that include manual or practical skills. The other view comes from Thomson (1972 via Wena, 1995: 2). He says that vocational education is a set of programs which assist people in developing his work and career. Whereas, Sukanto through Wena (1995) devotes the definition of vocational education as the whole education program in all levels which aims to help students developing their potentials toward a certain field of work or career. The discussion about the vocational education regulation as well as the implementation is going to be discussed in the following section.

b. The Regulation of Vocational High School in Indonesia

Related to the background of this research in the previous chapter, the vocational high school is the continuation of the primary education. The implementation of vocational education is regulated in the Act of the Republic of Indonesia number 20 year 2003 on National Education System. Accordingly, vocational education can be implemented through two different ways; the first one is through the formal education which is carried out in the school. The second one is through the non-formal education which is done outside the school such as in industry. As being stated in the Regulation of the Government number 29 year 1990 on Secondary Education, that vocational education can cooperate with industry, either in domestic area or even overseas in order to obtain the human resources who can support the implementation and the development of the vocational education.

Consequently, as the purposes of vocational education are to prepare students in mastering a number of specific vocational skills needed for employment and to develop their professional attitude, the government attempts to create a better education system for vocational high schools by implementing the apprenticeship program for the students. However, the program is trying to fulfill the demands of the labor market since it is preparing fresh graduates who have good skills and competences to enter the labor market.

2. The Implementation of Apprenticeship/*Praktek Kerja Industri* as a Part of Dual System Education(*PSG*) of Vocational High School

According to The Act of National Education System year 2003 on National Education System, vocational education has a special characteristic compared to general education. It emphasizes on the effort of preparing ready-to-work students to work at a certain field. In addition, Djojonegoro (in Muhyadi, *et. al*, 2011: 3) suggests some key competences for vocational school students to successfully face the globalization as follows.

- 1) Has a wide and strong basic skill in accordance with the development of science and technology.
- 2) Able to collect, analyze, and use the data and information.
- 3) Able to communicate ideas and information.
- 4) Able to plan and organize activity.
- 5) Able to work in teams.
- 6) Able to solve problems.
- 7) Able to apply the mathematics technique and think logically.
- 8) Master global communication language (English language).

However, based on the points above, English has been also considered as an important aspect to be mastered by the vocational students to face the globalization when they are entering the labor market.

Based on the purpose and the specific characteristic of vocational high school, the government implements a system which is called as Dual System Education (*Pendidikan Sistem Ganda/PSG*). The implementation of the program

is regulated in the Decree of the Ministry of Education and Culture No. 323/U/1997 on the implementation of Dual System Education for vocational high school. This program aims to improve the quality of the vocational graduates.

According to Sulaiman (1993 through Wena, 1995), the Dual System Education is a form of vocational program that synchronizes between the education in the school and the mastery of skill and competence outside the school by directly doing a certain job in order to achieve a certain level of profession. It is also called as the concept of *learning by doing*. Finally, Wena (1995: 22) explains the relationship between the Dual System Education and the practicum or *Praktek Kerja Industri*. He said that the *Praktek Kerja Industri* is being a part or the subcomponent of the Dual System Education which can be carried out both in domestic area and overseas.

Related to the background of this research and the discussion above, the grade ten students of Culinary study program is going to join apprenticeship in international restaurants around Yogyakarta and overseas. It becomes clear that English will be highly required by the students since they will interact and communicate with foreign restaurant guests or colleagues in the place where they conduct the apprenticeship.

3. Communicative Language Teaching

Deciding how the activities will be carried out by the students in the classroom is an important thing to consider in developing materials for learning. It is also called the approach of the teaching and learning process. However, it should be based on students' needs and interest. In this case, the researcher

chooses the Communicative Language Teaching approach to be implemented in developing the materials for grade ten students of culinary study program for apprenticeship preparation. Some of the principles of CLT will be implemented in the activities that the students will carry out. It, then, will be explained further in the following discussion.

a. The Definition of Communicative Language teaching (CLT)

According to Nunan (2004) Communicative Language Teaching is a group of different approaches which is assumed as a unitary one. Meanwhile, Richard (2006) states that CLT is a methodology which has a meaning as a collection of principles that contains goals of the process of language teaching, the way of how learners learn a language, and describe the roles of teachers and students in the classroom. Richard (2006) also identifies the goal of this method is to concern in the communicative competence rather than grammar competence.

b. The Goal of CLT

Generally, the main goal of many language teaching methods is to make students learn to communicate in the target language. Widdowson (via Larsen & Freeman, 2000: 121) notes that students, formerly, were able to produce sentences in a lesson, yet, they cannot do the same when they were building real communication outside of the class.

In addition, Hymes (in Larsen & Freeman, 2000) mentions that students do not only need to master linguistic competence, but also more to understand the communicative competence. According to Richards (2006: 14), one of the goals of CLT is to develop students' fluency in the language usage. Further, fluency

itself is defined as natural language use occurring when a speaker engages in meaningful interaction and maintain comprehensible and ongoing communication despite limitation in his or her communicative competence. Finally, Wilkins via Larsen & Freeman (2000: 121) suggests that communication required students to be able to perform certain language functions such as promising, inviting and declining invitations within a social context.

Based on the statement of some experts above, it can be concluded that the main goal of communicative language teaching is not merely to make students are able to understand the structure or grammar and its practice but more on the ability to build a real communication outside the classroom.

c. Characteristics of CLT

After finding the main goal of CLT, it is worth to note some characteristics of CLT. Those characteristics in the process of language teaching and learning are summarized as follows.

1. Almost everything in the classroom is done by communicative way, for example role-playing, playing games, doing tasks that contain problem-solving, etc.
2. The speaker has a choice of what and how he or she will say rather than given tightly controlled exercises. It is in a purpose to prevent students saying something only in one way.
3. The use of authentic materials. Students are elicited to develop strategies for understanding language as it is usually used (Larsen and Freeman, 2000: 129).

Besides, Richard (2006) also states that the activities in CLT are often carried out by students, either in-pairs or in small groups instead of individually. It is since the interaction resulted from in-pairs or small groups activities gives the students an opportunity to maximize the times to communicate each other. Further, he also proposes some activities implemented in CLT such as: information-gap activities, jigsaw activities, task-completion activity, information-gathering activity, opinion-sharing activity, information-transfer activity, reasoning-gap activity, and role-play activities.

d. The Principles of CLT

There are some principles of CLT proposed by some experts. Nunan (1988) proposes that the basic principle which highlights the CLT is not only to be grammatically correct in creating structures in language, yet, to develop the ability to use language to get things done. Quinn (through Nunan, 1988) suggests the significant differences between traditional and communicative approach as depicted in the following table.

Table 2.1. The Differences between Traditional and Communicative Approach

Traditional approaches	Communicative Approach
1. <i>Focusing in learning:</i> Focus is on the language as a structured system of grammatical patterns.	Focus is on communication.
2. <i>How language items are selected:</i> This is done on linguistic criteria alone.	This is done the basis of what language items the learner needs to know in order to get things done.

3. How language items are sequenced: This is determined on linguistic grounds.	This is determined on other grounds, with the emphasis on content, meaning and interest.
4. Degree of coverage: The aim is to cover the 'the whole' picture of language structure by systematic linear progression.	The aim is to cover; in any particular phase, only what the learner needs and sees as important.
5. View of language: A language is seen as a unified entity with fixed grammatical patterns and a core of basic words.	The variety of language is accepted, and seen as determined by the character of particular communicative contexts.
6. Type of language used: Tend to be formal and bookish.	Genuine everyday language is emphasised.
7. What is regarded as a criterion of success: Aim is to have students produce formally correct sentences.	Aim is to have students communicate effectively and in a manner appropriate to the context they are working in.
8. Which language skills are emphasised: Reading and writing.	Spoken interactions are regarded as at least as important as reading and writing.
9. Teacher/Student roles: Tends to be teacher-centred.	Is student-centred.
10. Attitude to errors: Incorrect utterances are seen as deviations from the norms of standard grammar.	Partially correct and incomplete utterances are seen as such rather than just 'wrong'.
11. Similarity/dissimilarity to natural language learning: Reverses the natural language learning	Resembles the natural language learning process in that the content of utterances is

process by concentrating on the form of utterances rather than on the content.	emphasised rather than the form.
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Larsen and Freeman (2000: 125) also propose some principles in Communicative Language Teaching based on the classroom observation they have conducted.

- 1) Authentic language as it is used in real context should be introduced whenever it is possible.
- 2) The target language is considered a vehicle for classroom communication rather than only as an object of study.
- 3) Games are important because they have certain features in common with real communicative events. The speaker receives immediate feedback from the listener on whether or not he or she has successfully communicated. Finally, having students work in small groups maximizes the amount of communicative practice they receive.
- 4) Teacher should give their students opportunity to express their ideas or opinions.
- 5) Errors are tolerated and seen as a natural outcome of the development of communication skills. In this case, teacher did not correct the student's work but simply note the error which he will return to at a later point since teacher employed fluency on the activities undertaken in the classroom.
- 6) One of the teacher's major responsibilities is to establish situation likely to promote communication.

- 7) Communicative interaction encourages cooperative relationships among students.
- 8) The social context of the communicative event is essential in giving meaning to the utterances.
- 9) Learning to use language forms appropriately is important part of communicative competence.
- 10) The teacher acts as a facilitator in setting up communicative activities and as an advisor during the activities.

In addition, both teacher and textbook have the equal role in managing the level of control about the type of tasks or activities that will be carried out by students as the natural outcome as well as the students' involvement.

Based on the discussion above, the researcher takes the decision to apply this approach in developing the materials especially the way how the activities will be carried out by students in the classroom. It is to achieve the goal of CLT which is to help students to perform in the target language since this approach emphasizes in the students' interaction during the learning process. It is expected to engage students' motivation, confidence, and activeness and attain the target communication based on the real context they will face while joining the apprenticeship in international restaurants around Yogyakarta or overseas.

4. English for Specific Purposes (ESP)

a. The Definition of ESP

In developing English learning materials for apprenticeship for grade ten students of culinary study program, the researcher follows the basic principles of

English for Specific Purpose (ESP). According to Hutchinson and Waters (1987), English for Specific Purposes is an approach within the language teaching process of which the aim is to meet students' particular needs. Further, they explain that ESP is provided for the particular group of learners that need specific use of English that could be identified by analyzing the linguistics characteristics of their specialist of work or study.

In addition, Basturkmen (2010: 3) states that the focus of ESP is to analyze the students' needs. Further he says that ESP concerns on work- or study-related needs, not personal needs or general interests, for instance an air traffic controller, an engineering student, a science student, and a business person. That is why teaching and developing learning materials for students of culinary study program especially to prepare apprenticeship can be categorized as an ESP since the materials required are based on the certain and particular area of study and the learners' needs.

There are several reasons that explain the emergence of ESP. It is as explained by Hutchinson and Waters (1987) as follow:

a) The demands of a brave new world

It was started in 1945 which was the end of Second World War; there was a massive expansion in some aspects of life these are scientific, technical and economical activity. The effect was to create a whole new mass of the citizen having desire to learn English, not for the pleasure or prestige of knowing the language but based on the reason that English was the key to the international currencies of technology and commerce.

b) A revolution in linguistics

As the growth of demand for English courses for specific needs was increasing, there came new ideas in the study of language. Traditionally, the aim of linguistics had been to describe the rules of English usage, that is, the grammar. However the new study shifted attention away from defining the formal features of language usage to discovering the ways in which language is essentially used in real life communication. Yet, it gave a rise to the view in English language teaching that there are important differences between English of commerce and of engineering for instance. This idea then espoused with the development of English courses for a specific group of learners.

c) Focus on the learner

The rise of ESP has influenced to any majors of study such as in psychology. ESP emphasized the central importance of the learners and their attitudes to learning. Learners were seen to have different needs and interest which would affect importantly on their motivation to learn and therefore on the effectiveness of their learning.

b. The Classification of ESP Approach

According to Hutchinson and Waters (1987: 16), ESP is classified based on the general nature of learners' needs. This approach is divided into three wide categories, i.e.: 1) ESL (English for Science and Technology), 2) EBE (English for Business and Economics, 3) ESS (English for the Social Sciences). Each category is, then, broken down into two smaller categories that helps to distinguish two situations, that is EOP (English for Occupational Purposes) which

is taught in a situation where learners need to use English as a part of their work, and EAP (English for Academic Purposes). This is generally taught within educational institutions to the learners who need it for their study. The figure about English Language Teaching (ELT) proposed by Hutchinson and Waters (1987) is presented as follows.

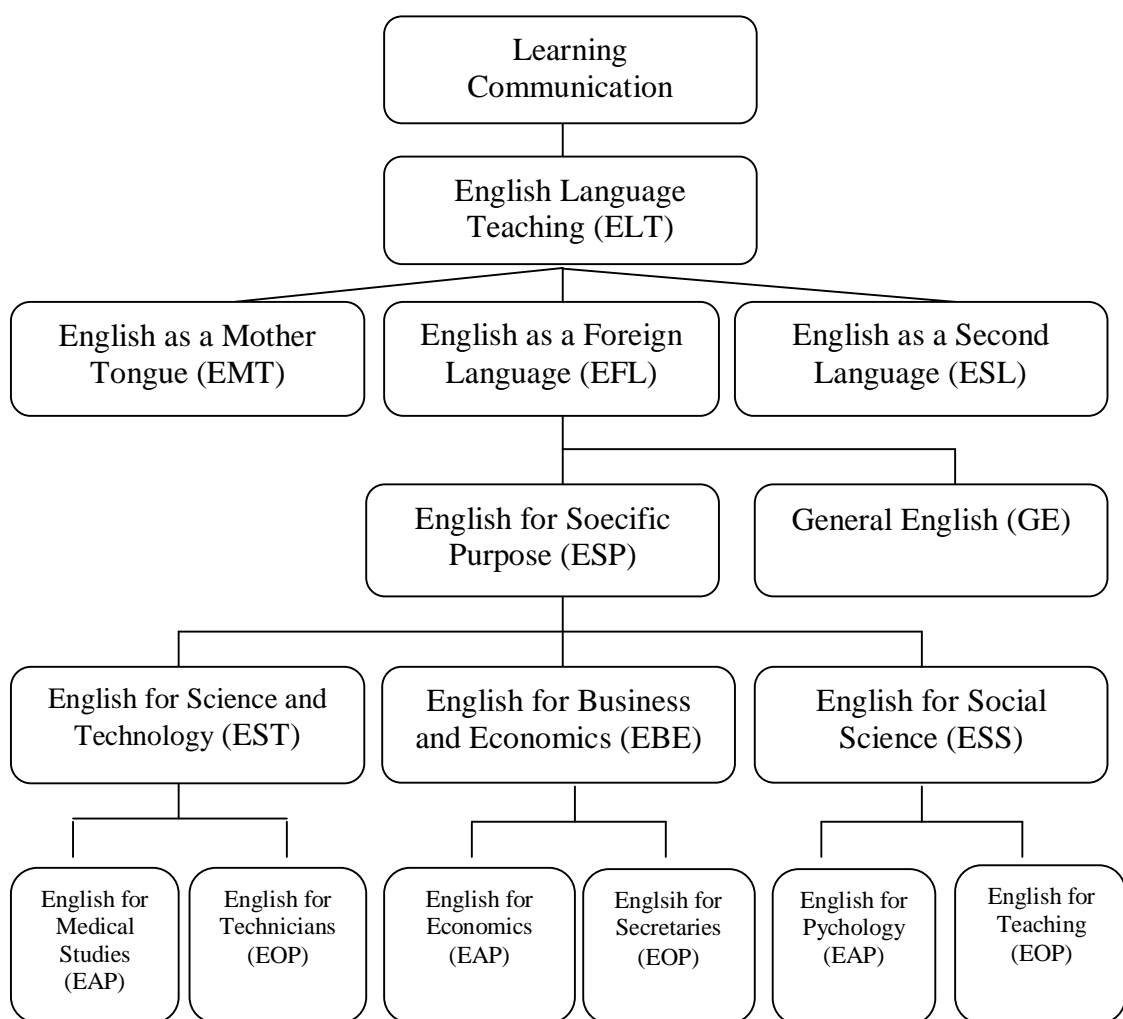


Figure 2.1. The Branch of ELT (English Language Teaching)

Based on the figure above, it can be concluded that developing English learning materials for apprenticeship preparation for grade ten students of Culinary study program belongs to English for Occupational Purposes under the English for Business and Economics. It is because the activities are in the scope of business and economics. In this circumstance, the students of culinary study program will require English when they are carrying out the apprenticeship in international restaurants around Yogyakarta or overseas.

c. Needs Analysis in ESP

One thing that differentiates ESP from general English is that ESP materials design relies on what the students really need to be learnt. Graves (2000) mentions that need analysis is just the same term with need assessment. Further he explains that need analysis or needs assessment is viewed as a systematic and ongoing process of assembling information about students' needs and preferences, interpreting the information and then making course decision based on the interpretations in order to meet their needs.

Richards in Nunan (1988) suggests three main purposes of needs analysis such as: to serve a means for obtaining wider input into the content, design and implementation of a language program, to help developing goals, objectives, and contents, and to provide data for reviewing and evaluating an existing program.

In addition, Nunan (1988) claims that involving students in the process of developing materials is as one of the important things in obtaining data for the needs analysis. It is supposed to be relevant if only the whole things within the process of materials development are based on students' preferences, strengths,

and weaknesses. Students can also be involved in the planning of their own experiences.

Dubin and Olshtain (1986) assume that a course designer should make adjustments and looks for needs which actually reflect the majority in a given learner population rather than actual individuals. Further, needs can be interpreted differently by different members of the audience for courses and materials.

The process of gathering information of students' needs as proposed by Graves (2000) involves these following three things. Those are: a set of decisions, actions, and reflections that are cyclical in nature such as below:

1. Deciding what information to gather and why.
2. Deciding the best way to gather it: when, how, and from whom.
3. Gathering the information.
4. Interpreting the information.
5. Evaluating the effect and effectiveness of the action.
6. Deciding on further or new information to gather.

According to Hutchinson and Waters (1987), ESP is distinguished based on two basic things, i.e.: the target needs and the learning needs. The definitions of both aspects are explained below.

1) Target needs; it refers to what the learners need to do in the target situation (Hutchinson and Waters, 1987). It overwhelms three related terms, i.e.: *necessities*, *lacks*, and *wants*.

- a. *Necessities*; it is the type of need determined by the demands of the target situations; that is, what the learner has to know in order to function

effectively in the target situation. In this case, the English is needed for success in doing apprenticeship especially as a hostess and a waiter/waitress in the restaurants.

- b. *Lacks*; it has been supposed important as well to know what the learners already know, thus, it will be possible to decide which of the necessities the learner lacks. In other words, the target proficiency needs to be matched against the existing proficiency of the learners. In this case, the lacks of culinary students who are going to join apprenticeship in international restaurants should be found out. It covers means of doing apprenticeship in international restaurants as a hostess and a waiter/waitress.
- c. *Wants*; beyond the objective sense of target needs, there is another important thing to be considered. It is to have a view as to what the students' needs are. However, the learners' perceived wants cannot be solely ignored as well. In this case, the students' wants are important matters to consider as they will undertake the apprenticeship in international restaurants or overseas and be in the workplace.

- 2) Learning Needs; it is quite different to compare between target needs and learning needs. According to Hutchinson and Waters (1987: 54) learning needs is defines as to what the learners need to do in order to learn.

d. The Approach of the Course Design

Course design is the process of interpreting raw data about learning needs in order to produce an integrated series of teaching-learning experiences. It aims at leading the learners to a particular state of knowledge. There are three main

approaches to ESP course design as explained by Hutchinson and Waters (1987: 65).

1) Language-centred Course Design

This kind of approach aims to draw a connection between the analysis of the target situation and the ESP course content as direct as possible. This approach has some drawbacks such as:

- The role of learners in this approach is simply as a means of identifying the target situation in which only a restricted area of the language is taught.
- It is a static and inflexible procedure.
- This model obliges the learners to make the system meaningful to themselves, yet, the case is actually that the systematization in learning is not that simple.
- It gives no acknowledgment to factors which must inevitably play a part in the creation of any course.
- Its analysis of the target situation data is only at the surface level.

In brief, this language-centred approach perceives that this is the nature of the target situation performance and that will determine the ESP course.

2) Skill-centred Course Design

This model has been widely used in many countries. It has a purpose to develop students' strategy and ability for a certain language skill such as reading. There are two roles of needs analysis in this approach: 1) it provides a basis for finding out the underlying competences to enable people to perform in the target language, 2) it enables the course designer to discover the potential knowledge

and ability the learners bring to the ESP classroom. In brief, this model regards the learners as *a user* rather than *a learner* of a language.

3) Learning-centred Course Design

This model is named by learning-centred approach rather than learner-centred to indicate that its focus is to maximize learning. It supposes that learning is not totally determined by the learner. It is also stated that what the important things to consider are not only language and skills, but also to look beyond the competences that enable someone to perform. It also tries to discover of how someone acquires that competence.

Based on the previous explanation, this research will refer to the last model which is the learning-centred approach. It is because the process of learning will not only involve the students but also other aspects such as the teachers.

e. The Syllabus

Working on syllabus design has been an important part in developing materials for ESP students. One of its main purposes is to break down the mass of knowledge to be learnt into manageable units. In brief, a syllabus can be described as a statement of what is to be learnt (Hutchinson and Water, 1987: 80). It is a plan of work for a teacher as a guideline and context for the classroom content.

Hutchinson and Waters (1987) propose several kinds of syllabus such as topic syllabus, situational syllabus, functional/notional syllabus, skill syllabus, task-based syllabus, discourse syllabus, and strategies syllabus. Meanwhile, Richards (2006) suggests other types of syllabus under the Communicative Language Teaching (CLT) approach as follows:

- Skill-based syllabus; it concerns on four basic skills i.e.: listening, speaking, reading and writing. Each of the skill is broken down into its own micro skills.
- Functional syllabus; this type of syllabus focuses with some elements such as expression such as expression of likes and dislikes, apologizing, introducing, etc.
- Notional syllabus, this is based around the content and notion a learner would probably require to express. Task syllabus; it specifies the tasks and activities the students should carry out in the classroom.

Dubin and Olshtain (1986: 92) state that a good language syllabus should have a specified goal toward which all are moving and should organize the materials.

This research uses functional syllabus in the form of expressions commonly used in the restaurants since the materials development deals with the culinary field especially in preparing the students doing apprenticeship overseas. At the end, it will be realized in the form of tasks.

f. Teaching English for Specific Purpose to Apprentice

Based on the explanation in the previous discussion, teaching English for apprenticeship students can be categorized as English for Specific Purposes since the learners have more specific needs and interest. It is specified for them who are going to join apprentice in international restaurants either in domestic area or overseas. The participants are the grade ten students of Culinary study program of

State Vocational High School 1 Kalasan which is also being the focus of this research.

According to Harmer (2001: 38) the age of the students becomes a major factor in deciding what and how to teach. Further, he also says that people of different ages have different needs, competencies, and cognitive skills. Harmer (2001) classifies learners into three categories, i.e.: young children, adolescents, and adult learners. The characteristics of each level of age are briefly explained below.

- a) Young children; they are usually up to the ages of nine or ten.
- b) Adolescents; are those who commonly sit in the secondary school.
- c) Adults; are considered as those who has wider experiences than the previous two levels of age.

Regarding to this, the grade ten students of vocational high school level considered as adolescent learners regarding to their average ages since it involves the students of secondary school. Penny Ur (in Harmer, 2001) notes that adolescence learners or teenagers are in fact overall the best language learners. In addition, Puchta (via Harmer, 2001: 38) argues that teenagers seem to be less lively and humorous than adults. He also adds if teenagers are so much less motivated as well. In otherwise, if they are engaged, they will have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them.

a) The Language levels

Every language learner goes through the channel of progression in learning language. Every stage of progression reveals the level of language the learner has obtained. The language level, somehow, has been a major component which should be taken into account in teaching language since it influences the degree of complexity of the language to deliver. According to Brown (2001: 98), there are three levels of language learner proficiency i.e.: beginner, intermediate, and advanced.

1) Beginner

According to Brown (2001: 98) teaching students at this level is considered challenging. It is because the students have little or no prior knowledge of the target language. Besides, their capacity of taking in and maintaining new words, structures, and concepts is limited. There are some characteristics related to students at the beginning level as explained by Brown (2001) as follows.

- Teachers are better to teach students using repetition of a limited number of words, phrases, and sentences as many as possible.
- Students at this level are very dependent on the teachers for models of language, thus, a teacher-fronted is somehow appropriate for some of the classroom time.
- The teachers' inputs in the classroom are very crucial. It is better for the teachers to speak somewhat slowly since every students focuses on the teacher. The use of simple vocabulary and structure is recommended.

- The language used is authentic and manageable. Give students chance for solely practicing their performance in the target language.
- At this stage, the teacher should concern about fluency and accuracy. Fluency is a goal at this level, but only within limited utterance lengths. Whereas, accuracy should center on the particular grammar, phonological or discourse elements that are being practiced.
- Students at the beginning level could be creative only within the confines of a highly controlled repertoire of language. Innovation will come later when students get more language.
- The teachers should apply short and simple techniques in the classroom such as choral repetition and drilling.
- In teaching reading and writing, the topics chosen are confined to the brief ones but nevertheless real-life written materials.
- In teaching grammar at the beginning level, they will deal at the outset with very simple verb forms, personal pronouns, definite and indefinite articles, singular and plural nouns, and simple sentences.

2) Intermediate

According to Brown (2001: 103-110) students at intermediate level, have already progressed beyond novice stages to an ability to carry on basic communicative tasks, to establish some minimal fluency, to deal with a few unrehearsed situation, to self-correct on occasion, to use a compensatory strategies, and generally to get along in the language beyond mere survival. Some characteristics to depict intermediate students are listed below.

- At this level, students' cognitive learning process has been increased for example on phrases, sentences, structures, and conversational rules.
- Teacher's role is not only an initiation of a language. Learner-centred begins to appear such as through pairs, group or whole class activities.
- Teachers should speak less using native language of the students even though some situations may still demand it.
- Students tend to become over concerned about grammatical correctness. It may get them far afield from authenticity of language.
- Students become more concerned about fluency and accuracy.
- Students' creativity is somehow increasing. Besides, they also become more capable of applying their classroom language to unrehearsed situation.
- Techniques used in the classroom can increase in complexity. It includes paired interview, group problem solving, role-play, story-telling, etc.
- The complexity in terms of length, grammar, and discourse are increasing in their reading and writing learning process. They start with materials such as paragraphs and short, simple stories as well as begin to use skimming and scanning.
- Grammar that they will deal with is such as progressive verb tenses and clauses.

3) Advanced

Advanced students are characterized by Brown (2001) as those who are already developed, getting closer to their goals, developing fluency along with a greater degree of accuracy and able to handle any situation in which target

language use is demanded. He, further, adds the characteristics of advanced students such as below.

- At this level, students can realize the full spectrum of processing, assigning larger chunks to automatic modes and be more confident to put the formal structures of the language.
- Teaching students of advanced level is considered easier on the surface. Class commonly runs away with itself and the teacher is left with only a quarter or a half plan fulfilled. Hence, orderly plans are still important to prepare.
- Natural language at natural speed is a must at this level. Students should be challenged in terms of vocabulary, structure, idioms, and other language features choices. The teachers' role turns to be a provider of feedbacks. Besides, the amount of teachers' talk should also be matched with the type of activity.
- In terms of authenticity of the language used at this stage, no authentic language materials should be summarily disqualified.
- At this advanced level, students' performance is somehow increasing. It will be surprising when teachers know what they are now able to apply in the classroom materials to real context beyond.
- The techniques used may now involve sociolinguistic and pragmatic competencies. It consists of group debates and argumentation, complex role-plays, scanning and skimming reading materials, determining and questioning author's intent, and writing essays and critiques.

- In terms of grammar, the concern for basic grammatical patterns graduates beyond some of the elements.

b) The Materials for ESP Students

The course for general English and English for Specific Purpose is apparently different. Upton (2012) explains what distinguishes between them two are in the content which is taught and the teaching approach used within the learning process. Actually, specific content and teaching approach which are based on the learners' specific needs are more required for ESP students. Tomlinson (2003, in Upton) also says that different types of learners will need different types of materials. Moreover, Barnard and Zemach (2003, via Upton) highlight seven additional variables that impact the design and the use of ESP materials as follows.

- 1) the types of institutions (e.g., company program or university)
- 2) the location (e.g., ESL or EFL context)
- 3) the classroom setting (e.g., conference room or classroom)
- 4) the technology (e.g., computers or internet access)
- 5) the learners' quality (e.g., proficiency level)
- 6) the make-up of class (e.g., similar/different proficiency levels)
- 7) the teacher qualities (e.g., experience, fluency in students' L1)

The whole variables above, nevertheless, should be considered as part of the needs assessment when developing or using materials in the context of ESP. However, it is also important to consider that ESP students also need language structures and purposes that are distinctive to the specific language context.

c) The Role of ESP Teachers

According to Harding (2007: 8), an ESP teacher has an ultimate role within the teaching and learning process. An ESP teacher does not need to be an expert, but, he or she needs to have some understandings of the subject area. Macmillan (2000 via Harding, 2007) states that while the learners know about the topic, an ESP teacher should know about English. By putting them two together, it is feasible for the teachers to have the potential for some exciting lessons. Since an ESP teacher is facing learners from specific different area, thus, he or she needs to understand the various ways of thinking, different cultures, and the way they need and use the English language. It will be very useful to make the teaching process becomes more effective.

5. Material Development

a. Definition of Materials Development

Material is defined by Tomlinson (1998: 2) as anything used by teacher or learners to facilitate the process of language learning. Meanwhile, according to Graves (2000) materials development is the process of planning by which a teacher creates units and lessons to carry out the goals and objectives of the course. It includes the process of making syllabus to be more specific. Further, he states that materials consist of a number of activities, whereas, an activity comprises several core techniques by a teacher. Activities which is mentioned by Graves (2000) involves various things to do by students regardless the class is being taught, such as having students work in pairs and small groups for practice

activities, using scrambled sentences and text to work with syntax and discourse, categorizing for vocabulary learning, and so forth.

Graves (2000: 152) also proposes several activities that should be considered in developing materials such as:

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 class needs if appropriate, so that needs can be met.
3. Activities should build students' confidence.
4. Activities should allow students to problem solve, discover, analyze.
5. Activities should help students develop specific skills and strategies, so that they can transfer skills to other learning situations.
6. Activities should help students develop specific language and skills they need for authentic communication, so that students learn and practice vocabulary, grammar, function etc. that they can use in the real situation.
7. Activities should integrate the four skills such as listening, speaking, reading and writing; because the four skills mutually reinforce each others.
8. Activities should enable students to understand how a text is constructed; so that students can gain access to similar texts.
9. Activities should enable students to understand the cultural context and cultural differences; so they can have more confidence in target culture and understand own culture better.

10. Activities should enable students to develop social awareness; so they can navigate system in target culture.
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; to provide adequate practice.
14. Activities should use authentic texts or realia when possible; so that students are familiar with/have access to language as used in 'real world'
15. Activities should employ a variety of materials

b. The Roles of Language Learning Materials

As mentioned by Hyland (2006 via Upton, 2012: 7-8), there are four principal roles that materials play within language instruction as follows.

- 1) To provide language scaffolding in order to support learners' understanding of how language is used.
- 2) To serve as a model with the purpose to provide examples of specific language features, structures or functions of the language being studied.
- 3) To serve as a stimulus in order to encourage students to connect with their experience, articulate their ideas, and interact with others.
- 4) To serve as a reference. It provides information about language instead of the practice. For example: dictionaries and grammars.

c. Criteria of Good Materials

Hutchinson and Waters (1987: 107) propose several criteria of good materials of what materials are supposed to do such as below:

1. Materials provide a stimulus to learning. Good materials do not teach but instead of encouraging learners to learn. Good materials should contain interesting texts, enjoyable activities which engage learners' thinking capacity, opportunities to use their existing knowledge and skills, and content which both learner and teacher can cope with.
2. Materials help to organize the teaching-learning process, by providing a path through the complex mass of the language to be learnt. Good materials should provide a clear and coherent unit structure that will guide teacher and learner through various activities.
3. Materials embody a view of the nature the language and learning. Materials should reflect what you think and feel about the learning process.
4. Materials reflect the nature of the learning task.
5. Materials can have 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.

Meanwhile, Wena (1995) states that a good material for apprenticeship students are those which are developed by considering and combining both the demands of the curriculum and the demands of the industry.

d. Designing Materials

There are six principles in designing materials proposed by Nunan (1988) as follow:

1. Materials should be clearly linked to the curriculum they serve.
2. Materials should be authentic in terms of texts and tasks.

3. Materials should stimulate interaction. Students' interaction promotes language learning in several ways, including:

- a) providing greater opportunity for students to use language;
- b) creating a less stressful environment for language use;
- c) allowing students to use a greater range of language functions;
- d) encouraging students to help one another;
- e) increasing motivation to learn.

4. Materials should allow learners to focus on formal aspects of the language.

5. Materials should encourage learners to develop learning skills. Nunan (1988) identifies five key aims of instruction which help students acquire language learning skill:

- a) to provide learners with efficient learning strategies;
- b) to assist learners to identify their own preferred ways of learning;
- c) to develop skills needed to negotiate the curriculum;
- d) to encourage learners to set their own objectives;
- e) to develop learners skills in self-evaluation.

6. Materials should encourage learners to apply their developing language skills to the world beyond the classroom.

e. Developing Units of Work

Developing units of tasks is one of the stages in developing materials for learners of second or foreign language. It is important to pay attention to the steps of developing units for tasks since it will enable learners to learn more easily and

systematically. There are several steps that should be followed in developing units of tasks as proposed by Nunan (2004). The steps are presented as follows.

1. *Schema building*. Developing a number of schema building exercises is the very first step in developing units of work. It covers some activities such as introducing the topics of the course book, setting the context of the task, and also introducing some of the key vocabularies and expressions that students will need to complete the task they are carrying out.
2. *Controlled practice*. It is the step by which students are provided with controlled practice in using the target language vocabulary, structure and function, for example by giving them a conversation model between two people talking about accommodation. After that, they are asked to listen to or read and make practice in pairs. Initially, it lets students to recognize the target language within the communicative context. The final thing to do from this step is students begin to develop a degree of communicative flexibility.
3. *Authentic listening practice*. Under this third step, students are involved in intensive learning practice. The listening text could vary, for example involving a number of native speakers asking about the accommodation option. This step will expose students to authentic or stimulated conversation that could incorporate but extend the language in the conversation introduced in the previous section.
4. *Focus on linguistics elements*. Within this step, students are given opportunities to take part in a sequence of exercises in which the focus is only on one or more linguistics elements. Additionally, introducing students with the

communicative context in the beginning step is an important part to do. Here, students are asked to listen again the conversation from the preceding section. Then, they try to recognize the intonation contours of the different types of questions by answering such questions using ‘comparative-superlative’.

5. *Provide freer practice.* It is the time for students to have freer practices where they will move beyond simple manipulation. Doing a role-play in pairs is one of the examples. They may make their own note while playing their each role.
6. *Introduce the pedagogical task.* It is the final steps within the developing units of work. Here, students are introduced with the pedagogical task. What students should do in this step is by making groups consists of some students without neglecting teachers’ role within. They may study a set of newspaper advertisement for instance, and decide the most suitable place to rent. It can be still referred to the prior activities they have already carried out.

f. Materials Design Model

Materials are realized in the form of task. Nunan (2004) defines task as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language. While, Richards and Schmidt (1985) propose the definition of a task as an activity designed to help learners achieve a specific learning goal. However, the tasks should have relation to learners’ needs and interests.

Nunan (2004) proposes the simple model of an effective task as presented in the diagram below.

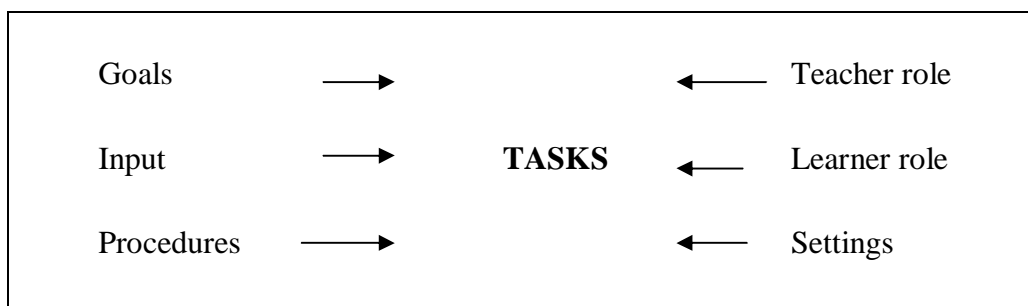


Figure 2.2. Model of an Effective Task

As presented in the diagram above, there are six components of tasks.

Those are goals, input, procedure, teacher role, learner role and setting.

1) Goals

Task goal is a general intention or aims behind any learning task. It provides a link between the task and the broader curriculum. Several things worth to note related to goal is explained below:

- Goals may relate to a range of general outcomes or may directly describe teacher or learner behavior.
- Goals can be inferred from the task itself even though it is not stated apparently and explicitly.
- Goals are not value-free since embracing a set of goals will entail and affect in rejecting others.

2) Inputs

Input is the spoken, written, and visual data that learners work within the course of completing a task. It can be obtained from the teacher, a textbook or any other sources and even from the learners themselves. There are five types of input:

- Genuine: created only for the realms of real life, not for the classroom, but used in the classroom for language teaching.

- Altered: while there is no meaning change, the original has been altered in other ways.
- Adapted: although created for real life, vocabulary and grammatical structures are changed to simplify the text.
- Simulated: although specially written by the author for purposes of language teaching, the author tries to make it look authentic by using characteristics of genuine texts.
- Minimal/incidental: created for the classroom with no attempt to make the material appear genuine.

Hover (via Nunan, 2004) mentions some data sources that can be generated from a wider range for listening and speaking tasks such as below,

“letters (formal and informal), newspaper extracts, picture stories, Telecom account, driver’s license, missing person’s declaration form, social security form, business cards, memo note, photographs, family tree, drawings, shopping lists, invoices, postcards, restaurants brochures, passport photos, swap shop cards, street map, menu, magazine quiz, calorie counter, recipe...”

Meanwhile, Steward and Moris-Dore (via Nunan, 2004) propose resources for developing reading and writing task that can be adapted from articles such as newspapers, magazines, and journals, reports to different kinds of groups, radio and television scripts and documentaries, publicity brochures and posters, recipes, etc.

3) Procedure

Procedures or activities are described by Nunan (2004: 52) as what learners will actually do with the input that forms the point of departure for the

learning tasks. Nunan (2004: 57) also elaborates task types into three activities as follows.

- a) Information gap activity; it involves a transfer of given information from one person to another, calling for the decoding or encoding of information into language.
- b) Reasoning gap activity, this activity involves deriving some new information from given information through inference process, deduction, practical reasoning, or a perception of relationship or pattern.
- c) Opinion gap activity; it involves identifying and articulating a personal reference, feeling, or attitude in responding to a given situation.

4) Teachers' roles

Nunan (2004) proposes the definition of role as a part that teachers and learners are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. Teachers' roles can be an assistant, developers, facilitators, observers, and controllers.

5) Learners' roles

Learner factors are closely related to the background knowledge of the learners themselves. For instance, when learners are reading or listening to a story, they will feasibly imagine a restaurant to help them understand a restaurant. They, actually, will visualize it based on their experience of a restaurant that they have already visited or known. The roles of learners in a task can be such as:

- The learner is a passive recipient of outside stimuli

- The learner is an interactor and negotiator who is capable of giving as well as taking
- The learner is a listener and performer who has little control over the content of learning
- The learner is involved in a social activity, and the social and interpersonal roles cannot be divorced from psychological learning process.

6) Setting

It refers to the arrangement of the classroom that is implied in the task. It also brings into consideration of whether the task will be done wholly or partly outside the classroom.

g. Task Types

Nunan (2004) proposes two kinds of tasks within the language teaching, those are the real-world or target tasks and the pedagogical task.

- A target task, according to Long (through Nunan, 2004) is defined as a piece of work undertaken for oneself for others, either freely or for some rewards.
- Pedagogical task occurs when the real-world task is transformed into language classroom. Nunan (2004) proposes the definition of pedagogical task as a piece of classroom works that involves learners in comprehending, manipulating, producing or interacting in the target language.

The grading process is an important part in developing materials. It is stated so since grading, sequencing and integrating content influence the decision on what to teach first, second, and what last in a course book or program which

will reflect the beliefs of the course book writer or syllabus designer about (Nunan, 2004).

In addition, it also influences on what will start first in the week 1 of the course or training, whether the content is arranged based on the level of easiness, frequent as it mostly occurs, or even the learners' needs of the materials immediately for real-world communication. In this case, task grading is also important for developing materials for apprenticeship preparation. The researcher will grade and sequence the materials based on the level of difficulty in order to support their preparation for the apprenticeship overseas as well as by considering the needs the students require most for facing their real communication overseas.

Richards, Platt and Weber (via Nunan, 2004) employ the definition of grading tasks as follows:

“... the arrangement of the content of a language course or textbook so that it is presented in a helpful way. Gradation would affect the order in which words, word meanings, tenses, structures, topics, functions, skills, etc. are presented. Gradation may be based on the complexity of an item, its frequency in written or spoken English, or its importance for the learner.”

One component in understanding a task is to determine the difficulty of a task. Task difficulty influences the learning output. It has been considered important since without involving some ways of determining difficulty, sequencing and integrating tasks becomes a matter of intuition (Nunan, 2004). Brindley via Nunan (2004) points out that task difficulty involves three factors; learner factors, task factors, and text or input factors. It is, then, depicted in the following illustration:

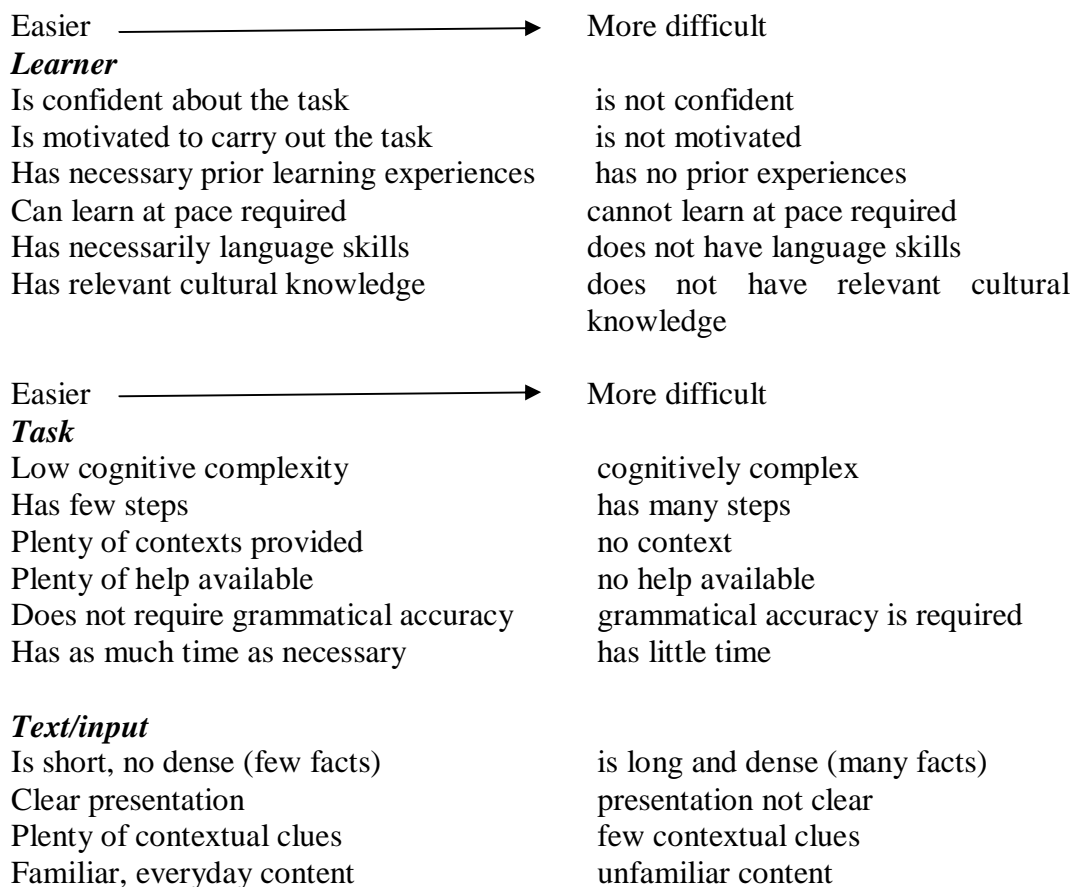


Figure 2.3. The Factors of Task Difficulty

Nunan (2004) reveals that input, learner and procedures are the important components in grading task. The first thing to consider is the complexity of the input and it will be affected by the grammatical factors. The input, such as texts or dialogs with more complex sentences, will be considered more difficult than that which has simpler sentences. The complexity is also be influenced by:

- the length of the text
- proportional density
- the amount of low-frequency vocabulary
- the speed of spoken text and the number of speakers involved

- the explicitness of the information,
- the discourse structure and the clarity with which it is signaled.
- amount of support

Accordingly, Wena (1995: 58) states that one of the factors which influences the quality of vocational high school students is the materials. All this time, the content of the materials are created only by the government without involving the industry. It arises a problem that the lesson taught in the class are not that appropriate to what the students actually need in order to prepare them for a certain job. He, further, says that it has been also important to arrange the materials systematically in order that the materials become more understandable for students.

Nolker (1983 via Wena, 1995) assumes that materials should be arranged from the simple into more complex one or from the easy into the more difficult ones. While, Mager and Beach (through Wena, 1995: 58) state there are six directions to concern in arranging the content of the learning materials for vocational students within the implementation of the Dual System Education as follows: (a) from general to specific, (2) interest sequencing, (3) logical sequencing, (4) skill sequencing, (5) frequency sequencing, and (6) total job practice. The two experts emphasize that the six points above should become the references in developing materials for the vocational learning process within the Dual Education System.

h. A Framework of Task-based Learning

Task-based learning refers to an approach which is based on tasks as a core unit of planning and instruction within language teaching. It is considered as a development of Communicative Language Teaching since many of its principles formed part of the communicative language teaching (Willis, 1996). The following is the figure of the framework of task-based language teaching which represents the components of task cycle. It covers the different stages of task-based methodology as proposed by Willis (1996: 52).

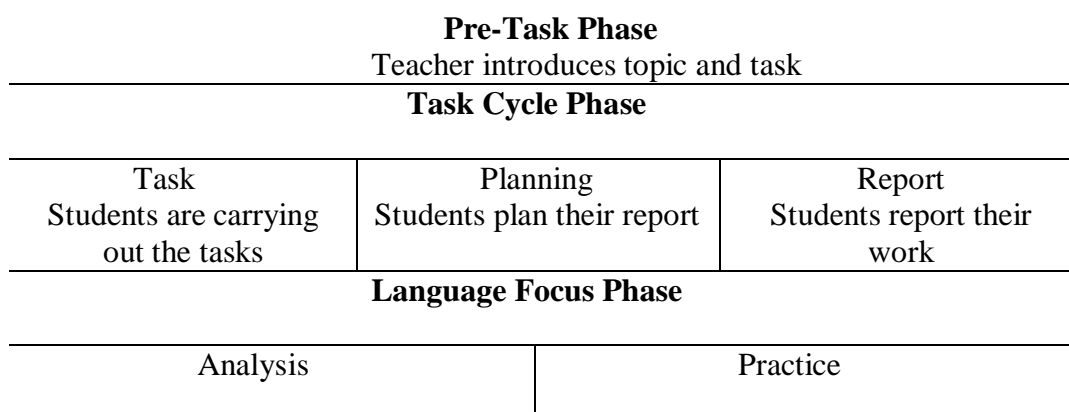


Figure 2.4. The Framework for Task-based Learning

The description of the stages as depicted in the figure above is discussed in the following paragraphs.

1) Pre-task

Pre-task phase aims at introducing the topic and tasks of the unit. It can be realized in the activity such as answering questions that leads the students to be able to infer the topic they are going to discuss and will include the preparatory activities for students to do. It will usually be the shortest stage in the framework. This stage, however, should actively involve all the the students' participation (Willis, 1996: 42-42).

2) Task Cycle

Task cycle stage aims to let the students get on with the tasks on their own while the teacher monitors the students' work from a distance. During this phase, the students may carry out the tasks in pairs or small groups. The task cycle is distinguished into three steps which are explained as follows.

a) Task

In this step, the role of the teacher is to monitor and encourage the students in doing the tasks. Task phase provides a vital opportunity for the students to use whatever language they have, either in pairs or small groups. According to Willis (1996: 149-154), there are six main types of tasks:

- 1) Listing (e.g. fact finding)
- 2) Ordering (e.g. categorizing or classifying)
- 3) Comparing (e.g. finding similarities or differences)
- 4) Problem solving (e.g. analysing real situations, reasoning or decision making)
- 5) Sharing personal experience (e.g. describing, opinion or reactions)
- 6) Creative tasks or projects (e.g. brainstorming, fact finding or problem solving)

b) Planning

This phase deals with the process on how to help the students to plan their report effectively and the step when groups report briefly either in spoken or written form to the whole class on some aspects of their task.

During the planning stage, the main role of the teacher is that of language adviser, helping the students shape their meaning and express more exactly what they want to say.

c) Report

Report is the final step within the task cycle. At this stage, the students start to present the result of their work either orally or in written form. Some or all of the groups report briefly to the class. Here, the teacher acts as a chairperson, selecting who will report next. Besides, the teacher should also keep encouraging the students in presenting their report.

3) Language Focus

Language focus is the final phase within the task-based learning framework. This stage is commonly called as consciousness-raising activity or language awareness activity since the task focuses on language form and use. It aims to get the students to identify and think about a particular feature of language form and language use. It, however, will help them to recognize the features whenever they meet them again. In addition, as long as there are no sufficient examples of a particular language feature in the task cycle text or transcript, the extra ones can be assembled from previously read texts or transcripts. The language focus phase consists of two steps such as explained below.

a) Analysis

Here, the students focus on the form and asking for questions about language feature. Analysis activity gives the students an opportunity to

organize and build on the grammar they already know and finally to increase their repertoire of useful lexical items.

b) Practice

In this stage, the students practice the language features such as words, phrases, or patterns based on the analysis activity they have been through previously. The teacher conducts practice activity after analysis activity where necessary, in order to build students' confidence.

In conclusion, task-based language teaching can be seen as the extension of the Communicative Language Teaching (CLT) approach. In addition, the researcher takes the decision to apply this framework in developing the materials for apprenticeship preparation for grade ten students of Culinary study program.

i. Materials Evaluation

According to Hutchinson and Waters (1987) evaluation is defined as a means of judging the fitness of something for a particular purpose. Evaluation is basically a process of matching needs to existing solutions. If this matching is to be done as objectively as possible, it is better to look discretely at between needs and solutions (Hutchinson and Waters, 1987).

Furthermore, it is being stated that an ESP textbook has to suit the needs of a number of parties; teachers, students, sponsors, etc. so it is important that the subjective factors, which will admittedly play a part, should not be allowed to obscure objectivity in the early stages of analysis.

Anyhow, these materials evaluation should be used as a means of questioning and developing personal ideas as to what is likely needed instead of applying the subjective analysis as a fixed set of requirements (Hutchinson and Water, 1987).

B. Conceptual Frameworks

Material is an important aspect in English teaching and learning process. However, it is difficult to find material especially in the form of textbook for grade ten students of culinary study program for apprenticeship/*praktek kerja* apprenticeship preparation that focus on students' needs and interest. By developing materials that suit with students' needs and interest, it is expected that the materials will help them to develop their English competence and support the students' learning process in preparing their apprenticeship in international restaurants around Yogyakarta or overseas.

There are some factors that need to be considered in developing English learning materials for apprenticeship preparation for grade ten students of Culinary study program of vocational high school,

English for apprenticeship preparation for vocational high school students is categorized as English for Specific Purposes (ESP) because the focus is on specific field. The first step on ESP is conducting needs analysis. In this study, the needs analysis is conducted by using questionnaire. Then, the result of the questionnaires is analyzed to obtain the data of the students' needs and interest.

The materials which are developed are in the form of textbook. It consists of some units. The units are built around themes that support the goals of the study. A unit consists of several tasks that enable students to achieve the goal. The tasks are sequenced from easy to difficult ones, meanwhile, the activities are arranged based on the sequence of activity proposed by Willis (1996). In addition, the activities of each task are developed by following the classroom activities in the principle of Communicative Language Teaching (CLT) such as discussion or opinion sharing, role-playing, and playing game.

The last factor needs to be considered in developing materials is material evaluation. In this research, the materials evaluator will be asked to give a judgment through the expert judgment that includes the measurement of the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphic of the developed materials.

This study needs to be conducted since it has a purpose to find out the target and the learning needs of the grade ten students of culinary study program for apprenticeship preparation and to develop the appropriate learning materials for them since there are still no appropriate materials that support their needs and interest in preparing apprenticeship overseas.

CHAPTER III

RESEARCH METHODS

This chapter describes the method of this research which consists of six parts of description i.e.: type of the research, population and sample of the research, setting of the research, data collection technique and instrument, data analysis technique, and procedure of the research.

A. Type of the Research

The study is categorized as Research and Development (R&D) since the objective and result of the research is to develop a product (i.e., a set of materials) that can be used in an educational program.

B. Subject of the Research

The subjects of this research were Grade X students of Culinary study program at SMKN 1 Kalasan. There are two classes of Grade X students of Culinary study program at SMKN 1 Kalasan. Each class consists of 30 students. The research subjects were limited for only one class.

C. Setting of the Research

The research was conducted on April 2015. The research took place in SMKN 1 Kalasan which is located on Randugunting, Tamanmartani, Kalasan, Sleman, Yogyakarta. There are seven study programs in this Vocational High

School. Those are *kria tekstil*, *kria kulit*, *kria keramik*, *kria kayu*, *kria logam*, *akomodasi perrestaurantsan* and *jasa boga*. The data collection was held on

D. Data Collection Technique and Instrument

In this study, the researcher used questionnaire to collect data. The first is needs analysis questionnaire that was used to gather the data of the target and learning needs in English. The students were asked to answer several questions related to their characteristics and needs in learning English by choosing one or more options from several options provided. The results then were used to design the materials. Besides, the teacher was also interviewed informally to support the data from the questionnaire. The table of organization of the needs analysis questionnaire is presented below.

Table 3.1. The Organization of Needs Analysis Questionnaire

No.	Aspects	The Items (number)	Purpose of the Question	References
1.	Students' personal identity		To find out the personal information of the students	Graves (2000: 103)
Target Needs				
2.	Goals		To find out the students' reason of learning English	Nunan (2004: 41)
3.	Necessities	1, 2, 3, 4, 5, 6, 7	To find out the students' needs in terms of the target situation	Hutchinson and Waters (1987: 55)
4.	Lacks	8, 9, 10, 11, 12	To find out the gap between students' background knowledge and the target knowledge	Hutchinson and Waters (1987: 55)
5.	Wants	13, 14, 15	To find out what the students want to be	Hutchinson and Waters

			included in the materials	(1987: 56)
Learning Needs				
6.	Input	16, 17, 18, 19, 20, 21	To find out the input, the topic, and the length of the text which is ideal for them	Nunan (2004: 52)
7.	Procedures	22, 23, 24, 25, 26, 27, 28, 29	To find out the activities that the students like most	Nunan (2004: 52)
8.	Setting	30, 31	To find out the setting of doing tasks that the students like most	Nunan (2004: 70)
9.	Teachers' role	32	To find out the information about the role that the teacher should perform	Nunan (2004: 64)
10.	Learners' role	33	To find out the information about the role of the students	Nunan (2004: 64)

Secondly, opinion and suggestions from the expert was proposed through the expert judgment questionnaire to find the appropriateness of the developed materials. The expert judgment questionnaire used a *Likert scale* to collect the data. The evaluator was asked to respond whether they were Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD). The questions of this questionnaire were derived from Instruments of Evaluation of English Coursebook for Vocational High School. The questions are categorized into four different aspects i.e.: the appropriateness of content, the appropriateness of language, the appropriateness of presentation, and the appropriateness of graphic.

E. Data Analysis Technique

The data obtained from the needs analysis and the expert judgment questionnaire was furthermore quantitatively analyzed by using descriptive statistics. According to Lodico, et. al (2010: 48) descriptive statistics can be used to summarize data by using graphical or mathematical procedures.

1. Needs analysis questionnaire

The data of the needs analysis questionnaire were analyzed using frequencies and percentage. The highest percentage of the answers from each question was considered representing the students' needs. The percentage was calculated by dividing the frequency by the total of the respondents and then the result was multiplied by 100%. This percentage was calculated by using the formula as presented below:

$$P = \frac{f}{n} \times 100$$

P : percentage (%)

f : frequency

N : number of respondents

100 : fixed numbers

2. Expert judgment questionnaire

The data of the second questionnaire was obtained from the expert judgment's opinion about the appropriateness of the developed materials. *Likert-scale* was used as the measurement to analyze the data of expert judgment

questionnaire. The results of the questionnaire were calculated by using the formula proposed by Suharto (2005).

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

R : range

Xh : the highest scale

Xl : the lowest scale

4 : range of *Likert*-scale

After obtaining the result, it was converted into descriptive analysis. To convert the data, researcher used data conversion table proposed by Suharto (2005) as the mean of the data which had been calculated.

Table 3.2 Data Conversion Table

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

X is mean which is obtained from the expert judgment. To find x, the researcher used the formula as proposed by Suharto (2005) as presented below.

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

F. Research Procedure

There are several steps in designing course. However, the steps which a course designer must work through to develop subject matter courses has been considered important like that proposed by Dick and Carey (in Borg and Gall, 2003) as follows:

1. Needs assessment
2. Instructional analysis
3. Analyze learners and context
4. Write performance objectives
5. Develop assessment instrument
6. Develop instructional strategy
7. Develop and select instructional materials
8. Design and conduct formative evaluation of instruction
9. Revise instruction
10. Design and conduct summative evaluation

Meanwhile, Masuhara (via Tomlinson, 1998) proposes different cycle such below:

1. Needs analysis
2. Goals and objectives
3. Syllabus design
4. Methodology or materials
5. Testing and evaluation

The procedure of this research referred to the model of course design steps proposed by Dick and Carey (in Borg and Gall, 2003) and Masuhara (in Tomlinson, 1998) as mentioned above. However, the steps from both different models of course design have been modified by the researcher to meet the condition of the research.

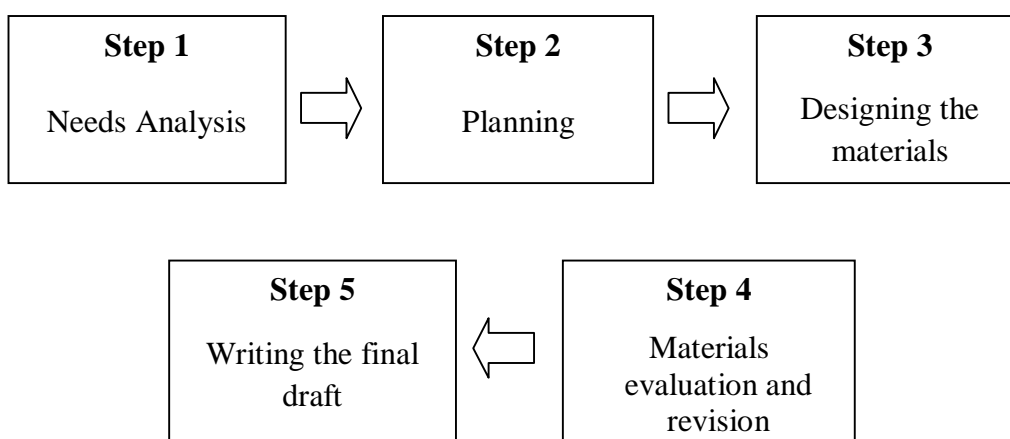


Figure 3.1. The Organization of the Research Procedure

The procedure of the research is described below.

1. Needs assessment

It includes conducting needs analysis.

2. Planning

This step covers the analysis of the information of the collected data and planning the materials.

3. Designing the first draft of the materials

It involves the process of formulating the objectives, writing the syllabus, deciding the methodology, and developing the first draft of the materials.

4. Materials evaluation and revision

This step consists of the process of conducting evaluation and revision of the first draft of the materials.

5. Writing the final draft of the materials.

The materials that have been developed were revised based on the recommendation that were derived from the second questionnaire. After revising the materials, the researcher wrote the final draft of the materials.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and the discussion of the research. It provides the description of the research findings and discussion. The findings consist of the needs analysis, the objective formulation, the syllabus, the unit design, the first draft of the materials, the expert judgment, and the final draft of the materials.

A. Research Findings

1. The Results of Needs Analysis

The first stage in this research was the needs analysis. It was conducted on April 4th, 2015. In this stage, the questionnaires of the needs analysis were distributed to the students to gather the information about the students' target and learning needs. The questionnaire was in the form of multiple choice questions. The students were allowed to choose more than one option in every several question items. The highest percentage was considered as the students needs.

a. Target Needs

The target needs is defined by Hutchinson and Waters (1987) as what students need to do in the target situation. It can be distinguished in to three, i.e.: necessities, lacks, and wants.

a) Necessities

Necessities are the types of needs determined by the demands of the target situation. It is also what the learners have to know in order to function effectively in the target situation. The following table shows the students of Culinary study program view about students' general necessities in learning English.

Table 4.1 Target Needs (Students' view about general necessities in learning English in terms of target situation)

Students' Needs	N	F	P
When conducting <i>Praktek Kerja Industri</i> , I will use English to ...			
a) Communicate with restaurants guests	30	10	33,3%
b) Understand the job description of Food & Beverage service or kitchen department	30	7	23,3%
c) Understand English specific terms related to culinary	30	11	36,7%
d) Communicate with manager (<i>CDP/Chef De Partie</i>)	30	4	13,3%
e) Communicate with other members of team work	30	3	10%
f) Others ...	30	0	0%

In terms of the students' necessities to use English for *Praktek Kerja Industri* overseas, the results above show that 36,7% of the total respondents need English materials to understand specific terms related to culinary. In addition, the second highest percentage shows that 33,3% of the respondents believe that they need English materials to be able to communicate with restaurant guests.

Table 4.2 Target Needs (Students' view about most required skill in terms of target situation)

Students' Needs	N	F	P
Skill that I will frequently use when conducting <i>Praktek Kerja Industri</i> is ... (can choose more than one)			
a) Listening	30	21	70 %
b) Speaking	30	26	86, 7 %
c) Reading	30	22	73, 3 %
d) Writing	30	9	30 %

In terms of the most required skill of target situation, the above table shows that 86,7% of the students believe that speaking skill is the most frequently used among other skills when conducting *Praktek kerja Industri* in international restaurants around Yogyakarta or overseas.

Table 4.3 Target Needs (The students' view about the most required listening subskills in terms of target situation)

Students' Needs	N	F	P
The subskills of listening that I will frequently use when conducting <i>Praktek Kerja Industri</i> in international restaurants around Yogyakarta or overseas is ... (can choose more than one)			
a) Listen to the introduction from other participants	30	6	20 %
b) Listen to guest order of food and beverage	30	19	63,3 %
c) Listen to guest additional order	30	13	43, 3 %
d) Listen to guest complaints	30	13	43, 3 %
e) Listen to manager or <i>Chef De Partie</i> instruction	30	25	83, 3 %

f) Listen to oral announcement from restaurants committee	30	14	46, 7 %
g) Others ...	30	1	3, 3%

The table shows that 83,3% of the students claim that they will need listening subskills to listen to manager or the *Chef De Partie* while the second highest percentage also shows that 63,3% of the respondents believe if they will also need to listen to guest order of food and beverage as the listening subskills.

Table 4.4 Target Needs (The students' view about the most required speaking subskills in terms of target situation)

Students' Needs	N	F	P
The subskills of speaking that I will frequently use when conducting <i>Praktek Kerja Industri</i> in international restaurants around Yogyakarta or overseas is/are ... (can choose more than one)			
a) Introducing myself to the guest	30	19	63, 3 %
b) Welcoming the guest and asking for guest order	30	19	63, 3 %
c) Describing the guest about special menu	30	19	63, 3 %
d) Delivering and inviting them to enjoy the food	30	13	43, 3 %
e) Offering helps or any additional service to the guest	30	14	46, 7 %
f) Responding manager or <i>Chef De Partie</i> instruction	30	15	50%
g) Others ...	30	18	60 %

The table above shows that there are three equal percentages which tell the students view about speaking subskills that they need most when conducting *Praktek Kerja Industri* which is 63,3%. Those are introducing themselves to the guests, welcoming the guest and asking for guest order, and describing special menu for the guest.

Table 4.5 Target Needs (The students' view about the most required reading subskills in terms of target situation)

Students' Needs	N	F	P
The subskills of reading that I will frequently use when conducting <i>Praktek Kerja Industri</i> in international restaurants around Yogyakarta or overseas is/are ...			
a) Read a recipe	30	23	76, 7 %
b) Read the list of menu	30	13	43, 3 %
c) Read procedure text about cooking food	30	27	90 %
d) Read manual text about how to use such tool and equipment kitchen	30	13	43, 3 %
e) Read written announcement or note delivered by the committee	30	18	
f) Others ...	30	1	3, 3 %

According to the table, 90% of the students believe that the reading subskill they most require in conducting *Praktek Kerja Industri* is to read procedure text about cooking food.

Table 4.6 Target Needs (The students' view about the most required writing subskills in terms of target situation)

Students' Needs	N	F	P
The subskills of writing that I will frequently use when conducting <i>Praktek Kerja Industri</i> in international restaurants around Yogyakarta or overseas is/are ...			
a) Write a recipe	30	17	56,7%
b) Write procedure correctly and in sequence	30	24	80%
c) Write shopping list	30	19	63,3%
d) Others ...	30	1	3,3%

In terms of writing subskill that will be most required by the students in conducting *Praktek Kerja Industri*, 80% of the respondents consider that writing a procedure text correctly and in sequence is the most needed one.

Table 4.7 Target Needs (The students' view about the most required English language feature in terms of target situation)

Students' Needs	N	F	P
English language features that I will frequently use to communicate in international restaurants around Yogyakarta or overseas is/are ...			
a) Vocabulary	30	25	83,3%
b) Pronunciation	30	28	93,3%
c) Grammar	30	20	66,7%
d) Expression	30	17	56,7%
e) Spelling	30	18	60%
f) Others ...	30	0	0%

According to the result above, it can be seen that 93,3% of the students think that pronunciation is the most required one when conducting the *Praktek Kerja Industri* in international restaurants around Yogyakarta or overseas.

b) Lacks

Lacks are the gap between what the students already know and what they do not yet know. The students' views about their lacks are shown in the following tables.

Table 4.8 Target Needs (The students' current level of English proficiency)

Students' Needs	N	F	P
My current English level is ...			
a) Beginner : is able to understand sentences and simple expression that commonly used in daily life	30	21	70 %
b) Intermediate: is able to understand main idea of more complex sentences and respond to a text	30	9	30%
c) Advanced: is able to understand more various kinds of text and any implicit main idea or passage of a text	30	0	0 %

The table shows that 70% of the students state that they are in the beginner level of English proficiency.

Table 4.9 Target Needs (The students' listening skill difficulties)

Students' Needs	N	F	p
The difficulties that I still encounter in listening skills is/are ... (can choose more than one)			
a) Find it difficult to understand the meaning of words pronounced by the speaker	30	15	50%
b) Find it difficult to understand the speaker pronunciation	30	15	50%
c) Find it difficult to understand the sentence structure pronounced by the speaker	30	12	40%
d) Find it difficult to understand the meaning of any expressions pronounced by the speaker	30	11	36,7%
e) Find it difficult to understand the spelling of a word or sentence pronounced by the speaker	30	16	53,3%
f) Others ...	30	0	0%

According to the table above, 53,3% of the respondents claim that in learning listening skill, they encounter difficulty in understanding the spelling of a word or sentence pronounced by the speaker.

Table 4.10 Target Needs (The students' speaking skill difficulties)

Students' Needs	N	F	P
The difficulties that I still encounter in speaking skills is/are ... (can choose more than one)			
a) The mastery of English vocabularies is	30	13	43,3%

still limited			
b) Do not understand yet how to pronounce specific vocabularies in English correctly	30	11	36,7%
c) Lack of understanding on the use of sentence structure in English orally	30	6	20%
d) Lack of understanding on the use of expression in English correctly	30	8	26,7%
e) Do not understand how to spell any specific words or vocabularies in English correctly	30	1	3,3%
f) Others ...	30	1	3,3%

The table shows that 43,3% of the respondents convey that they still encounter difficulty in learning speaking particularly in their mastery of English vocabularies which is still limited.

Table 4.11 Target Needs (The students' reading skill difficulties)

Students' Needs	N	F	P
The difficulties that I still encounter in reading skills is/are ... (can choose more than one)			
a) The mastery of English vocabularies is still limited	30	7	23,3%
b) Find it difficult to pronounce vocabularies or sentences in the text correctly	30	20	66,7%
c) Lack of understanding on the use of sentences structure in the text	30	7	23,3%
d) Find it difficult to understand the meaning of specific sentences and	30	15	50%

expressions in the text			
e) Others ...	30	1	3,3%

According to the table, it can be seen that 66,7% of the respondents still find it difficult to pronounce vocabularies or sentences based on the text in correct way within the process of learning reading skill.

Table 4.12 Target Needs (The students' writing skill difficulties)

Students' Needs	N	F	P
The difficulties that I still encounter in writing skills is/are ... (can choose more than one)			
a) The mastery and the use of English vocabularies is still limited	30	9	30%
b) Lack of understanding on how to write down specific English vocabularies especially about culinary	30	18	60%
c) The mastery of English grammar and the way how to write down sentence structure in English correctly is still limited	30	14	46,7%
d) Find it difficult to express English expressions in written form	30	15	50%
e) Others ...	30	0	0%

The table above presents the students writing skill difficulties. The data shows that 60% of the students state that they are still lack of understanding on how to write down specific English vocabularies especially about culinary.

c) Wants

Wants are the students' view of what they expect about language area that they want to cope with. The table presents students general wants within English language learning.

Table 4.13 Target Needs (The students' general wants in learning English)

Students' Needs	N	F	P
The materials of English that I want are those which enable me to...			
a) Master English vocabularies both in general and specific terms which are related to culinary	30	12	40 %
b) Pronounce English vocabularies or sentences correctly	30	10	33, 3 %
c) Master English grammar or structure correctly and appropriately	30	6	20%
d) Use expressions in English appropriately	30	5	16, 7 %
e) Communicate with, understand and respond to conversation in English correctly	30	17	56, 7 %
f) Others ...	30	1	0%

The table above presents the students general wants in learning English. The data shows that 56,7% of the students state that English language teaching and learning process` should make them communicate with, understand and respond to conversation in English correctly.

Table 4.14 Target needs (The students' view about the presence of pictures in the materials)

Students' Needs	N	F	P
The existence of pictures in your English learning materials to prepare your <i>Praktek Kerja Industri</i> in international restaurants around Yogyakarta or overseas is ...			
a) extremely helpful	30	23	76,7%
b) rather helpful	30	7	23,3%
c) less helpful	30	0	0%
d) extremely not helpful	30	0	0%

According to the table above, the data shows that 76,7% of the respondents want the presence of pictures in their learning materials.

Table 4.15 Target Needs (The students' view about the topic they want)

Students' Needs	N	F	P
The topic in the English learning materials that I want is about ...			
a) Culinary	30	27	90%
b) Teenage life	30	2	6,7%
c) Everyday life around school, society or family	30	6	20%
d) Others ...	30	0	0%

The table presents the students' preference of topic used in teaching and learning process. The data shows that 90% of the respondents prefer using culinary to be the topic for the learning materials.

b. Learning Needs

According to Hutchinson and Waters (1987) learning needs refers to what the learners need to do in order to learn. There are 18 items of questions which are categorized in to several points, e.g.: input, procedure, setting, teachers' role, and learners' role. The explanation of every item is presented in the tables below.

a) Input

Input refers to the spoken, written and visual data that learners work with in the course of completing a task. The students' view about the input that should be carried out in the designed task is presented in the table below.

Table 4.16 Learning Needs (the students' view about the duration for listening activity)

Students' Needs	N	F	P
The effective duration for listening activity is ...			
a) < 2 minutes	30	6	20%
b) 2-3 minutes	30	8	26,7%
c) > 3 minutes	30	14	46,7%
d) Others ...	30	1	3,3%

In terms of the effective duration for listening activity, the table above presents the data that shows 46,7% of the students think that the most effective duration for listening activity is >3 minutes.

Table 4.17 Learning Needs (The Listening Input)

Students' Needs	N	F	P
In listening learning process, the material input that I want is ...			
a) Brief monologue/dialogue	30	3	10 %

b) Monologue/dialogue with pictures	30	7	23, 3 %
c) Monologue/dialogue with vocabularies	30	9	30%
d) Monologue/dialogue with expressions that will be used	30	16	53, 3 %
e) Others ...	30	0	0%

According to the result above, it can be seen that 53,3% of the respondents claim that the appropriate materials for listening activities are monologue or dialogue with expression that will be used. In addition, the second highest percentage shows that 30% of the students believe if monologue/dialogue with vocabularies is also important for the listening input.

Table 4.18 Learning Needs (The Speaking Input)

Students' Needs	N	F	P
In speaking learning process, the material input that I want is ...			
a) Brief monologue/dialogue	30	3	10%
b) Monologue/dialogue with pictures	30	9	43,3%
c) Monologue/dialogue with vocabularies	30	11	36,7%
d) Monologue/dialogue with expressions that will be used	30	8	26,7%
e) Authentic text which is commonly used in daily life	30	13	30%
f) Others ...	30	0	0%

The result above presents that 43,3% of the students prefer monologue/dialogue with pictures to be their speaking input.

Table 4.19 Learning Needs (The Length of the Text for Reading Input)

Students' Needs	N	F	P
reading learning process, the effective length of a text is around ...			
a) 150-200 words	30	13	43,3%
b) 200-250 words	30	8	26,7%
c) 250-300 words	30	6	20%
d) > 300 words	30	3	10%
e) Others ...	30	0	0%

According to the table, the data shows that 43,3% of the respondents believe that the effective length of a text for reading input is 150-200 words.

Table 4.20 Learning Needs (The Reading Input)

Students' Needs	N	F	P
In reading learning process, the material input that I want is ...			
a) Monologue/dialogue text	30	6	20%
b) Text with pictures	30	10	33,3%
c) Text which is related to the culinary	30	15	50%
d) Authentic text used in daily life	30	6	20%
e) Others ...	30	0	0%

The result above presents the data that shows 50% of the respondents like text which is related to culinary to be their reading input while the second highest percentage, which is 33,3% of the students want to have text with pictures for the reading input.

Table 4.21 Learning Needs (The Writing Input)

Students' Needs	N	F	P
In writing learning process, the material input that I want is ...			
a) Specific vocabulary and its meaning	30	18	60%

related to culinary			
b) Text with pictures	30	7	23,3%
c) Explanation about sentence structure	30	8	26,7%
d) The example of text that will be written	30	5	16,7%
e) Others ...	30	0	0%

According to the table, it can be seen that 60% of the students prefer specific vocabulary and its meaning related to culinary to be provided as the writing input.

b) Procedure

Procedure simplifies what learners will do with the input that forms the point of departure for the learning task. The following table shows the students' view about the procedure of what they should do with the task.

Table 4.22 Learning Needs (The Listening Activity)

Students' Needs	N	F	P
The activity that I want within the listening teaching and learning process is ...			
a) Answering questions related to the text	30	17	56,7%
b) Searching new vocabularies and identifying their meaning based on the context in the text	30	7	23,3%
c) Filling the gap sentence of a text	30	4	13,3%
d) Discussing the passage of the monologue/dialogue which has been played	30	5	16,7%
e) Identifying the expressions from the text which has been played	30	12	40%
f) Others ...	30	0	0%

Table 4.22 presents the activities for listening learning process preferred by the students. The data shows that 56,7% of the students choose answering questions related to the text.

Table 4.23 Learning Needs (The Speaking Activity)

Students' Needs	N	F	P
The activity that I want within the speaking teaching and learning process is ...			
a) Practicing a monologue orally	30	8	26,7%
b) Practicing a dialogue in pairs	30	14	46,7%
c) Playing role (role-play)	30	6	20%
d) Playing games	30	4	13,3%
e) Discussing a certain topic in group	30	4	13,3%
f) Presenting the result of discussion individually	30	2	6,7%
g) Others ...	30	0	0%

The table above shows the result of the data that 46,7% of the respondents state that they prefer practicing a dialogue in pairs within the teaching and learning process of speaking.

Table 4.24 Learning Needs (The Reading Activity)

Students' Needs	N	F	P
The activity that I want within the reading teaching and learning process is ...			
a) Reading a text loudly with correct intonation and pronunciation	30	6	20%
b) Identifying the meaning of vocabularies based on the context in the text	30	17	56,7%
c) Reading a text and then answering	30	11	36,7%

questions related to the passage of the text			
d) Discussing and summarizing the main passage of a text	30	5	16,7%
a) Others ...	30	0	0%

Table 4.24 shows the data that there are 56,7% of the students choose identifying the meaning of vocabularies based on the context in the text within the teaching and learning process of reading.

Table 4.25 Learning Needs (The Writing Activity)

Students' Needs	N	F	P
The activity that I want within the writing teaching and learning process is ...			
a) Writing the same text with the text given as the example by using correct structure	30	11	36, 7 %
b) Identifying mistakes on punctuation and sentence structure based on the provided text	30	5	16, 7 %
c) Writing down a text based on the provided pictures, table or graph	30	7	23, 3 %
d) Arranging sentences into good order paragraph	30	8	26, 7 %
e) Filling the gap paragraph using the appropriate words	30	9	30%
f) Others ...	30	0	0%

For writing activity, there are 36,7% of the students who want to learn writing by writing the same text with the text given as the example by using correct structure while the second highest percentage the data shows that 30% of

the respondents expect to learn writing by filling the gap paragraph using the appropriate words.

Table 4.26 Learning Needs (The Vocabulary Activity)

Students' Needs	N	F	P
In vocabulary learning process, the activity that I want is ...			
a) Matching vocabulary with its correct meaning	30	20	66,7%
b) Matching vocabulary with appropriate picture provided	30	6	20%
c) Finding out the meaning of words	30	11	36,7%
d) Filling the gap sentence with correct word	30	5	16,7%
e) Others ...	30	0	0%

In terms of vocabulary activities, the highest tendency or 66,7% of the respondents wish to learn vocabulary by matching vocabulary with its correct meaning. The second highest percentage shows that 36,7% of the students want to learn vocabulary by finding out the meaning of words.

Table 4.27 Learning Needs (The Grammar Activity)

Students' Needs	N	F	P
In grammar learning process, the activity that I want is ...			
a) Memorizing the English grammar patterns	30	12	40%
b) Identifying the wrong sentence structure and then correcting it with correct grammar	30	12	40%
c) Filling the gap sentences with the	30	12	40%

corerct word			
d) Others ...	30	0	0%

In terms of grammar activity, the table above shows that the result of the data is equal. It can be seen that there are same percentages among three choices, i.e.: 40% of the students want to memorize the English grammar pattern, 40% of the respondents prefer to identify the wrong sentence structure and then correcting it with correct grammar, and the last 40% of the respondents tend to fill the gap sentences with the correct word.

Table 4.28 Learning Needs (The Pronunciation Activity)

Students' Needs	N	F	P
In pronunciation learning process, the activity that I want is ...			
a) Listening to and then repeating after teachers	30	16	53,3%
b) Pronouncing every word while searching the correct pronunciation by looking at dictionary	30	7	23,3%
c) Pronouncing the word given by the teacher	30	2	6,7%
d) Practicing to pronounce word by word	30	15	50%
e) Others ...	30	0	0%

Table 4.28 presents the kind of activities preferred by the students in learning pronunciation. The data shows that 53,3% of the students prefer to listen to and then repeating after the teacher.

Table 4.29 Learning Needs (The English Expression Activity)

Students' Needs	N	F	P
In expression learning process, the activity that I want is ...			
a) Practicing an expression based on the context individually or in pairs	30	17	56,7%
b) Understanding the meaning of an expression	30	15	50%
c) Pronouncing a certain expression provided	30	3	10%
d) Others ...	30	0	0%

Table 4.29 presents the kind of activities preferred by the students in learning expression. The data shows that 56,7% of the students prefer to practice an expression based on the context individually or in pairs.

c) Setting

Setting refers to the classroom management implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. The following table presents the students' view about the setting of how the task should be carried out.

Table 4.30 Learning Needs (The Setting)

Students' Needs	N	F	P
The assignments given by the teachers within English learning process should be carried out ...			
a) individually	30	12	40%
b) in pairs	30	8	26,7%
c) in a group (3-4 students)	30	14	46,7%

d) the whole students jointly	30	3	10%
e) others ...	30	0	0%

Based on the result above, it is shown that 46,7% of the respondents want to carry out the assignment in a group of 3-4 students.

Table 4.31 Learning Needs (The Setting of Carrying Out Activity)

Students' Needs	N	F	P
The activities within English learning process should be carried out ...			
a) in the classroom	30	15	50 %
b) outside of the class	30	11	36,7%
c) around the class	30	6	20%
d) others ...	30	1	3,3%

The above table figures out that 50% of the students want to carry out the activity in the classroom.

d) Teachers' role

Teacher's role is part that the teachers are expected to play iwithin the learning process. The table below presents the students' opinion of the roles they expect the teacher to play while they are learning.

Table 4.32 Learning Needs (The Teachers' Role)

Students' Needs	N	F	P
The role of the teachers within the English learning process is ...			
a) Explaining while sitting or standing up in front of the class	30	3	10%
b) Delivering students question and then discussing it together	30	5	16,7%

c) Walking around every student to monitor them and give input to their work	30	11	36,7%
d) Motivating students in doing the assignment in preparing their <i>Praktek Kerja Industri</i> in international restaurants around Yogyakarta or overseas	30	19	63,3%
e) Others ...	30	0	0%

The table above shows the data that 63,3% of the students agree that teachers should motivate students in doing the assignment in preparing their *Praktek Kerja Industri* in international restaurants around Yogyakarta or overseas.

e) Learners' Role

Learners' role is part that the learners are expected to play in carrying out learning tasks as well as the social and interpersonal relationships among them. the following table shows students' view about the role they expect to play within the learning process.

Table 4.33 Learning Needs (The Learners' Role)

Students' Needs	N	F	P
In carrying out the learning process, the students should ...			
a) Listening to teachers' explanation	30	5	16,7%
b) Participating within the learning process in the class	30	16	53,3%
c) Doing the teachers' instructions	30	11	36,7%
d) Criticizing and suggesting the teachers	30	1	3,3%

e) Others ...	30	0	0%
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Based on the table above, it can be seen that 53,3% of the respondents want to participate within the learning process in the class.

Besides using questionnaire of needs analysis to collect the data, the researcher also informally interviewed the English teacher of culinary study program of SMKN 1 Kalasan in order to support the data from the questionnaire related to the implementation of apprenticeship.

2. The Objectives Formulation

As the results of the needs analysis had been analyzed, the next stage in developing the materials for apprenticeship preparation for grade ten students of Culinary study program was formulating the objectives of the learning. In this phase, the researcher selected the topic and decided the objectives. The selection of the topics was based on the results of the needs analysis and the job description taken from *SKKNI* for Tourism Sector particularly for Subsector of Restaurants, Bar and Culinary, and Catering Industry. The topics are closely related to culinary especially those which are commonly used in the restaurants. Those objectives are arranged as follows.

Unit 1 : Good evening, Ma'am!

Unit 2 : Are you ready to order?

Unit 3 : Any problems with your food, Sir?

The objectives stated in each topic are specified and used to lead the students in doing the *Praktek Kerja Industri*. The objectives are stated as follows.

Table 4.34 The Objectives of Each Topic in the Materials

No.	Topic	Objectives
1.	Unit 1: “Good evening, Madam!”	At the end of the lesson, students are able to ... 1. greet the guest 2. welcome the guest 3. introduce themselves to the guests 4. find out the social function and the generic structure of procedure text
2.	Unit 2: “Are you ready to order?”	At the end of the lesson, students are able to ... 1. handle over the menu 2. ask for an additional menu 3. offer a special menu 4. ask for guests’ payment 5. express gratitude 6. find out the social function of a menu
3.	Unit 3: “Any problems with your food, Sir?”	At the end of the lesson, students are able to ... 1. Offer help 2. Ask for opinion 3. Handle the guests’ complaint (ask for apologize and respond to the guests’ complaint)

3. The Syllabus

Developing syllabus was the next stage in developing the learning materials for apprenticeship preparation for grade ten students of culinary study program after formulating the objectives of the learning. The syllabus was considered as the framework to develop the materials. The results of the needs analysis were the basis to design the syllabus. Moreover, the job description

provided in the *SKKNI* for Tourism Sector particularly for Subsector of Restaurants, Bar and Culinary, and Catering Industry were also considered in developing syllabus. The researcher developed three units because the limited time. The syllabus developed by the researcher referred to the functional syllabus which was realized in the form expressions. The syllabus covers number, unit or expression, indicators, language function, language focus that consists of three items such as key vocabulary, key grammatical pattern and expression, and input text, and the last is learning activity. The further description about the syllabus is discussed in the following paragraph.

a. Unit 1

The title for unit 1 is “*Good evening, Ma’am!?*”. This unit was derived from the results of the needs analysis as well as the *SKKNI* unit code PMM BU01.001.01 about cooperating with colleagues and restaurants guest. In this unit, the students are expected to understand how to welcome and greet the guest, and introduce themselves to the guest. Besides, they are also expected to understand the social function and the generic structure of procedure text.

b. Unit 2

The title for unit 2 is “*Are you ready to order?*”. This unit was resulted from the needs analysis data and was developed by looking at the *SKKNI* unit code PMM.BU01.005.01 about developing knowledge about foods and beverage. In this unit, the students are expected to be able to ask for the guests order, offer an additional and a special menu, ask for the guests’ payment and

express gratitude to the guest. Besides, the learners are also expected to understand the social function of menu.

c. Unit 3

The title for unit 3 is “*Any problems with your food, Sir?*”. This unit was based on the results of the needs analysis. Moreover, the researcher also referred to the *SKKNI* unit code PMM.BI03.003.01 about handling the guests’ complaint. In this unit, the students are expected to be able to offer a help, ask for opinion, and handle the guest’ complain especially in asking for apologize.

The complete form of the syllabus of the three units can be found in the appendix D.

4. Unit Design

After the syllabus was developed, the next stage was developing the materials. The figure below shows the parts of each unit of the materials.

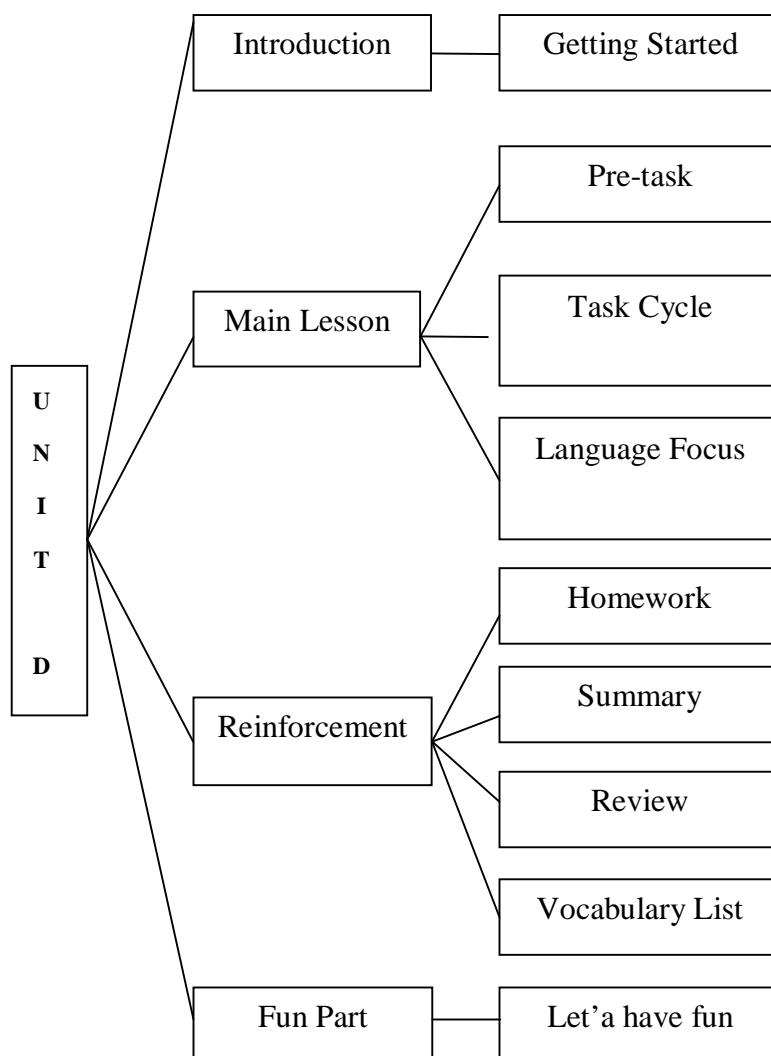


Figure 4.1. Unit Design

As presented in the Figure 4.1, each unit of the materials consists of four main parts: Introduction, Main Lesson, Reinforcement, and Fun Part. The main lesson cycle follows the sequences of activities proposed by Willis (1996). He divided the steps into several parts, those are: pre-task, task cycle, and language focus.

The units start with the title of the unit and the objectives of the unit. The first part is introduction. It is in the form of getting started activity. This part

consists of questions and pictures related to the topic. The activity brings the students to understand the topic of the unit and prepare them for the main lesson. Following the introduction part is the main lesson. Main lesson is divided into three parts: pre-task, task cycle, and language focus, following the steps recommended by Willis (1996). The *pre-task* aims to introduce the topic and task in more detailed way. The second part of the main lesson is task cycle. This part is divided into three different parts such as task, planning, and report. Students start to do the tasks given by the teachers while the teacher monitors the student's work. Besides, students also start to draft and rehearse what they want to say or write. Finally, students are given chance to report briefly their findings with the whole class. The last part of the main lesson is language focus. It covers two parts; analysis and practice. It gives students a chance to use the language.

The next part of the materials design is reinforcement. It covers homework, summary, review, and vocabulary list. This part aims to give the students an opportunity to have more practice outside the classroom what they have learnt in the unit through activities of homework. While in summary, it gives the students a chance to recall what they have learnt in the unit by reading the summary. The summary consists of language features, grammar, etc. The next one is review. It lets the students to measure their understanding on how well they have learnt the materials in the unit. The last one is vocabulary list. It provides the lists of vocabulary with the transcription that the students have learnt in the unit.

The last part of the materials is fun part. It is realized in the form of picture or comic related to the topic of the unit. It aims to give visual entertainment through the picture or comic to the students after learning the materials in the unit.

5. The first draft of the materials.

The developed materials consist of three units. The design of each unit follows the unit design elaborated in the *Figure 4.1*.

a. Unit 1

Unit 1 was referred to the developed syllabus. The title of unit 1 is “*Good Evening, Madam!*” The topic of this unit is greeting and welcoming the guests. This unit focuses on how to greet and welcome the guests who come to the restaurant and how to introduce themselves to the guests. Besides, Unit 1 also discusses about procedure text. The grammar focuses on passive voice.

In this unit, the students are expected to achieve the objectives of the unit which consist of greeting the guests, welcoming the guests, introducing themselves to the guests, and understanding the social function and the generic structure of procedure text.

The first unit consists of 1 getting started activity and 25 tasks; 3 tasks belong to pre-task activity, 15 tasks belong to task cycle activity (including 1 task that belongs to homework) and 7 tasks belong to language focus activity.

b. Unit 2

Unit 2 was developed by looking at the developed syllabus. The title of unit 2 is “*Are Your Ready to Order?*”. The topic of this unit is handling the

guests order at the restaurant. The unit focuses on how to ask for the guests order, offer additional and special menu, ask for payment, and express gratitude. Besides, this unit also discusses about a short functional text of menu. The grammar focuses on degree of comparison.

In this unit, the students are expected to achieve the objectives of the unit which consist of asking for guests' order, asking for an additional menu, offering a special menu, asking for guests' payment, expressing gratitude and understanding the social function and the structure of menu.

The second unit consists of 1 getting started activity and 22 tasks; 2 tasks belong to pre-task activity, 18 tasks belong to task cycle activity (including 1 task for homework) and 2 tasks belong to language focus activity.

c. Unit 3

Unit 3 was developed by referring to the syllabus. The title of unit 3 is *"Any problems with your foods, Sir?"* The topic of this unit is handling the guests' complaint at the restaurant. The unit focuses on how to offer help, ask for opinion and ask for apologize. The grammar focuses on modal verbs.

In this unit, the students are expected to achieve the objectives of the unit which consist of offering help, asking for opinion, and asking for apologize.

Unit 3 covers 1 getting started activity and 22 tasks; 3 tasks belong to pre-task activity, 17 tasks belong to task cycle activity (including 1 task that belongs to homework) and 2 tasks belong to language focus activity.

6. The Expert Judgment

After the first draft of the materials was developed, the next step was conducting expert judgment. In this stage, the materials were evaluated by an expert. The expert of the developed materials was Dr. Agus Widyantoro. He is a lecturer of English Education Study Program of Yogyakarta State University who has been teaching for thirty years.

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

1) The Results of the Expert Judgment of Unit 1

In the expert judgment stage, there were four aspects of the materials that were evaluated. Those aspects were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphic. The following are the results of the analysis of the questionnaire for 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 analysis of the appropriateness of the content of Unit 1.

Table 4.35 The Appropriateness of the Content of Unit 1

No.	Items	Score
1.	The developed materials are in accordance with the result of the needs analysis of the students' needs and the <i>SKKNI</i> for culinary and catering industry.	4
2.	The developed learning materials meet the syllabus.	4
3.	The topic of the unit of the developed materials are relevant with the grade ten students of culinary study program's context especially for apprenticeship overseas.	4

4.	The text in the developed materials are relevant with the grade ten students of culinary study program's context especially for apprenticeship overseas.	4
5.	The developed materials involve the explanation of a structure of a text.	4
6.	The developed materials involve the explanation of a social function of a text.	4
7.	The developed materials involve the explanation of a linguistic feature of a text.	4
8.	The developed materials involve vocabulary learning task which are relevant with the requirement of the <i>SKKNI</i> and the needs analysis.	4
9.	The developed materials involve pronunciation learning task which are relevant with the requirement of the <i>SKKNI</i> and the needs analysis.	4
10.	The developed materials involve learning activities which guide the students to develop their communicative competence in spoken language.	4
11.	The developed materials involve learning activities which guide the students to develop their communicative competence in written language.	4
Mean (x)		4

Table 4.35 shows that the mean value of the appropriateness of the content of Unit 1 is 4. This value is in the range of $3.25 \leq x \leq 4$ which falls into category of "Very Good".

b) The Appropriateness of the Language

The second aspect to be evaluated was the appropriateness of the language of the developed materials. The following table shows the results of the analysis of the appropriateness of the language of Unit 1.

Table 4.36 The Appropriateness of the Language of Unit 1

No.	Items	Score
12.	The language of instructions and explanations in the developed materials is in accordance with the grade ten students of Culinary study program's cognitive development.	3
13.	The language used in the developed materials is clear and	3

	comprehensible for students.	
14.	The language used in the developed materials is grammatically correct.	3
15.	The language used in the developed materials is cohesive and coherent.	3
16.	The language used in the developed materials consistently uses one variation of English about culinary especially that is commonly used at the restaurant.	4
Mean (x)		3.2

Table 4.36 shows that the mean value of the appropriateness of the language of Unit 1 is 3.2. This value is in the range of $2.25 \leq x \leq 3.24$. It means that the language appropriateness is in the “Good” category. However, some grammatical mistakes are still found. The common mistakes are about the sentence pattern and the word choice to use in the instruction.

c) The Appropriateness of the Presentation

The next aspect to be evaluated was the appropriateness of the presentation of the developed materials. The following table shows the results of the analysis of the appropriateness of the presentation of Unit 1.

Table 4.37 The Appropriateness of the Presentation of Unit 1

No.	Items	Score
17.	The developed materials are in accordance with the steps of Task-based instruction.	3
18.	The developed materials are in accordance with the characteristics of Communicative Language Teaching.	3
19.	The tasks of developed materials are systematically sequenced from the easiest into the most difficult ones.	3
20.	The developed materials are started with guided tasks and gradually move to the free production tasks.	3
21.	The developed materials include activities that focus on linguistic features and the ones that focus on communicative tasks.	3
22.	The developed materials encourage students to actively interact in English with classmates, teacher, and other people in the	3

	wider environment.	
23.	The developed materials encourage students to get involved in both spoken and written communicative events on their own initiative creatively and critically.	3
24.	The developed materials encourage students to have self-reflection to identify their achievements and lacks during their learning.	3
25.	Every unit of the developed materials has the learning objective stated.	4
26.	Every unit of the developed materials has summary part that provides students with the summary of the learning materials presented in the unit.	4
27.	Every unit of the developed materials has homework part.	4
28.	Every unit of the developed materials has fun part which is relevant with the instructional process.	4
Mean (\bar{x})		3

Table 4.37 shows that the mean of the appropriateness of the presentation of Unit 1 is 3.3. This value is in the range of $3.25 \leq x \leq 4$. It means that the appropriateness of the presentation of Unit 1 is categorized as “Very Good”. On the other hand, the materials expert found that the presentation of the table in Task 18 was not appropriate since it was cut into different pages and need to be revised. The expert suggested the researcher to place the table into one page only or change the instruction.

d) The Appropriateness of the Graphic

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

Table 4.38 The Appropriateness of the Graphic of Unit 1

No.	Items	Score
29.	The developed materials are printed on ISO-standardized size papers (A4, A5, B5)	3

30.	The layout of the developed materials is proportional.	3
31.	The use of font style and color are readable.	3
32.	The use of images or illustrations of the developed materials is relevant with the topic and the content of the unit.	3
33.	The illustrations and graphic designs of the developed materials are aesthetic and functional.	3
34.	The illustrations of the developed materials help to clarify the presentation of the materials.	3
35.	The developed materials use the appropriate variation of font.	3
36.	The developed materials use the right number of variations (bold, italic, underline, capitalization).	3
37.	The overall design of the developed materials is visually interesting.	3
Mean (x)		3

Table 4.38 shows that the mean value of the appropriateness of the graphic of Unit 1 is 3. This value is in the range of $2.25 \leq x \leq 3.24$ which falls into the category of “Good”. However, the evaluator found that the position of the picture in Task 7 is not fit and appropriate with the instruction. He suggested to change the position of the picture.

2) Revisions of Unit 1

The results of the material evaluation show that Unit 1 is appropriate for grade ten students of Culinary study program in preparing their apprenticeship overseas. However, there were some parts that need to be revised. The revisions of Unit 1 mostly dealt with grammatical mistakes. There were some ungrammatical sentences for example the sentence “Let your teacher corrects it to you” is ungrammatical. It must be “Let your teacher correct it to you”.

Replacements were also found in this unit such as the sentence “In these followings are formal titles English speakers use”. It should be replaced by “The following **is** formal titles English speakers use”. Replacement was also found in

dealing with specific term like the terms “tool and equipment kitchen” should be replaced by “kitchen utensils”.

Besides, there were several additions in this unit like adding information which comes before the instruction in Task 6. It aims to lead the students to do the Task 6. Then, the instruction becomes “We usually use a title (Mr., Mrs., Miss, Ms, Prof, or Dr.) with a last name, but not with a first name in formal greetings. What the last name does each person use?”

Omission was also found in this unit. For instance the preposition “In” in the sentence “**In** these followings are formal titles English speakers use” should be omitted. The sentence, however, becomes “The following is formal titles English speakers use”. The complete revision of Unit 1 can be found in Appendix I.

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

1) The Results of the Expert Judgment

In the expert judgment step, there were four aspects of the materials that were evaluated. Those aspects were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphic. The following are the results of the analysis of the questionnaire for expert judgment of Unit 2.

a) The Appropriateness of the Content

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

Table 4.39 The Appropriateness of the Content of Unit 2

No.	Items	Score
1.	The developed materials are in accordance with the result of the needs analysis of the students' needs and the <i>SKKNI</i> for culinary and catering industry.	4
2.	The developed learning materials meet the syllabus.	4
3.	The topic of the unit of the developed materials are relevant with the grade ten students of culinary study program's context especially for apprenticeship overseas.	4
4.	The text in the developed materials are relevant with the grade ten students of culinary study program's context especially for apprenticeship overseas.	4
5.	The developed materials involve the explanation of a structure of a text.	4
6.	The developed materials involve the explanation of a social function of a text.	4
7.	The developed materials involve the explanation of a linguistic feature of a text.	4
8.	The developed materials involve vocabulary learning task which are relevant with the requirement of the <i>SKKNI</i> and the needs analysis.	4
9.	The developed materials involve pronunciation learning task which are relevant with the requirement of the <i>SKKNI</i> and the needs analysis.	4
10.	The developed materials involve learning activities which guide the students to develop their communicative competence in spoken language.	4
11.	The developed materials involve learning activities which guide the students to develop their communicative competence in written language.	4
Mean (x)		4

The table 4.39 shows 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 falls into the category “Very Good”.

b) The Appropriateness of the Language

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

Table 4.40 The Appropriateness of the Language of Unit 2

No.	Items	Score
12.	The language of instructions and explanations in the developed materials is in accordance with the grade ten students of Culinary study program’s cognitive development.	3
13.	The language used in the developed materials is clear and comprehensible for students.	3
14.	The language used in the developed materials is grammatically correct.	3
15.	The language used in the developed materials is cohesive and coherent.	3
16.	The language used in the developed materials consistently uses one variation of English about culinary especially that is commonly used at the restaurant.	3
Mean (x)		3

Table 4.40 shows that the mean value of the appropriateness of the language of Unit 2 is 3. This value is in the range of $2.25 \leq x \leq 3.24$. It means that the appropriateness of the language of Unit 2 is categorized as “Good”. However, the materials expert still found the absence of the use of article “a/an” in several tasks, for examples in Task 2 and Task 11.

c) The Appropriateness of the Presentation

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

Table 4.41 The Appropriateness of the Presentation of Unit 2

No.	Items	Score
17.	The developed materials are in accordance with the steps of Task-based instruction.	3
18.	The developed materials are in accordance with the characteristics of Communicative Language Teaching.	3
19.	The tasks of developed materials are systematically sequenced from the easiest into the most difficult ones.	3
20.	The developed materials are started with guided tasks and gradually move to the free production tasks.	3
21.	The developed materials include activities that focus on linguistic features and the ones that focus on communicative tasks.	3
22.	The developed materials encourage students to actively interact in English with classmates, teacher, and other people in the wider environment.	3
23.	The developed materials encourage students to get involved in both spoken and written communicative events on their own initiative creatively and critically.	3
24.	The developed materials encourage students to have self-reflection to identify their achievements and lacks during their learning.	3
25.	Every unit of the developed materials has the learning objective stated.	4
26.	Every unit of the developed materials has summary part that provides students with the summary of the learning materials presented in the unit.	4
27.	Every unit of the developed materials has homework part.	4
28.	Every unit of the developed materials has fun part which is relevant with the instructional process.	4
Mean (x)		3.3

Table 4.41 shows that the mean value of the appropriateness of the presentation of Unit 2 is 3.3. This value is in the range of $3.25 \leq x \leq 4$. It means

that the appropriateness of the presentation of Unit 2 is categorized as “Very Good”. Even so, the evaluator still found an inappropriate display of the boxes in Task 2 and suggested the materials developer to revise the arrangement of the boxes to make it good in order.

d) The Appropriateness of the Graphic

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

Table 4.42 The Appropriateness of the Graphic of Unit 2

No.	Items	Score
29.	The developed materials are printed on ISO-standardized size papers (A4, A5, B5)	3
30.	The layout of the developed materials is proportional.	3
31.	The use of font style and color are readable.	3
32.	The use of images or illustrations of the developed materials is relevant with the topic and the content of the unit.	3
33.	The illustrations and graphic designs of the developed materials are aesthetic and functional.	3
34.	The illustrations of the developed materials help to clarify the presentation of the materials.	3
35.	The developed materials use the appropriate variation of font.	3
36.	The developed materials use the right number of variations (bold, italic, underline, capitalization).	3
37.	The overall design of the developed materials is visually interesting.	3
Mean (x)		3

Table 4.42 shows that the mean value of the appropriateness of the graphic of Unit 2 is 3. This value is in the range of $2.25 \leq x \leq 3.24$ which falls into category “Good”.

2) The Revisions of Unit 2

The results of the materials evaluation show that the Unit 2 is appropriate for grade ten students of culinary study program in preparing their apprenticeship overseas. The revisions of Unit 2 mostly dealt with grammatical mistakes. There were several ungrammatical sentences that need to be revised. For example the sentence “It should be updates when needed” is ungrammatical. It must be “It should be updated when needed”.

Replacements were also found in this unit such as the word “circle” in sentence “... provided in the circle as follows”. It should be replaced by “... provided in the **box** as follows”. Another replacement was dealing with grammar like in word “reserved”, it should be replaced by “reserve”.

Besides, there were several additions in this unit. The additions mostly happened to article like adding an article “the” before the word “menu” in sentence “Look at the examples of **the** menus below”.

There was also omission in this unit. For instance the letter “s” at the end of the word “syllables” should be omitted. Then, the sentence becomes “... for more than two-**syllable** adjectives”. The complete revision of Unit 2 can be found in Appendix I.

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

1) The Results of the Expert Judgment

In the expert judgment step, there were four aspects of the materials that were evaluated. Those aspects were the appropriateness of the content, the

appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphic.

a) The Appropriateness of the Content

The first aspect to be evaluated was the appropriateness of the content of the developed materials. The following table shows the results of the analysis of the appropriateness of the content of Unit 3.

Table 4.43 The Appropriateness of the Content of Unit 3

No.	Items	Score
1.	The developed materials are in accordance with the result of the needs analysis of the students' needs and the <i>SKKNI</i> for culinary and catering industry.	4
2.	The developed learning materials meet the syllabus.	4
3.	The topic of the unit of the developed materials are relevant with the grade ten students of culinary study program's context especially for apprenticeship overseas.	4
4.	The text in the developed materials are relevant with the grade ten students of culinary study program's context especially for apprenticeship overseas.	4
5.	The developed materials involve the explanation of a structure of a text.	4
6.	The developed materials involve the explanation of a social function of a text.	4
7.	The developed materials involve the explanation of a linguistic feature of a text.	4
8.	The developed materials involve vocabulary learning task which are relevant with the requirement of the <i>SKKNI</i> and the needs analysis.	4
9.	The developed materials involve pronunciation learning task which are relevant with the requirement of the <i>SKKNI</i> and the needs analysis.	4
10.	The developed materials involve learning activities which guide the students to develop their communicative competence in spoken language.	4
11.	The developed materials involve learning activities which guide the students to develop their communicative competence in written language.	4
Mean (x)		4

Table 4.43 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 falls into the category of “Very Good”.

b) The Appropriateness of the Language of Unit 3

The second aspect to be evaluated was the appropriateness of the language of the developed materials. The following table shows the results of the analysis of the appropriateness of the language of Unit 3.

Table 4.44 The Appropriateness of the Language of Unit 3

No.	Items	Score
12.	The language of instructions and explanations in the developed materials is in accordance with the grade ten students of Culinary study program’s cognitive development.	3
13.	The language used in the developed materials is clear and comprehensible for students.	3
14.	The language used in the developed materials is grammatically correct.	3
15.	The language used in the developed materials is cohesive and coherent.	3
16.	The language used in the developed materials consistently uses one variation of English about culinary especially that is commonly used at the restaurant.	3
Mean (x)		3

Table 4.44 shows that the mean value of the appropriateness of the language of Unit 3 is 3. This value is in the range of $2.25 \leq x \leq 3.24$. It means that the appropriateness of the language of Unit 3 is categorized as “Good”. The evaluator, nevertheless, still found incoherent sentence in the explanation about modal verbs like on page 14.

c) The Appropriateness of the Presentation of Unit 3

The next aspect to be evaluated was the appropriateness of the presentation of the developed materials. The following table shows the results of the analysis of the appropriateness of the presentation.

Table 4.45 The Appropriateness of the Presentation of Unit 3

No.	Items	Score
17.	The developed materials are in accordance with the steps of Task-based instruction.	3
18.	The developed materials are in accordance with the characteristics of Communicative Language Teaching.	3
19.	The tasks of developed materials are systematically sequenced from the easiest into the most difficult ones.	3
20.	The developed materials are started with guided tasks and gradually move to the free production tasks.	3
21.	The developed materials include activities that focus on linguistic features and the ones that focus on communicative tasks.	3
22.	The developed materials encourage students to actively interact in English with classmates, teacher, and other people in the wider environment.	3
23.	The developed materials encourage students to get involved in both spoken and written communicative events on their own initiative creatively and critically.	3
24.	The developed materials encourage students to have self-reflection to identify their achievements and lacks during their learning.	3
25.	Every unit of the developed materials has the learning objective stated.	4
26.	Every unit of the developed materials has summary part that provides students with the summary of the learning materials presented in the unit.	4
27.	Every unit of the developed materials has homework part.	4
28.	Every unit of the developed materials has fun part which is relevant with the instructional process.	4
Mean (\bar{x})		3.3

Table 4.45 shows that the mean value of the appropriateness of the presentation of Unit 3 is 3.3. This value is in the range of $3.25 \leq x \leq 4$. It means that the appropriateness of the presentation of Unit 3 is in the “Very Good”

category. However, the materials expert found that there was an inappropriate position of table which was cut in different page such as in Task 13. The materials evaluator suggested the researcher to move the position of the table into one page only.

d) The Appropriateness of the Graphic of Unit 3

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

Table 4.46 The Appropriateness of the Graphic of Unit 3

No.	Items	Score
29.	The developed materials are printed on ISO-standardized size papers (A4, A5, B5)	3
30.	The layout of the developed materials is proportional.	3
31.	The use of font style and color are readable.	3
32.	The use of images or illustrations of the developed materials is relevant with the topic and the content of the unit.	3
33.	The illustrations and graphic designs of the developed materials are aesthetic and functional.	3
34.	The illustrations of the developed materials help to clarify the presentation of the materials.	3
35.	The developed materials use the appropriate variation of font.	3
36.	The developed materials use the right number of variations (bold, italic, underline, capitalization).	3
37.	The overall design of the developed materials is visually interesting.	3
Mean (\bar{x})		3

Table 4.46 shows that the mean value of the appropriateness of the graphic of Unit 3 is 3. This value is in the range of $2.25 \leq x \leq 3.24$ which falls into category “Good”.

2) The Revisions of Unit 3

The results of the materials evaluation show that the Unit 3 is appropriate for grade ten students of Culinary study program in preparing their apprenticeship overseas. The revisions of Unit 3 mostly dealt with the use of punctuation especially an apostrophe, and misspelling particularly in word “complain” that should be “complaint”.

There were also ungrammatical sentences that need to be revised. For example the sentence “What happen to the both guests in the dialogues above?” is ungrammatical. It must be “What happened to both guests in the dialogues above?”

Replacements were also found in this unit such as the word “build” should be replaced by “make” like in sentence “Then, **make** the following dialogues...”

Besides, there were some additions in this unit. The additions mostly happened to conjunction. For example the addition of “and” before the word “then” in sentence “... of four or five, **and** then, look at the pictures below”.

Omission was also found in this unit. For instance the omission of the word “now” in sentence “After you study the dialogues above, **now**, find out...” The sentence becomes “After you study the dialogues above, find out...”. The complete revisions of Unit 3 can be found in appendix I.

B. Discussion

The result of this research is a set of English learning materials for apprenticeship preparation for grade ten students of Culinary study program. After taking a long process of developing the materials, finally the developed materials had been judged as appropriate for culinary study program for the apprenticeship preparation.

The very first step of this research was conducting needs analysis. It was conducted on April 4th, 2015 by distributing questionnaires to the students. The questionnaire was in the form of multiple choice questions. The aim was to find out the students' target needs and learning needs. The target needs cover necessities, lacks, and wants. Meanwhile, the learning needs consist of input, procedure, setting, learner's role, and teacher's role. All of those components are considered as the basis for developing English learning materials for apprenticeship preparation for grade ten students of Culinary study program.

a. Target needs

According to Hutchinson and Waters (1987) target needs is the learners' view about the target situation. It also includes what learners need to do in the target situation. The analysis of the target need is distinguished into three points, i.e.: necessities, lacks, and wants.

Necessities are the type of needs determined by the demands of the target situation (Hutchinson and Waters, 1987: 55). Those are what the learners have to know in order to function effectively in the target situation. Based on the results of the needs analysis, the students' necessities of learning English for

apprenticeship preparation is dominantly to understand English specific terms related to culinary. Meanwhile, some other students also believe that they will use English to communicate with restaurant guests. In addition, the students also consider that the speaking skill is the most required skill among the others.

Hutchinson and Waters (1987) state that lack is the gap between what the learners already know and what the learners do not know yet. By referring to the needs analysis, the students are mostly in the beginner level of English proficiency.

Wants are the students' view about language area that they want to master (Hutchinson and Waters, 1987: 56). The results of the needs analysis show that the students believe that English language teaching and learning for apprenticeship preparation should enable them to communicate with, understand and respond to conversation in English correctly. Besides that, some others also say if they want to master English vocabularies both in general and specific terms which are related to culinary through the learning process.

b. Learning Needs

According to Hutchinson and Waters (1987: 63) learning needs is defined as how students learn to do what they do with the language in order to be able to perform in the target language. Learning needs are represented through the components of task proposed by Nunan (2004). The analysis of the students' learning needs consists of some points such as input, procedures, setting, teacher's roles and learner's roles.

According to Nunan (2004: 47), input refers to spoke, written, and visual data that the learners work within the course of completing a task. Based on the results of the needs analysis, the data shows that the students want monologue or dialogue with expressions that will be used, and monologue or dialogue with vocabularies as the listening input. For the speaking input, the students want monologue or dialogue with pictures, while some others choose monologue or dialogue with vocabularies. In terms of the reading input, the students want texts which are related to culinary, and specific vocabulary with its meaning related to culinary for writing input.

The second aspect of the learning needs is procedure. Nunan (2004) states that procedures specify what the learners will actually do with the input that forms the point of departure for the learning task. For listening activity, the students wish to learn listening by answering questions related to the text as well as identifying the expression from the text which has been played. In terms of speaking activity, the students want to learn speaking by practicing a dialogue in pairs. Regarding to the reading activities, the students like to learn reading by identifying the meaning of vocabularies based on the context in the text. Meanwhile, some others prefer reading a text and then answering questions related to the passage of the text. For writing activities, the students like to learn writing by writing the same text with the text given as the example by using correct structure. Moreover, some of other students choose filling the gap paragraph using the appropriate words as the writing activity. In terms of vocabulary activity, the students prefer to learn vocabulary by matching

vocabulary with its correct meaning. Regarding to grammar activity, the students want to learn grammar by memorizing the English grammar patterns, identifying the wrong sentence structure and then correcting it with correct grammar, and writing down sentence based on the correct pattern. In terms of pronunciation activity, the students wish to learn pronunciation by listening to and then repeating after teachers. For expression activities, the students want to learn expression by practicing an expression based on the context individually or in pairs.

The next component of learning needs is setting. Setting refers to the arrangement of the classroom that is implied in the task (Nunan, 2004). It is also important to consider the setting within the teaching and learning process. By referring to the results of the needs analysis, the students prefer to do the tasks in the classroom and carry out the tasks by working in a group of three or four.

Teacher's role is the next aspect within the learning needs. It is defined by Nunan (2004) as a part that teachers and learners are expected to play in carrying out learning task as well as the social and interpersonal relationship between the participants. In terms of the teacher's role, the students wish the teachers to motivate the students in doing the assignment to prepare their apprenticeship in international restaurants around Yogyakarta or overseas.

The last component of the learning needs is learner's role. Nunan (2004) states that it is part that the learners are expected to play in carrying out learning tasks. Based on the result of the needs analysis, the students wish to participate within the learning process in the class.

Formulating the objectives of the lesson was the next step in developing the materials for apprenticeship preparation for grade ten students of Culinary study program. This step involved the process of selecting the topics and formulating the objectives. The topics and the objectives were derived from the results of the needs analysis and the *SKKNI* for Tourism sector especially for Subsector of Restaurants, Bar and Culinary, and Catering Industry. The topics were closely related to the job of a waiter / waitress or a cook in the restaurants. The topics were arranged as follows: “*Good evening, Ma’am!*” was for Unit 1, “*Are you ready to order?*” was the Unit 2, and the last was “*Any problems with your food, Sir?*” for Unit 3. Unit 1 consists of some objectives such as students are able to greet the guests, welcome the guests, introduce themselves to the guests, and find out the social function and the generic structure of procedure text. The objectives for Unit 2 are the students are able to handle over the menu, ask for an additional menu, offer a special menu, ask for guests’ payment, express gratitude, and find out the social function of a menu. Unit 3 covers some objectives such as the students are able to offer help, ask for opinion, handle the guests’ complaint (ask for apologize), and respond to the guests’ complaint.

The next stage in developing materials was designing the syllabus. The researcher referred to the functional syllabus. Functional syllabus is a syllabus which focuses with some elements such as expression of likes and dislikes, apologizing, introducing, etc. (Hutchinson and Waters, 1987). The syllabus was developed by referring to the results of the needs analysis. Moreover, the *SKKNI* for Tourism sector especially for Subsector of Restaurants, Bar and Culinary, and

Catering Industry was also considered to support the process of developing syllabus. The syllabus consists of unit names or functions in the forms of expressions, indicators, language function, language focus which covers three parts: key vocabulary, key grammatical pattern, and expression, input text, and the last one is learning activity. The complete syllabus can be seen in Appendix D.

As the syllabus had been developed, the next step was developing the materials. The developed materials have different number of tasks depending on the competences that the students have to reach, yet, each unit has the same unit design that consists of four parts; *Introduction*, *Main Lesson*, *Reinforcement*, and *Fun Part*. The *Introduction* part is in the form of getting started activity which aims to build the students' background knowledge related to the topic of the unit. The next part is *Main Lesson*. This part is sequenced through the concept of Task-based instruction proposed by Willis (1996). It covers several steps such as *pre-task*, *task cycle*, and *language focus*. Through the sequence of activities in the main lesson, it is expected that the students will be able to achieve the goals of the learning. The next part is *Reinforcement*. This stage covers four parts such as homework, summary, review, and vocabulary list. The homework activity aims to give the students a chance to have more practice for a particular task outside the classroom. The summary consists of language functions, structures, or texts that they have learnt in the unit. It aims to provide the students with the summary of the unit. Review has a purpose to give the students an opportunity to recall what they have learnt in the unit and reflect on how they have done it to strengthen their response in their learning process so that they can do their own assessment. To

end the unit, there is *Fun Part*. This stage consists of pictures related to the unit which aims to refresh the students' mind after studying the lessons of the unit.

The title of the materials of unit 1 is “*Good Evening, Madam!*”. The topic of this unit is greeting and welcoming the guests at the restaurants; that is why this part was positioned at the beginning of the materials as the unit 1. The unit focuses on how to greet and welcome the guests who come to the restaurant and how to introduce themselves to the guests. Besides, this unit also discusses about procedure text. The grammar focuses on passive voice. In this unit, the students are expected to achieve the objectives of the unit which consist of greeting the guests, welcoming the guests, introducing themselves to the guests, and understanding the social function and the generic structure of procedure text. The first unit consists of 1 getting started activity and 25 tasks; 3 tasks belong to pre-task activity, 15 tasks belong to task cycle activity (including 1 task that belongs to homework) and 7 tasks belong to language focus activity. The description of each task of Unit 1 is provided in the appendix.

The next one was the materials of Unit 2. The title of unit 2 is “*Are You Ready to Order?*”. The topic of this unit is handling the guests order at the restaurant. The unit focuses on how to ask for the guests order, offer an additional and a special menu, ask for payment, and express gratitude. Besides, this unit also discusses about a short functional text of menu. The grammar focuses on degree of comparison. In this unit, the students are expected to achieve the objectives of the unit which consist of asking for guests' order, asking for an additional menu, offering a special menu, asking for guests' payment, expressing gratitude, and

understanding the social function of a menu. The second unit covers 1 getting started activity and 22 tasks; 2 tasks belong to pre-task activity, 18 tasks belong to task cycle activity (including 1 task for homework), and 2 tasks belong to language focus activity. The description of each task of Unit 2 is provided in the appendix.

The last one was the materials of Unit 3. The title of unit 1 is “*Any problems with your foods, Sir?*”. The topic of this unit is handling the guests’ complaint at the restaurant. The unit focuses on how to offer help, ask for opinion, and ask for apologize. The grammar focuses on modal verbs. In this unit, the students are expected to achieve the objectives of the unit which consist of offering help, asking for opinion, and asking for apologize. The third unit consists of 1 getting started activity and 22 tasks; 3 tasks belong to pretask activity, 17 tasks belong to task cycle activity (including 1 task that belongs to homework) and 2 tasks belong to language focus activity. The description of each task of Unit 3 is provided in the appendix.

The developed materials were then evaluated by the materials expert through the expert judgment. The evaluation was done by distributing a questionnaire to the expert. The questionnaires consist of four aspects which are taken from the *Intrumen Penilaian Buku Bahasa Inggris SMK*. The aspects were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the graphic.

The results of the expert judgment of Unit 1 show that the mean value of the appropriateness of the content of Unit 1 is 4. This falls into the category “Very Good”. The mean value of the appropriateness of the language of Unit 1 is 3.2. It is categorized as “Good”. However, some grammatical mistakes are still found. The common mistakes are about the sentence pattern and the word choice to use in the instruction. The mean value of the appropriateness of the presentation of Unit 1 is 3.3. This falls into the category “Very Good”. On the other hand, the materials expert found that the presentation of the table in Task 18 was not appropriate since it was cut into different pages and need to be revised. The expert suggested the researcher to place the table into one page only or change the instruction. The mean value of the appropriateness of the graphic of Unit 1 was 3. This is categorized as “Good”. However, the evaluator found that the position of the picture in Task 7 is not fit and appropriate with the instruction.

The revisions of Unit 1 mostly dealt with grammatical mistakes. There were some ungrammatical sentences that need to be revised. For example the sentence “Let your teacher corrects it to you” is ungrammatical. It must be “Let your teacher correct it to you”. Replacements were also found in this unit such as the sentence “In these followings are formal titles English speakers use”. It should be replaced by “The following is formal titles English speaker use”. Another replacement was also found in dealing with specific term . For instance, the terms “tool and equipment kitchen” was replaced by “kitchen utensils”. Besides, there were several additions in this unit like adding information which comes before the instruction of Task 6. It aims to lead the students to do the Task 6. The instruction,

however, becomes “We usually use a title (Mr., Mrs., Miss, Ms, Prof, or Dr.) with a last name, but not with a first name in formal greetings. What the last name does each person use?” Omission was also found in this unit. For example the preposition “In” in the sentence “In these followings are formal titles English speakers use” should be omitted. The sentence, then, becomes “The following is formal titles English speakers use”.

The results of the expert judgment of Unit 2 show that the mean value of the appropriateness of the content of Unit 2 is 4. This falls into the category “Very Good”. The mean value of the appropriateness of the language of Unit 2 is 3. It is categorized as “Good”. However, the materials expert still found the absence of the use of article “a/an” in several tasks, for examples in Task 2 and Task 11. The mean value of the appropriateness of the presentation of Unit 2 is 3.3. This falls into the category “Very Good”. The expert suggested the materials developer to revise the arrangement of the boxes in Task 2 in order to make it good in order. The mean value of the appropriateness of the graphic of Unit 2 is 3. This is categorized as “Good”.

The revisions of Unit 2 mostly dealt with grammatical mistakes. There were several ungrammatical sentences that need to be revised. For example the sentence “It should be updates when needed” is ungrammatical. It must be “It should be updated when needed”. Replacements were also found in this unit such as the word “circle” in sentence “... provided in the circle as follows”. It should be replaced by “... provided in the **box** as follows”. Replacement was also found in dealing with grammar like in word “reserved”, it should be replaced by “reserve”.

Besides, there were several additions in this unit. The additions mostly happened to article like adding an article “the” before the word “menu” in sentence “Look at the examples of **the** menus below”. Omission was also found in this unit. For instance the letter “s” at the end of the word “syllables” should be omitted. Then, the sentence becomes “... for more than two-syllable adjectives”.

The results of the expert judgment of Unit 3 show that the mean value of the appropriateness of the content of Unit 3 is 4. This falls into the category “Very Good”. The mean value of the appropriateness of the language of Unit 3 is 3. It is categorized as “Good”. The evaluator, nevertheless, still found incoherent sentence in the explanation about modal verbs on page 14. The mean value of the appropriateness of the presentation of Unit 3 is 3.3. This falls into the category “Very Good”. However, the materials expert found that there was an inappropriate position of table which was cut in different page such as in Task 13. The materials evaluator suggested the researcher to move the position of the table into one page only. The mean value of the appropriateness of the graphic of Unit 3 is 3. This is categorized as “Good”.

Different with the previous units, the revisions of Unit 3 mostly dealt with the use of punctuation especially an apostrophe, and there were many misspellings particularly in word “complain” that should be “complaint”. There were also ungrammatical sentences that need to be revised. For example the sentence “What happen to the both guests in the dialogues above?” is ungrammatical. It must be “What happened to both guests in the dialogues above?” Replacements were also found in this unit such as the word “build” should be replaced by “make” like in

sentence “Then, **make** the following dialogues...” Besides, there were some additions in this unit. The additions mostly happened to conjunction. For example the addition of “and” before the word “then” in sentence “... of four or five, and then, look at the pictures below”. Omission was also found in this unit. For instance the omission of the word “now” in the sentence “After you study the dialogues above, now, find out...” The sentence becomes “After you study the dialogues above, find out...”.

As the needed revision had been made, the materials were considered as the final draft. The final draft of the developed materials can be seen in Appendix J.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the research. The conclusions part answers the objectives of the research and presents the conclusions of the research findings and discussion. The suggestion part presents some suggestions from the researcher to English teacher and other researchers or material developers.

A. Conclusions

1. Target Needs

According to the results of the needs analysis conducted on April 4th, 2015, the target needs of the grade ten students of Culinary study program can be concluded as follows:

- a. Most of the students (36,7%), claim that they need English to understand English specific terms related to culinary field while some others (33,3%) claim that they need English to communicate with restaurant guests.
- b. The highest percentage of the respondents (86,7%) consider that speaking skill is the most required one during the apprenticeship.
- c. Most of the students (93,3%) believe that pronunciation is the most required language feature for the English learning materials. The second highest tendency is (83,3%), where vocabulary is considered frequently used.
- d. Most of the students (70%) consider that their current level of English proficiency is at the level of beginner.

- e. The highest tendency of the respondents (56,7%) expect that the English learning materials will enable them to communicate with, understand and respond to conversation in English correctly. The second highest tendency is 40%, where the students also believe that the English language materials will help them mastering the English vocabularies both in general and specific terms which are related to culinary.

2. Learning Needs

Learning needs cover the components of task proposed by Nunan (2004) such as inputs, procedures, setting, teacher's role, and learner's role. The students' view about the learning needs is concluded below.

- a. Related to inputs, the students want monologue or dialogue with expression that will be used as the listening input (53,3%) while some others desire with monologue/dialogue with vocabularies (30%), monologue or dialogue with pictures (43,3%) and monologue or dialogue with vocabularies (36,7%) as the speaking input, text which is related to the culinary as the reading input (50%), and specific vocabulary and its meaning related to culinary as the writing input (60%).
- b. In terms of procedures, the students want to learn listening by answering questions related to the text (56,7%). In terms of speaking activities, they wish to learn speaking by practicing a dialogue in pairs (46,7%). They claim that they want to learn reading by identifying the meaning of vocabularies based on the context in the text (56,7%) while some others claim that they want to learn

reading by reading a text and then answering questions related to the passage of the text (36,7%). In terms of writing activities, the students like to learn writing by writing the same text with the text given as the example by using correct structure (36,7%) while some others also want to learn writing by filling the gap paragraph using the appropriate sentences (30%). For vocabulary activities, the students tend to learn vocabulary by matching vocabulary with its correct meaning (66,7%). In terms of grammar activities, they want to learn grammar by memorizing the English grammar pattern (40%), identifying the wrong sentence, structure and then correcting it with correct grammar (40%), and writing down sentence based on the correct pattern (40%). For the pronunciation activities, the students wish to learn pronunciation by listening to and repeating after the teachers (53,3%). In terms of expression activities, the students want to learn expressions by practicing an expression based on the context individually or in pairs (56,7%).

- c. Regarding the setting, most of the students (46,7%) prefer to carry out the assignment in groups of three or four. They also prefer doing the task in the classroom (50%).
- d. In terms of teacher and learner's role, the students expect the teachers to motivate the students in doing the assignment (63,3%). Meanwhile, the students want to participate within the teaching and learning process (53,3%).

3. Characteristics of the English Learning Materials for Apprenticeship Preparation for Grade Ten Students of Culinary Study Program

Based on the results of the materials evaluation, the developed materials are considered appropriate. The developed materials have the characteristics as described in the following paragraphs.

To give a brief picture about the content of the unit, there is a title at the very beginning. The title of the unit is derived from the function which is realized in the form of expression commonly used in restaurants such as “*Good evening, Madam!*”, “*Are you ready to order?*”, and “*Any problems with your food, Sir?*”. Following the unit title is a picture that reflects the title. Then, it is followed by a brief description of the objectives of the unit. The unit objectives are in the form of paragraph which consists of statements related to the topic.

The next is *Getting Started*. The activity is designed to build the students’ background knowledge. The activity in the *Getting Started* of each unit is all the same. It is in the form of questions with a picture provided to support the purpose of the *Getting Started* activity which is to develop the students’ background knowledge.

The main part of the unit is the *Main Lesson*. The tasks are distinguished into three stages; pre-task, task cycle, and language focus. The four skills are all integrated in the unit. The pre-task section aims to introduce the students the topic of the unit. It is done only in a few minutes, seeing that its function is to give an introduction of the unit. The second part is task cycle. This step aims to give the students opportunity to carry out various kinds of task either individually, in pairs,

or in a small-groups activity. The last part is the language focus. It aims to get the students identify and think about a particular feature of language form and use.

Reinforcement is the next part of the unit design of the materials. This part covers *Homework*, *Summary*, *Review*, and *Vocabulary List*. The *Homework* activity aims to give the students more practice that can be done outside of the class, while the *Summary* aims to help the students recall the materials they have learnt in the unit like language functions, structures, or text. *Review* is the next part of this component that has a purpose to give the students a chance to do their own assessment related to the materials of the unit. The last one is *Vocabulary List*. This part consists of vocabularies related to the topic that have been learnt in the unit.

The last component is *Fun Part*. This component provides the students with fun part in the form of pictures that is related to the topic, that is why it is put at the end of the unit.

B. Suggestions

The final product of this research is English learning materials for apprenticeship preparation for grade ten students of Culinary Study Program. The result of this research is expected to be beneficial for the English teacher in Vocational High School in preparing the apprenticeship overseas.

The first suggestion is related to the input of the materials. Based on the results of the needs analysis, the students of Culinary Study Program desire to have input texts which are related to their expertise. It is suggested to provide

texts which contain relevant vocabulary both specific or general ones and that commonly used in the restaurants. The texts can be adopted or adapted from the internet or any other sources. Since the results of the needs analysis also show that speaking becomes the most required skill among the others, it is then suggested to provide more input texts for speaking skill to cover the students' needs. The other suggestion is related to the availability of supporting pictures. However, the students agree that pictures are considered important in their learning materials. The pictures may help the students acquire the materials better and motivate them in the learning process.

The second suggestion is in terms of learning procedure. The results of the needs analysis show that most of the students want to carry out the tasks in small groups consists of three or four besides individually and in pairs. Thus, it is suggested to provide more activities which make the students work in groups in order to build interaction among them.

The last suggestion is concerned about the teachers' role and the students' role. The learning process can run more effectively with the roles of both teacher and students. Regarding to the results of the needs analysis, it is suggested to provide tasks which can make them actively participate within the learning process. The teacher also should motivate the students during the learning process especially in preparing the students for the apprenticeship program overseas.

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APPENDICES

APPENDIX A

The Needs Analysis Instrument

Kepada

Siswa dan Siswi kelas X

Jurusan Jasa Boga

SMKN 1 Kalasan

Sehubungan dengan dilaksanakannya penelitian dalam rangka pengembangan materi pembelajaran Bahasa Inggris untuk kelas X jurusan Jasa Boga untuk persiapan praktik industri, saya mengharapkan kesediaan Anda untuk meluangkan waktu mengisi angket berikut ini.

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

Angket ini tidak akan berpengaruh terhadap nilai pembelajaran Bahasa Inggris Anda, melainkan hanya untuk mengumpulkan informasi mengenai kebutuhan Anda dalam belajar Bahasa Inggris. Saya mengharapkan Anda memberikan jawaban yang sebenar-benarnya sesuai dengan yang Anda harapkan. Data yang akan berikasn akan saya jaga kerahasiaannya sesuai dengan kode etik penelitian.

Terimakasih atas kesediaan Anda meluangkan waktu untuk mengisi angket ini.

Yogyakarta, 4 April 2015

Peneliti

Wury Anggun Kusumawati

NIM. 11202244031

Angket Kebutuhan Belajar Bahasa Inggris untuk Persiapan Praktik Industri

Siswa Kelas X Jurusan Jasa Boga

SMKN 1 Kalasan

A. Pengantar

Saya adalah mahasiswi semester 8 jurusan Pendidikan Bahasa Inggris, Universitas Negeri Yogyakarta yang sedang menempuh skripsi. Dalam kesempatan ini, saya bermaksud melakukan pengambilan data yang nantinya akan digunakan untuk analisis hasil penelitian berkaitan dengan penyusunan materi Bahasa Inggris untuk persiapan Praktik Industri siswa/i kelas X jurusan Jasa Boga di hotel internasional atau di luar negeri. Untuk itu, saya mohon kesediaan dan kerjasama saudara/i dalam keterlibatan proses penyusunan skripsi saya. Terimakasih ☺

B. Petunjuk Pengisian Angket Kebutuhan Belajar Bahasa Inggris

Berikut ini adalah beberapa pertanyaan yang menunjukkan keadaan diri saudara/i. Pilihlah salah satu jawaban yang sesuai dengan kondisi saudara/i dengan memberi tanda silang (X) pada huruf a, b, c, d, atau dengan mengisi titik-titik dengan jawaban yang menggambarkan kebutuhan belajar bahasa Inggris atau yang sesuai pendapat saudara/i dalam mempersiapkan Praktik Industri di hotel internasional atau di luar negeri.

C. Data Responden

Nama : (boleh tidak diisi)
Usia : (th)
Jenis Kelamin : L/P
Kelas :

D. Analisis kebutuhan belajar bahasa Inggris

1. Saat melaksanakan praktik industri di hotel internasional atau luar negeri, saya akan menggunakan bahasa Inggris untuk
 - a. berkomunikasi dengan pelanggan/tamu restoran
 - b. memahami petunjuk kerja baik di bagian *Food & Beverage service* atau di dapur
 - c. memahami istilah-istilah yang berhubungan dengan tata boga dalam bahasa Inggris
 - d. berkomunikasi dengan atasan (*manager* atau *CDP/Chef De Partie*)
 - e. berkomunikasi dengan tim kerja
 - f. lain-lain, sebutkan _____

2. Ketrampilan berbahasa (*skill*) yang nantinya paling sering untuk saya gunakan ketika melaksanakan praktik industri di hotel internasional atau di luar negeri adalah (boleh memilih lebih dari satu)
 - a. mendengarkan (*listening*)
 - b. berbicara (*speaking*)
 - c. membaca (*reading*)
 - d. menulis (*writing*)

3. Ketrampilan mendengarkan (*listening*) dalam bahasa Inggris yang nantinya paling sering saya gunakan ketika melaksanakan praktik industri di hotel internasional atau di luar negeri adalah (boleh memilih lebih dari satu)
 - a. mendengarkan pengenalan dari peserta lain
 - b. mendengarkan pesanan menu makanan tamu di restoran
 - c. mendengarkan permintaan layanan tambahan dari tamu restoran
 - d. mendengarkan komplek dari tamu
 - e. mendengarkan instruksi dari *manager* atau *Chef De Partie*
 - f. mendengarkan pengumuman lisan dari pihak hotel

g. lain-lain, sebutkan _____

4. Ketrampilan berbicara (*speaking*) dalam bahasa Inggris yang nantinya paling sering saya gunakan ketika melaksanakan praktik industri di hotel internasional atau di luar negeri adalah (boleh memilih lebih dari satu)

- a. berkenalan dan memperkenalkan diri kepada tamu
- b. menyambut tamu yang datang dan menanyakan menu pesanan kepada tamu restoran
- c. menjelaskan menu makanan tertentu kepada tamu restoran
- d. mengantar pesanan dan mempersilakan tamu untuk menikmati hidangan
- e. menawarkan bantuan atau pelayanan tambahan kepada tamu
- f. merespon instruksi dari *manager* atau *Chef De Partie*
- g. lain-lain, sebutkan _____

5. Ketrampilan membaca (*reading*) dalam bahasa Inggris yang nantinya paling sering saya gunakan ketika melaksanakan praktik industri di hotel internasional atau di luar negeri adalah (boleh memilih lebih dari satu)

- a) membaca resep masakan
- b) membaca menu makanan atau minuman
- c) membaca prosedur/langkah-langkah mengolah masakan tertentu
- d) membaca manual tentang cara menggunakan alat tertentu dalam proses memasak
- e) membaca pengumuman tertulis atau memo dari pihak penyelenggara (hotel)
- f) lain-lain, sebutkan _____

6. Ketrampilan menulis (*writing*) dalam bahasa Inggris yang nantinya paling sering saya gunakan ketika melaksanakan praktik industri di hotel internasional atau di luar negeri adalah (boleh memilih lebih dari satu)

- a) menulis resep masakan tertentu

- b) menulis prosedur/langkah-langkah membuat masakan tertentu dengan runtut dan benar
- c) menulis daftar belanja atau *shopping list*
- d) lain-lain, sebutkan _____

7. Pengetahuan bahasa Inggris yang akan sering saya gunakan dalam berkomunikasi di hotel internasional adalah (boleh memilih lebih dari satu)

- a. kosa kata (*vocabulary*)
- b. pengucapan (*pronunciation*)
- c. tata bahasa/struktur (*grammar*)
- d. ungkapan dalam bahasa Inggris (*expression*)
- e. pelafalan (*spelling*)
- f. lain-lain, sebutkan _____

8. Level kemampuan bahasa Inggris saya sekarang adalah

- a. pemula (*beginner*): mampu memahami kalimat dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari
- b. menengah (*intermediate*): mampu memahami inti atau maksud dari teks yang rumit dan memberi tanggapan mengenai teks tertentu
- c. mahir (*advanced*): mampu memahami berbagai macam teks dan makna tersirat teks tertentu

9. Selama ini, kesulitan yang sering saya alami dalam mendengarkan (*listening*) bahasa Inggris adalah (boleh memilih lebih dari satu)

- a) sulit memahami arti dari kosakata yang diucapkan pembicara (*speaker*)
- b) sulit memahami pengucapan pembicara mengenai kosakata atau kalimat tertentu
- c) sulit memahami struktur kalimat yang diucapkan pembicara
- d) sulit memahami makna dari ungkapan yang diucapkan pembicara

- e) sulit memahami pelafalan kata atau kalimat pembicara
- f) lain-lain, sebutkan _____

10. Selama ini, kesulitan yang sering saya alami dalam berbicara (*speaking*) bahasa Inggris adalah

- a. keterbatasan penguasaan kosakata bahasa Inggris
- b. tidak tahu cara pengucapan kosakata tertentu yang benar dalam bahasa Inggris
- c. kurang memahami penggunaan struktur bahasa Inggris yang benar secara lisan
- d. kurang memahami penggunaan ungkapan dalam bahasa Inggris yang benar secara lisan
- e. tidak tahu cara melafalkan kosakata tertentu
- f. lain-lain, sebutkan _____

11. Selama ini, kesulitan yang saya alami dalam membaca (*reading*) bahasa Inggris adalah (boleh memilih lebih dari satu)

- a. keterbatasan penguasaan kosakata dalam teks bacaan bahasa Inggris
- b. sulit untuk melafalkan kosakata atau kalimat dalam teks bacaan bahasa Inggris secara tepat
- c. kurang memahami penggunaan struktur dalam teks bacaan bahasa Inggris
- d. sulit untuk memahami makna kalimat atau ungkapan dalam teks bacaan bahasa Inggris
- e. lain-lain, sebutkan _____

12. Selama ini, kesulitan yang saya alami dalam menulis (*writing*) bahasa Inggris adalah (boleh memilih lebih dari satu)

- a. keterbatasan penguasaan dan penggunaan kosakata bahasa Inggris dalam bentuk tertulis

- b. kurang memahami cara penulisan kosakata/istilah tertentu khususnya tentang boga dalam bahasa Inggris
- c. keterbatasan penguasaan *grammar* dan penulisan struktur kalimat bahasa Inggris yang benar
- d. sulit mengekspresikan ungkapan-ungkapan dalam bahasa Inggris secara tertulis
- e. lain-lain, sebutkan _____

13. Saya menginginkan materi bahasa Inggris yang dapat membuat saya

- a. mampu menguasai kosakata umum dan kosakata khusus terkait bidang jasa boga dalam bahasa Inggris
- b. mampu mengucapkan kosakata atau kalimat dalam bahasa Inggris dengan tepat
- c. mampu menguasai dan menggunakan struktur atau *grammar* bahasa Inggris dengan tepat
- d. mampu menggunakan ungkapan dalam bahasa Inggris dengan tepat
- e. mampu berkomunikasi, memahami dan merespons percakapan dalam bahasa Inggris dengan benar
- f. lain-lain, sebutkan _____

14. Adanya gambar dalam materi pembelajaran bahasa Inggris untuk persiapan pelaksanaan praktik industri:

- a. sangat membantu
- b. membantu
- c. kurang membantu
- d. tidak membantu

15. Dalam materi pembelajaran bahasa Inggris untuk persiapan praktik industri, topik yang saya inginkan adalah seputar

- a. tata boga atau kuliner
- b. kehidupan remaja

- c. kehidupan sehari-hari di lingkungan sekolah, keluarga atau masyarakat
- d. lain-lain, sebutkan _____

16. Durasi untuk materi mendengarkan (*listening*) yang efektif menurut saya adalah

- a. < 2 menit
- b. 2-3 menit
- c. > 3 menit
- d. Lain-lain, sebutkan _____

17. Dalam pembelajaran mendengarkan (*listening*) bahasa Inggris, input materi yang saya inginkan adalah

- a. monolog/dialog singkat
- b. monolog/dialog disertai gambar
- c. monolog/dialog disertai kosakata
- d. monolog/dialog disertai ungkapan yang akan digunakan
- e. lain-lain, sebutkan _____

18. Dalam pembelajaran berbicara (*speaking*) bahasa Inggris, input materi yang saya inginkan adalah

- a) monolog/dialog singkat
- b) monolog/dialog disertai gambar
- c) monolog/dialog disertai kosakata
- d) monolog/dialog disertai ungkapan yang akan digunakan
- e) teks otentik yang ada dalam kehidupan sehari-hari
- f) lain-lain, sebutkan _____

19. Dalam pembelajaran membaca (*reading*), panjang teks yang efektif menurut saya adalah

- a. 150-200 kata
- b. 200-250 kata

- c. 250-300 kata
- d. > 300 kata
- e. lain-lain sebutkan _____

20. Dalam pembelajaran membaca (*reading*) bahasa Inggris, input yang saya inginkan adalah berupa

- a. teks monolog/dialog
- b. teks yang disertai gambar
- c. teks yang berkaitan dengan tata boga atau kulineri
- d. teks otentik yang ada di kehidupan sehari-hari
- e. lain-lain, sebutkan _____

21. Dalam pembelajaran menulis (*writing*) bahasa Inggris, input yang saya inginkan adalah berupa

- a. kosakata kusus dan artinya yang berkaitan dengan boga
- b. teks yang disertai dengan gambar
- c. penjelasan tentang struktur kalimat
- d. contoh teks yang akan ditulis
- e. lain-lain, sebutkan _____

22. Dalam kegiatan belajar mendengarkan (*listening*), saya menyukai aktivitas seperti

- a. menjawab pertanyaan berdasarkan teks yang didengarkan
- b. menemukan kosakata baru dari teks dan mengidentifikasi artinya berdasarkan konteks dalam teks
- c. melengkapi teks rumpang
- d. diskusi tentang isi monolog/dialog yang diperdengarkan
- e. mengidentifikasi ungkapan yang ada dalam dialog/monolog yang diperdengarkan
- f. lain-lain, sebutkan _____

23. Dalam belajar berbicara (*speaking*), saya lebih menyukai aktivitas seperti

....

- a. praktik berbicara sebuah monolog
- b. praktik berbicara sebuah dialog secara berpasangan
- c. bermain peran (role play)
- d. permainan (games)
- e. diskusi dalam kelompok dengan topik tertentu
- f. mempresentasikan hasil diskusi secara individu
- g. lain-lain, sebutkan _____

24. Dalam belajar membaca (*reading*), saya lebih menyukai aktivitas seperti

....

- a. membaca nyaring teks tertentu dengan intonasi dan pengucapan yang benar
- b. mengidentifikasi arti dari kosakata berdasarkan konteks dalam teks bacaan
- c. membaca teks bacaan lalu menjawab pertanyaan yang berkaitan dengan isi bacaan
- d. mendiskusikan informasi dan meringkas isi yang ada dalam teks bacaan
- e. lain-lain, sebutkan _____

25. Dalam belajar menulis (*writing*), saya lebih menyukai aktivitas seperti

- a. menulis teks yang sama dengan contoh model teks yang diberikan dengan struktur yang benar
- b. mengidentifikasi kesalahan tanda baca dan struktur kalimat pada teks yang ditulis
- c. menuliskan teks berdasarkan gambar, tabel atau grafik yang diberikan
- d. menyusun kalimat menjadi paragraf yang padu
- e. melengkapi paragraf rumpang dengan kata yang sesuai
- f. lain-lain, sebutkan _____

26. Dalam belajar kosakata (*vocabulary*), saya lebih menyukai aktivitas seperti

- a. menjodohkan kosakata dalam bahasa Inggris dengan artinya
- b. menjodohkan kata dengan gambar yang disediakan
- c. mencari arti dari kosakata
- d. melengkapi kalimat rumpang dengan kata yang tepat
- e. lain-lain, sebutkan _____

27. Dalam belajar tata bahasa Inggris (*grammar*), saya lebih menyukai aktivitas seperti

- a. menghafalkan rumus-rumus *tenses* bahasa Inggris
- b. mengidentifikasi kesalahan pada struktur kalimat dengan grammar yang tepat
- c. mengisi kalimat runpang dengan kata yang tepat
- d. lain-lain, sebutkan _____

28. Dalam belajara pengucapan (*pronunciation*), saya lebih menyukai aktivitas seperti

- a. mendengar dan menirukan pengucapan guru
- b. membaca nyaring dan melihat cara pengucapan yang tepat di dalam kamus
- c. membaca nyaring kata-kata yang diberikan guru
- d. berlatih mengucapkan dari kata-perkata
- e. lain-lain, sebutkan _____

29. Dalam belajar ungkapan (*expression*), saya lebih memyukai aktivitas seperti

- a) mempraktikkan ungkapan tertentu sesuai dengan konteksnya secara individu atau berpasangan
- b) memahami makna dari ungkapan tertentu dalam bahasa Inggris

- c) membaca nyaring ungkapan tertentu dalam bahasa Inggris
- d) lain-lain, sebutkan _____

30. Dalam proses belajar bahasa Inggris, tugas yang diberikan sebaiknya dikerjakan secara

- a. individu
- b. berpasangan
- c. berkelompok (3-4 orang)
- d. seluruh siswa secara bersama-sama
- e. lain-lain, sebutkan _____

31. Aktivitas pembelajaran bahasa Inggris sebaiknya dilaksanakan di

- a. ruang kelas
- b. di luar kelas
- c. di lingkungan sekitar kelas
- d. lain-lain, sebutkan _____

32. Dalam proses pembelajaran bahasa Inggris, peran guru sebaiknya adalah

- a. menjelaskan sambil duduk dan berdiri di depan kelas saja
- b. memberi soal lalu membahasnya
- c. berkeliling ke setiap siswa untuk memantau dan memberi masukan pada pekerjaan siswa
- d. memotivasi siswa dalam mengerjakan tugas bahasa Inggris yang diberikan untuk persiapan pelaksanaan praktik industri di hotel internasional
- e. lain-lain, sebutkan _____

33. Dalam proses pembelajaran bahasa Inggris, peran siswa sebaiknya adalah

- a. mendengarkan penjelasan guru saja

- b. berpartisipasi dalam kegiatan pembelajaran di kelas
- c. melaksanakan instruksi dan perintah guru
- d. memberi kritik dan saran kepada guru
- e. lain-lain, sebutkan _____

-----TERIMAKASIH ☺-----

APPENDIX B

The Needs Analysis Data

NEEDS ANALYSIS DATA

Target Needs				
Necessities				
Question	Items	N	F	P
When conducting <i>Praktek Kerja Industri</i> , I will use English to ...	a) Communicate with restaurant guests	30	10	33,3%
	b) Understand the job description of Food & Beverage service or kitchen department	30	7	23,3%
	c) Understand English specific terms related to culinary	30	11	36,7%
	d) Communicate with manager (<i>CDP/Chef De Partie</i>)	30	4	13,3%
	e) Communicate with other members of team work	30	3	10%
	f) Others ...	30	0	0%
Skill that I will frequently use when conducting <i>Praktek Kerja Industri</i> is ... (can choose more than one)	a) Listening	30	21	70%
	b) Speaking	30	26	86,7%
	c) Reading	30	22	73,3%
	d) Writing	30	9	30 %
The subskills of listening that I will frequently use when conducting <i>Praktek Kerja</i>	a) Listen to the introduction from other participants	30	6	20%
	b) Listen to guest order of food and beverage	30	19	63,3%
	c) Listen to guest additional order	30	13	43,3%
	d) Listen to guest complaints	30	13	43,3%
	e) Listen to manager or <i>Chef De Partie</i> instruction	30	25	83,3%
	f) Listen to oral announcement from hotel	30	14	46,7%

<i>Industri</i> in international hotel around Yogyakarta or overseas is ... (can choose more than one)	committee			
	g) Others ...	30	1	3,3%
The subskills of speaking that I will frequently use when conducting <i>Praktek Kerja Industri</i> in international hotel around Yogyakarta or overseas is/are ... (can choose more than one)	a) Introducing myself to other participants	30	19	63,3%
	b) Welcoming the guest and asking for guest order	30	19	63,3%
	c) Describing e guest about special menu	30	19	63,3%
	d) Delivering and inviting them to enjoy the food	30	13	43,3%
	e) Offering helps or any additional service to the guest	30	14	46,7%
	f) Responding manager or <i>Chef De Partie</i> instruction	30	15	50%
	g) Others ...	30	18	60 %
The subskills of reading that I will frequently use when conducting <i>Praktek Kerja Industri</i> in international hotel around Yogyakarta or	a) Read a recipe	30	23	76,7%
	b) Read the list of menu	30	13	43,3%
	c) Read procedure text about cooking food	30	27	90%
	d) Read manual text about how to use such tool and equipment kitchen	30	13	43,3%
	e) Read written announcement or note delivered by the committee	30	18	60%

overseas is/are ...				
The subskills of writing that I will frequently use when conducting <i>Praktek Kerja Industri</i> in international hotel around Yogyakarta or overseas is/are ...	a) Write a recipe	30	17	56,7%
	b) Write procedure correctly and in sequence	30	24	80%
	c) Write shopping list	30	19	63,3%
	d) Others ...	30	1	3,3%
English language features that I will frequently use to communicate in international hotel around Yogyakarta or overseas is/are ...	a) Vocabulary	30	25	83,3%
	b) Pronunciation	30	28	93,3%
	c) Grammar	30	20	66,7%
	d) Expression	30	17	56,7%
	e) Spelling	30	18	60%
	f) Others ...	30	0	0%
Lacks				
Question	Items	N	F	P
My current English level is ...	a) Beginner : is able to understand sentences and simple expression that commonly used in daily life	30	21	70%
	b) Intermediate: is able to understand main	30	9	30%

	idea of more complex sentences and respond to a text			
	c) Advanced: is able to understand more various kinds of text and any implicit main idea or passage of a text	30	0	0%
The difficulties that I still encounter in listening skills is/are ... (can choose more than one)	a) Find it difficult to understand the meaning of words pronounced by the speaker	30	15	50%
	b) Find it difficult to understand the speaker pronunciation	30	15	50%
	c) Find it difficult to understand the sentence structure pronounced by the speaker	30	12	40%
	d) Find it difficult to understand the meaning of any expressions pronounced by the speaker	30	11	36,7%
	e) Find it difficult to understand the spelling of a word or sentence pronounced by the speaker	30	16	53,3%
	f) Others ...	30	0	0%
The difficulties that I still encounter in speaking skills is/are ... (can choose more than one)	a) The mastery of English vocabularies is still limited	30	13	43,3%
	b) Do not understand yet how to pronounce specific vocabularies in English correctly	30	11	36,7%
	c) Lack of understanding on the use of sentence structure in English orally	30	6	20%
	d) Lack of understanding on the use of expression in English correctly	30	8	26,7%
	e) Do not understand how to spell any specific words or vocabularies in English correctly	30	1	3,3%
	f) Others ...	30	1	3,3%
The difficulties that I still	a) The mastery of English vocabularies is still limited	30	7	23,3%
	b) Find it difficult to pronounce vocabularies	30	20	66,7%

encounter in reading skills is/are ... (can choose more than one)	or sentences in the text correctly			
	c) Lack of understanding on the use of sentences structure in the text	30	7	23,3%
	d) Find it difficult to understand the meaning of specific sentences and expressions in the text	30	15	50%
	e) Others ...	30	1	3,3%
The difficulties that I still encounter in writing skills is/are ... (can choose more than one)	a) The mastery and the use of English vocabularies is still limited	30	9	30%
	b) Lack of understanding on how to write down specific English vocabularies especially about culinary	30	18	60%
	c) The mastery of English grammar and the way how to write down sentence structure in English correctly is still limited	30	14	46,7%
	d) Find it difficult to express English expressions in written form	30	15	50%
	e) Others ...	30	0	0%
Wants				
Question	Items	N	F	P
The materials of English that I want are those which enable me to...	a) Master English vocabularies both in general and specific which are related to culinary	30	12	40%
	b) Pronounce English vocabularies or sentences correctly	30	10	33,3%
	c) Master English grammar or structure correctly and appropriately	30	6	20%
	d) Use expressions in English appropriately	30	5	16,7%
	e) Communicate with, understand and respond to conversation in English correctly	30	17	56,7%
	f) Others ...	30	1	0%
The existence of picture in your	a) extremely helpful	30	23	76,7%
	b) rather helpful	30	7	23,3%

English learning materials to prepare your Praktek Kerja Industri in international restaurant around Yogyakarta or overseas is ...				
	c) less helpful	30	0	0%
	d) extremely not helpful	30	0	0%
The topic in the English learning materials that I want is about ...	a) Culinary	30	27	90%
	b) Teenage life	30	2	6,7%
	c) Everyday life around school, society or family	30	6	20%
	d) Others ...	30	0	0%
Learning Needs				
Input				
Question	Items	N	F	P
The effective duration for listening activity is ...	a) < 2 minutes	30	6	20%
	b) 2-3 minutes	30	8	26,7%
	c) > 3 minutes	30	14	46,7%
	d) Others ...	30	1	3,3%
In listening learning process, the material input that I want is ...	a) Brief monologue/dialogue	30	3	10%
	b) Monologue/dialogue with pictures	30	7	23,3%
	c) Monologue/dialogue with vocabularies	30	9	30%
	d) Monologue/dialogue with expressions that will be used	30	16	53,3%
	e) Others ...	30	0	0%

In speaking learning process, the material input that I want is ...	a) Brief monologue/dialogue	30	3	10%
	b) Monologue/dialogue with pictures	30	9	43,3%
	c) Monologue/dialogue with vocabularies	30	11	36,7%
	d) Monologue/dialogue with expressions that will be used	30	8	26,7%
	e) Authentic text which is commonly used in daily life		13	30%
	f) Others ...		0	0%
In reading learning process, the effective length of a text is around ...	a) 150-200 words	30	13	43,3%
	b) 200-250 words	30	8	26,7%
	c) 250-300 words	30	6	20%
	d) > 300 words	30	3	10%
	e) Others ...	30	0	0%
In reading learning process, the material input that I want is ...	a) Monologue/dialogue text	30	6	20%
	b) Text with pictures	30	10	33,3%
	c) Text which is related to the culinary	30	15	50%
	d) Authentic text used in daily life	30	6	20%
	e) Others ...	30	0	0%
In writing learning process, the material input that I want is ...	a) Specific vocabulary and its meaning related to culinary	30	18	60%
	b) Text with pictures	30	7	23,3%
	c) Explanation about sentence structure	30	8	26,7%
	d) The example of text that will be written	30	5	16,7%
	e) Others ...	30	0	0%
Procedure				
Question	Items	N	F	P
The activity that I want within	a) Answering questions related to the text	30	17	56,7%
	b) Searching new vocabularies and identifying their meaning based on the	30	7	23,3%

the listening teaching and learning process is ...	context in the text			
	c) Filling the gap sentence of a text	30	4	13,3%
	d) Discussing the passage of the monologue/dialogue which has been played	30	5	16,7%
	e) Identifying the expressions from the text which has been played	30	12	40%
	f) Others ...	30	0	0%
The activity that I want within the speaking teaching and learning process is ...	a) Practicing a monologue orally	30	8	26,7%
	b) Practicing a dialogue in pairs	30	14	46,7%
	c) Playing role (role-play)	30	6	20%
	d) Playing games	30	4	13,3%
	e) Discussing a certain topic in group	30	4	13,3%
	f) Presenting the result of discussion individually	30	2	6,7%
	g) Others ...	30	0	0%
The activity that I want within the reading teaching and learning process is ...	a) Reading a text loudly with correct intonation and pronunciation	30	6	20%
	b) Identifying the meaning of vocabularies based on the context in the text	30	17	56,7%
	c) Reading a text and then answering questions related to the passage of the text	30	11	36,7%
	d) Discussing and summarizing the main passage of a text	30	5	16,7%
	e) Others ...	30	0	0%
The activity that I want within the writing teaching and learning process is ...	a) Writing the same text with the text given as the example by using correct structure	30	11	36,7%
	b) Identifying mistakes on punctuation and sentence structure based on the provided text	30	5	16,7%
	c) Writing down a text based on the provided pictures, table or graph	30	7	23,3%
	d) Arranging sentences into good order paragraph	30	8	26,7%

	e) Filling the gap paragraph using the appropriate words	30	9	30%
In vocabulary learning process, the activity that I want is ...	a) Matching vocabulary with its correct meaning	30	20	66,7%
	b) Matching vocabulary with appropriate picture provided	30	6	20%
	c) Finding out the meaning of words	30	11	36,7%
	d) Filling the gap sentence with correct word	30	5	16,7%
	e) Others ...	30	0	0%
In grammar learning process, the activity that I want is ...	a) Memorizing the English grammar patterns	30	12	40%
	b) Identifying the wrong sentence structure and then correcting it with correct grammar	30	12	40%
	c) Filling the gap sentences with the correct word	30	12	40%
	d) Others ...	30	0	0%
In pronunciation learning process, the activity that I want is ...	a) Listening to and then repeating after teachers	30	16	53,3%
	b) Pronouncing every word while searching the correct pronunciation by looking at dictionary	30	7	23,3%
	c) Pronouncing the word given by the teacher	30	2	6,7%
	d) Practicing to pronounce word by word	30	15	50%
	e) Others ...	30	0	0%
In expression learning process, the activity that I want is ...	a) Practicing an expression based on the context individually or in pairs	30	17	56,7%
	b) Understanding the meaning of an expression	30	15	50%
	c) Pronouncing a certain expression provided	30	3	10%
	d) Others ...	30	0	0%
Setting				

Question	Items	N	F	P
The assignments given by the teachers within English learning process should be carried out ...	a) invidually	30	12	40%
	b) in pairs	30	8	26,7%
	c) in a group (3-4 students)	30	14	46,7%
	d) the whole students jointly	30	3	10%
	e) others ...	30	0	0%
The activities within English learning process should be carried out ...	a) in the classroom	30	15	50%
	b) outside of the class	30	11	36,7%
	c) around the class	30	6	20%
	d) others ...	30	1	3,3%
Teacher's Role				
Question	Items			Percentage
The role of the teachers within the English learning process is ...	a) Explaining while sitting or standing up in front of the class	30	3	10%
	b) Delivering students question and then discussing it together	30	5	16,7%
	c) Walking around every student to monitor them and give input to their work	30	11	36,7%
	d) Motivating students in doing the assignment in order to prepare their <i>Praktek Kerja Industri</i> in international hotel around Yogyakarta or overseas	30	19	63,3%
	e) Others ...	30	0	0%
Learner's Role				
Question	Items	N	F	P
In carrying out the learning	a) Listening to teachers' explanation	30	5	16,7%
	b) Participating within the learning process in the class	30	16	53,3%

process, the students should ...	c) Doing the teachers' instructions	30	11	36,7%
	d) Critizing and suggesting the teachers	30	1	3,3%
	e) Others ...	30	0	0%

APPENDIX C

The Syllabus

SYLLABUS

Grade : X

Study Program : Culinary

	Unit/Function	Indicators	Language Function	Language Focus			Input Text	Learning Activity
				Key Vocabulary	Key Grammatical Pattern	Expressions		
	Unit 1: “Good Evening, Madam!”	Students are able to ... 1. greet the guest 2. welcome the guest 3. introduce themselves to the new guest 4. find out the social function and the structure of a procedure text	- Greeting the guest - Welcoming the guest - Introducing myself	Vocabulary related to the topic (blender, utensils, sauce pan, waffle-iron, pouring, mixing, whipping, etc).	• Passive Voice: Subject+ to be present/past+ V3	• Expression of greeting: “ <i>Good morning, Sir</i> ” • Expression of welcoming: “ <i>Welcome to the Outback</i> ” • Expression of introduction: “ <i>I’m Mike and I’ll be your waiter today, Sir</i> ”	• Pictures related to the situation at the restaurant i.e.: a waiter/waitress greets and welcomes the guests • Video about having dinner out at the restaurant • Explanation about	Getting started: • Answer the questions in pairs Pre-task Activity • Work in a group, study the pictures and share the opinion about the pictures with the other groups. (Task 1)

						<p>appropriate greetings according to times</p> <ul style="list-style-type: none"> • Explanation about how to address the guests in english • Spoken dialogue/text about nick name • Written dialogue about guests visiting to a restaurant • List of vocabulary related to the topic • The social function and the generic structure of a procedure text • The explanation 	<p>Task Cycle</p> <ul style="list-style-type: none"> • Give a tick for the correct statement. (Task 2) • Group the items that have been checked in previous activity into two different parts. (Task 3) • Watch video and answer questions based on the information from the video. (Task 4) • Classify times into the appropriate greetings in English. (Task 5) • Listen to the spoken text. (Task 6) • Complete written dialogue. (Task 7) • Study the previous dialogue and state whether the
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						<p>about passive voice</p> <ul style="list-style-type: none"> • Written procedure text in the form of recipe 	<p>statement is true or false. (Task 8)</p> <ul style="list-style-type: none"> • Study a short dialogue and answer the questions. (Task 9) • Study short dialogues and underline the expressions of greetings and introduction. (Task 10) • Find out the meaning of words or phrase. (Task 11) • Repeat the teacher in pronouncing the words. (Task 12) • Study the previous dialogues and act it out with a partner. (Task 13) • Listen to the spoken text about vocabulary on tool and equipment
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							<p>kitchen and name the pictures with the correct term. (Task 14)</p> <ul style="list-style-type: none"> • Pronounce the words. (Task 15) • Match the tool or equipment kitchen with the correct function. (Task 16) • Find out the meaning of the cooking terms and pronouncing them. (Task 17) • Match the pictures with the correct cooking terms. (Task 18) <p>Language Focus</p> <ul style="list-style-type: none"> • Study the procedure text, find out the action verbs and search the meaning of the
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							<p>words. (Task 19)</p> <ul style="list-style-type: none"> • Answer the questions. (Task 20) • Find out the verb in passive form from the previous procedure text. (Task 21) • Underline the passive verbs. (Task 22) • Change the verbs into passive form. (Task 23) • Study the procedure text and filling in the gap-sentences. (Task 24) • Find out a procedure text in making a waffle and writing down the ingredients and the steps. (Task 25)
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								<ul style="list-style-type: none"> • Pantomime Game
	Unit 2: “Are you ready to order?”	Students are able to ... 1. handle over the menu/ask for guest's order 2. ask for additional menu 3. offer a special menu to the guest 4. Asking for the guests' payment 5. Express gratitude 6. find out the function and the structure of a short	<ul style="list-style-type: none"> - Handling over the menu (asking for guests' order) - asking for additional menu - Offering special menu - Asking to the guests' payment - Expressing gratitude 	<ul style="list-style-type: none"> • The vocabularies related to the topic (order, dessert, starter, recommend, bill, etc) 	<ul style="list-style-type: none"> • Degree of comparison 	<ul style="list-style-type: none"> • Expression of asking for guest order: “Are you ready to order?” • Expression of asking for additional menu: “Anything else, Sir?” • Expression of offering special menu to the guest: “We have special menu for today. Would you like to try?” • Expression of asking for guest's 	<ul style="list-style-type: none"> • Pictures related to the situation at the restaurant i.e.: a waiter/waitress handles the guests order • Video between a hostess and a guest • Spoken dialogue between a waitress and a guest who makes order by phone • Picture about menus • Explanation about a short functional text 	Getting started: <ul style="list-style-type: none"> • Answer the questions in pairs Pre-task Activity <ul style="list-style-type: none"> • Work in a group, studying the pictures and sharing the opinion about the pictures with the other groups. (Task 1) Task Cycle <ul style="list-style-type: none"> • Give a tick for the correct items. (Task 2) • Watch video and stating if the statement is true or false. (Task 3) • Answer the

		functional text (menu)				payment: <i>"Will you be paying with cash or credit card, Sir?"</i> <ul style="list-style-type: none"> • Expression of delivering gratitude: <i>"Thank you for coming, Sir"</i> 	(menu) <ul style="list-style-type: none"> • Explanation about degree of comparison • Written dialogue about the a waitress who handles the guest order 	questions based on the previous video. (Task 4) <ul style="list-style-type: none"> • Listen to a dialogue, state whether the statement is true or false and correct the false statement. (Task 5) • Complete gap sentences of a dialogue. (Task 6) • Study expressions and the responses, and classifying the expressions into correct category. (Task 7) • Study a dialogue, and answering some questions. (Task 8) • Pronounce words. (Task 9) • Answer questions by underlining the correct expressions
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								<p>of the previous dialogues. (Task 10)</p> <ul style="list-style-type: none"> • Match the expressions with the correct responses. (Task 11) • Find out the meaning of the words. (Task 12) • Classify words based on the correct part of speech and pronouncing those words. (Task 13) • Circle one of the words which is correct and act it out. (Task 14) • Make a brief dialogue based on the provided situation. (Task 15) • Learn the examples of menu.
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								<p>(Task 16)</p> <ul style="list-style-type: none"> • Answer some questions about menus. (Task 17) • Answer questions based on the examples of menu in the previous activity. (Task 18) • Study a card given by the teacher and making conversation based on the information in the card. (Task 21) • Make a dialogue between a waiter/waitress and a guest who makes order. (Task 22) <p>Language Focus</p> <ul style="list-style-type: none"> • Fill in the blank with suitable adjectives. (Task 19)
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								<ul style="list-style-type: none"> Write down the adjectives for comparative or superlative forms. (Task 20) Circle Whisper Game
	Unit 3: “Any problems with your food, Sir?”	Students are able to ... 1. Offer help 2. Ask for opinion 3. Handle the guest's complain (ask for apologize and respond the guest' complain)	- Offering help - Asking for opinion - Handling the guests' complain (asking for apologize) and responding guest' complain	<ul style="list-style-type: none"> The vocabularies related to the topic (dishes, interesting, replace, better, main course, disappointed, well-cooked, behalf, etc., feelings: 	<ul style="list-style-type: none"> Modal Verbs: <i>Subject + Modal Verb+ Main Verb (verb 1)</i> 	<ul style="list-style-type: none"> Expression of offering help: “<i>What can I do for you, Sir?</i>” Expression of asking for opinion: “<i>What do you think about the salad?</i>” Expression of apologizing: “<i>I'm really sorry, Ma'am.</i>” 	<ul style="list-style-type: none"> Pictures related to the situation at the restaurant i.e.: the guests that make a complain to the waiter/waitresses at the restaurant Spoken dialogue about guests who make a complain at the restaurant Written 	Getting started: <ul style="list-style-type: none"> Answer the questions in pairs. Pre-task Activity <ul style="list-style-type: none"> Work in a group, study the pictures and share the opinion about the pictures with the other groups. (Task 1) Task Cycle <ul style="list-style-type: none"> Give a tick to the correct statements.(Task

				<p>sad, angry, happy, etc.)</p>			<p>dialogue about a guests who makes complain at the resturant.</p> <ul style="list-style-type: none"> • Tips on how to handle the guest compalint • Explanation about modal verbs • The list of adjectives about feelings 	<p>2)</p> <ul style="list-style-type: none"> • List the other reasons related to guest complaint. (Task 3) • Listen to a text and state between true or false statement. (Task 4) • Listen again to the same dialogue and fill in the gap-sentences of the written dialogue. (Task 5) • Study written dialogues and answers some questions. (Task 6) • Find out the meanings of the words based on the dialogue in previous activity. (Task 7) • Pronounce the words together. (Task 8)
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								<ul style="list-style-type: none"> • Practice one of the two dialogues with correct pronunciation. (Task 9) • Watch a video of guests who order foods at the restaurant and give their opinion about their foods. (Task 10) • Study some expressions used in handling the guest complaint in groups. (Task 11) • Study and practice the expressions commonly used between waiter and guests. (Task 12) • Match statements of expressions with the correct responses. (Task 13) • Choose one of the
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								<p>three words in the bracket which is the correct one by circling it. (Task 14)</p> <ul style="list-style-type: none"> • Make some short dialogues based on the provided pictures. (Task 15) • Look at the pictures about feelings and fill in the provided bubbles. (Task 18) • Look at the pictures of guests who make complaints and label each picture with appropriate vocabularies. (Task 19) • Answer the questions related to the pictures in previous activity. (Task 20) • Study some role-
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								<p>play cards and act one of the cards out with a partner. (Task 21)</p> <ul style="list-style-type: none"> • Make dialogue in pair about a guest who makes a complaint to a waiter/waitress at the restaurant. (Task 22) <p>Language Focus</p> <ul style="list-style-type: none"> • Fill in the gap sentence with the correct modal verbs. (Task 16) • Make sentences using provided modal verbs. (Task 17) <ul style="list-style-type: none"> • Mime Game
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THE ATTACHMENT OF THE *SKKNI (STANDAR KOMPETENSI KERJA NASIONAL INDONESIA)* FOR TOURISM SECTOR OF SUBSECTOR RESTAURANTS, BAR AND CULINARY, AND CATERING INDUSTRY

UNIT 1

Kode Unit	:	PMM. BU01.001.01
Judul Unit	:	Bekerjasama dengan rekan sekerja dan pelanggan
Deskripsi Unit	:	Unit ini berhubungan dengan ketrampilan, pengetahuan, dan sikap kerja yang dibutuhkan dalam bekerjasama dengan rekan sekerja dan pelanggan pada usaha jasa boga dan <i>catering</i> .

	Elemen Kompetensi		Kriteria Unjuk Kerja
1.	Berkomunikasi di tempat kerja	1.1	Komunikasi dengan tamu dan rekan dilakukan secara sopan, terbuka, ramah serta profesional.

UNIT 2

Kode Unit	:	PMM. BU01.005.01
Judul Unit	:	Mengembangkan dan Memperbaharui Pengetahuan Tentang Makanan dan Minuman.
Deskripsi Unit	:	Unit ini berhubungan dengan ketrampilan, pengetahuan, dan sikap kerja yang dibutuhkan dalam mengembangkan dan memperbaharui pengetahuan tentang makanan dan minuman pada perusahaan jasa boga/ <i>catering</i> .

	Elemen Kompetensi		Kriteria Unjuk Kerja
2.	Mengembangkan pengetahuan dan pembaharuan tentang makanan, minuman dan pelanggan.	2.1	Bantuan kepada pelanggan dalam memilih makanan dan minuman, disediakan sesuai kebutuhan.
		2.3	Pertanyaan pelanggan tentang menu dan daftar minuman secara sopan dan dijawab dengan benar dan dilayani dengan cepat dan tepat.

UNIT 3

Kode Unit	:	PMM.BI03.003.01
Judul Unit	:	Menangani keluhan menggunakan bahasa Inggris.
Deskripsi Unit	:	Unit Kompetensi ini berhubungan dengan pengetahuan, ketrampilan dan sikap kerja yang dibutuhkan dalam: menangani keluhan menggunakan bahasa Inggris pada perusahaan jasa boga/ <i>catering</i> .

	Elemen Kompetensi		Kriteria Unjuk Kerja
1.	Membangun sifat dan rincian keluhan tamu berbahasa Inggris.	1.1 1.3	Sambutan formal dan pernyataan yang sopan dalam bahasa Inggris, serta bahasa tubuh yang tepat digunakan sesuai kebutuhan keluhan tamu. Jenis kosa kata / kalimat yang tepat digunakan sesuai standar bahasa Inggris.
2.	Menawarkan tindakan untuk pemecahan masalah keluhan tamu berbahasa Inggris.		Solusi yang memungkinkan ditawarkan.

APPENDIX D

The Description of the Developed Materials

Description of Task in Unit 1

Unit 1-Good Evening, Madam!	
Getting Started	
<p>Instruction: Answer these following questions with your peers.</p>	<p>Description: In this task, students are asked to answer some questions since this part functions as schemata-builder which aims to activate students' schemata related to the topic of the unit. It is expected that they will have a general view about what they are going to learn in the unit.</p>
<p>Task 1 Instruction Make a group consists of four or five. After that, look at the pictures below. What are the hostess and the waiter/waitress are doing? Share your opinion with the other gorups in turn.</p>	<p>Description In this task, students are asked to share their opinions after looking at some pictures related to the topic in a group. This task has a purpose to help students understand the theme and objective of the unit which is going to be discussed and brainstorm their ideas using pictures in order to introduce the topic.</p>
<p>Task 2 Instruction Give a tick in the provided box for what should be done in serving your guest in a restaurant.</p>	<p>Description In this task, students are asked to give a tick in the provided box for the items that should be done when serving the guests in a restaurant. This task aims to help students understand further the topic which is going to be discussed as well as give them an overview about the things they need to know in the topic.</p>
<p>Task 3 Instruction With a partner, group the items you have checked in previous activity into two parts. The one is that you need to</p>	<p>Description In this task, students are asked to group the iems they have checked in the previous activity into two parts. This</p>

do as a hostess and another is as a waiter/waitress. Add some other items that you think important when serving the guest.	task aims to help students understand the topic which is being discuss in a more difficult and specific way.
Task 4 Instruction Watch the video about Annie and David who are having dinner out at the restaurant. After you watch it, answer some questions below.	Description In this task, students are asked to watch video about guests who have a dinner out at the restaurant and answer some questions related to the video. This task aims to give students chance to understand the passage of the video they have watched using language they already had to express themselves as the response of watching video activity.
Task 5 Instruction Below are the list of times. Classify the following times into the appropriate greetings in English as you have learnt previously. Write your answers in the provided box.	Description In this task, students are asked to classify the times into appropriate greetings in English as they have learnt previously and write their answers in the provided box. This task gives the students opportunity to learn things they need to know related to the topic.
Task 6 Instruction Listen to the text. What name does each person use? Choose one of the two aswers by crossing a or b.	Description In this task, students are asked to listen to a text and choose one of the two answers by crossing between a or b. This activity gives students a chance to express themselves as the response of the recording they hear.
Task 7 Instruction Complete the following dialogue with the suitable words provided in the box. After that, practice the dialogue with your friend. Number one is for your example.	Description In this task, students are asked to complete a dialogue using provided words and practice the dialogue with a partner. This taks is an accuracy task which aims to give students a chance to prepare their report and report what

	they have resulted by practicing dialogue.
Task 8 Instruction Study the dialogue that you have completed in the previous activity. Then, state whether the statement below is True or False. Write your answers in the provided columns.	Description In this task, students are asked to study the dialogue and state whether the statement is true or false. It aims to give them a chance to express themselves as the response of reading a text activity in the form of written dialogue.
Task 9 Instruction Study the following short dialogue between a waiter and a guest. When you finish studying, answer the questions.	Description In this task, students are asked to study a written short dialogue between a waiter and a guest and answer some questions from the dialogue in order to response the written text they have learnt. This task aims to encourage students to express themselves as the response of reading a text activity.
Task 10 Instruction Study the following dialogues. Can you find the expression of greeting and introduction? After you find them, underline the expressions.	Description In this task, students are asked to study dialogues and find the expressions of greeting and introduction by underlining the expressions they have found in the dialogues. This task aims to give students a chance to understand further about language functions related to the topic as they have learnt previously.
Task 11 Instruction Open your dictionary, then, find out the meaning of the words or phrase below.	Description In this task, students are asked to find out the meaning of words or phrase provided. This task has purposes to enrich students' vocabulary and prepare them for the next task.

<p>Task 12</p> <p>Instruction</p> <p>Let's pronounce these words. Now, you know the meaning of the words above. It's time for you to pronounce those words correctly. Repeat after your teacher.</p>	<p>Description</p> <p>In this task, students are asked to pronounce some words they have learnt in the previous activity by repeating after the teacher. This task aims to give students a chance to practice their pronunciation correctly.</p>
<p>Task 13</p> <p>Instruction</p> <p>Study again the dialogue in Activity 9. Then, choose one of the dialogues and act it out with your partner.</p>	<p>Description</p> <p>In this task, students are asked to study again the dialogue in Activity 9 and choose one of the dialogues to be acted out with a partner. This task aims to give them a chance to have an accuracy task. This also aims to build students confidence.</p>
<p>Task 14</p> <p>Instruction</p> <p>Listen to the text carefully. After that, notice the pictures of tool and equipment kitchen below as mentioned in the audio. Name each picture with the correct term provided in the box. Number one has been done for you.</p>	<p>Description</p> <p>In this task, students are asked to listen to a spoken text about tool and equipment kitchen and name the pictures with the correct terms provided in the box. It aims to enrich students' vocabulary related to the topic and specific term on culinary.</p>
<p>Task 15</p> <p>Instruction</p> <p>How are these words pronounced? Based on the text you have learnt, pronounce the words below correctly. Let your teacher corrects it to you.</p>	<p>Description</p> <p>In this task, students are asked to pronounce the provided words correctly based on the text they have already learnt. It has a purpose to give students a chance to practice pronouncing the words.</p>
<p>Task 16</p> <p>Instruction</p> <p>Match each item on the left column with the correct function on the right. Number one is for your example.</p>	<p>Description</p> <p>In this task, students are asked to match items of tool and equipment kitchen with their correct functions. This task aims to help students understand the</p>

	specific terms and prepare them for procedure text in the next activity.
Task 17 Instruction In pair, find out the meaning of the cooking terms below and pronounce them correctly.	Description In this task, students are asked to find out the meaning of the cooking terms and pronounce the words correctly. It gives students chance to explore their vocabulary on specific terms and practice their pronunciation.
Task 18 Instruction Look at the pictures below. After that, match the pictures with the correct verbs of cooking terms. Do this with your partner. Look at number one as for your example.	Description In this task, students are asked to match pictures with the correct verbs of cooking terms with a partner. This task aims to help students understand the specific terms and prepare them for procedure text in the next activity.
Task 19 Instruction In a group consists of four, study the following procedure text about “How to Make Pie Crust” and find out the action verbs in the text. Then, search their meanings and put them in the box below.	Description In this task, students are asked to study a procedure text about “How to Make Pie Crust ” and find out the action verbs in the text and search the meanings by putting them in the provided box in a group of four. This task belongs to language focus activity and has a purpose to encourage students to study grammar of the target language.
Task 20 Instruction Answer the following questions based on the text you have read in the previous activity.	Description In this task, students are asked to answer some question based on the text they have read. This task aims to give students a chance to understand the passage of the text based on the previous activity.
Task 21 Instruction	Description

Once again, take a look at the procedure text in Activity 18 about “How to Make Pie Crust”. Find out the verbs in passive form from the text. Write down your answers in the box below. Do this in pair.	In this task, students are asked to find out the verbs in passive form from the same text in Activity 18 and write down the answers in the provided box in pair. This task is a language focus activity which has a purpose to encourage students studying the grammar of the target language especially about passive voice and prepare them for the next activity.
Task 22 Instruction Study the short dialogues below. Then, underline the passive verbs you find.	Description In this task, students are asked to study short dialogues and underline the passive verbs they found in the text. This task belongs to language focus activity and aims to give students a chance to explore what they have learnt in the previous activity .
Task 23 Instruction Change the verbs in the brackets into correct passive forms by adding “to be”. Number one is for your example.	Description In this task, students are asked to change verbs into correct passive forms by adding “to be”. This task has a purpose to give them a chance to explore what they have learnt in the previous activity by themselves.
Task 24 Instruction Study the following procedure text about “How to Make Carrot and Courgette Salad” carefully and fill in the gap-sentences using the words provided in the box as follows. Firstly, study the ingredients in the box below.	Description In this task, students are asked to study a procedure text about “How to Make Carrot and Courgette Salad” and fill in the gap-sentences using the words provided in the box and study the ingredients written as well. This task aims to give them a chance to practice what they have learnt especially related to language focus of the target language.
Task 25	

<p>Instruction</p> <p>Find out a procedure text about “How to Make Waffle”. Then, write down the ingredients and the steps in making the waffle in the provided box below using your own words. Use the passive voice in your text.</p>	<p>Description</p> <p>In this task, students are asked to find out a procedure text about How to Make Waffle and write down the ingredients and the steps as well as put passive voice in the text by using their own words. This task has a purpose to give students a chance to do a free-production activity which involves their understanding on language focus they have learnt previously.</p>
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Description of Task in Unit 2

Unit 2-Are You Ready to Order?	
Getting Started	
<p>Instruction: Answer these following questions in pairs.</p>	<p>Description: In this task, students are asked to answer some questions since this part functions as schemata-builder which aims to activate students' schemata related to the topic of the unit. It is expected that they will have a general view about what they are going to learn in the unit.</p>
<p>Task 1 Instruction Make a group consists of four or five. Then, look at the pictures below. What does the waiter/waitress do? Share your opinion with the other groups in turn.</p>	<p>Description In this task, students are asked to work in a group consists of four or five and share their opinion with the other groups in turn related to what the waiter/waitress do in the pictures. This task aims to brainstorm students' ideas with the class and understand the topic they are going to discuss later on.</p>
<p>Task 2 Instruction Read the statements below. Decide what items belong to waiter/waitress' duties in the restaurant by giving a tick in the provided box.</p>	<p>Description In this task, students are asked to read statements and decide what items belong to the duties of a waiter/waitress at the restaurant based on their background knowledge. This task aims to give them a chance to find out what they already know and give them a overview what they are going to discuss in the topic.</p>
<p>Task 3 Instruction Watch the video and pay attention to the conversation between a guest and a hostess in a restaurant. Then, state</p>	<p>Description In this task, students are asked to watch video of a guest and a hostess in a restaurant and state whether the</p>

whether the statement is True or False by giving a circle.	statement is true or false by giving a circle. This task aims to give students chance to express themselves and say what they want to say as the response of watching video activity.
Task 4 Instruction Answer these following questions based on the video you watched in the previous activity.	Description In this task, students are asked to answer questions based on the video they have watched in the previous activity. This task has a purpose to give them a chance to express themselves related to the information they obtained from the video. It is as the response of the previous activity.
Task 5 Instruction Listen to the text of a guest who orders food by making a call. After that, look at the following statement and decide whether it is True or False. Correct the false statements in the provided column. Number one is for your example.	Description In this task, students are asked to listen to a text of a guest who makes an order by making a call and state the statement whether it is true or false. Besides, they are also asked to correct the false statement. This task aims to give students a chance to express themselves as the response of the spoken text they hear.
Task 6 Instruction Complete the following dialogue with the suitable words provided in the circle as follows.	Description In this task, students are asked to complete dialogue with suitable words provided. It leads students to do a follow-up activity by referring to the previous activity they did.
Task 7 Instruction Study the expressions and the responses in the box below. Next, classify them in the correct column as follows. Which one is said by the waiter/waitress and which one is the customers'?	Description In this task, students are asked to study expressions and the responses and classify whether the expression is used by a waiter/waitress or a customer. This task has a purpose to give students a

	chance to express their ideas based on the explanation they have studied.
Task 8 Instruction Study the following dialogue with your partner. Then, answer the questions.	Description In this task, students are asked to study dialogue and answer the questions with a partner. This task aims to give students a chance to response the text they have studied by answering several questions.
Task 9 Instruction Pronounce the words below correctly.	Description In this task, students are asked to pronounce the words correctly. This task aims to give them a chance to make a practice in pronouncing new words they have just found.
Task 10 Instruction Work in pair. Read again the dialogue in Activity 8 and answer the following questions by underlining the correct expressions.	Description In this task, students are asked to work in pair to read again the dialogue in the previous activity and answer some questions by underlining the correct answers. This task aims to give the students a chance to find out the expressions they need to know on their own while the teacher keeps monitoring the students' work.
Task 11 Instruction Match each of the statement in the left with the correct responses in the right. Look at number one for your example.	Description In this task, students are asked to match statement with the correct response. This task aims to help the students understand further about language function or expression that they need to know related to the topic.
Task 12 Instruction Find out the meaning of the following words /phrase. Open your dictionary to	Description In this task, students are asked to find out the meaning of some new words or

help you find the meaning of the words.	phrase related to what they have learnt previously. This task aims to enrich the students' vocabulary in specific terms.
Task 13 Instruction Make a group of four. Classify whether the words on the table above are verb, noun, or adjective. After that, pronounce the words or phrase in turns with your group correctly. You may open your dictionary to do this activity. Let your teacher corrects it to you.	Description In this task, students are asked to work in group to classify the words based on the part of speech such as: verb, noun or adjectives, and then, pronounce the words or phrase in turn while the teacher correct their pronunciation. This task aims to give the students a chance to make more practice in pronunciation correctly and is expected to build students' confidence as well.
Task 14 Instruction Choose the most appropriate word by circling one of the words in the brackets. Number one has been done for you. After that, choose one of the conversations and act it out with your peers.	Description In this task, students are asked to choose the appropriate word and act one of the conversation out with a partner. This task aims to give the students a chance to prepare their performance and build their confidence and motivation.
Task 15 Instruction Build a brief dialogue. The situations below will help you to build your conversations. One of you will act as a hostess or a waiter/waitress and the other one is as a guest. With your partner, act it out in front of the class.	Description In this task, students are asked to make a dialogue with the provided situations. One of them will act as a hostess or as waiter/waitress and the other one as a guest in pair and act it out in front of the class. Here, the teacher keeps encouraging and helping the students formulate what they want to say. This task aims to give the students' chance to perform based on what they have arranged and rehearsed. Besides, it also aims to build their confidence as well as motivation in performing in the

	target language.
Task 16 Instruction Look at the examples of menu below. After that, with your partner, learn what is written in the menu.	Description In this task, students are asked to study the examples of menu with a partner. This task aims to give the students a chance to comprehend new input related to the topic.
Task 17 Instruction After you learn the examples of menu above, find out the answers of the following questions.	Description In this task, students are asked to find out the answer of some questions. This task aims to give the students a chance to express what they want to say based on what they have learnt.
Task 18 Instruction Answer some questions below by looking again at the examples of menu you have learnt in Activity 15.	Description In this task, students are asked to answer some questions based on the examples of menu they have learnt previously. It aims to give them a chance to say what they have comprehended from the previous activity and to know how far they have understood the inputs.
Task 19 Instruction Fill in the blank with the correct adjectives provided in the box. Look at the number one as your example.	Description In this task, students are asked to fill in the blank with the correct adjectives. This task aims to give them a chance to analyze the language focus related to the topic that they have learnt previously.
Task 20 Instruction Read the following passage. Write the comparative and superlative forms of the adjectives in parentheses in the blank spaces. The first one has been done for you.	Description In this task, students are asked to read a passage and write the comparative and the superlative of adjective. This task aims to give students a chance to have more practice in understanding

	comparative and superlative of adjectives related to the topic.
Task 21 Instruction Your teacher will distribute each card to each of you. Find a partner who gets the same restaurant as yours, then, study your own card. Next, build your own conversation based on the role you get and act it out in front of the class.	Description In this task, students are asked to make conversation in pair by using the role-play card that is distributed by teacher to each student. It is a guided task which aims to give them a chance to do a fluency task and develop students' motivation and confidence by performing the role-play in front of the class.
Task 22 Instruction Find a partner. Then, make a short dialogue between a guestu/guests who make(s) an order in a restaurant and a waiter/waitress.	Description In this task, students are asked to make a short dialogue between a guest/guests and a waiter/waitress. This task is a free-production task which aims to give students a chance to develop what they have learnt in the previous activities.

Description of Task in Unit 3

Unit 3-Any Problems with Your Foods, Sir?	
Getting Started	
<p>Instruction: Answer these following questions with your peers.</p>	<p>Description: In this task, students are asked to answer some questions since this part functions as schemata-builder which aims to activate students' schemata related to the topic of the unit. It is expected that they will have a general view about what they are going to learn in the unit.</p>
<p>Task 1 Instruction Make a group consists of four or five. Then, look at the pictures below. What happen to the guests? Share your opinion with the other groups in turn.</p>	<p>Description In this task, students are asked to share their opinions after looking at some pictures related to the topic in a group. This task has a purpose to help students understand the theme and objective of the unit which is going to be discussed and brainstorm their ideas using pictures in order to introduce the topic.</p>
<p>Task 2 Instruction Below are some reasons why guests make complain at the restaurant. Give a tick in the provided box if you agree with that.</p>	<p>Description In this task, students are asked to give a tick for the statement that they agree with for the reasons of why guests often make complaint at the restaurant. This task is a pretask activity which has a purpose to help the students understand further the topic which is going to be discussed as well as give them an overview about the things they need to know in the topic.</p>
<p>Task 3 Instruction In pair, list the other reasons why guests make complain at the restaurant besides</p>	<p>Description In this task, students are asked to list the other reasons related to the previous</p>

the reasons mentioned above. Write down your answer in the following box.	activity based on their experience and opinion. This task aims to give them a chance to explore their background knowledge and experience related to the topic.
Task 4 Instruction Listen the dialogue between guests and a waitress at the restaurant. After that, decide whether the statement is True or False.	Description In this task, students are asked to listen to a dialogue between guests and a waitress at the restaurant and decide between true or false for the each statement. This task aims to give students a chance to express themselves as the response of the spoken text they have heard.
Task 5 Instruction Listen again to the same dialogue between guests and a waitress. Then, complete the dialogue by choosing the correct words provided in the box below.	Description In this task, students are asked to listen to the same spoken text and complete the dialogue with the correct words provided. This task aims to give them a chance to understand the text further.
Task 6 Instruction Study the dialogues below. Then, answer several questions as follow.	Description In this task, students are asked to study the written dialogues and answer some questions. This task has a purpose to give them a chance to express what they want to say as the response of the written text they have studied.
Task 7 Instruction After you study the dialogue above, now, find out the meaning of the words in bold, on your dictionary. You may also write down the other words you want to know the meaning.	Description In this task, students are asked to find out the meaning of the words and write down the other words that they want to know. This task aims to enrich students' vocabulary by doing an autonomous activity.
Task 8 Instruction	Description

Let's pronounce these following words together.	In this task, students are asked to pronounce the words written in the text book. This task has a purpose to rehearse students' pronunciation and give them a chance to practice pronouncing correctly.
Task 9 Instruction Find a partner. Choose one of the dialogues above. After that, practice it in front of the class with the correct pronunciation.	Description In this task, students are asked to practice one of the dialogues using the correct pronunciation. This task aims to give students more chance to have a pronunciation practice.
Task 10 Instruction Watch the video that will be played by your teacher. Then, answer the questions.	Description In this task, students are asked to watch video and answer some questions. This task has a purpose to give the students a chance to understand the video and give response based on the video they have watched.
Task 11 Instruction Make a group consists of four. After that, study the following expressions.	Description In this task, students are asked to study some expressions related to the topic. This task has purpose to give students a chance to study new expressions in the topic that they need to know.
Task 12 Instruction Below are the expressions used between a waiter/waitress and a guest when the guest makes a complain. Study the expressions and practice each of them with your partner.	Description In this task, students are asked to study the expressions in the forms of dialogues and practice with a partner. This task aims to give them a chance to make a practice of what they have learnt.
Task 13 Instruction Match each of the statement in the left column with the correct responses in the	Description In this task, students are asked to match statement with the correct response.

right. Number one has been done for you.	This task aims to help the students understand further about language function or expression that they need to know related to the topic.
Task 14 Instruction Choose one of the three words between the brackets by circling the words that you think is correct. Number one is for your example.	Description In this task, students are asked to choose one of the the correct words in the brackets. This leads the students to a follow-up activity of the previous one.
Task 15 Instruction Group work! Some problems may happen when guests come to a restaurant such as it takes too long to have the order, the beef is not well-cooked, the soup is salty, and so on. Make a group consists of four students. Then, build the following dialogues based on the pictures by using your own sentences.	Description In this task, students are asked to make dialogues based on the provided pictures in a group of four. This task has a purpose to give students a chance to do a free-guided production task and build a communicative interaction that encourage cooperative relationships with other students in order to express what they have learnt in the previous activities.
Task 16 Instruction Fill in the following sentences with the correct modal verb provided in the box. You may use the same modal verbs for some sentences. Number one is for your example.	Description In this task, students are asked to fill in the gap-sentences with the correct modal verbs. This task aims to give students a chance to have a language focus activity related to the topic.
Task 17 Instruction Now, make your own sentences by using the provided modal verbs as follow.	Description In this task, students are asked to make sentences using the provided modal verbs. This task leads students to do a semi-guided production activity in terms of language focus activity related to the topic.
Task 18 Instruction	Description

Look at the expressions of people in the pictures below. What do these people feel? Write down your answer in the provided bubbles.	In this task, students are asked to state their opinion about the people in the pictures. This task aims to give students a chance to express their opinion through the provided pictures.
Task 19 Instruction Look at the pictures below. Label the pictures with the vocabularies written in the column.	Description In this task, students are asked to label the pictures with the correct vocabulary. This task has a purpose to give students a chance to express what they have learnt in the previous activity.
Task 20 Instruction After you have labeled the pictures with the provided vocabularies, now, answer the questions under each picture and write your answers in the following column.	Description In this task, students are asked to answer questions of the pictures in the previous activity. This task leads students to do a problem-solving activity through pictures.
Task 21 Instruction Pair work! Study the role-play cards below, then, choose one of the cards and act it out in front of the class.	Description In this task, students are asked to act out one of the role-play cards with a partner in front of the class. This task aims to give students a chance to do a semi-guided task which can build a communicative interaction to encourage cooperative relationships with his/her peer, build students' confidence and motivation and give them a chance to have a fluency and accuracy activity.
Task 22 Instruction Find a partner. Then, build a conversation between a waiter/waitress and a guest who is complaining because of a problem. One of you will act as the waiter/waitress and the other role is the	Description In this task, students are asked to make a conversation between a waiter/waitress and a guest who makes a complaint because of a problem and act it out in front of the class. This task

<p>guest. Finally, act it out in front of the class.</p>	<p>belongs to homework activity which aims to give students a chance to practice the language function in the target language they have learnt and encourage students to have more practice activity done at home.</p>
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APPENDIX E

The First Draft of the Materials

ENGLISH FOR CULINARY

English Course Book for Apprenticeship Preparation
for Grade X Students of Culinary Study Program



Wury Anggun Kusumawati
Joko Priyana, Ph. D

UNIT 1

Good Evening, Madam!



When guests come to the restaurant, a hostess and a waiter/waitress should serve them very well. You have to know what to do in that situation. In this unit, you will learn how to greet your guest, welcome your guest, introduce yourself to your guests and understand procedure text.

GETTING STARTED

Answer these following questions with your peers.

- What is a hostess, a waiter/waitress, and a guest?
- Have you ever met foreign guests in a restaurant?
- How will you greet your guest?
- What will you say to welcome them?
- How will you introduce yourself to your guests?



www.shalomlife.com



Task 1

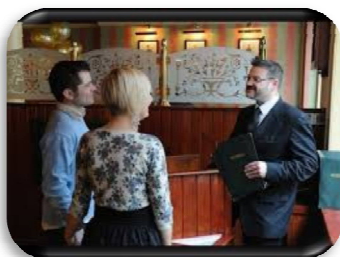
Make a group consists of four or five. After that, look at the pictures below. What are the hostess and the waiter/waitress doing? Share your opinion with the other groups in turn.



www.wisegeek.com



www.world4learn.blogspot.com



www.article.wn.com



www.hospitality-school.com



Task 2

Give a tick in the provided box for what should be done in serving your guest in a restaurant.



www.altalks.wordpress.com

1. Greet and welcome the guest
2. Ask whether he/she already has a reservation
3. Ask for guest personal identity
4. Ask for the table the guests want
5. Check the table's availability
6. Take the guest to the table that he/she wants
7. Help the guests to sit down
8. Introduce yourself to the guests

☐☐☐☐☐☐☐☐



Task 3

With a partner, group the items you have checked in previous activity into two parts. The one is that you need to do as a hostess and another is as a waiter/waitress. Add some other items that you think important when serving the guest.

As a hostess

1.
2.
3.
4.
5.

As a waiter/waitress

1.
2.
3.
4.
5.



Task 4

Watch the video about David and Annie who are having dinner out at the restaurant. After you watch it, answer some questions below.

Questions:

1. Who are going to the restaurant?
.....
2. What table does the man need?
.....
3. What drink does the woman order?
.....

4. Does the man ask for Budweiser for his drink?
.....
5. What appetizer do they want before having their meal? What sauce do they want to be put with?
.....
6. Does the woman like to have beef for her meal?
.....
7. What does the man order for his meal? How should it be cooked?
.....

Video source: <http://www.youtube.com/watch?v=hUU8hwI7WHA>



schmankerlstube.com

Do you know?

There is a different way in the use of greetings according to times and it varies from one place to another. We need to know although it is not really required in English.

5A.M–12.30P.M	Good Morning
12.30P.M–5P.M	Good Afternoon
5P.M–5A.M	Good Evening

Adapted from: <http://writers.stackexchange.com/questions/7111/how-do-greetings-vary-with-time-of-day>



Task 5

Below are the lists of times. Classify the following times into the appropriate greetings in English as you have learnt previously. Write your answers in the provided box.

1. 03:13P.M
2. 09:00A.M
3. 01:00P.M
4. 07:30P.M
5. 12:00A.M
6. 07:25 A.M
7. 03:00P.M
8. 10:15 P.M
9. 12:25A.M

Good Morning

1.
2.
3.

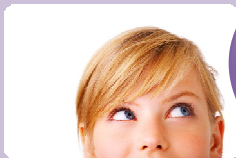
Good Afternoon

1.
2.
3.

Good Evening

1.
2.
3.

Do you know?



www.qvidian.com

1. Mr. (Mister)
2. Mrs. (Misses)
3. Miss (Miss)
4. Ms. (Mizz)

How to address your guests in English? In the followings are formal titles English speakers use:

1. Sir (adult male of any age)
2. Ma'am (adult female – North Amrecian)
3. Madam (adult female)
4. Mr + Last name (any man)
5. Mrs + Last name (married woman who uses her husband's last name)
6. Ms + Last name (married or unmarried woman; common in business)
7. Miss + Last name (unmarried woman)
8. Prof + Last name



Task 6

Listen to the text. What name does each person use? Choose one of the two answers by crossing a or b.

- | | | | |
|---------------------------|-----------------------------|----------------------------|--------------------------------|
| 1. a. Damien
b. David | 2. a. Jackson
b. Johnson | 3. a. Rob
b. Bob | 4. a. Michelle
b. Marcia |
| 5. a. Smith
b. Schmidt | 6. a. James
b. John | 7. a. Abrams
b. Abraham | 8. a. Steinway
b. Steinberg |



Task 7



buffalo.com

Complete the following dialogue with the suitable words provided in the box. After that, practice the dialogue with your friend.

Number one is for your example.

- Hostess : Good evening, sir, welcome to our restaurant, Chez Attitude!
- Guest : We have a dinner (1) reservation for four at 7 o'clock under the (2) _____ of Foster.
- Hostess : Yes, Mr. Foster. Our waitress will be with you in a moment.
- Guest : We would like to begin with a (3) _____ while we are waiting. Would you let us know when our table is ready?
- Hostess : Sure.
- Guest : The (4) _____ table looks really nice. Could we be (5) _____ there, please?
- Hostess : I could seat you right away at an outside table if you would like it.
- Guest : Thanks! We'll seat out there, then. We will just (6) _____ our drinks out there.

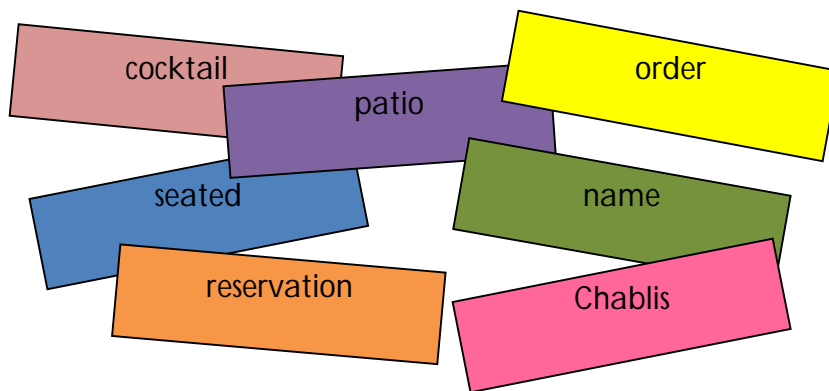
Hostess : Can I start you off with some cocktails while you are looking over the menu?

Guest : Yes, why don't you bring us a bottle of the house (7) _____ with four glasses to start with?

Hostess : I'll get on that right away.

Guest : We appreciate your help

The dialogue script is adapted from:
<http://www.eslfast.com/robot/topics/restaurant/restaurant03.htm>



Task 8

Study the dialogue that you have completed in the previous activity. Then, state whether the statement below is **True** or **False**. Write your answers in the provided columns.

Statements	True / False
1. The man already has a reservation for lunch	
2. The man makes a reservation for thee	
3. They will be seated outside of the room	
4. The man asks for cocktails while he is waiting for the waitress	
5. They want to have a bottle of wine to the hostess	



Task 9

Study the following short dialogue between a waiter and the guest. When you finish studying, answer the questions.

- Hostess : Good morning. Welcome to Royal Restaurant.
How can I help you today, ma'am?
- Mrs. Mary : Good morning. Yes, I need a table for one.
- Hostess : OK. Here it is, madam. And this is the menu. The waiter will be shortly serving you in a minute.
- Mrs. Mary : Alright.
- Waiter : Hello, Madam. My name is Asraf and I'll be your waiter today. Can I take your order?
- Mrs. Mary : Yes. What will you recommend?
- Waiter : Well, we have our special main course in our restaurant, ma'am. This is Chicken Parmigiana.
- Mrs. Mary : Alright. I will have the Chicken Parmigiana and one orange juice, please.
- Waiter : Good. So, it is chicken parmigiana and an orange juice. It will take some minutes to serve, madam.
- Mrs. Mary : Never mind. Thanks.



www.homehealthadv.com

1. Do the waiter and the guest meet each other before?

2. What does the waiter do when he starts to serve the guest?

3. How does he say it?

Find a partner, then, act out the dialogue above in front of the class.

There are several ways to introduce yourself to other people as follows:

Expressions	Responses
1. I'm ...	1. Nice to meet you
2. My name is ...	2. Pleased to meet you
3. Let me introduce myself to you	3. Glad to see you
...	4. Happy to meet you
4. May I introduce myself?	5. How do you do?
5. I'd like to introduce myself ...	
6. Nice to meet you; I'm ...	
7. Pleased to meet you; I'm ...	

Things to note:

- When introducing yourself in a formal situation; use full names.
(*"I'm Alex Litterman"*)
- *"How do you do?"* is not really a question, it just means *"Hello"*.

adapted from: http://www.myenglishpages.com/site_php_files/communication-lesson-introducing-people.php



Task 10

Study the following dialogues. Can you find the expressions of greeting and introduction? After you find them, underline the expressions.

Dialogue 1

- Waitress : Good morning, Sir. I am Rossy and I'm your waitress today.
- Guest : Good morning, Ms Rossy.
- Waitress : Are you ready to order?
- Guest : Certainly. I order curried fish and steamed rice. And for my drink, I'd like hot chocolate, please.
- Waitress : I'm really sorry but our curried fish is not available now. Why don't you try the masala stuffed fish? It does taste good as well.
- Guest : It doesn't matter. I'll have the masala stuffed fish.
- Waitress : That's all, sir?
- Guest : So far, yes it is.

Waitress : Alright. So, these are masala stuffed fish, steamed rice and hot chocolate. I'll be right back with your order, Sir.

Dialogue 2

Waiter : Hello. Good evening, Ma'am. My name is Andrew and I'll be serving you today. Can I take your order right now?

Guest : Sure. I'd like to have ginger chicken, please.

Waiter : Anything else, ma'am?

Guest : Yes. I want a glass of peanut punch for my drink.

Waiter : OK. So, these are ginger chicken and peanut punch. Wait a second. Your order will be right away served.

Guest : OK.



Task 11

Open your dictionary, then, find out the meaning of the words/phrase below.

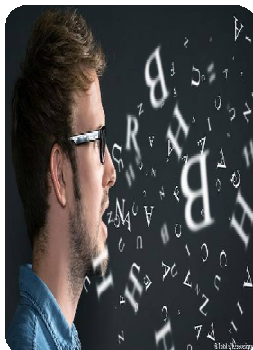
Words	Meaning
curried	
steamed	
masala	
stuffed	
tastes	
ginger	
peanut	
punch	
serve	
right away	



Task 12

Let's pronounce these words.

Now, you know the meaning of the words above. It's the time for you to pronounce those words correctly. Repeat after your teacher.



www.dw.com

Steam /sti:m/

Curried /'kʌr.id/

Masala /mə'sɑ:lɑ/

Peanut /'pi:nʌt/

Ginger /'dʒɪŋ.dʒə r

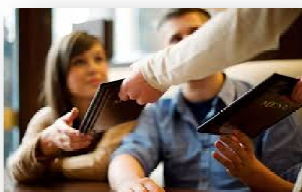
Punch /pʌntʃ/

Taste /teɪst/

Stuffed /stʌft/



Task 13



businesslounge.co.id

Study again the dialogues in Activity 9. Then, choose one of the dialogues and act it out with your partner.





Task 14

Listen to the text carefully. After that, notice the pictures of tool and equipment kitchen below as mentioned in the audio. Name each picture with the correct term provided in the box. Number one has been done for you.

 <p>www.amazon.com</p> <p>a. waffle-iron</p>	 <p>www.sd81.bc.ca</p> <p>b.</p>	 <p>steamer.sotuku.com</p> <p>c.</p>	 <p>www.amazon.com</p> <p>d.</p>
 <p>www.amazon.com</p> <p>e.</p>	 <p>www remodelista.com</p> <p>f.</p>	 <p>www.parisatacertainage.com</p> <p>g.</p>	 <p>blog.airc.org</p> <p>h.</p>
 <p>www.bedbathandbeyond.com</p> <p>i.</p>	 <p>www.mallewtrousse.com</p> <p>j.</p>	 <p>www.amazon.com</p> <p>k.</p>	 <p>www.beka-cookware.com</p> <p>l.</p>
 <p>www.kalorik.com</p> <p>m.</p>	 <p>www.buzzfeed.com</p> <p>n.</p>	 <p>www.houzz.com</p> <p>o.</p>	 <p>www.americanas.com.br</p> <p>p.</p>



- | | |
|--------------|--------------------|
| 1. steamer | 11. baking pan |
| 2. grill | 12. rolling-pin |
| 3. toaster | 13. tea pot |
| 4. casserole | 14. colander |
| 5. mixer | 15. cup and saucer |
| 6. microwave | 16. sauce pan |
| 7. utensils | 17. frying pan |
| 8. tongs | 18. waffle-iron |
| 9. masher | |
| 10. grater | |



Task 15

How are these words pronounced? Based on the text you have heard, pronounce the words below correctly. Let your teacher corrects it to you.

Words	Pronunciation	Words	Pronunciation
stove	/stəʊv/	fork	/fɔ:k/
mug	/mʌg/	colander	/'kʌl.ɪn.də r/

grater	/ˈɡreɪ.tə r/	bowl	/bəʊl/
tongs	/tɒŋz/	condiment	/ˈkɒn.dɪ.mənt/
masher	/ˈmæʃ.ə r/	tankard	/ˈtæŋ.kəd/



Task 16

Match each item on the left column with the correct function on the right. Number one is for your example.

1. grater	a. to make waffles; it usually consists of two hinged metal plates.
2. grill	b. to grate or cut foods into small pieces.
3. rolling-pin	c. to cook something by direct heat, especially under a very hot surface in a cooker.
4. waffle-iron	d. to pick up and hold foods between its two long pieces joined at one end and pressed the other end.
5. tongs	e. to make pie dough or other pastries.
6. tankard	f. to bake bread roles, pastries, and flat products such as cookies.
7. baking pan	g. a large usually metal drinking cup to drink beer.
8. sauce pan	h. to drain foods like pasta and vegetables.
9. toaster	i. to make sauce.
10. masher	j. to mash potatoes and other vegetables.
11. casserole	k. to fry and sear.

12. colander	l. to make toast.
13. frying pan	m. to bake and serve usually hot dish.



Task 17






In pairs, find out the meaning of the cooking terms below and pronounce them correctly.

- a. blending :
- b. mixing :
- c. toasting :
- d. frying :
- e. baking :
- f. roasting :
- g. pouring :
- h. whipping :
- i. tossing:
- j. stirring:
- k. boiling :
- l. canning :
- m. chopping :
- n. searing :
- o. stewing :



Task 18

Look at the pictures below. After that, match the pictures with the correct verbs of cooking terms. Do this with your partner. Look at number one as your example.

<p>a.</p>  <p><i>desperatelyseekingcrab.com</i></p>	<p>1. boiling</p>
<p>b.</p>  <p><i>auntieemsguide.wordpress.com</i></p>	<p>2. frying</p>
<p>c.</p>  <p><i>foodandnutrition3rdhour.wordpress.com</i></p>	<p>3. tossing</p>
<p>d.</p>  <p><i>gourmetguck.wordpress.com</i></p>	<p>4. baking</p>
<p>e.</p>  <p><i>www.thejoykitchen.com</i></p>	<p>5. mixing</p>

<p>f.</p>  <p>www.dulcetculine.com</p>	<p>6. chopping</p>
<p>g.</p>  <p>www.zetu.co.ke</p>	<p>7. whipping</p>
<p>h.</p>  <p>www.tips-tricks.net</p>	<p>8. pouring</p>



Procedure Text is a text which is designed to describe how things are achieved through a sequence of actions or steps.

- ▶ *The social function : to help us doing a task or making something.*
- ▶ *The generic structure :*
 - a. *Goal/aim*
 - b. *Materials (not required for all procedures tex*
 - c. *Steps*



How to Make Coffe Creme

Ingredients:

- 250 cc of water
- 190 grams sugar
- 50 gr of instant coffee

Steps:

1. boil sugar with the water until getting thick.
2. add the instant coffee on it.
3. it's ready to serve.

picture is taken from: aphotographerinparis.com



Task 19

In a group consists of four, study the following procedure text about **“How to Make Pie Crust”** and find out the action verbs in the text. Then, search their meanings and put them in the box below.

How to Make Pie Crust



1. Combine flour and salt in a bowl. With a pastry blender or two knives, the mixture is cut in shortening until it resembles coarse crumbs.



2. Sprinkle one tablespoon of cold water at a time over the mixture and toss gently with a fork. It should be repeated until dry ingredients are moist and mixture forms a ball. Water is used only as much as necessary to moisten flour.



3. Shape into a ball. On a floured surface, flatten the ball into a circle, pressing together any cracks or breaks.



4. Then, the balls are rolled with a floured rolling pin from the center of the dough to the edges, forming a circle, 2 inch larger than the pie plate. The pastry should be about 1/8 in thick.



5. To move pastry, the pastry is rolled up onto rolling pan. Position over edge of pie plate and unroll. Let the pastry ease into the plate. Do not stretch the pastry to fit. For a single-crust pie, trim pastry with a scissor to 1/2 in beyond the plate edge; turn under the flute. Bake the shell or fill according to recipe directions.



6. Finally, Single Pie Crust is ready to be served.

Adapted from <http://www.tasteofhome.com/recipes/how-to-cook/how-to-make-a-pie>

Words	Meaning	Words	Meaning



Task 20

Answer the following questions based on the text you have read in the previous activity.

1. What kind of water will you need in making the single pie crust?
.....
2. How much cold water do you need to moisten the flour?
.....
3. After you have your flour in ball shapes, what should you do the next?
.....
4. How should the pastry be in thickness?
.....
5. What should you do to move the pastry?
.....

Passive Voice

Passive voice is used when the focus is on the action. Who or what is performing the action is not really important. Note some points below:

- ✗ We use either active or passive form in describing some steps in making food.
- ✗ The passive form of the verb is signaled by a form of "to be". For example: "is/are poured".
- ✗ The pattern is: **Subject+ to be present/past+ V3**
- ✗ The subject of the active sentence becomes the object (or it is dropped).

Adapted from: <https://www.ego4u.com/en/cram-up/grammar/passive>

Here are the examples of passive voice:

1. The gravy sauce **is poured** into the steak.
2. The ingredients **are mixed** together into a large bowl.
3. Hot soup **is served** ideally at the temperature of 80° C.



www.foreverwriters.com



Task 21

Once again, take a look at the procedure text in Activity 18 about "How to Make Pie Crust". Find out the verbs in passive form from the text. Write down your answer in the box below. Do this in pairs.



1.

2.

3.

4.

5.

6.



Task 22

Study the short dialogues below. Then, underline the passive verbs you find.

1. Guest : "What is 'fisherman's pie' exactly?"
Waiter : "It's a meat dish. It is garnished with parsley."
2. Guest : "Does this dish come with any vegetables?"
Waiter : "Yes. It's served with a side salad."
3. Guest : "Can you tell me how this dish is served?"
Waiter : "It's topped with cheese."



Task 23

Change the verbs in the brackets into correct passive form by adding "to be".
Number one is for your example.

1. The roast (removed) from the pan.	The roast is removed from the pan.
2. The sauce (stirs) gently until it begins to boil.	.....
3. Fresh parsley (chop) before finally added into the cream soup.	.....
4. The icing (made) while the cake is being baked.	.....
5. Some mushrooms better (fry) in a little butter.	.....



Activity 24

Study the following procedure text about "**How to Make Carrot and Courgette Salad**" carefully and fill the gap-sentences using the words provided in the box as follows. Firstly, study the ingredients in the box below.

Ingredients:

340g / 12oz carrots, peeled
340g / 12oz courgettes, topped and tailed
Grated rind and juice of 2 oranges
45ml / 3 tbsps olive oil
Salt and pepper
60g/4 tbsps unblanched almonds, chopped

How to Make Carrot and Courgette Salad



www.google.com



1. Shred the carrots on the coarse side of a grater or use the coarse grating blade of a food processor. (1) _____ in a large bowl.



2. Grate the courgettes in the same way and (2) _____ to the carrots.



3. Grate the orange on the fine side of the grater. When grating oranges or other citrus fruit, use a pastry brush to (3) _____ all the zest from holes in grater. Then (4) _____ in half to squeeze the juice. Mix the juice and rind with the olive (5) _____ and salt and pepper, (6) _____ over the carrots and the courgettes and stir well. Leave to (7) _____ for about 15 minutes.
4. Sprinkle over the almonds and (8) _____ just before serving.

Adapted from: <http://orientalweb.tripod.com/foods/main/salads/sdcarrot.html>

toss	remove
pour	add
oil	marinate
cut	place

Let's play a game.



The Pantomime Game

How to play?

1. Teacher explains the meaning of "rhyme" to the students and start practicing with nouns.
2. After the students get the hang of the game, start with verbs (especially verbs on cooking process such as blending, pouring, etc.) by dividing the class into two to three teams.
3. Begin by saying, "I'm thinking a verb that rhymes with_____" (try to use single syllable words and verbs).
4. Students will raise their hands when they have a guess.
5. The first student who asks, "Is it this?" and acts out the right verb, earn a point for his/her team.
6. Set the goal for points and the team that reaches the threshold wins the game.

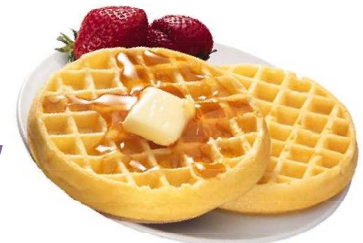
adapted from: <http://www.fluentu.com/english/educator/blog/esl-verb-tenses-games-for-the-classroom/>

HOMEWORK



Activity 25

Find out a procedure text about **“How to Make Waffle”**. Then, write down the ingredients and the steps in making the waffle in the provided box below using your own words. Use the passive voice in your text.



www.giantbomb.com

How to Make Waffle

Ingredients:

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

To serve:

.....
.....

Steps:

1.
2.
3.
4.
5.

SUMMARY

In this unit, you have learnt about

A. Expressions or language focus:

1. Greeting	e.g.: <i>"Good evening, ma'am."</i>
2. Welcoming	e.g.: <i>Welcome to Victoria Restaurant"</i> .
3. Introducing yourself:	e.g.: <i>"I am Eric, and I will be your waiter today"</i>

B. Greetings according to times:

Good morning	: 5A.M-12.30P.M
Good afternoon	: 12.30P.M-5P.M
Good evening	: 5P.M-5A.M

C. Short Functional Text (Procedure Text)

Procedure Text is a text which is aimed at describing how things are achieved through a sequence of steps.

The generic structure is:

- Goal
- Materials
- Steps

D. Grammar Focus: Passive Voice

Passive Voice is used when the focus is on the action.

The pattern is: Subject + to be (present/past) + V3

For example: The potato *is fried* before served.

REVIEW

What I have learnt from this unit is/are	.....
What I like the most from this unit is	.....
What I like the least from this unit is	.....

VOCABULARY LIST

Word	Pronunciation	Meaning
Ginger	/ˈdʒɪŋ.dʒə r /	Jahe
Peanut	/ˈpiː.nʌt/	Kacang
Punch	/pʌntʃ/	Minuman campuran
Stove	/stəʊv/	Kompor
Mug	/mʌg/	Mangkuk (tempat minuman)
Grater	/ˈgreɪ.tə r /	Parutan
Tongs	/tɒŋz/	Jepitan
Masher	/ˈmæʃ.ə r /	
Fork	/fɔːk/	Garpu
Colander	/ˈkɒl.ɪ.n.də r /	Saringan
Bowl	/bəʊl/	Mangkuk
Condiment	/ˈkɒn.dɪ.mənt/	Bumbu, rempah-rempah
Tankard	/ˈtæŋ.kəd/	
Roast	/rəʊst/	Daging panggang
Toast	/təʊst/	Roti panggang
Pour	/pɔː r /	Menuang
Fry	/fraɪ/	Menggoreng

Recipe for delicious travels



Method:

1. Separate thyme from usual routine.
2. Add generous portions of exotic cuisines.
3. Mix with varied cultures + landscapes.
4. Allow ingredients to settle + mingle with new companions.
5. Throw in plenty of fresh delights.
6. Makes many precious memories.

www.cartoonsbysheila.com

REFERENCES

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<http://writers.stackexchange.com/questions/7111/how-do-greetings-vary-with-time-of-day>

<https://www.englishclub.com/speaking/titles.htm>

<http://www.eslfast.com/robot/topics/restaurant/restaurant03.htm>

http://www.myenglishpages.com/site_php_files/communication-lesson-introducing-people.php

<http://www.youtube.com/watch?v=hUU8hwI7WHA>

UNIT 2

Are You Ready to Order?



After a hostess greets and welcomes the guests in the restaurant, a waiter/waitress will handle the guest order. You have to know what to do in that situation. In this unit, you will learn how to ask for the guests order, offer additional and special menu, ask for payment, express gratitude, and understand menu.

GETTING STARTED

Answer these following questions in pairs.

1. What will you say to handle the guest orders?
2. What will you say to offer special menu to your guest?
3. How will you ask your guest for additional menu?



www.blog.etundra.com

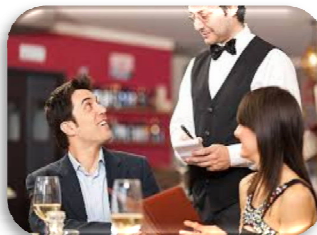


Task 1

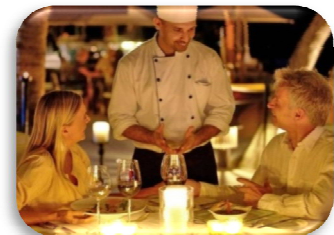
Make a group consists of four. Then, look at the pictures below. What does the waiter/waitress do? Share your opinion with the other groups in turn.



www.blog.ipinnovations.com



www.runningrestaurant.com



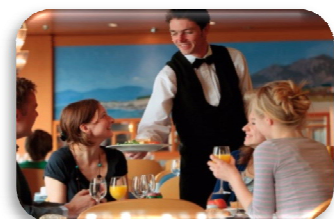
www.google.com



www.pixshark.com



www.tripadvisor.co.uk



www.naomiphryne2.blogspot.com



Task 2

Read the statements below. Decide what items belong to waiter/waitres's duties in the restaurants by giving a tick (V) in the provided box.



www.buzztime.com

1. Ask for guest's favorite foods and drinks
2. Ask for guest reservation
3. Ask for guest order
4. Offer special menu to your guest
5. Ask for additional menu
6. Prepare foods and beverages in the kitchen
7. Ask for guest payment
8. Expresses gratitude to your guests

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>



Task 3

Watch the video and pay attention to the conversation between a guest and a hostess in a restaurant. Then, state whether the statement is True or False by giving a circle.

- | | |
|--|------------|
| 1. The guest is dining alone. | True/False |
| 2. The guest wants single table in the smoking area. | True/False |
| 3. The hostess shows the table to the guest. | True/False |
| 4. The guest asks for a wine list to the hostess. | True/False |
| 5. The guest orders drink with meal. | True/False |

6. The hostess recommends pie to the guest.	True/False
7. The hostess offers a special menu to the guest.	True/False
8. The guest orders a bottle of the House Red.	True/False



Task 4

Answer the following questions based on the video you watched in the previous activity.

1. What is a House Red wine?
.....
2. What does the guest order for his dinner?
.....
3. How should the food be cooked?
.....
4. What does the man choose to serve with his steak. Is that jacket potato or chips?
.....
5. What desert does the restaurant offer?
.....
6. What does the guest order for his dessert?
.....
7. Does the guest order any drink to the waitress?
.....
8. What does the guest prefer for paying his order?
.....
9. Does the bill include tax and service charge?
.....
10. Is the guest satisfied with the meal?
.....



Task 5

Listen to the text of a guest who orders food by making a call. After that, look at the following statements and decide whether it is **True** or **False**. Correct the false statements in the provided column. Number one is for your example.



www.shutterstock.com



www.gettyimages.com

Statements	T/F	Correction
1. The guest calls the room service officer to order breakfast.	T	-
2. The guest likes to have soup for his breakfast.		
3. The officer offers several kinds of cereals to the guest.		
4. The guest orders a bowl of all bran for his cereal.		
5. The guest also orders two fried eggs on toast.		



Task 6

Complete the following dialogue with the suitable words provided in the circle as follows.

- Officer : Good morning, Room Service. How can I (1)_____ you?
 Guest : Good morning. I'd like to (2)_____ breakfast, please.
 Officer : Certainly. What (3)_____ you like, Sir?
 Guest : What cereals do you have?

Officer : Well, we have corn flakes; we have muesli, (4)_____ bakes and all bran.

Guest : I'll have a (5)_____ of corn flakes, please.

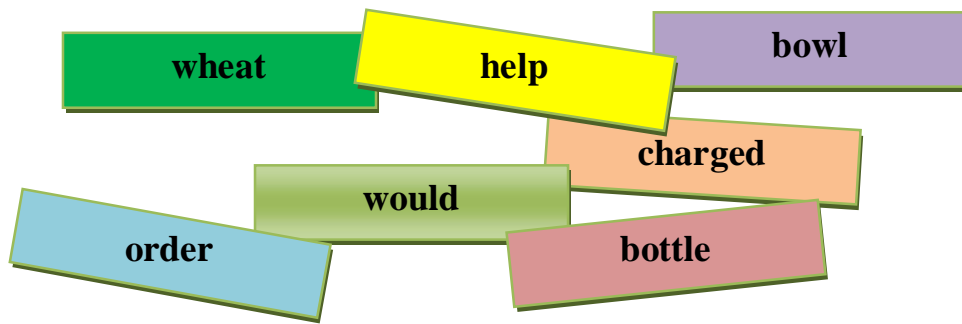
Officer : Do you want anything else, Sir?

Guest : A (6)_____ of mineral water, please.

Officer : Aright. That's one bowl of corn flakes and a bottle of mineral water. It will be sent to you in 10 minutes and the bill will be (7)_____ to your room.

Guest : Thank you. Good bye.

Officer : Bye.



Language Focus

Study the expressions commonly used by a hostess and a waiter/waitress in serving the guest below.



Expression of ...

✚ Asking for guest order	➡ "Are you ready to order?"
✚ Asking for additional menu	➡ "Would you like to have any drinks?", "Anything else, ma'am?"
✚ Offering special menu	➡ "Do you want to know our today's special?"
✚ Asking for the guest payment	➡ "Will you be paying with cash or credit card, Sir?"
✚ Expressing gratitude	➡ "Thank you for coming."

Do you know? There several ways to express your gratitude to other people as follows:

Expressions	Responses
<ol style="list-style-type: none"> 1. Thank you 2. Thanks 3. Thanks a lot 4. Thank you so much 5. Thank you very much 6. Thanks anyway 7. It was very kind of you 8. I appreciate your help 	<ol style="list-style-type: none"> 1. You're welcome 2. That's alright/OK 3. Don't mention it 4. (It's) my pleasure 5. Not at all 6. It was nothing 7. No Problem 8. Anytime
<p><i>Examples of thanking in a more formal way:</i></p> <ol style="list-style-type: none"> 1. You've been very helpful. 2. I want to thank you for ... 3. I want to tell you how grateful I am ... 4. I'm grateful for ... 	

adapted from:

<http://englishpond.com/speaking/Communication%20and%20daily%20English/thanks/index.html>
<https://nurinuryani.wordpress.com/expressions/other-english-expressions/expressing-thanks/>



Task 7

Study the expressions and their responses in the box below. Next, classify them in the correct column as follows. Which one is said by the waiter/waitress and which one is the customers'?



- A table for two, please?
- What do you recommend?
- And here's the menu.
- Are you ready to order?
- I recommend the steak.
- Rare, medium or well done?
- Are you ready to order?
- I would like some mineral water, please?
- I'll have the lamb chops.
- Can we have the bill, please?
- The lasagna for me, please?
- Would you like anything to drink?

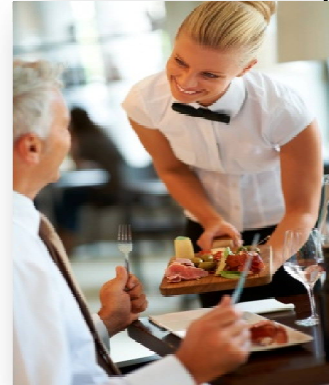
Waiter/Waitress	Customer/s



Task 8

Study the following dialogue with your partner. Then, answer the questions.

- Hostess : Good afternoon, how can I help you today?
- Guest : I'd like a table for one, please.
- Hostess : Right this way.
- Guest : Thank you. Can I have a menu?
- Hostess : Here you are. The waitress will be serving you right away, Sir.
- Waitress : Hello, Sir. My name's Jean and I am your waitress today. Are you ready to order?
- Guest : I want vegetable pasta, please.
- Waitress : Alright. Would you like to hear today's specials?
- Guest : Certainly.
- Waitress : Well, our today's starter is chowder soup and today's main course is salmon and chips.
- Guest : Alright, I'd like the salmon and chips.
- Waitress : Would you like to have the starter soup?
- Guest : Actually, I would like to have fresh green salad.
- Waitress : Very good. Would you like something to drink?
- Guest : Oh, I'd like a pineapple juice, please.
- Waitress : OK. So that's a green salad, salmon and chips and pineapple juice.
- Guest : Yes, that's right.



www.swipely.com

Waitress : Your orders will be sent to
you in 15 minutes, Sir.
Guest : OK, thank you.

Questions:

1. What table does the guest need?
.....
2. What special menu does the waitress offer?
.....
3. What drink does the guest want?
.....
4. What does the guest want for his lunch?
.....
5. Does the waitress serve the guest politely?
.....



Task 9

Pronounce the words below correctly.

Menu /'men.ju:/

Order /'ɔ:.də r /

Vegetable /'vedʒ.tə.bl/

waitress 'wei.trəs/

starter /'stɑ:.tə r /

chowder /'tʃəʊ.də r /

soup /su:p/



[www. functionalmommy.com](http://www.functionalmommy.com)



Task 10

Work in pairs.

Read again the dialogue in Activity 8 and answer the following questions by underlining the correct expression.

How does the hostess greet the guest?

What does the hostess say to offer help?

How does the waitress introduce herself to the guest?

What does the waitress say in handling over the guest' order?



strongforparentingpodcast.com

What does the waitress say to offer the special menu that day?

How does the waitress offer additional menu to the guest?



Task 11

Match each of the statement in the left with the correct responses in the right. Look at number one for your example.

- | | |
|--|--|
| 1. Good afternoon, Sir. | 1. Yes, I'd like spicy chopped eggplant, please. |
| 2. Can I help you? | 2. Good afternoon. |
| 3. Are you ready to order? | 3. You're welcome. |
| 4. Would you like to know our today's special? | 4. Certainly. Can you give me the menu? |
| 5. Would you like something to | |

drink? 6. Will you be paying with cash or credit card? 7. How was your food, Madam? 8. Thank you for coming, Sir.	5. I prefer paying with cash. 6. It was so delicious, thanks. 7. I'll have peanut punch. 8. Yes, please.
--	---



Task 12

Find out the meaning of the following words/phrases. Open your dictionary to help you find the meaning of the words.

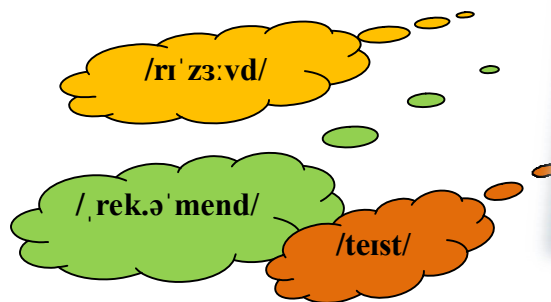
Words	Meaning	Words	Meaning
reserved	<i>dipesan</i>	recommend	
order		taste	
chowder soup		all bran	
green salad		corn flakes	
starters		muesli	
prawn cocktail		bowl	
main course		bunch	
grilled salmon		champagne	
seafood		fried shrimp	
main		special	
fresh		available	



Task 13

Make groups of four.

Classify whether the words on the table above are verb, noun, or adjectives. After that, pronounce the words or phrases in turns with your group correctly. You may open your dictionary to do this activity. Let your teacher corrects it to you.



blog.udemy.com

Verbs	Nouns	Adjectives



Task 14

Choose the most appropriate word by circling one of the words in the brackets. Number one has been done for you. After that, choose one of the conversations and act it out with your peers.

1. Waiter : Good evening, Sir.
Guest : A (table)/chair/window) for two, please.
Waiter : (I don't know/Certainly/Good bye). This way, Sir.
2. Guest : Could we sit by the window?
Waiter : I'm really sorry, Sir. The windows are all
(eaten/opened/reserved).
3. Waiter : Are you ready to (eat/drink/order), Madam?
Guest : Certainly. I'll (bring/have/take) chowder soup and fresh
green salad for my starters.
4. Waiter : Alright. One (corn flakes/chowder soup/muesli) and one
(prawn cocktail/green salad/fresh orange). What would you like for
the main course?
Guest : I'll have grilled salmon and my wife would (like/taste/feel)
seafood spaghetti.
5. Waiter : I'm afraid grilled salmon is not available.
Guest : Well, so what do you (say/recommend/answer)?
Waiter : Fried shrimp with fries on the sides is also our special
menu, Sir.
6. Waiter : Would you like anything to (add/drink/say)?
Guest : Yes, a (bowl/bunch/bottle) of champagne, please.

Adapted from: <http://tx.english-ch.com/teacher/cristina/level-a/dialogue-ordering-in-a-restaurant/>



Task 15

Build a brief dialogue. The situations below will help you to build your conversations. One of you will act as a hostess or a waiter/waitress and the other one is as a guest. With your partner, act it out in front of the class.

1. Today was your birthday. You are going to treat your friends in a restaurant you have not ever visited before. But you have not reserved a table for you and some of your friends.

Guest :

Waiter :

2. You are staying in a hotel. At a time, you want to have some breakfast but you prefer ordering some foods by phone.

Guest :

Officer :

3. You are a regular guest of a restaurant. You already know the hostess. You want to drop in that restaurant for dinner after working all day long with your colleague.

Guest :

Waitress :



Task 16

Look at the examples of menu below. After that, with your partner, learn what is written in the menu.

Examples of Menus

ETASIA RESTAURANT SAMPLE MENU

STARTERS



Whole Prawn Toast
on individual pieces of toast with sesame seeds
| £ 6.90



Salt & Pepper Soft Shell Crab, light crispy batter tossed with salt, pepper and chilli | £ 8.50



Barbeque Spare Ribs, coated in fruity, tangy, barbeque sauce | £ 6.50



Salt & Pepper Chicken, shredded crispy chicken, tossed with salt, pepper and chilli
| £ 5.80



Aromatic Duck with pancakes, salad and hoi sin sauce
| £ 9.50



Thai Green Chicken Curry, spicy fragrant curry in coconut milk with vegetables
| £ 6.50



Teriyaki Beef, served with light stir fry of vegetables in sweet honey soya sauce
| £ 6.50

ETASIA SPECIAL



Whole Sea Bass, steamed in ginger and spring onion with soya sauce
| £ 16.50



Fillet Steak in Garlic and Black Bean Sauce, Cantonese classic, peppers, onions in black bean with tender pieces of fillet steak
| £ 17.50



Aromatic Duck Plum Sauce, crispy duck breast with tangy plum sauce | £ 13.00



Beef Randang, slow cooked beef shin in rich spicy aromatic sauce
| £ 12.50



Sweet Chilli Thai Grouper, with crispy coating served with sweet chilli sauce
| £ 13.50

MAINS



Sweet and Sour Chilli Chicken, crispy strips of chicken in spicy sweet and sour sauce
| £ 6.50



Shredded Crispy Beef, crispy strips of beef tossed in spicy, sweet, Cantonese sauce
| £ 6.50



Oriental Chicken Mushroom, light stir fry of mixed mushroom with tender chicken pieces
| £ 6.50



Red Hot Beef with Mango, Stir fry with pepper, Thai basil, chilli and mango | £ 6.50

*** Wide range of Vegetarian and Gluten Free dishes available on main menu**

Menu 1. www.groupsixmanzanarproject.weebly.com

15

UNIT 2 "Are You Ready to Order?" | English for Culinary

<i>Mess Hall Menu</i>	
=====Meat Products=====	
Weenie Royale A dish consisting of hot dogs, onions, eggs, and white rice.	
Vienna Sausages Sausages topped with salt and mustard.	
Hot Dogs Cooked frankfurter in a bun topped with ketchup and/or mustard.	
Spam Sushi Spam and rice rolled together with nori.	
	
Weenie Royale	Spam Sushi
=====Vegetables=====	
Spinach Canned leaf spinach.	
Pickled Beets Beets with vinegar and sugar.	
Salad A mixture of cold vegetables topped with dressing.	
String Beans Canned string beans.	
<i>Mess Hall Menu</i>	
=====Beverages=====	
Milk (children under 12 only)	
Water	
Tea	
=====Pasta=====	
Baked Macaroni Baked Macaroni topped with Spanish sauce.	
Spaghetti Cooked spaghetti served with tomato sauce.	
	
Spaghetti	
=====Grain=====	
Steamed Rice Stemed Rice topped with canned apricots.	
Bread Warm bread with butter on the side.	
Property of Period 5 Group 6	

Menu 2. www.imgkid.com

  		
Appetizers & Salads		
Pork Spring Rolls	90	
Beef Spring Rolls	100	
Ham & Cheese Rolls.	100	
Italian Salad	90	
Tomatoes, lettuce, mozzarella, olive oil and vinegar		
Cesar Salad	100	
Chicken, tomatoes, lettuce, cheese and croutons		
Veggie Salad	110	
Lettuce, orange, cucumber, lime and vinaigrette		
Pasta & Rice		
Penne Carbonara	130	
Spaghetti Bolognese	150	
Beef Stroganoff	150	
Choice of rice or penne		
Curry Chicken	155	
Chicken, tomatoes, lettuce, cheese and croutons		
Spaghetti with Sauteed Shrimps	180	
Lettuce, orange, cucumber, lime and vinaigrette		
Gallettes		
Paysanne	150	
Ham, egg, cheese and tomatoes		
Bergerie	150	
Bacon, egg, onions and cheese		
Complete Galette	155	
Ham, egg, mushroom, cheese, tomatoes and onions		
Savoyarde	155	
Bacon, potatoes, cheese and onions		
Pirate	160	
Ground beef, tomatoes and cheese		
Spanish	170	
Chorizo, mushroom, cheese, bell pepper, onions and chili sauce		

Menu 3. www.etasia.co.uk



Task 17

After you learn the examples of menu above, find out the answers of the following questions.



www.helphealgrow.com

What is menu?

What are the differences among the three examples of menus above?

Which one you consider as the more comprehensive and understandable?

What information should be written in menu in order to make it easier for the guests/readers?



netizenbuzz.blogspot.com

What is Menu?



Menu

Menu /'men.ju:/ (noun) is a list of dishes available in a restaurant. It varies from one restaurant to other restaurants.

It gives information about the list and the description of foods and drinks and the price.



creatingahass.com

NOTES!



Some points you should know about restaurant menus:

- It should be original
- It should be versatile
- It should have the correct food cost
- The items should be easy to prepare
- It should have an easy to read format
- It should be a manageable size
- It should be updates when needed

Adapted from <http://restaurants.about.com/od/menu/a/10-Things-You-Should-Know-About-Restaurant-Menus.htm>

www.pixshark.com



Task 18

Answer some questions below by looking again at the examples of menu you have learnt in **Activity 15**.



Menu 1

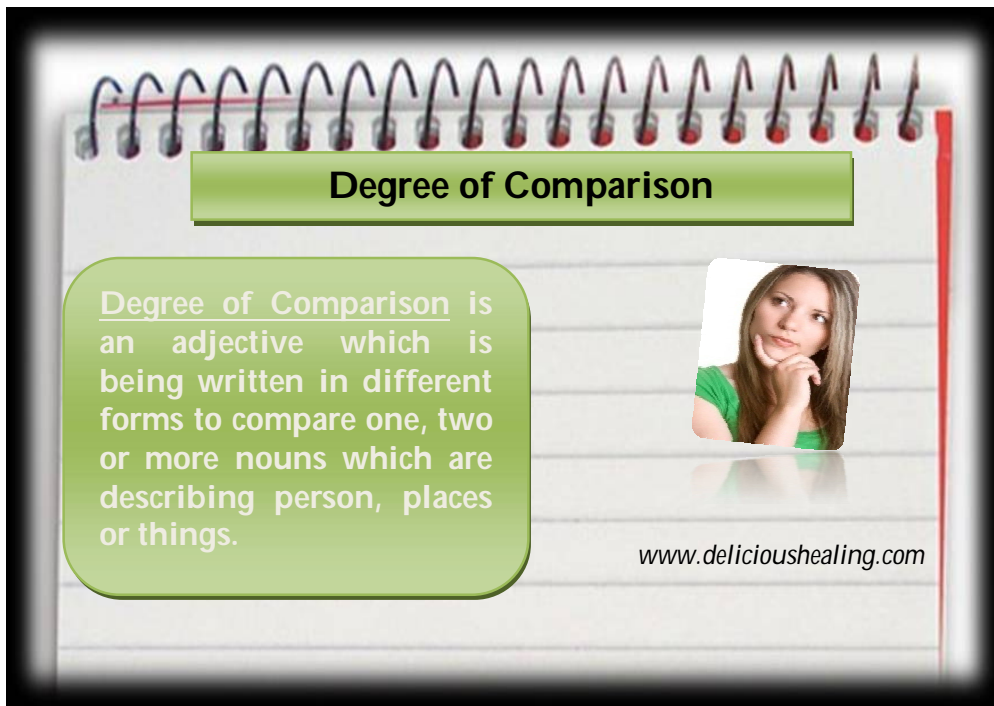
1. What starters are offered by Etasia restaurant as written in the menu?
2. What is Shredded Crispy Beef?
3. How much does Oriental Chicken Mushroom cost?
4. What is the most expensive item of the main menu?

Menu 2

1. What are products provided by Mess Hall restaurant as written in the menu?
2. What kinds of meats are served by the Mess Hall restaurant?
3. Whom is milk provided for?
4. How many kinds of vegetables are available?

Menu 3

1. How many dishes are written in the menu?
2. What is the most expensive item of Pasta and Rice? And what is the cheapest one?
3. How much does Italian salad cost?
4. Is Paysanne cheaper than Complete Galette?



affordableearthquakeinsurance.com

There are three kinds of degrees of comparison in English:

1. Positive Degree: is used to tell about only one person or thing.

2. Comparative Degree: is used to compare one person, thing, action, event, or group with another person, thing, etc. It uses **than**.

3. Superlative Degree: is used to compare somebody or something with the whole group that he/she/it belongs to. It uses **the**.

Look at the examples below and pay attention to the words in **bold**.



www.laweekly.com

Positive Degree

1. This salad is so fresh.
2. He is a reliable chef in this restaurant.

Comparative Degree

1. Baked macaroni is cheaper **than** spaghetti.
2. Milk is **more** expensive **than** tea.

Superlative Degree

1. She is **the** friendliest waitress I ever know.
2. This restaurant is **the most** luxurious one in this country.

Notice!

-er and **-est** are used for one-syllable adjectives, and sometimes are also used for some-syllables adjectives, meanwhile,

more and **most** are used for more than two syllables adjectives.



www.mindzette.com

Adapted from: <http://www.english-for-students.com/Degrees-of-Comparison.html>

Read the information below.

1. One-syllable adjectives (regular comparison)

Adjective	Comparative	Superlative	
Old	Older	Oldest	} Most adjectives: + <i>-er</i> , <i>-est</i>
Tall	Taller	Tallest	
Cheap	Cheaper	Cheapest	
Late	Later	Latest	} Adjectives ending in <i>-e</i> : + <i>-r</i> , <i>-st</i>
Nice	Nicer	Nicest	
Fat	Fatter	Fattest	} One vowel + one consonant: double consonant.
Big	Bigger	Biggest	
Thin	Thinner	Thinnest	

2. Irregular Comparison

Adjective	Comparative	Superlative
good	better	best
bad	worse	worst
ill	worse	
far	farther/further	farthest/furthest
old	older/elder	oldest/eldest

3. Two-syllable adjectives

<ul style="list-style-type: none"> adjectives ending in <i>-y</i> have <i>-ier</i> and <i>-iest</i> e.g.: happy → happier → happiest
<ul style="list-style-type: none"> adjectives ending in unstressed vowel, can have <i>-er</i> and <i>-est</i> (for some other two-syllable adjectives) e.g.: narrow → narrower → narrowest clever → cleverer → cleverest quiet → quieter → quietest

4. Longer adjectives

Adjectives of more than three or more syllables have *more* and *most*.

e.g.: intelligent → more intelligent → most intelligent

practical → more practical → most practical

beautiful → more beautiful → most beautiful



Task 19

Fill in the blank with the correct adjectives provided in the box. Look at number one as your example.

1. He owns the **biggest** restaurant in this country.
2. She prefers a _____ place than the crowded ones.
3. Honeydew melon is the _____ one among the other types of melon.
4. Couverture chocolate contains a _____ amount of cocoa fat than milk chocolate.
5. Mr. Rudy is the _____ waiter I ever met.
6. This salad will look more _____ with some dressings on it.
7. Broccoli usually tastes _____ when it is cooked in oil than in butter.
8. Richard finds his new assistant is more _____ than the other assistants.
9. I believe California has the _____ coastline in the country.
10. Melany is a _____ cook than her sister.

biggest	higher	better
quieter	friendliest	competent
sweetest	beautiful	longest
better		



Task 20

Read the following passage. Write the comparative and superlative forms of the adjectives in parentheses in the blank spaces. The first one has been done for you.



Kayla likes cooking. She cooks various kinds of foods such as fried rice and any cakes everyday. She learns how to be (1) a **better** (good) chef from her father. It is because her father is a chef. His father cooks (2) _____ (good) than his friends. All dishes he makes are all (3) _____ (tasty) ones to serve. He prefers becoming a chef since being a chef is a (4) _____ (challenging) profession than any other professions for him. He is also (5) _____ (friendly) one at the place where he works. That is why his friends love him very much.

picture is taken from www.prweb.com



Task 21

Your teacher will distribute each card to each of you. Find a partner who gets the same restaurant as yours, then, study your own card. Next, build your own conversation based on the role you get and act it out in front of the class.

ROLE-PLAY CARDS

CARD A1

You are a new guest of the Boulevard Restaurant. That is why the waiter introduces himself to you. You want to have some meals. Ask the menu list to the waiter. Then, you make an order.

CARD B1

You are a regular guest of the Outback Restaurant. You ask for your common steak but the waiter offers you something new. Ask him to explain the new menu.

CARD C1

You are having dinner with some of your friends. You are going to treat them in your birthday in Jack's Restaurant, so you need a table for four. After having your meals, you do not know how to make a payment. Ask the waitress about it.

CARD D1

Before you get home from work, you drop in the Sun Sun restaurant near your office for having some foods. Ask the waiter/waitress to bring you some additional menu while you are enjoying the foods.

CARD A2

You are working in the Boulevard Restaurant. You serve a new guest who comes to the restaurant. Offer him/her special menu for that day.

CARD B2

You are a waiter/waitress in the Outback Restaurant. After taking your guest for a table he asks, explain the new menu that you recommend.

CARD C2

You are waiter/waitress in the Jack Restaurant. Today, you will serve a man with some of his friends. After they finish their meals, ask him how he will pay the orders, whether by cash or credit card.

CARD D2

You are a waiter/waitress in Sun Sun Restaurant. Offer and recommend your guests with new menu for their dessert.

Let's play a game.



Whisper Circle

How to play?

1. Divide the students into groups of 7 to 10.
2. Choose one leader from each group. Give the leaders the card which has the sentence *"The woman sitting in the corner orders orange pie and orange juice"*.
3. Ask him to memorize the sentence, go back to his group and whisper what he has read on the card to the person on his right. Each person will whisper the sentence to the next person and the sentence be said only once.
4. The last person will say the sentence out loud. If the sentence is the same with the one written on the card, that group wins.

Adapted from: <http://iteslj.org/Lessons/Ersoz-Games.html>

HOMEWORK



Task 22

Find a partner. Then, make a short dialogue between a guest/guests who make(s) an order in a restaurant and a waiter/waitress.



www.msccroisieres.fr

Waiter :

Guest :

Waiter :

Guest :

Waiter :

Guest :

SUMMARY

In this unit, you have learnt about ...

A. Expressions or language focus:

1. Introduce yourself to the guest	e.g.: <i>"I am Eric, and I will be your waiter today".</i>
2. Ask for guest order	e.g.: <i>"Are you ready to order?"</i>
3. Ask for additional and special menu	e.g.: <i>"Would you like to have any drinks?"</i> <i>"Do you want to know our today's special?"</i>
4. Ask for payment	e.g.: <i>"Will you be paying with cash or credit card, Sir?"</i>
5. Deliver gratitude	e.g.: <i>"Thank you for coming."</i>

B. Grammar Focus: Degree of Comparison

- Definition

Degree of Comparison is an adjective which is being written in different forms to compare one, two or more nouns which are describing person, places, or things.

- Types of degree of comparison

There are three types of degree of comparison: *positive*, *comparative* and *superlative degree*.

- Comparative degree uses + *-er* for its one-syllable adjective and *more* for two or more-syllable adjective

Superlative degree uses *-est* for its one-syllable adjective and *the most* for two or more-syllable adjective

C. Short Functional Text of Menu

Menu is a list of dishes available in a restaurant. It varies from one restaurant to other restaurants. It gives information about the list and the description of foods and drinks and the price.

REVIEW

What I have learnt from this unit is/are	.....
What I like the most from this unit is	.....
What I like the least from this unit is	.....

VOCABULARY LIST

Word	Pronunciation	Meaning
Order /	/ˈɔː.də r	Pesanan
Dessert	/dɪˈzɜːt/	Makanan pencuci mulut/penutup
Appetizer	/ˈæp.i.taɪ.zə r /	Makanan pembuka
Rare	/reə r /	Setengah matang
Charge	/tʃɑːdʒ/	Tagihan
Service	/ˈsɜː.vɪs/	Pelayanan
Menu	/ˈmen.juː/	Daftar makanan/minuman
Reservation	/ˌrez.əˈveɪ.ʃ ə n/	Pemesanan
Additional	/ˌrek.əˈmend/	Tambahan

LET'S HAVE FUN



www.michaelfietz.com



www.cartoonstock.com

REFERENCES

Swan, Michael. 2002. *Practical English Usage*, 2nd Edition. Hongkong: Oxford University Press.

<http://www.english-for-students.com/Degrees-of-Comparison.html>

http://www.myenglishpages.com/site_php_files/communication-lesson-introducing-people.php

UNIT 3

Any Problems with Your Food, Sir?



Sometimes, your guests at the restaurant are not satisfied with the foods or drinks which are being served. You have to know what to do in that situation. In this unit, you will learn how to offer help, ask for opinion and handle your guests' complaint (ask for apologize and respond to your guests' complaint).

GETTING STARTED

With your partner, answer the questions below.

1. Have you ever met guests who make a complain with the food or drink they order?
2. What will you say to handle the complain?
3. What are the common reasons of complains your guests make?



www.huffingtonpost.fr



Task 1

Make a group consists of four or five, then, look at the pictures below. What happen to the guests? Share your opinion with the other groups in turn.



www.wisegeek.com



blog.opentable.com



moneywise.co.uk



www.yahoo.com



Task 2

Below are some reasons why guests make complain at the restaurant. Give a tick in the provided box if you agree with that.



www.altalks.wordpress.com

1. It takes too long that they have to wait for the order.
2. There is no enough option for the menu.
3. The soup is not good. There is no vegetable on it as it is used to be.
4. Something undesirable happens.
5. The food and drink are not as how they order.
6. The food is not well cooked.
7. The service is bad.

☐☐☐☐☐☐☐

Task 3

In pair, list the other reasons why guests make complain at the restaurant besides the reasons mentioned above. Write down your answers in the following box.

1.
2.
3.
4.
5.



Task 4

Listen the dialogue between guests and a waitress at the restaurant. After that, decide whether the statement below is True or False.

No.	Statements	True	False
1.	The man complains for his soup because there is a hair on it.		
2.	The man asks for the bill to the waitress.		
3.	He asks the waitress to bring him another food.		
4.	He won't pay the food he has ordered.		
5.	They are so happy with the service.		



Task 5

Listen again to the same dialogue between guests and a waitress. Then, complete the dialogue by choosing the correct words provided in the box below.

- Waitress : Do you need anything else?
- Man : Yes. Please, bring me the **(1)**_____.
- Waitress : Why, Sir? Is there a **(2)**_____ with your meal?
- Man : Yes, my hamburger has a hair.
- Waitress : Just a minute, please. Would like to **(3)**_____ it for another meal?
- Man : No. Just bring me the bill. Wait, I am not going to pay for this. What a **(4)**_____.
- Waitress : Just a moment, Sir. Let me talk with the **(5)**_____.
- Woman : We do not have enough times. Thanks by the way.

service
exchange
problem
manager
bill



Task 6

Study the dialogues below. Then, answers several questions as follow.

Dialogue 1



www.yahoo.com

- Man : Excuse me. Are you out of vegetables today?
- Waiter : I'm sorry, Sir. I don't understand.
- Man : I ordered a creamy vegetable soup and there aren't many vegetables in it. It's mainly just **broth**.
- Waiter : I really **apologize** for that. Allow me to **replace** it with a better one.
- Man : No. That's alright now. I'll just **fill up** on the main course.
- Waiter : I **assure** you, it won't happen again. As a **token** of our apologies, we won't charge you for the soup.
- Man : That's good. I hope I won't be **disappointed** with the
- Waiter : food quality.
- You will not, Sir.

Dialogue 2

- Man : Excuse me. Would you mind telling me who's the cook?
- Waiter : What's wrong, Sir? Is there anything I can help you, with?
- Man : Well, as you can see, I ordered chicken parmignia and the chicken is not well-cooked.

Waiter : I really apologize for this **mistake**. **Allow** me to get you a better **dish**.

Man : That's right. But this restaurant has been running for so long! Usually, such things do not happen here.

Waiter : It's a random mistake. I apologize on behalf of my chef.

Man : I would appreciate if you can replace it with a well-cooked dish.

Waiter : Sure. Thank you for the **patience**.

Adapted from: www.youtube.com



Questions

1. What happen to the both guests in the dialogues above?
.....
2. What is the problem of the guest in the first dialogue?
.....
3. What is the problem of the guest in the second dialogue?
.....
4. How do the two guests feel in that situation?
.....



Task 7

After you study the dialogues above, now, find out the meaning of the words in bold, on your dictionary. You may also write down the other words you want to know the meaning.

Words	Meaning	Words	Meaning
broth		dish	
apologize		patience	
replace		
assure		
token		
disappointed		
fill up		
mistake		
allow		



Task 8

Let's pronounce these following words together.

apologize

disappointed

/ˌdɪ s.əˈpɔɪ n.tɪ d/

assure /əˈʃʊ :r/

replace /rɪˈpleɪs/

receive /rɪˈsi:v/

mistake /mɪˈsteɪ k/

patience /ˈpeɪ .ʃ ə n t s/



www.phoenixrising.me



Task 9

Find a partner. Choose one of the dialogues above. After that, practice it in front of the class with the correct pronunciation.

Language Focus

How to handle the guests complaints:

1. **Listen**; let the guests say anything they need to say. Do not interrupt them.
2. **Apologize**, kindly do this after your guests have been saying the reasons of their dissatisfactory.
3. **Solve**, and decide the best route to take.
4. **Thank**; thank to your guests for bringing it to their attention even though it sounds odd.



www.helphealgrow.com

Some tips in handling guests complaints:

Listen to them attentively, be prepared to offer alternatives based on their taste, beverage or schedule if they are not satisfied with the choice, be polite all the times, and take full responsibility.

adapted from: <http://www.wikihow.com/Handle-Customer-Complaints-About-Food>



Task 10

Watch the video that will be played by your teacher. Then, answer the questions.

1. What drinks do the guests want?
.....
2. What main course does the man order?
.....
3. How should the steak be cooked as the man wants?
.....
4. What side dish does the man like to have?
.....
5. How does the steak taste? and what about the spaghetti?
.....
6. Does the man feel happy with the mashed potato?
.....



Task 11

Make a group consists of four. After that, study the following expressions.

In handling guests complain, we need to know several expressions needed and what to say in that situation. For example: offering help, asking for opinion, and asking for apologize.



www.basic-counseling-skill.com



Expression of offering helps.

There are some ways to offer helps to your guests:

- ⊕ *What can I do for you, Ma'am?*
- ⊕ *Would you like some help, Sir?*
- ⊕ *Can I give you a hand, Ma'am?*
- ⊕ *Do you need any help?*
- ⊕ *May I offer any assistance?*

Expression of asking for opinion

There are some ways to ask your guests opinion about the foods or drinks:

- 📖 *What do you think about....?*
- 📖 *How do you feel with....?*
- 📖 *What's your opinion on...?*

Expression of asking for apologize

There are some ways to ask for apologize to your guests:

- ◆ *I'm sorry.*
- ◆ *Please, accept my apologies.*
- ◆ *I'm sorry about....*
- ◆ *I'm sorry. I didn't mean to....*



Task 12

Below are the expressions used between a waiter/waitress and a guest when the guests make a complain. Study the expressions and practice each of them with your partner.

<div style="border: 1px dashed red; border-radius: 10px; padding: 10px; margin-bottom: 10px;"> 1 (G) Waiter, come here please. </div> <div style="border: 1px dashed red; border-radius: 10px; padding: 10px; margin-bottom: 10px;"> 2 (W) How is your drink, Ma'dam? </div> <div style="border: 1px dashed red; border-radius: 10px; padding: 10px; margin-bottom: 10px;"> 3 (G) Waiter! Look at this. My soup has a hair. </div> <div style="border: 1px dashed red; border-radius: 10px; padding: 10px; margin-bottom: 10px;"> 4 (W) How do you feel with your toast, Ma'am? </div> <div style="border: 1px dashed red; border-radius: 10px; padding: 10px;"> 5 (G) It's a wasteful time. I haven't received anything yet, even my drink for more than 20 minutes. </div>	<div style="border: 1px dashed red; border-radius: 10px; padding: 10px; margin-bottom: 10px;"> (W) Yes, Sir, what can I do for you? </div> <div style="border: 1px dashed red; border-radius: 10px; padding: 10px; margin-bottom: 10px;"> (G) I think there's much sugar on it. </div> <div style="border: 1px dashed red; border-radius: 10px; padding: 10px; margin-bottom: 10px;"> (W) I'm sorry about your creamy soup, Sir. I'll bring you with the new one. </div> <div style="border: 1px dashed red; border-radius: 10px; padding: 10px; margin-bottom: 10px;"> (G) It's too dry. I think they toasted this for too long. </div> <div style="border: 1px dashed red; border-radius: 10px; padding: 10px;"> (W) I'm sorry ma'am. I didn't mean to waste your time. </div>
---	--



Task 13

Match each of the statement in the left column with the correct responses in the right. Number one has been done for you.

<div style="border: 1px solid red; border-radius: 10px; padding: 10px; margin-bottom: 10px;"> 1. What do you think about the salad? </div> <div style="border: 1px solid red; border-radius: 10px; padding: 10px; margin-bottom: 10px;"> 2. What do you want to say about your creamy soup? </div> <div style="border: 1px solid red; border-radius: 10px; padding: 10px; margin-bottom: 10px;"> 3. Does your peanut punch taste good? </div> <div style="border: 1px solid red; border-radius: 10px; padding: 10px;"> 4. What can I do for you, Sir? </div>	<div style="border: 1px solid orange; border-radius: 10px; padding: 10px; margin-bottom: 10px;"> 1. I'm not sure. It is too sweet beacuse he puts too much milk in it. </div> <div style="border: 1px solid orange; border-radius: 10px; padding: 10px; margin-bottom: 10px;"> 2. It's OK. Bring me the bill, please. </div> <div style="border: 1px solid orange; border-radius: 10px; padding: 10px; margin-bottom: 10px;"> 3. Bring me pepper for my steak, please. </div> <div style="border: 1px solid orange; border-radius: 10px; padding: 10px;"> 4. I think, the vegetable is not really fresh. </div>
--	---

5. Would you like some help, Sir?

6. I'm sorry about your food, Ma'am.

7. I'm sorry. I didn't mean to bring you these shrimp rolls.

5. Alright. Bring me the chicken rolls, then.

6. It is a little bit salty.

7. Yes. Could you replace my juice with another one? It is not what I order.



Task 14

Choose one of the three words between the brackets by circling the words that you think is correct. Number one is for your example.

Woman : Excuse me, Captain.

Captain : Yes, Ma'am. What can I (bring/take/help) you?

Woman : Well. it's been 20 minutes since I placed my (order/table/menu). We haven't received any appetizers or even any drinks yet.

Captain : Kindly give me a couple of minutes. I'll (read/check/write) the status of your order.

Woman : Please, do so. I'm in a hurry and I don't (have/need/want) much time today.

Captain : I'll (bring/put/ask) your drink now, and your order will be on your (order/table/food) within the next 5 minutes.

Woman : Thanks a lot.






Task 15

Group work!

Some problems may happen when guests come to a restaurant such as it takes too long to have the order served, the beef is not well-cooked, the soup is salty, and so on.

Make a group consists of four students. Then, build the following dialogues based on the pictures by using your own sentences.

<p>1.</p>  <p><i>elacarte.com</i></p>	<p>A :</p> <p>B :</p> <p>A :</p> <p>B :</p>
<p>2.</p>  <p><i>www.yahoo.com</i></p>	<p>A :</p> <p>B :</p> <p>A :</p> <p>B :</p>
 <p><i>imgbucket.com</i></p>	<p>A :</p> <p>B :</p> <p>A :</p> <p>B :</p>
<p>3.</p>  <p><i>idealsoftware.co.za</i></p>	<p>A :</p> <p>B :</p> <p>C :</p>

4.



realitytomagazine.sheknows.com

A :

B :

A :

B :

Grammar Notes

MODAL VERBS

Modal Verbs are verbs used to show if we believe something is certain, possible (or not), do things like talking about ability, asking permission, making request and offers, and so on. We also use modal verbs in handling the complaint of the guests.

The pattern is: **Subject + Modal Verb + Main Verb (verb 1)**

Some examples of modal verbs:

can	could
may	might
shall	should
will	would
must	ought to
need	(to)

For example:

- I **will** bring your fried potatoes soon.
- You **should** cook this in a medium-rare.
- I **will** not pay for the food.

Adapted from: www.learnenglish.britishcouncil.org



Task 16

Fill in the following sentences with the correct modal verb provided in the box. You may use the same modal verbs for some sentences. Number one is for your example.

1. I **would** like to recommend you our special menu today, Sir.
2. _____ you be paying with cash or credit card, Ma'am?
3. _____ I ask you to bring me sauce for my side dish?
4. I _____ be back with your drink within the next 5 minutes, Sir.
5. Excuse me. _____ I take your order?
6. I do not like this curried fish. It's too salty. You _____ bring me with the other one or I _____ not pay for it.
7. I _____ not pay for this sandwich unless you bring me with the new one.
8. _____ I give you the bill now or take the charge to your room, Sir?
9. I'm sorry, ma'am. You _____ not pay using credit card. We accept cash only.
10. Alright, Sir. I _____ take the better steak for you. Sorry about this.

should can

could will

may shall

would



Task 17

Now, make your own sentences by using the provided modal verbs as follow.

1. can	.....
2. will	.....
3. may	.....
4. should	.....
5. must	.....

ADJECTIVES: FEELING

Study the kinds of feelings below.

Feelings	Meaning
happy	senang
sad	sedih
excited	tertarik
upset	pucat
angry	marah
disappointed	kecewa
satisfied	puas
sleepy	mengantuk

surprised	terkejut
annoying	sebal
boring	bosan
afraid	ketakutan
guilty	bersalah



Task 18

Look at the expressions of people in the pictures below. What do these people feel? Write down your answer in the provided bubbles.

 <p>He feels ...</p> <p><i>besthqimages.mobi</i></p>	 <p>She feels ...</p> <p><i>www.123rf.com</i></p>
 <p>She feels ...</p> <p><i>www.pinterest.com</i></p>	 <p>she feels ...</p> <p><i>hplusmagazine.com</i></p>

 <p>He feels ...</p> <p><i>siobhancurious.com</i></p>	 <p>She feels ...</p> <p><i>www.builtdaily.com</i></p>
 <p>He feels ...</p> <p><i>www.dreamstime.com</i></p>	 <p>He feels ...</p> <p><i>blog.udemy.com</i></p>

angry	upset
annoying	happy
boring	surprised
satisfied	sad



Task 19

Look at the pictures below. Label the pictures with the vocabularies written in the column.



What does he want?

Labels: _____



How does he feel?

Why? Labels: _____



What's annoying her?

Labels: _____



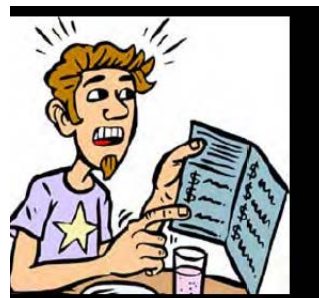
What's annoying him?

Labels: _____



Why is he shocked?

Labels: _____



Why is he surprised?

Labels: _____



What's that on my glass?

Labels: _____



What's she thinking?

Labels: _____



What happened?

Labels: _____

Adapted from: www.eslflow.com



lipstick
glass
angry
man
bill
laughing
overcharge
service
expensive
teen
shocking
coughing

eating
restaurant
menu
spilling
mess
coffee
pizza
fly
soup
cigarette
smoke



Task 20

After you have labeled the pictures with the provided vocabularies, now, answer the questions under each picture and write your answers in the following column.

What does he want?	.....
How does he feel? Why?	.....
What's annoying her?	.....
What's annoying him?	.....
Why is he shocked?	.....
Why is he surprised?	.....
What's that on my glass?	.....
What's she thinking?	.....
What happened?	.....



Task 21

Pair works!

Study the role-play cards below, then, choose one of the cards and act it out in front of the class.



You are a waiter.

You meet a guest who complains to you because he does not receive any drinks and appetizers yet, whereas, he has been waiting for too long.

www.google.com



You are a waiter.

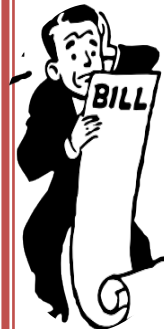
Your guest asks you to replace his/her meat since it is not well-cooked.

ravishinglife.wordpress.com



You are a waiter. You have to handle your guest complaint because he does not like the wine.

www.google.com



You are a waitress. You keep handling your guest complaint. Your guest is shocked by the overcharged-

www.medinamanage.com



damnitdeb.com

You are a waiter. Your guest says that the spaghetti does not taste good. You must handle the problem.



www.123rf.com

You are a waitress. Your guest asks you to replace his/her foods because the foods are not what he/she orders.

Let's play a game.



THE MIME GAME

How to play?

1. Prepare some words especially related to adjectives about feelings or expressions such as sad, angry, etc.
2. Split the class into two teams.
3. Bring one student from each team to the front of the class and one of them choose one adjective about feeling from the bag.
4. Have both students mime the expression or feeling to their team.
5. The first team shout the correct answer was a point.
6. Repeat this until all students have mimed at least one expression or feeling.

adapted from : <http://www.gooverseas.com/blog/10-best-games-esl-teachers>

HOMEWORK



Task 22

Find a partner. Then, build a conversation between a waiter/waitress and a guest who is complaining because of a problem. One of you will act as the waiter/waitress and the other one is the guest. Finally, act it out in front of the class.

Waiter :

Guest :

Waiter :

Guest :

Waiter :

Guest :

SUMMARY

In this unit, you have learnt about

A. Expressions or language focus:

1. Offering help	e.g.: "What can I do for you, Sir?."
2. Asking for opinion	e.g.: "What do you think about the sandwich?".
3. Asking for apologize	e.g.: "I'm sorry, Ma'am."

B. Grammar Focus: Modal Verbs

Modal Verbs are verbs used to show if we believe something is certain, possible (or not), do things like talking about ability, asking permission, making request and offers, and so on.

Modal verbs are such as *will, should, must, can, may*, etc.

REVIEW

What I have learnt from this unit
is/are

.....

What I like the most from this unit
is

.....

What I like the least from this unit is

.....

VOCABULARY LIST

Word	Pronunciation	Meaning
apologize	/ə'pɒl.ə.dʒaɪz/	Meminta maaf
disappointed	/ˌdɪs.ə'pɔɪn.tɪd/	Kecewa
assure	/ə'sʊ : r /	Meyakinkan
replace	/rɪ'pleɪs/	Mengganti
receive	/rɪ'si:v/	Menerima
mistake	/mɪ'steɪk/	Kesalahan
patience	/'peɪ .ʃ ə n t s/	Kesabaran

LET'S HAVE FUN



All pictures are taken from: www.cartoonstock.com

REFERENCES

Walker, E. and Steve Elsworth. 2000. *New Grammar Practice for Pre-Intermediate Students*. England: Pearson education Limited.

<http://www.wikihow.com/Handle-Customer-Complaints-About-Food>

www.learnenglish.britishcouncil.org

APPENDIX F

The Expert Judgment Questionnaire

SURAT PERMOHONAN *EXPERT JUDGMENT*

Hal : Permohonan Ketersediaan *Expert Judgment*

Lampiran : 1 bendel

Kepada Yth.

Bapak Dr. Agus Widyantoro, M.Pd

Dosen Jurusan Bahasa Inggris

Fakultas Bahasa dan Seni

Di Yogyakarta

Dengan hormat,

Sebagai salah satu syarat dalam pembuatan Tugas Akhir Skripsi, bersama ini saya:

Nama : Wury Anggun Kusumawati

NIM : 11202244031

Judul Penelitian : *Developing English Learning Materials for Apprenticeship Preparation for Grade Ten Students of Culinary Study Program at SMKN 1 Kalasan*

memohon dengan sangat ketersediaan Bapak untuk memberikan *Expert Judgment* pada produk yang telah saya buat berupa tiga unit materi bahasa Inggris untuk persiapan praktik kerja industri/prakerin siswa kelas X jurusan jasa Boga SMK Negeri 1 Kalasan.

Demikian permohonan ini saya sampaikan, atas bantuan dan ketersediaan Bapak, saya ucapkan banyak terimakasih.

Yogyakarta, 1 September 2015

Pemohon,

Wury Anggun Kusumawati

NIM. 11202244031

**ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS
UNTUK PERSIAPAN PRAKTEK KERJA INDUSTRI/PRAKERIN
SISWA KELAS X JURUSAN JASA BOGA**

(Diambil dari Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris SMK)

A. IDENTITAS RESPONDEN

Nama :

.....

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

Pekerjaan :

.....

Pendidikan : ☐ S2 ☐ S3

Lama Bekerja :

.....

B. EVALUASI MATERI PEMBELAJARAN

Berilah tanda centang (✓) pada salah satu kolom SS/S/TS/STS yang sesuai dengan pendapat Bapak/Ibu. Selain itu, Bapak/Ibu juga dapat menuliskan pendapat tambahan pada kolom yang disediakan di setiap akhir aspek penilaian yaitu: kelayakan isi, kelayakan bahasa, kelayakan penyajian, dan kelayakan grafis.

Keterangan:

SS : Sangat Setuju (4)

TS : Tidak Setuju (2)

S : Setuju (3)

STS : Sangat Tidak Setuju (1)

UNIT 1

“Good evening, Madam!”

Dikembangkan berdasarkan hasil dari analisis kebutuhan siswa dan Standar Kompetensi Kerja:

Kode Unit	:	PMM. BU01.001.01
Judul Unit	:	Bekerjasama dengan rekan sekerja dan pelanggan
Deskripsi Unit	:	Unit ini berhubungan dengan ketrampilan, pengetahuan, dan sikap kerja yang dibutuhkan dalam bekerjasama dengan rekan sekerja dan pelanggan pada usaha jasa boga dan <i>catering</i> .

	Elemen Kompetensi		Kriteria Unjuk Kerja
3.	Berkomunikasi di tempat kerja	1.1	Komunikasi dengan tamu dan rekan dilakukan secara sopan, terbuka, ramah serta profesional.

No.	Pernyataan	SS	S	TS	STS
KELAYAKAN ISI					
1.	Materi yang dikembangkan sesuai dengan hasil dari analisis kebutuhan siswa dan standar kompetensi kerja nasional Indonesia untuk usaha jasa boga dan <i>catering</i> .				
2.	Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> .				
3.	Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa kelas X SMK jurusan jasa boga dalam mempersiapkan praktek kerja industri/prakerin ke luar negeri.				
4.	Teks dalam materi pembelajaran relevan dengan konteks kehidupan siswa kelas X SMK jurusan jasa boga dalam mempersiapkan praktek kerja industri/prakerin ke luar negeri.				
5.	Materi pembelajaran mencakup pembelajaran tentang struktur teks.				
6.	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial teks.				
7.	Materi pembelajaran mencakup pembelajaran tentang fitur linguistik teks.				
8.	Materi pembelajaran mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan tuntutan standar kompetensi kerja nasional Indonesia dan kebutuhan siswa.				

9.	Materi pembelajaran mencakup komponen pembelajaran <i>pronunciation</i> yang relevan dengan tuntutan standar kompetensi kerja nasional Indonesia dan kebutuhan siswa.				
10.	Materi pembelajaran mengembangkan kompetensi dalam berkomunikasi secara lisan dengan bahasa yang akurat dan berterima.				
11.	Materi pembelajaran mencakup mengembangkan kompetensi dalam berkomunikasi secara tertulis dengan bahasa yang akurat dan berterima.				

1. Bagaimana pendapat Bapak tentang materi yang telah disusun?

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

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3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?

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KELAYAKAN BAHASA

12.	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				
13.	Bahasa yang digunakan dalam materi pembelajaran jelas dan dapat dipahami oleh peserta didik.				
14.	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				
15.	Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat mencerminkan keruntutan penyampaian makna.				
16.	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi Bahasa Inggris yaitu dalam bidang jasa boga khususnya yang digunakan di restoran.				

1. Bagaimana pendapat Bapak tentang materi yang telah disusun?

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

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3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?

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KELAYAKAN PENYAJIAN

17.	Materi pembelajaran sudah sesuai dengan urutan langkah-langkah penyusunan materi bahasa Inggris berdasarkan konsep <i>Task-based instruction</i> .				
18.	Materi pembelajaran sesuai dengan tata pembelajaran berdasarkan karakteristik pembelajaran Bahasa Inggris yang komunikatif.				
19.	Materi pembelajaran yang dikembangkan disusun secara sistematis, berurutan dari yang mudah hingga yang sulit.				
20.	Materi pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri.				
21.	Materi pembelajaran mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan komunikasi.				
22.	Materi pembelajaran mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama, guru, dan lingkungan yang lebih luas.				
23.	Materi pembelajaran mendorong siswa untuk melakukan kegiatan komunikatif secara lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.				
24.	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.				
25.	Dalam tiap unit materi dilengkapi dengan pernyataan tujuan				

	pembelajaran.				
26.	Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
27.	Dalam tiap unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.				
28.	Dalam tiap unit materi dilengkapi dengan <i>fun part</i> yang relevan dengan proses pembelajaran.				

1. Bagaimana pendapat Bapak tentang materi yang telah disusun?

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

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3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?

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KELAYAKAN GRAFIS

29.	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)				
30.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.				
31.	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.				
32.	Penggunaan gambar dan ilustrasi dalam materi pembelajaran relevan dengan topik dan isi materi.				
33.	Penggunaan gambar dan ilustrasi dalam materi pembelajaran bersifat estetis dan fungsional.				
34.	Penggunaan gambar dan ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.				
35.	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.				
36.	Penggunaan variasi (<i>bold, italic, underline, capitalization</i>) tidak				

	berlebihan.				
37.	Tampilan dan keseluruhan desain visual materi menarik.				

1. Bagaimana pendapat Bapak tentang materi yang telah disusun?

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

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3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?

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REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk persiapan praktek kerja industri/prakerin siswa kelas X jurusan Jasa Boga UNIT 1 dengan judul “*Good evening, Madam!*” dinyatakan:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☐ Layak dengan revisi sebagai berikut:

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

Yogyakarta, _____

Evaluator Materi,

NIP.

UNIT 2

“Are You Ready to Order?”

Dikembangkan berdasarkan hasil dari analisis kebutuhan siswa dan Standar Kompetensi Kerja:

Kode Unit	:	PMM. BU01.005.01
Judul Unit	:	Mengembangkan dan Memperbaharui Pengetahuan Tentang Makanan dan Minuman.
Deskripsi Unit	:	Unit ini berhubungan dengan ketrampilan, pengetahuan, dan sikap kerja yang dibutuhkan dalam mengembangkan dan memperbbaharui pengetahuan tentang makanan dan minuman pada perusahaan jasa boga/ <i>catering</i> .

	Elemen Kompetensi		Kriteria Unjuk Kerja
4.	Mengembangkan pengetahuan dan pembaharuan tentang makanan, minuman dan pelanggan.	2.1	Bantuan kepada pelanggan dalam memilih makanan dan minuman, disediakan sesuai kebutuhan.
		2.3	Pertanyaan pelanggan tentang menu dan daftar minuman secara sopan dan dijawab dengan benar dan dilayani dengan cepat dan tepat.

No.	Pernyataan	SS	S	TS	STS
KELAYAKAN ISI					
1.	Materi yang dikembangkan sesuai dengan hasil dari analisis kebutuhan siswa dan standar kompetensi kerja nasional Indonesia untuk usaha jasa boga dan <i>catering</i> .				
2.	Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> .				
3.	Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa kelas X SMK jurusan jasa boga dalam mempersiapkan praktek kerja industri/prakerin ke luar negeri.				
4.	Teks dalam materi pembelajaran relevan dengan konteks kehidupan siswa kelas X SMK jurusan jasa boga dalam mempersiapkan praktek kerja industri/prakerin ke luar negeri.				
5.	Materi pembelajaran mencakup pembelajaran tentang struktur teks.				
6.	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial teks.				
7.	Materi pembelajaran mencakup pembelajaran tentang fitur linguistik teks.				
8.	Materi pembelajaran mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan tuntutan standar kompetensi kerja nasional Indonesia dan kebutuhan siswa.				
9.	Materi pembelajaran mencakup komponen pembelajaran <i>pronunciation</i> yang relevan dengan tuntutan standar kompetensi kerja nasional Indonesia dan kebutuhan siswa.				
10.	Materi pembelajaran mengembangkan kompetensi dalam berkomunikasi secara lisan dengan bahasa yang akurat dan berterima.				
11.	Materi pembelajaran mencakup mengembangkan kompetensi dalam berkomunikasi secara tertulis dengan bahasa yang akurat dan berterima.				
<p>1. Bagaimana pendapat Bapak tentang materi yang telah disusun?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>2. Menurut Bapak, apakah kekurangan dari materi yang telah disusun?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>					

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3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?

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KELAYAKAN BAHASA

12.	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				
13.	Bahasa yang digunakan dalam materi pembelajaran jelas dan dapat dipahami oleh peserta didik.				
14.	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				
15.	Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat mencerminkan keruntutan penyampaian makna.				
16.	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi Bahasa Inggris yaitu dalam bidang jasa boga khususnya yang digunakan di restoran.				

1. Bagaimana pendapat Bapak tentang materi yang telah disusun?

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

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3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?

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KELAYAKAN PENYAJIAN				
17.	Materi pembelajaran sudah sesuai dengan urutan langkah-langkah penyusunan materi bahasa Inggris berdasarkan konsep <i>Task-based instruction</i> .			
18.	Materi pembelajaran sesuai dengan tata pembelajaran berdasarkan karakteristik pembelajaran Bahasa Inggris yang komunikatif.			
19.	Materi pembelajaran yang dikembangkan disusun secara sistematis, berurutan dari yang mudah hingga yang sulit.			
20.	Materi pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri.			
21.	Materi pembelajaran mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan komunikasi.			
22.	Materi pembelajaran mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama, guru, dan lingkungan yang lebih luas.			
23.	Materi pembelajaran mendorong siswa untuk melakukan kegiatan komunikatif secara lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.			
24.	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.			
25.	Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.			
26.	Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.			
27.	Dalam tiap unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.			
28.	Dalam tiap unit materi dilengkapi dengan <i>fun part</i> yang relevan dengan proses pembelajaran.			
<p>1. Bagaimana pendapat Bapak tentang materi yang telah disusun?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>2. Menurut Bapak, apakah kekurangan dari materi yang telah disusun?</p> <p>.....</p> <p>.....</p>				

<p>.....</p> <p>.....</p> <p>.....</p>				
<p>3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>				
KELAYAKAN GRAFIS				
29.	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)			
30.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.			
31.	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.			
32.	Penggunaan gambar dan ilustrasi dalam materi pembelajaran relevan dengan topik dan isi materi.			
33.	Penggunaan gambar dan ilustrasi dalam materi pembelajaran bersifat aestetis dan fungsional.			
34.	Penggunaan gambar dan ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.			
35.	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.			
36.	Penggunaan variasi (<i>bold</i> , <i>italic</i> , <i>underline</i> , <i>capitalization</i>) tidak berlebihan.			
37.	Tampilan dan keseluruhan desain visual materi menarik.			
<p>1. Bagaimana pendapat Bapak tentang materi yang telah disusun?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>2. Menurut Bapak, apakah kekurangan dari materi yang telah disusun?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>				

3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?

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REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk persiapan praktek kerja industri/prakerin siswa kelas X jurusan Jasa Boga UNIT 2 dengan judul “*Are you ready to order?*” dinyatakan:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☐ Layak dengan revisi sebagai berikut:

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

Yogyakarta, _____

Evaluator Materi,

NIP.

UNIT 3

“Any problems with your food, Sir?”

Dikembangkan berdasarkan hasil dari analisis kebutuhan siswa dan Standar Kompetensi Kerja:

Kode Unit	:	PMM.BI03.003.01
Judul Unit	:	Menangani keluhan menggunakan bahasa Inggris.
Deskripsi Unit	:	Unit Kompetensi ini berhubungan dengan pengetahuan, ketrampilan dan sikap kerja yang dibutuhkan dalam: menangani keluhan menggunakan bahasa Inggris pada perusahaan jasa boga/ <i>catering</i> .

	Elemen Kompetensi		Kriteria Unjuk Kerja
3.	Membangun sifat dan rincian keluhan tamu berbahasa Inggris.	1.1 1.3	Sambutan formal dan pernyataan yang sopan dalam bahasa Inggris, serta bahasa tubuh yang tepat digunakan sesuai kebutuhan keluhan tamu. Jenis kosa kata / kalimat yang tepat digunakan sesuai standar bahasa Inggris.
4.	Menawarkan tindakan untuk pemecahan masalah keluhan tamu berbahasa Inggris.	2.2	Solusi yang memungkinkan ditawarkan.

No.	Pernyataan	SS	S	TS	STS
KELAYAKAN ISI					
1.	Materi yang dikembangkan sesuai dengan hasil dari analisis kebutuhan siswa dan standar kompetensi kerja nasional Indonesia untuk usaha jasa boga dan <i>catering</i> .				
2.	Materi pembelajaran dikembangkan sesuai dengan <i>course grid</i> .				
3.	Topik unit materi pembelajaran relevan dengan konteks kehidupan siswa kelas X SMK jurusan jasa boga dalam mempersiapkan praktek kerja industri/prakerin ke luar negeri.				
4.	Teks dalam materi pembelajaran relevan dengan konteks kehidupan siswa kelas X SMK jurusan jasa boga dalam mempersiapkan praktek kerja industri/prakerin ke luar negeri.				
5.	Materi pembelajaran mencakup pembelajaran tentang struktur teks.				
6.	Materi pembelajaran mencakup pembelajaran tentang fungsi sosial teks.				
7.	Materi pembelajaran mencakup pembelajaran tentang fitur linguistik teks.				
8.	Materi pembelajaran mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan tuntutan standar kompetensi kerja nasional Indonesia dan kebutuhan siswa.				
9.	Materi pembelajaran mencakup komponen pembelajaran <i>pronunciation</i> yang relevan dengan tuntutan standar kompetensi kerja nasional Indonesia dan kebutuhan siswa.				
10.	Materi pembelajaran mengembangkan kompetensi dalam berkomunikasi secara lisan dengan bahasa yang akurat dan berterima.				
11.	Materi pembelajaran mencakup mengembangkan kompetensi dalam berkomunikasi secara tertulis dengan bahasa yang akurat dan berterima.				
1. Bagaimana pendapat Bapak tentang materi yang telah disusun?					

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

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3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?

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KELAYAKAN BAHASA

12.	Bahasa yang digunakan dalam penjelasan dan instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				
13.	Bahasa yang digunakan dalam materi pembelajaran jelas dan dapat dipahami oleh peserta didik.				
14.	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan kaidah Bahasa Inggris yang tepat.				
15.	Bahasa pesan atau materi yang disajikan dalam satu bagian/bab/subbab/paragraf kalimat mencerminkan keruntutan penyampaian makna.				
16.	Bahasa yang digunakan dalam materi pembelajaran konsisten menggunakan satu variasi Bahasa Inggris yaitu dalam bidang jasa boga khususnya yang digunakan di restoran.				

1. Bagaimana pendapat Bapak tentang materi yang telah disusun?

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

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3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?

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KELAYAKAN PENYAJIAN

17.	Materi pembelajaran sudah sesuai dengan urutan langkah-langkah penyusunan materi bahasa Inggris berdasarkan konsep <i>Task-based instruction</i> .				
18.	Materi pembelajaran sesuai dengan tata pembelajaran berdasarkan karakteristik pembelajaran Bahasa Inggris yang komunikatif.				
19.	Materi pembelajaran yang dikembangkan disusun secara sistematis, berurutan dari yang mudah hingga yang sulit.				
20.	Materi pembelajaran disajikan dari kegiatan terbimbing berturut-turut ke kegiatan mandiri.				
21.	Materi pembelajaran mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan komunikasi.				
22.	Materi pembelajaran mendorong siswa untuk berinteraksi dalam Bahasa Inggris dengan sesama, guru, dan lingkungan yang lebih luas.				
23.	Materi pembelajaran mendorong siswa untuk melakukan kegiatan komunikatif secara lisan dan tulis atas prakarsa sendiri secara kreatif dan kritis.				
24.	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.				
25.	Dalam tiap unit materi dilengkapi dengan pernyataan tujuan pembelajaran.				
26.	Dalam tiap unit materi dilengkapi dengan ringkasan materi yang disajikan dalam satu unit tersebut.				
27.	Dalam tiap unit materi dilengkapi dengan tugas sebagai pekerjaan rumah.				
28.	Dalam tiap unit materi dilengkapi dengan <i>fun part</i> yang relevan dengan proses pembelajaran.				

1. Bagaimana pendapat Bapak tentang materi yang telah disusun?

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<p>2. Menurut Bapak, apakah kekurangan dari materi yang telah disusun?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>																																																						
<p>3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>																																																						
<p>KELAYAKAN GRAFIS</p>																																																						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center; padding: 5px;">29.</td> <td style="width: 70%; padding: 5px;">Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)</td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">30.</td> <td style="padding: 5px;">Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center; padding: 5px;">31.</td> <td style="padding: 5px;">Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center; padding: 5px;">32.</td> <td style="padding: 5px;">Penggunaan gambar dan ilustrasi dalam materi pembelajaran relevan dengan topik dan isi materi.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center; padding: 5px;">33.</td> <td style="padding: 5px;">Penggunaan gambar dan ilustrasi dalam materi pembelajaran bersifat estetis dan fungsional.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center; padding: 5px;">34.</td> <td style="padding: 5px;">Penggunaan gambar dan ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center; padding: 5px;">35.</td> <td style="padding: 5px;">Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center; padding: 5px;">36.</td> <td style="padding: 5px;">Penggunaan variasi (<i>bold</i>, <i>italic</i>, <i>underline</i>, <i>capitalization</i>) tidak berlebihan.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center; padding: 5px;">37.</td> <td style="padding: 5px;">Tampilan dan keseluruhan desain visual materi menarik.</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	29.	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5)					30.	Penempatan unsur tata letak (judul, subjudul, teks ilustrasi, keterangan gambar, nomor halaman) pada bidang cetak proporsional.					31.	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.					32.	Penggunaan gambar dan ilustrasi dalam materi pembelajaran relevan dengan topik dan isi materi.					33.	Penggunaan gambar dan ilustrasi dalam materi pembelajaran bersifat estetis dan fungsional.					34.	Penggunaan gambar dan ilustrasi dalam materi pembelajaran membantu memperjelas penyajian materi.					35.	Materi pembelajaran tidak menggunakan terlalu banyak jenis huruf.					36.	Penggunaan variasi (<i>bold</i> , <i>italic</i> , <i>underline</i> , <i>capitalization</i>) tidak berlebihan.					37.	Tampilan dan keseluruhan desain visual materi menarik.				
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37.	Tampilan dan keseluruhan desain visual materi menarik.																																																					
<p>1. Bagaimana pendapat Bapak tentang materi yang telah disusun?</p> <p>.....</p> <p>.....</p> <p>.....</p>																																																						

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

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3. Apakah saran Bapak untuk memperbaiki materi yang telah disusun?

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REKOMENDASI

Mengacu pada hasil penilaian di atas, materi pembelajaran Bahasa Inggris untuk persiapan praktek kerja industri/prakerin siswa kelas X jurusan Jasa Boga UNIT 3 dengan judul “*Any problems with your food, Sir?*” dinyatakan:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☐ Layak dengan revisi sebagai berikut:

.....

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.....

.....

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

Yogyakarta, _____

Evaluator Materi,

NIP.

APPENDIX G

The Expert Judgment Data

The Result of The Expert Judgment of Unit 1

No.	Items	Score
The Appropriateness of The Content		
1.	The developed materials are in accordance with the result of the needs analysis of the students' needs and the <i>SKKNI</i> for culinary and catering industry.	4
2.	The developed learning materials meet the course grid.	4
3.	The topic of the unit of the developed materials are relevant with the grade ten students of culinary study program 's context especially for apprenticeship overseas.	4
4.	The text in the developed materials are relevant with the grade ten students of culinary study program 's context especially for apprenticeship overseas.	4
5.	The developed materials involve the explanation of a structure of a text.	4
6.	The developed materials involve the explanation of a social function of a text.	4
7.	The developed materials involve the explanation of a linguistic feature of a text.	4
8.	The developed materials involve vocabulary learning task which are relevant with the requirement of the <i>SKKNI</i> and the needs analysis.	4
9.	The developed materials involve pronunciation learning task which are relevant with the requirement of the <i>SKKNI</i> and the needs analysis.	4
10.	The developed materials involve learning activities which guide the students to develop their communicative competence in spoken language.	4
11.	The developed materials involve learning activities which guide the students to develop their communicative competence in written language.	4
Mean (x)		4
The Appropriateness of The Language		
12.	The language of instructions and explanations in the developed materials is in accordance with the grade ten students of Culinary study program's cognitive development.	3
13.	The language used in the developed materials is clear and comprehensible for students.	3
14.	The language used in the developed materials is grammatically correct.	3
15.	The language used in the developed materials is cohesive and coherent.	3
16.	The language used in the developed materials consistently uses	4

	one variation of English about culinary especially that is commonly used at the restaurant.	
Mean (x)		3.2
The Appropriateness of The Presentation		
17.	The developed materials are in accordance with the steps of Task-based instruction.	3
18.	The developed materials are in accordance with the characteristics of Communicative Language Teaching.	3
19.	The tasks of developed materials are systematically sequenced from the easiest into the most difficult ones.	3
20.	The developed materials are started with guided tasks and gradually move to the free production tasks.	3
21.	The developed materials include activities that focus on linguistic features and the ones that focus on communicative tasks.	3
22.	The developed materials encourage students to actively interact in English with classmates, teacher, and other people in the wider environment.	3
23.	The developed materials encourage students to get involved in both spoken and written communicative events on their own initiative creatively and critically.	3
24.	The developed materials encourage students to have self-reflection to identify their achievements and lacks during their learning.	3
25.	Every unit of the developed materials has the learning objective stated.	4
26.	Every unit of the developed materials has summary part that provides students with the summary of the learning materials presented in the unit.	4
27.	Every unit of the developed materials has homework part.	4
28.	Every unit of the developed materials has fun part which is relevant with the instructional process.	4
Mean (x)		3.3
The Appropriateness of The Graphic		
29.	The developed materials are printed on ISO-standardized size papers (A4, A5, B5)	3
30.	The layout of the developed materials is proportional.	3
31.	The use of font style and color are readable.	3
32.	The use of images or illustrations of the developed materials is relevant with the topic and the content of the unit.	3
33.	The illustrations and graphic designs of the developed materials are aesthetic and functional.	3
34.	The illustrations of the developed materials help to clarify the presentation of the materials.	3
35.	The developed materials use the appropriate variation of font.	3

36.	The developed materials use the right number of variations (bold, italic, underline, capitalization).	3
37.	The overall design of the developed materials is visually interesting.	3
Mean (x)		3

The Result of The Expert Judgment of Unit 2

No.	Items	Score
The Appropriateness of The Content		
1.	The developed materials are in accordance with the result of the needs analysis of the students' needs and the <i>SKKNI</i> for culinary and catering industry.	4
2.	The developed learning materials meet the course grid.	4
3.	The topic of the unit of the developed materials are relevant with the grade ten students of culinary study program 's context especially for apprenticeship overseas.	4
4.	The text in the developed materials are relevant with the grade ten students of culinary study program 's context especially for apprenticeship overseas.	4
5.	The developed materials involve the explanation of a structure of a text.	4
6.	The developed materials involve the explanation of a social function of a text.	4
7.	The developed materials involve the explanation of a linguistic feature of a text.	4
8.	The developed materials involve vocabulary learning task which are relevant with the requirement of the <i>SKKNI</i> and the needs analysis.	4
9.	The developed materials involve pronunciation learning task which are relevant with the requirement of the <i>SKKNI</i> and the needs analysis.	4
10.	The developed materials involve learning activities which guide the students to develop their communicative competence in spoken language.	4
11.	The developed materials involve learning activities which guide the students to develop their communicative competence in written language.	4
Mean (x)		4
The Appropriateness of The Language		
12.	The language of instructions and explanations in the developed materials is in accordance with the grade ten students of Culinary study program's cognitive development.	3
13.	The language used in the developed materials is clear and comprehensible for students.	3
14.	The language used in the developed materials is grammatically correct.	3
15.	The language used in the developed materials is cohesive and coherent.	3
16.	The language used in the developed materials consistently uses one variation of English about culinary especially that is commonly used at the restaurant.	3

Mean (x)		3
The Appropriateness of The Presentation		
17.	The developed materials are in accordance with the steps of Task-based instruction.	3
18.	The developed materials are in accordance with the characteristics of Communicative Language Teaching.	3
19.	The tasks of developed materials are systematically sequenced from the easiest into the most difficult ones.	3
20.	The developed materials are started with guided tasks and gradually move to the free production tasks.	3
21.	The developed materials include activities that focus on linguistic features and the ones that focus on communicative tasks.	3
22.	The developed materials encourage students to actively interact in English with classmates, teacher, and other people in the wider environment.	3
23.	The developed materials encourage students to get involved in both spoken and written communicative events on their own initiative creatively and critically.	3
24.	The developed materials encourage students to have self-reflection to identify their achievements and lacks during their learning.	3
25.	Every unit of the developed materials has the learning objective stated.	4
26.	Every unit of the developed materials has summary part that provides students with the summary of the learning materials presented in the unit.	4
27.	Every unit of the developed materials has homework part.	4
28.	Every unit of the developed materials has fun part which is relevant with the instructional process.	4
Mean (x)		3.3
The Appropriateness of The Graphic		
29.	The developed materials are printed on ISO-standardized size papers (A4, A5, B5)	3
30.	The layout of the developed materials is proportional.	3
31.	The use of font style and color are readable.	3
32.	The use of images or illustrations of the developed materials is relevant with the topic and the content of the unit.	3
33.	The illustrations and graphic designs of the developed materials are aesthetic and functional.	3
34.	The illustrations of the developed materials help to clarify the presentation of the materials.	3
35.	The developed materials use the appropriate variation of font.	3
36.	The developed materials use the right number of variations (bold, italic, underline, capitalization).	3
37.	The overall design of the developed materials is visually interesting.	3
Mean (x)		3

The Result of The Expert Judgment of Unit 3

No.	Items	Score
The Appropriateness of The Content		
1.	The developed materials are in accordance with the result of the needs analysis of the students' needs and the <i>SKKNI</i> for culinary and catering industry.	4
2.	The developed learning materials meet the course grid.	4
3.	The topic of the unit of the developed materials are relevant with the grade ten students of culinary study program 's context especially for apprenticeship overseas.	4
4.	The text in the developed materials are relevant with the grade ten students of culinary study program 's context especially for apprenticeship overseas.	4
5.	The developed materials involve the explanation of a structure of a text.	4
6.	The developed materials involve the explanation of a social function of a text.	4
7.	The developed materials involve the explanation of a linguistic feature of a text.	4
8.	The developed materials involve vocabulary learning task which are relevant with the requirement of the <i>SKKNI</i> and the needs analysis.	4
9.	The developed materials involve pronunciation learning task which are relevant with the requirement of the <i>SKKNI</i> and the needs analysis.	4
10.	The developed materials involve learning activities which guide the students to develop their communicative competence in spoken language.	4
11.	The developed materials involve learning activities which guide the students to develop their communicative competence in written language.	4
Mean (x)		4
The Appropriateness of The Language		
12.	The language of instructions and explanations in the developed materials is in accordance with the grade ten students of Culinary study program's cognitive development.	3
13.	The language used in the developed materials is clear and comprehensible for students.	3
14.	The language used in the developed materials is grammatically correct.	3
15.	The language used in the developed materials is cohesive and coherent.	3
16.	The language used in the developed materials consistently uses one variation of English about culinary especially that is commonly used at the restaurant.	3

Mean (\bar{x})		3
The Appropriateness of The Presentation		
17.	The developed materials are in accordance with the steps of Task-based instruction.	3
18.	The developed materials are in accordance with the characteristics of Communicative Language Teaching.	3
19.	The tasks of developed materials are systematically sequenced from the easiest into the most difficult ones.	3
20.	The developed materials are started with guided tasks and gradually move to the free production tasks.	3
21.	The developed materials include activities that focus on linguistic features and the ones that focus on communicative tasks.	3
22.	The developed materials encourage students to actively interact in English with classmates, teacher, and other people in the wider environment.	3
23.	The developed materials encourage students to get involved in both spoken and written communicative events on their own initiative creatively and critically.	3
24.	The developed materials encourage students to have self-reflection to identify their achievements and lacks during their learning.	3
25.	Every unit of the developed materials has the learning objective stated.	4
26.	Every unit of the developed materials has summary part that provides students with the summary of the learning materials presented in the unit.	4
27.	Every unit of the developed materials has homework part.	4
28.	Every unit of the developed materials has fun part which is relevant with the instructional process.	4
Mean (\bar{x})		3.3
The Appropriateness of The Graphic		
29.	The developed materials are printed on ISO-standardized size papers (A4, A5, B5)	3
30.	The layout of the developed materials is proportional.	3
31.	The use of font style and color are readable.	3
32.	The use of images or illustrations of the developed materials is relevant with the topic and the content of the unit.	3
33.	The illustrations and graphic designs of the developed materials are aesthetic and functional.	3
34.	The illustrations of the developed materials help to clarify the presentation of the materials.	3
35.	The developed materials use the appropriate variation of font.	3
36.	The developed materials use the right number of variations (bold, italic, underline, capitalization).	3
37.	The overall design of the developed materials is visually interesting.	3
Mean (\bar{x})		3

APPENDIX H

The Revisions of the Units

REVISION OF UNIT 1

Parts of the Unit	Points to Revise	Revisions
Unit's objective	<ul style="list-style-type: none"> Put an article of "a" before the word procedure in the sentence "... understand procedure text". 	"...understand a procedure text." "
Task 1	<ul style="list-style-type: none"> Revise the instruction by removing the word "peers" with "in pairs". 	"Answer these following questions in pairs "
Task 2	<ul style="list-style-type: none"> Correct the arrangement of the box for each item. 	1. Greet and <input type="checkbox"/> welcome the guest 2. Ask whether <input type="checkbox"/> he/she already has a reservation. 3. Ask for guest <input type="checkbox"/> personal identity. <i>... and so on up to item number</i> 8.
Task 3	No Revision	No Revision
Task 4	No Revision	No Revision
Explanation about appropriate greetings on page 4.	<ul style="list-style-type: none"> Replace the word "Do" with "Did" in the sentence "Do you know?" 	" Did you know?"
Task 5	No Revision	No Revision
Explanation about how	<ul style="list-style-type: none"> Omit the preposition "In" in the sentence "In these 	"The following is formal titles English speaker use."

to address people in English on page 5.	<p>followings are formal titles English speakers use”.</p> <ul style="list-style-type: none"> • Correct some grammatical mistakes in the same sentence “In the followings are formal titles English speakers use:” : <ul style="list-style-type: none"> a) Omit “s” in the word “followings”. b) Change the to be “are” into “is”. 	
Task 6	<ul style="list-style-type: none"> • Correct the instructions such as below: <ul style="list-style-type: none"> a) Add some information before the instruction “What name does each person use?” b) Put “the last” after the question word “What” in the same instruction to make it clearer. 	<ul style="list-style-type: none"> a) “We usually use a title (Mr., Mrs., Miss, Ms, Prof, or Dr.) with a last name, but not with a first name in formal greetings.” b) “What the last name does each person use?”.
Task 7	<ul style="list-style-type: none"> • Change the position of the picture into above the dialogue. 	
Task 8	No Revision	No Revision
Task 9	<ul style="list-style-type: none"> • Move the title “Language Focus” onto page 18 	
Task 10	No Revision	No Revision
Task 11	<ul style="list-style-type: none"> • Add conjunction “and” before the word “find” in the 	“Open your dictionary, and then , find out the meaning of

	instruction "Open your dictionary, then , find out the meaning of the words/phrase below".	the words or phrase below".
Task 12	No Revision	No Revision
Task 13	<ul style="list-style-type: none"> Correct the incorrect sentence of the task instruction "Study again the dialogues in Activity 9". 	"Study again the dialogues in Task 10 ".
Task 14	<ul style="list-style-type: none"> Correct the terms "tool and equipment kitchen" by replacing it into "kitchen utensil" in the sentence "After that, notice the picture of tool and equipment kitchen below as mentioned in the audio". 	"After that, notice the picture of kitchen utensils below as mentioned in the audio".
Task 15	<ul style="list-style-type: none"> Correct a grammatical mistake of the word "corrects" in the sentence "Let your teacher corrects it to you" by omitting the "s". 	"Let your teacher correct it to you".
Task 16	<ul style="list-style-type: none"> Place the table in one page so that it is not cut. 	
Task 17	No Revision	No Revision
Task 18	<ul style="list-style-type: none"> Use another instruction instead of asking students to give arrow (like number one as the example) to link the pictures with the correct 	"Look at the pictures below. After that, match the pictures with the correct verbs of cooking terms by putting the number of the pictures in the

	cooking terms.	box. Do this with your partner. Look at number one as your example”.
Explanation about procedure text.	<ul style="list-style-type: none"> • Replace the sentence “... to help us doing a task or making something” of the explanation of the social function of procedure text with the correct and more meaningful • Correct the word “coffe” in the sentence “How to Make Coffe Crème”. 	<ol style="list-style-type: none"> 1. “... to describe how something is accomplished through a sequence of actions or steps”. 2. “How to Make Coffee Crème”.
Task 19	<ul style="list-style-type: none"> • Correct the ungrammatical sentences: <ol style="list-style-type: none"> a) Correct the ungrammatical mistakes in the sentence “In a group consists of four, study the following procedure text about How to Make Pie Crust and find out the action verbs in the text”. b) Put the word “the” before the word “rolling” in sentence “... the pastry is rolled up onto rolling pan”. 	<ol style="list-style-type: none"> a) “In groups of four, study the following procedure text about How to Make Pie Crust and find out the action verbs in the text”. b) ... the pastry is rolled up onto the rolling pan.

Task 20	<ul style="list-style-type: none"> Replace the question of “What kind of water will you need...” with the more meaningful one. 	“Will you need cold or hot water to be sprinkled with the mixture?”.
Task 21	<ul style="list-style-type: none"> Put the article “the” before the word “passive” in the sentence “Find out the verbs in passive form from the text”. Correct the instruction in the sentence “... take a look at the procedure text in Activity 18...” 	1. “Find out the verbs in the passive form from the text”. 2. “... take a look at the procedure text in Task 19... ”
Task 22	No Revision	No Revision
Task 23	No Revision	No Revision
Task 24	No Revision	No Revision
Game Activity	<ul style="list-style-type: none"> Correct some grammatical mistakes: <ul style="list-style-type: none"> a) Put the article “the” before the word “teacher” in the sentence “1. Teacher explains the meaning of ...”. b) Replace the typo of word ”vern” with “verb” in sentence “I’m thinking a vern that ...”. 	a) “1. The teacher explains the meaning of ...”. b) “I’m thinking a verb that ...”.
Task 25	No Revision	No Revision
Vocabulary List	<ul style="list-style-type: none"> Write down the meanings of the words “masher” and “tankard”. 	masher: <i>penghalus/penumbuk sayuran</i>

		tankard: <i>cangkir besar biasanya untuk tempat bir</i>
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REVISION OF UNIT 2

Parts of the Unit	Points to Revise	Revisions
Unit's objective	<ul style="list-style-type: none"> Correct the punctuation and a grammatical mistake: <ol style="list-style-type: none"> Add an apostrophe after the word "guests" in sentence "... how to ask for the guests order". Add an article "a" before the word "menu" in the sentence "... and understand menu". 	<ol style="list-style-type: none"> "... how to ask for the guests' order". "... and understand a menu".
Getting Started Activity	<ul style="list-style-type: none"> Correct the punctuation and a grammatical mistake: <ol style="list-style-type: none"> Add "s" after the word "guest" and add an apostrophe at the end of the same word in sentence "What will you say to handle the guest order?". Add an article "a" before the word "special" in the sentence "... to offer special menu?". Add an article "an" before the word "additional" in the sentence "... ask your guest for additional menu?". 	<ol style="list-style-type: none"> "What will you say to handle the guests' order?" "... to offer a special menu". "... ask your guest for an additional menu?".

Task 1	<ul style="list-style-type: none"> Correct and change the instruction “Make a group consists of four”. 	“Make groups of four”.
Task 2	<ul style="list-style-type: none"> Correct some grammatical mistakes: <ol style="list-style-type: none"> Add an article “a” before the word “special” in the sentence “Offer special menu to your guest”. Add an article “an” before the word “additional” in the sentence “Ask for additional menu.” Correct the typo of the word “Exprees”. Correct the arrangement of the box for each item. 	<ol style="list-style-type: none"> “Offer a special menu to your guest. “ “Ask for an additional menu”. Express.
Task 3	<ul style="list-style-type: none"> Put an article “a” before the word “single” in sentence “The guest wants single table ...”. 	“The guest wants a single table ...”.
Task 4	No Revision	No Revision
Task 5	No Revision	No Revision
Task 6	<ul style="list-style-type: none"> Replace the word “circle” with “box” in sentence “... provided in the circle as follows”. Correct the typo of the word “Aright”. 	<ol style="list-style-type: none"> “... provided in the box as follows”. Alright.

Explanation on language focus on page 5	<ul style="list-style-type: none"> • Correct some grammatical mistakes: <ol style="list-style-type: none"> a) Add the article “an” before the word “additional” in the sentence “Asking for additional menu”. b) Add the article “a” before the word “special” in the sentence “Offering special menu”. c) Add an article “a” before the word “credit” in the sentence “... with cash or credit card, Sir?”. • Move the title of “Language Focus” onto page 23 	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a) “Asking for an additional menu”. b) “Offering a special menu”. c) “... with cash or a credit card, Sir?”.
Task 7	<ul style="list-style-type: none"> • Correct the typo of the word “calssify” in the sentence “Next, calssify them in the correct column as follows”. • Delete one of the two same questions of “Are you ready to order?” which does not make use. 	“Next, classify them in the correct column as follows”.
Task 8	No Revision	No Revision
Task 9	No Revision	No Revision
Task 10	<ul style="list-style-type: none"> • Change the word “guest” in the sentence “What does the waitress say in handling over 	<ol style="list-style-type: none"> 1. “What does the waitress say in handling the guests’ order?”.

	<p>the guest' order?" into its correct possessive plural form.</p> <ul style="list-style-type: none"> Put an article "an" in the sentence "How does the waitress offer additional menu to the guest?" before the word "additional". Correct the instruction in the sentence "Read again the dialogue in Activity 8..." 	<p>2. "How does the waitress offer an additional menu to the guest?".</p> <p>3. "Read again the dialogue in Task 8..."</p>
Task 11	<ul style="list-style-type: none"> Put an article "a" before the word "credit" in the sentence "Will you be paying with cash or credit card?". Replace the position of the column into one page so that it is not cut. 	<p>1. "Will you be paying with cash or a credit card?".</p>
Task 12	<ul style="list-style-type: none"> Change the word "reserved" into its basic verb; without – <i>ed</i>. Correct the meaning of the word "<i>dipesan</i>" into active form. 	<p>1. "Reserve".</p> <p>2. <i>Memesan</i>.</p>
Task 13	<ul style="list-style-type: none"> Correct some ungrammatical sentences:" <p>a) Add the letter "s" after the words "verb" and "noun" in the sentence "... on the table above are verb,</p>	<p>a) "... on the table above are verbs, nouns, or adjectives".</p> <p>b) "Let your teacher correct it to you".</p>

	<p>noun, or adjectives”.</p> <p>b) Delete the letter “s” at the end of the word ”corrects” in the sentence “Let you teacher corrects it to you”.</p>	
Task 14	<ul style="list-style-type: none"> Remove the inappropriate position of the sentence “prawn cocktail/green salad/fresh orange...” into a bit right side under the sentence “Alright. One...”. 	
Task 15	No Revision	No Revision
Task 16	<ul style="list-style-type: none"> Add an article “the” before the word “menu” in the sentence “Look at the examples of menu below”. 	“Look at the examples of the menu below”.
Task 17	<ul style="list-style-type: none"> Correct some grammatical mistakes: <ul style="list-style-type: none"> a) Add an article “the” before the word “menu” in the sentence “After you learn the examples of menu above...”. b) Add an article “a” before the word “menu” in the sentence “What is menu?”. c) Add the word “that” before the word “you” in the sentence “Which one 	<p>a) “After you learn the examples of the menu above...”.</p> <p>b) “What is a menu?”.</p> <p>c) “Which one that you consider as the more...”.</p> <p>d) “What information should be written in the menu...”.</p>

	<p>you consider as the more...”.</p> <p>d) Add an article “the” before the word “menu” in the sentence “What information should be written in menu...”.</p>	
Note on some important points about menu on page 18	<ul style="list-style-type: none"> • Correct some grammatical mistakes in the sentences: <ol style="list-style-type: none"> a) Correct the writing of the phrase “easy to read” by putting stripe marks to separate each of the word. b) Correct the word “updates” by changing it into passive form in the sentence “It should be updates...”. 	<ol style="list-style-type: none"> a) easy-to-read. b) “It should be updated...”.
Task 18	<ul style="list-style-type: none"> • Correct the sentence of the task instruction “... at the examples of menu that you have learnt in Activity 15”. • Add an article “the” before the word “menu” in the sentence “... at the examples of menu you have learnt in Activity 15”. • Change the position of the word “are” in the question “What are products provided 	<ol style="list-style-type: none"> 1. “... at the examples of menu that you have learnt in Task 16”. 2. “... at the examples of the menu you have learnt in Activity 15”. 3. “What products are provided by Mess Hall Restaurant as written in the menu?” or “What products does the Mess Hall Restaurant provide as

	by Mess Hall Restaurant as written in the menu?" after the word "products" or changing it into another more meaningful form.	written in the menu?".
Explanation on Degree of Comparison on page 20	<ul style="list-style-type: none"> • Correct the sentence "Positive Degree: is used to tell about only one person or thing" of the explanation about positive degree. • Change the sentence "Superlative Degree: is used to compare somebody or something with the whole group that he/she/it belongs to. It uses the" of the explanation about positive degree. 	<ol style="list-style-type: none"> 1. "Positive Degree: is used to tell about one or more person/thing." 2. "Superlative Degree: is used to compare one person or thing with more than one other. It uses the"
Explanation on Degree of Comparison on page 21	<ul style="list-style-type: none"> • Omit the letter "s" at the end of the word "syllables" in the sentence "... for more than two syllables adjectives". • Add a stripe mark between the words two and syllables. 	<ul style="list-style-type: none"> • 1 & 2. "... for more than two-syllable adjectives".
Explanation on Degree of Comparison on page 22	<ul style="list-style-type: none"> • Correct the word "oldest" to be "eldest". 	"eldest".
Task 19	<ul style="list-style-type: none"> • Omit the word "is" in the 	"Richard finds his new assistant

	<p>sentence “Richard finds his new assistant is more...”.</p>	<p>more...”.</p>
Task 20	<ul style="list-style-type: none"> • Omit the letter “s” at the end of the word “foods” in the sentence “She cooks various kinds of foods...”. 	<p>She cooks various kinds of food...”.</p>
Task 21	<ul style="list-style-type: none"> • Correct some grammatical mistakes: <ul style="list-style-type: none"> a) Add an article “a” before the word “special” in the sentence “Offer him/her special menu for that day”. b) Add an article “a” before the word “waiter” in the sentence “You are waiter/waitress in the Jack Restaurant”. c) Add an article “a” before the word “new” in the sentence “... with new menu for their dessert”. 	<ul style="list-style-type: none"> a) “Offer him/her a special menu for that day”. b) “You are a waiter/waitress in the Jack Restaurant”. c) “... with a new menu for their dessert”.
Game activity	<ul style="list-style-type: none"> • Correct the word “ahs” in the sentence “Give the leaders the card which ahs the sentence...”. • Correct the word “whosper” in the sentence “... go back to his group and whosper what he has read...”. 	<ol style="list-style-type: none"> 1. “Give the leaders the card which has the sentence...”. 2. “... go back to his group and whisper what he has read...”. 3. “If the sentence is the same as the one...”.

	<ul style="list-style-type: none"> • Replace the word “with” with the word “as” in the sentence “If the sentence is the same with the one...”. 	
Summary	<ul style="list-style-type: none"> • Add an article “an” before the word “additional” in the sentence “Ask for additional and special menu”. • Replace the word “Deliver” with “Express”. 	“Ask for an additional and special menu”.
Vocabulary List	<ul style="list-style-type: none"> • Add one slash after the transcription of the word “order”. • Correct the transcription of the word “additional”. 	1. /'ɔ:.də r / 2. /ə'dɪʃ. ə n. ə l/

REVISION OF UNIT 3

Parts of the Unit	Points to Revise	Revisions
Unit's objective	<ul style="list-style-type: none"> • Change the phrase “feel relief” in sentence “Sometimes, your guests at the restaurant do not feel relief...” with the more common one. • Add an apostrophe after the word “guests”. • Correct the word “complain” by adding “t” at the end of the word in the sentence “... and handle your guest complain”. • Correct the typo of the word “apolgize”. • Add an apostrophe after the word “guests”. • Correct the word “complain” by adding “t” at the end of the word in the sentence “... and respond to your guest complain”. 	<ol style="list-style-type: none"> 1. “Sometimes, your guests at the restaurant are not satisfied...” 2. & 3. your guests’ complaint. 4. “apologize”. & 6. your guests’ complaint.
Getting Started	<ul style="list-style-type: none"> • Correct the word “complain” by adding “t” at the end of the word in some sentences: <ol style="list-style-type: none"> a) “... make the complain with the food or drink they 	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a) “... make the complaint with the food or drink they order?” b) “... to handle the

	<p>order?”,</p> <p>b) “... to handle the complain?”</p> <p>c) “What are the common reasons of complains...”.</p>	<p>complaint?”</p> <p>c) “What are the common reasons of complaints...”.</p>
Task 1	<ul style="list-style-type: none"> • Correct the instruction “Make a group consists of four or five...”. • Add the conjunction “and” before the word “then” in the sentence “... of four or five, then, look at the pictures below”. 	<ol style="list-style-type: none"> 1. “Make groups of four or five”. 2. “... of four or five, and then, look at the pictures below”.
Task 2	<ul style="list-style-type: none"> • Correct the word “complain” by adding the letter “t” at the end of the word in the sentence “Below are some reasons why guests make complain at the restaurant”. • Correct an ungrammatical sentence “There is no vegetable on it as it is used to be” by omitting the to be “is”. 	<ol style="list-style-type: none"> 1. “Below are some reasons why guests make complaint at the restaurant”. 2. “There is no vegetable on it as it used to be”.
Task 3	<ul style="list-style-type: none"> • Correct the word “complain” by adding the letter “t” at the end of the word in the instruction “In pair, list the other reasons why guests 	<p>“In pair, list the other reasons why guests make complaint...”.</p>

	make complain... ”.	
Task 4	No Revision	No Revision
Task 5	<ul style="list-style-type: none"> Correct some grammatical mistakes: <p>a) a grammatical mistake in the sentence “Would like to _____ it for another meal?” by adding the word “you” before the word “like”.</p> <p>b) Omit the suffix ”s” of the word “times” in the sentence ”We do not have enough times...”.</p>	<p>a) “Would you like to _____ it for another meal?”</p> <p>b) ”We do not have enough time...”.</p>
Task 6	<ul style="list-style-type: none"> Correct the task instruction by omitting the letter “s” of the word “answers” in the sentence “Then, answers several questions...”. Add the letter “s” at the end of the word “follow” in the sentence “... questions as follow”. Correct an ungrammatical sentence “What happen to the both guests in the dialogues above?” by adding <i>-ed</i> after the word “happen” and omitting the article “the”. 	<p>1. “Then, answer several questions...”.</p> <p>2. “... questions as follows”.</p> <p>3. “What happened to both guests in the dialogues above?”</p>
Task 7	<ul style="list-style-type: none"> Correct the task instruction by omitting the word “now” 	“After you study the dialogues above, find out...”.

	in the sentence “After you study the dialogues above, now , find out...”.	
Task 8	Put the transcription of the word “apologize”.	/ə'pɒl.ə.dʒaɪz/
Task 9	<ul style="list-style-type: none"> • Correct the word “dissatisfactory”. • Add an apostrophe after the word “guests” in the sentence “Some tips in handling guests complaints”. • Move the title of “Language Focus” onto page 15. 	1. dissatisfaction. 2. “Some tips in handling guests’ complaints”.
Task 10	No Revision	No Revision
Task 11	<ul style="list-style-type: none"> • Correct a grammatical mistake in the task instruction “Make a group consists of four”. • Correct the sentence “In handling the guests complain, we need to know...” by adding an apostrophe at the end of the word guests and adding the letter “t” at the end of the word “complain”. 	1. “Make groups of four”. 2. “In handling the guests’ complaint , we need to know...”
Explanation about expression or language function on	<ul style="list-style-type: none"> • Adding the letter “t” at the end of the word “guests” in the sentence “... to ask your guests opinion”. 	“... to ask your guests’ opinion”.

page 10		
Task 12	<ul style="list-style-type: none"> • Add the letter “t” at the end of the word “complain” in the sentence “... when the guests make a complain”. • Correct the an ungrammatical mistake in the sentence “It’s too dry. I think they toasted this for too long.” 	<ol style="list-style-type: none"> 1. “... when the guests make a complaint”. 2. “It’s too dry. It must have been toasted for too long”.
Task 13	<ul style="list-style-type: none"> • Move the position of the table into one page so that it is not cut. 	
Task 14	No Revision	No Revision
Task 15	<ul style="list-style-type: none"> • Correct the a grammatical mistake in the sentence “Make a group consists of four students” by omitting the article “a” and the word “consists”, and adding “s” at the end of the word “group” . • Replace the word “build” with “make” in the sentence “Then, build the following dialogues...”. 	<ol style="list-style-type: none"> 1. “Make groups of four students”. 2. “Then, make the following dialogues...”.
Explanation about modal verbs on page 14	<ul style="list-style-type: none"> • Correct the ungrammatical sentence “Modal verbs are used to show if we believe something is certain, possible (or not), do things like talking about ability, asking 	<p>“Modal verbs are used to show if we believe something is certain and possible (or not). Besides, it is also used to do things like talking about ability, asking permission, making</p>

	permission, making request and offers, and so on” by adding coherence.	request and offers, and so on”.
Task 16	<ul style="list-style-type: none"> • Add an article “a” before the word “credit” in the sentence “... not paying using credit card”. 	“... not paying using a credit card”.
Task 17	No Revision	No Revision
Table that shows the lists of feelings	<ul style="list-style-type: none"> • Replace the word “<i>pucat</i>” of the meaning of the word “upset”. • Replace the word “annoying” with “annoyed”. • Replace the word “boring” with “bored”. 	1. Upset: <i>khawatir</i> . 2. annoyed. 3. bored.
Task 18	<ul style="list-style-type: none"> • Replace the word “annoying” with “annoyed”. • Replace the word “boring” with “bored”. 	1. annoyed. 2. bored.
Task 19	<ul style="list-style-type: none"> • Change and correct the instruction “Look at the pictures below. Label the pictures with the vocabularies written in the column”. 	<i>“In groups of four, look at the pictures below and discuss what happened to the people in the pictures. “</i>
Task 20	<ul style="list-style-type: none"> • Change the instruction “After you have labeled the pictures with the provided vocabularies, now, answer the questions under each picture and write your 	“After you have discussed the pictures with your group, answer the questions below by giving the labels provided in the box. Write your answers in the following column. Number one

	answers in the following column”.	is for your example”.
Task 21	<ul style="list-style-type: none"> • Add the conjunction “and” between the word “below” and “then” in the sentence “Study the role-play cards below, then, choose one of the cards...”. • Correct the word ”bill” in the sentence “Your guest is shocked by the overcharged-bill” to be more readable since it is not well printed. 	1. “Study the role-play cards below, and then, choose one of the cards...”.
Game Activity	<ul style="list-style-type: none"> • Add “s” at the end of the word “choose” in the sentence “... one of them choose one adjective...”. • Add “s” at the end of the word “shout” in the sentence “The first team shout the correct...” • Correct the typo of the word “hav e” in the sentence “Repeat this until all students hav e mimed... ” . 	1. “... one of them chooses one adjective...”. 2. “The first team shouts the correct...” 3. “Repeat this until all students have mimed... ” .
Task 22 (Homework Activity)	<ul style="list-style-type: none"> • Replace the word “build” with “make” in the sentence “Then, build a conversation...”. • Correct the typo of the word 	1. “Then, make a conversation...”. 2. “One of you will act as a waiter/ waitress ...”.

	<p>“waitres” in the sentence “One of you will act as a waiter/waitres...”.</p>	
Summary	<ul style="list-style-type: none"> • Add an article “an” before the word “opinion” in the sentence “Asking for opinion”. • Add an article “an” before the word “opinion” in the sentence “Asking for apologize”. • Replace the word “<i>pucat</i>” with “<i>khawatir</i>”. 	<ol style="list-style-type: none"> 1. “Asking for an opinion”. 2. “Asking for an apologize”.

APPENDIX I

The Final Draft of the Materials

ENGLISH FOR CULINARY

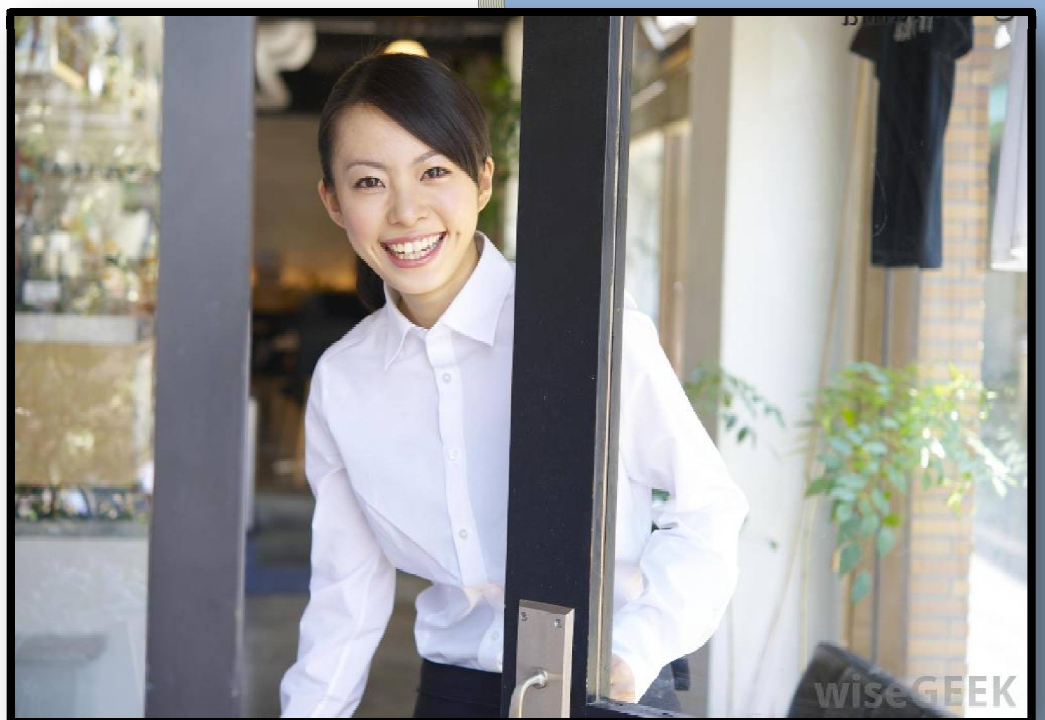
English Course Book for Apprenticeship Preparation
for Grade X Students of Culinary Study Program



Wury Anggun Kusumawati
Joko Priyana, Ph. D

UNIT 1

Good evening, Madam!



When guests come to the restaurant, a hostess and a waiter/waitress should serve them very well. You have to know what to do in that situation. In this unit, you will learn how to greet your guest, welcome your guest, introduce yourself to your guests and understand a procedure text.

GETTING STARTED

Answer these following questions in pairs.

- What is a hostess, a waiter/waitress, and a guest?
- Have you ever met foreign guests in a restaurant?
- How will you greet your guest?
- What will you say to welcome them?
- How will you introduce yourself to your guests?



www.shalomlife.com



Task 1

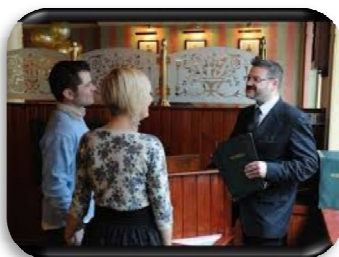
Make a group of four or five. After that, look at the pictures below. What are the hostess and the waiter/waitress doing? Share your opinion with the other groups in turn.



www.wisegeek.com



www.world4learn.blogspot.com



www.article.wn.com



www.hospitality-school.com



Task 2

Give a tick in the provided box for what should be done in serving your guest in a restaurant.



www.altalks.wordpress.com

- | | |
|--|--------------------------|
| 1. Greet and welcome the guest | <input type="checkbox"/> |
| 2. Ask whether he/she already has a reservation | <input type="checkbox"/> |
| 3. Ask for guest personal identity | <input type="checkbox"/> |
| 4. Ask for the table the guests want | <input type="checkbox"/> |
| 5. Check the table's availability | <input type="checkbox"/> |
| 6. Take the guest to the table that he/she wants | <input type="checkbox"/> |
| 7. Help the guests to sit down | <input type="checkbox"/> |
| 8. Introduce yourself to the guests | <input type="checkbox"/> |



Task 3

With a partner, group the items you have checked in the previous activity into two parts. The one is that you need to do as a hostess and the other one is as a waiter/waitress. Add some other items that you think important when serving the guest.

As a hostess

1.
2.
3.
4.
5.

As a waiter/waitress

1.
2.
3.
4.
5.



Task 4

Watch the video about David and Annie who are having dinner out at the restaurant. After you watch it, answer some questions below.

Questions:

1. Who are going to the restaurant?
.....
2. What table does the man need?
.....
3. What drink does the woman order?
.....

4. Does the man ask for Budweiser for his drink?
.....
5. What appetizer do they want before having their meal? What sauce do they want to be put with?
.....
6. Does the woman like to have beef for her meal?
.....
7. What does the man order for his meal? How should it be cooked?
.....

Video source: <http://www.youtube.com/watch?v=hUU8hwI7WHA>



schmankerlstube.com

Do you know?

There is a different way in the use of greetings according to times and it varies from one place to another. We need to know although it is not really required in English.

5A.M–12.30P.M	Good Morning
12.30P.M–5P.M	Good Afternoon
5P.M–5A.M	Good Evening

Adapted from: <http://writers.stackexchange.com/questions/7111/how-do-greetings-vary-with-time-of-day>



Task 5

Below are the lists of times. Classify the following times into the appropriate greetings in English as you have learnt previously. Write your answers in the provided box.

1. 03:13P.M
2. 09:00A.M
3. 01:00P.M
4. 07:30P.M
5. 12:00A.M
6. 07:25 A.M
7. 03:00P.M
8. 10:15 P.M
9. 12:25A.M

Good Morning	Good Afternoon
1.	1.
2.	2.
3.	3.

Good Evening
1.
2.
3.

Do you know?



www.qvidian.com

1. Mr. (Mister)
2. Mrs. (Misses)
3. Miss (Miss)
4. Ms. (Mizz)

How to address your guests in English? The following is formal titles English speakers use:

1. Sir (adult male of any age)
2. Ma'am (adult female – North Amrecian)
3. Madam (adult female)
4. Mr + Last name (any man)
5. Mrs + Last name (married woman who uses her husband's last name)
6. Ms + Last name (married or unmarried woman; common in business)
7. Miss + Last name (unmarried woman)
8. Prof + Last name



Task 6

We usually use a title (Mr., Mrs., Miss, Ms, Prof, or Dr.) with a last name but not with a first name in formal greetings.

Listen to the text. What the last name does each person use? Choose one of the two answers by crossing a or b.

- | | | | |
|---------------------------|-----------------------------|----------------------------|--------------------------------|
| 1. a. Damien
b. David | 2. a. Jackson
b. Johnson | 3. a. Rob
b. Bob | 4. a. Michelle
b. Marcia |
| 5. a. Smith
b. Schmidt | 6. a. James
b. John | 7. a. Abrams
b. Abraham | 8. a. Steinway
b. Steinberg |



Task 7

Complete the following dialogue with the suitable words provided in the box.
After that, practice the dialogue with your friend.
Number one is for your example.



buffalo.com

- Hostess : Good evening, sir, welcome to our restaurant, Chez Attitude!
- Guest : We have a dinner (1) reservation for four at 7 o'clock under the (2) _____ of Foster.
- Hostess : Yes, Mr. Foster. Our waitress will be with you in a moment.
- Guest : We would like to begin with a (3) _____ while we are waiting. Would you let us know when our table is ready?

Hostess : Sure.

Guest : The (4) _____ table looks really nice. Could we be (5) _____ there, please?

Hostess : I could seat you right away at an outside table if you would like it.

Guest : Thanks! We'll seat out there, then. We will just (6) _____ our drinks out there.

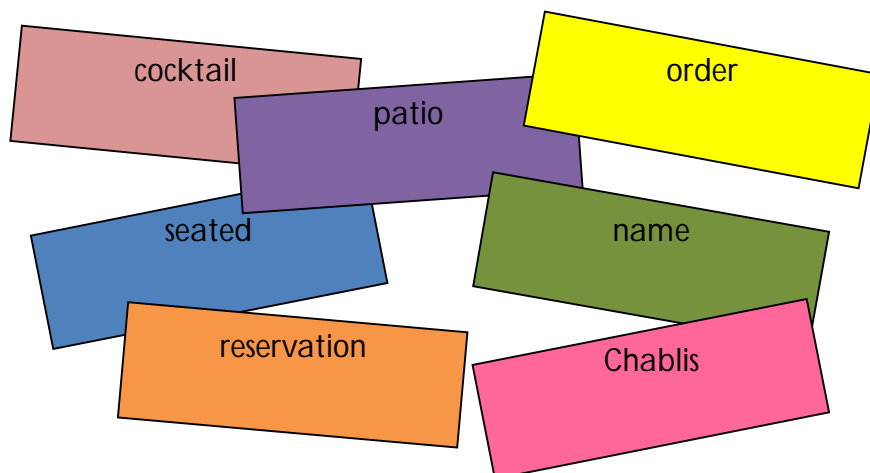
Hostess : Can I start you off with some cocktails while you are looking over the menu?

Guest : Yes, why don't you bring us a bottle of the house (7) _____ with four glasses to start with?

Hostess : I'll get on that right away.

Guest : We appreciate your help

The dialogue script is adapted from:
<http://www.eslfast.com/robot/topics/restaurant/restaurant03.htm>





Task 8

Study the dialogue that you have completed in the previous activity. Then, state whether the statement below is **True** or **False**. Write your answers in the provided columns.


Statements	True / False
1. The man has already had a reservation for lunch	
2. The man makes a reservation for three	
3. They will be seated outside the room	
4. The man asks for cocktails while waiting for the waitress	
5. They ask for a bottle of wine to the hostess	



Task 9

Study the following short dialogue between a waiter and the guest. When you finish studying, answer the questions.

- Hostess : Good morning. Welcome to Royal Restaurant.
How can I help you today, ma'am?
- Mrs. Mary : Good morning. Yes, I need a table for one.
- Hostess : OK. Here it is, madam. And this is the menu. The waiter will be shortly serving you in a minute.
- Mrs. Mary : Alright.
- Waiter : Hello, Madam. My name is Asraf and I'll be your waiter today. Can I take your order?
- Mrs. Mary : Yes. What will you recommend?
- Waiter : Well, we have our special main course in our restaurant, ma'am. This is Chicken Parmigiana.
- Mrs. Mary : Alright. I will have the Chicken Parmigiana and one orange juice, please.
- Waiter : Good. So, it is chicken parmigiana and an orange juice. It will take some minutes to serve, madam.
- Mrs. Mary : Never mind. Thanks.



www.homehealthadv.com

1. Have both the waiter and the guest met each other before?
2. What does the waiter do when he starts to serve the guest?
3. How does he say it?

Find a partner, then, act out the dialogue above in front of the class.

There are several ways to introduce yourself to other people as follows:

Expressions	Responses
1. I'm ...	1. Nice to meet you
2. My name is ...	2. Pleased to meet you
3. Let me introduce myself to you	3. Glad to see you
...	4. Happy to meet you
4. May I introduce myself?	5. How do you do?
5. I'd like to introduce myself ...	
6. Nice to meet you; I'm ...	
7. Pleased to meet you; I'm ...	

Things to note:

- When introducing yourself in a formal situation; use full names. ("I'm Alex Litterman")
- "How do you do?" is not really a question, it just means "Hello".

adapted from: http://www.myenglishpages.com/site_php_files/communication-lesson-introducing-people.php



Task 10

Study the following dialogues. Can you find the expressions of greeting and introduction? After you find them, underline the expressions.

Dialogue 1



www.wisegeek.com

- Waitress : Good morning, Sir. I am Rossy and I'm your waitress today.
- Guest : Good morning, Ms Rossy.
- Waitress : Are you ready to order?
- Guest : Certainly. I order curried fish and steamed rice. And for my drink, I'd like hot chocolate, please.
- Waitress : I'm really sorry but our curried fish is not available now. Why don't you try the masala stuffed fish? It does taste good as well.
- Guest : It doesn't matter. I'll have the masala stuffed fish.
- Waitress : That's all, sir?
- Guest : So far, yes it is.
- Waitress : Alright. So, these are masala stuffed fish, steamed rice and hot chocolate. I'll be right back with your order, Sir.

Dialogue 2



dinetimehost.com

- Waiter : Hello. Good evening, Ma'am. My name is Andrew and I'll be serving you today. Can I take your order right now?
- Guest : Sure. I'd like to have ginger chicken, please.
- Waiter : Anything else, ma'am?
- Guest : Yes. I want a glass of peanut punch for my drink.
- Waiter : OK. So, these are ginger chicken and peanut punch. Wait a second. Your order will be right away served.
- Guest : OK.



Task 11

Open your dictionary, and then, find out the meaning of the words/phrase below.

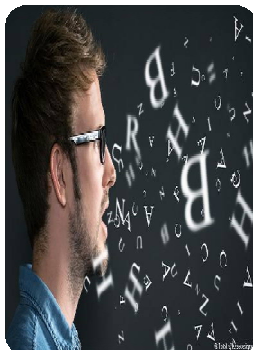
Words	Meaning
curried	
steamed	
masala	
stuffed	
tastes	
ginger	
peanut	
punch	
serve	
right away	



Task 12

Let's pronounce these words.

Now, you know the meaning of the words above. It's the time for you to pronounce those words correctly. Repeat after your teacher.



www.dw.com

Steam /sti:m/

Curried /'kʌr.id/

Masala /mə'sɑ:lə/

Peanut /'pi:nʌt/

Ginger /'dʒɪn.dʒə r

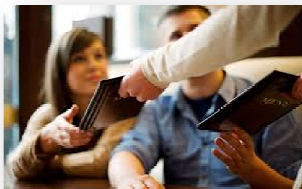
Punch /pʌntʃ/

Taste /teɪst/

Stuffed /stʌft/



Task 13



businesslounge.co.id

Study again the dialogues in Task 10. Then, choose one of the dialogues and act it out with your partner.



Task 14

Listen to the text carefully. After that, notice the pictures of the kitchen utensils below as mentioned in the audio. Name each picture with the correct term provided in the box. Number one has been done for you.

 www.amazon.com a. waffle-iron	 www.sd81.bc.ca b.	 steamer.sotuku.com c.	 www.amazon.com d.
 www.amazon.com e.	 www remodelista.com f.	 www.parisatacertainage.com g.	 blog.airc.org h.
 www.bedbathandbeyond.com i.	 www.mallewtrousse.com j.	 www.amazon.com k.	 www.beka-cookware.com l.
 www.kalorik.com m.	 www.buzzfeed.com n.	 www.houzz.com o.	 www.americanas.com.br p.



- | | | | |
|--------------|--------------|--------------------|-----------------|
| 1. steamer | 6. microwave | 11. baking pan | 16. sauce pan |
| 2. grill | 7. utensils | 12. rolling-pin | 17. frying pan |
| 3. toaster | 8. tongs | 13. tea pot | 18. waffle-iron |
| 4. casserole | 9. masher | 14. colander | |
| 5. mixer | 10. grater | 15. cup and saucer | |



Task 15

How are these words pronounced? Based on the text you have heard, pronounce the words below correctly. Let your teacher correct it to you.

Words	Pronunciation	Words	Pronunciation
stove	/stəʊv/	fork	/fɔ:k/
mug	/mʌg/	colander	/'kɒl.ɪ.n.də r/
grater	/'greɪ.tə r/	bowl	/bəʊl/
tongs	/tɒŋz/	condiment	/'kɒn.dɪ.mənt/
masher	/'mæʃ.ə r/	tankard	/'tæŋ.kəd/



Task 16

Match each item on the left column with the correct function on the right. Number one is for your example.

1. grater	a. to make waffles; it usually consists of two hinged metal plates.
2. grill	b. to grate or cut foods into small pieces.
3. rolling-pin	c. to cook something by direct heat, especially under a very hot surface in a cooker.
4. waffle-iron	d. to pick up and hold foods between its two long pieces joined at one end and pressed the other end.
5. tongs	e. to make pie dough or other pastries.
6. tankard	f. to bake bread roles, pastries, and flat products such as cookies.
7. baking pan	g. a large usually metal drinking cup to drink beer.
8. sauce pan	h. to drain foods like pasta and vegetables.
9. toaster	i. to make sauce.
10. masher	j. to mash potatoes and other vegetables.
11. casserole	k. to fry and sear.
12. colander	l. to make toast.
13. frying pan	m. to bake and serve usually hot dish.



Task 17

In pairs, find out the meaning of the cooking terms below and pronounce them correctly. Number one is for your example.


Open your dictionary to help you doing this task.




- | | |
|-------------|--------------------|
| a. blending | : <i>mencaupur</i> |
| b. mixing | : |
| c. toasting | : |
| d. frying | : |
| e. baking | : |
| f. roasting | : |
| g. pouring | : |
| h. whipping | : |
| i. tossing | : |
| j. stirring | : |
| k. boiling | : |
| l. canning | : |
| m. chopping | : |
| n. searing | : |
| o. stewing | : |



Task 18

Look at the pictures below. After that, match the pictures with the correct verbs of cooking terms by putting the number of the picture in the provided box. Do this with your partner. Look at number one as your example.

<p>a.</p>  <p>desperatelyseekingcrab.com</p>	<p>1. boiling</p>
<p>b.</p>  <p>auntieemsguide.wordpress.com</p>	<p>2. frying</p>
<p>c.</p>  <p>foodandnutrition3rdhour.wordpress.com</p>	<p>3. tossing</p>
<p>d.</p>  <p>gourmetguck.wordpress.com</p>	<p>4. baking</p>
<p>e.</p>  <p>www.thejoykitchen.com</p>	<p>5. mixing</p>

<p>f.</p>  <p>www.dulcetculine.com</p>	<p>6. chopping</p>
<p>g.</p>  <p>www.zetu.co.ke</p>	<p>7. whipping</p>
<p>h.</p>  <p>www.tips-tricks.net</p>	<p>8. pouring</p>



Procedure Text is a text which is designed to describe how things are achieved through a sequence of actions or steps.

- ▶ The social function : to describe how something is accomplished through a sequence of steps or actions.
- ▶ The generic structure :
 - a. Goal/aim
 - b. Materials (not required for all procedures tex
 - c. Steps



How to Make Coffee Creme

Ingredients:

- 250 cc of water
- 190 grams sugar
- 50 gr of instant coffee

Steps:

1. boil sugar with the water until getting thick.
2. add the instant coffee on it.
3. it's ready to serve.

picture is taken from: aphotographerinparis.com



Task 19

In groups of four, study the following procedure text about “**How to Make Pie Crust**” and find out the action verbs in the text. Then, search their meanings and put them in the box below.

How to Make Pie Crust



1. Combine flour and salt in a bowl. With a pastry blender or two knives, the mixture is cut in shortening until it resembles coarse crumbs.



2. Sprinkle one tablespoon of cold water at a time over the mixture and toss gently with a fork. It should be repeated until dry ingredients are moist and mixture forms a ball. Water is used only as much as necessary to moisten flour.



3. Shape into a ball. On a floured surface, flatten the ball into a circle, pressing together any cracks or breaks.



4. Then, the balls are rolled with a floured rolling pin from the center of the dough to the edges, forming a circle, 2 inch larger than the pie plate. The pastry should be about 1/8 in thick.



5. To move pastry, the pastry is rolled up onto the rolling pin. Position over edge of pie plate and unroll. Let the pastry ease into the plate. Do not stretch the pastry to fit. For a single-crust pie, trim pastry with a scissor to ½ in beyond the plate edge; turn under the flute. Bake the shell or fill according to recipe directions.



6. Finally, Single Pie Crust is ready to be served.

Adapted from <http://www.tasteofhome.com/recipes/how-to-cook/how-to-make-a-pie>

Words	Meaning	Words	Meaning



Task 20

Answer the following questions based on the text you have read in the previous activity.

1. Will you need cold or hot water to be sprinkled with the mixture?
.....
2. How much cold water do you need to moisten the flour?
.....
3. After you have your flour in ball shapes, what should you do the next?
.....
4. How should the pastry be in thickness?
.....
5. What should you do to move the pastry?
.....

Passive Voice

Passive voice is used when the focus is on the action. Who or what is performing the action is not really important. Note some points below:

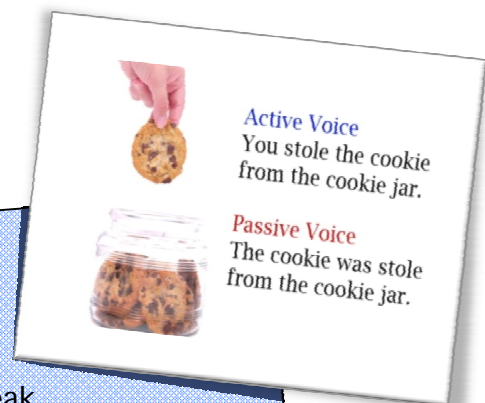
- ✗ We use either active or passive form in describing some steps in making food.
- ✗ The passive form of the verb is signaled by a form of "to be". For example: "is/are poured".
- ✗ The pattern is: **Subject+ to be present/past+ V3**
- ✗ The subject of the active sentence becomes the object (or it is dropped).

Adapted from: <https://www.ego4u.com/en/cram-up/grammar/passive>

Here are the examples of passive voice:

1. The gravy sauce **is poured** into the steak.
2. The ingredients **are mixed** together into a large bowl.
3. Hot soup **is served** ideally at the temperature of 80° C.

www.foreverwriters.com





Task 21

Once again, take a look at the procedure text in Task 19 about "How to Make Pie Crust". Find out the verbs in the passive form from the text. Write down your answer in the box below. Do this in pairs.

1.	.....
2.	.....
3.	.....
4.	.....
5.	.....
6.	.....



Task 22

Study the short dialogues below. Then, underline the passive verbs you find.

- | | |
|----------|---|
| 1. Guest | : "What is 'fisherman's pie' exactly?" |
| Waiter | : "It's a meat dish. It is garnished with parsley." |
| 2. Guest | : "Does this dish come with any vegetables?" |
| Waiter | : "Yes. It's served with a side salad." |
| 3. Guest | : "Can you tell me how this dish is served?" |
| Waiter | : "It's topped with cheese." |



Task 23

Change the verbs in the brackets into correct passive form by adding "to be".
Number one is for your example.

1. The roast (removed) from the pan.	The roast is removed from the pan.
2. The sauce (stirs) gently until it begins to boil.	.....
3. Fresh parsley (chop) before finally added into the cream soup.	.....
4. The icing (made) while the cake is being baked.	.....
5. Some mushrooms better (fry) in a little butter.	.....



Activity 24

Study the following procedure text about "**How to Make Carrot and Courgette Salad**" carefully and fill the gap-sentences using the words provided in the box as follows. Firstly, study the ingredients in the box below.

Ingredients:

340g / 12oz carrots, peeled
 340g / 12oz courgettes, topped and tailed
 Grated rind and juice of 2 oranges
 45ml / 3 tbsps olive oil
 Salt and pepper
 60g/4 tbsps unblanched almonds, chopped

How to Make Carrot and Courgette Salad



www.google.com



1. Shred the carrots on the coarse side of a grater or use the coarse grating blade of a food processor. **(1)** _____ in a large bowl.



2. Grate the courgettes in the same way and **(2)** _____ to the carrots.



3. Grate the orange on the fine side of the grater. When grating oranges or other citrus fruit, use a pastry brush to **(3)** _____ all the zest from holes in grater. Then **(4)** _____ in half to squeeze the juice. Mix the juice and rind with the olive **(5)** _____ and salt and pepper, **(6)** _____ over the carrots and the courgettes and stir well. Leave to **(7)** _____ for about 15 minutes.
4. Sprinkle over the almonds and **(8)** _____ just before serving.

Adapted from: <http://orientalweb.tripod.com/foods/main/salads/sdcarrot.html>

toss	remove
pour	add
oil	marinate
cut	place

Let's play a game.



The Pantomime Game

How to play?

1. The teacher explains the meaning of "rhyme" to the students and start practicing with nouns.
2. After the students get the hang of the game, start with verbs (especially verbs on cooking process such as blending, pouring, etc.) by dividing the class into two to three teams.
3. Begin by saying, "I'm thinking a verb that rhymes with_____" (try to use single syllable words and verbs).
4. Students will raise their hands when they have a guess.
5. The first student who asks, "Is it this?" and acts out the right verb, earn a point for his/her team.
6. Set the goal for points and the team that reaches the threshold wins the game.

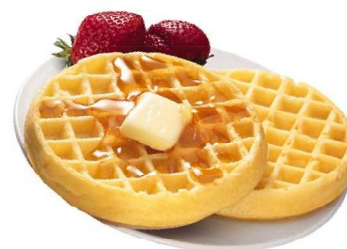
adapted from: <http://www.fluentu.com/english/educator/blog/esl-verb-tenses-games-for-the-classroom/>

HOMEWORK



Activity 25

Find out a procedure text about **“How to Make Waffle”**. Then, write down the ingredients and the steps in making the waffle in the provided box below using your own words. Use the passive voice in your text.



www.giantbomb.com

How to Make Waffle

Ingredients:

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

To serve:

.....
.....

Steps:

1.
2.
3.
4.
5.

SUMMARY

In this unit, you have learnt about

A. Expressions or language focus:

1. Greeting	e.g.: <i>"Good evening, ma'am."</i>
2. Welcoming	e.g.: <i>Welcome to Victoria Restaurant"</i> .
3. Introducing yourself:	e.g.: <i>"I am Eric, and I will be your waiter today"</i>

B. Greetings according to times:

Good morning	: 5A.M-12.30P.M
Good afternoon	: 12.30P.M-5P.M
Good evening	: 5P.M-5A.M

C. Short Functional Text (Procedure Text)

Procedure Text is a text which is aimed at describing how things are achieved through a sequence of steps.

The generic structure is:

- a. Goal
- b. Materials
- c. Steps

D. Grammar Focus: Passive Voice

Passive Voice is used when the focus is on the action.

The pattern is: Subject + to be (present/past) + V3

For example: The potato *is fried* before served.

REVIEW

What I have learnt from this unit is/are	.....
What I like the most from this unit is	.....
What I like the least from this unit is	.....

VOCABULARY LIST

Word	Pronunciation	Meaning
Ginger	/ˈdʒɪŋ.dʒə r /	Jahe
Peanut	/ˈpiː.nʌt/	Kacang
Punch	/pʌntʃ/	Minuman campuran
Stove	/stəʊv/	Kompor
Mug	/mʌg/	Mangkuk (tempat minuman)
Grater	/ˈgreɪ.tə r /	Parutan
Tongs	/tɒŋz/	Jepitan
Masher	/ˈmæʃ.ə r /	Penghalus/penumbuk (misalnya: kentang)
Fork	/fɔːk/	Garpu
Colander	/ˈkɒl.ɪn.də r /	Saringan
Bowl	/bɔʊl/	Mangkuk
Condiment	/ˈkɒn.dɪ.mənt/	Bumbu, rempah-rempah
Tankard	/ˈtæŋ.kəd/	Cangkir besar biasanya untuk tempat bir
Roast	/rəʊst/	Daging panggang
Toast	/təʊst/	Roti panggang
Pour	/pɔː r /	Menuang
Fry	/fraɪ/	Menggoreng

Recipe for delicious travels



Method:

1. Separate thyme from usual routine.
2. Add generous portions of exotic cuisines.
3. Mix with varied cultures + landscapes.
4. Allow ingredients to settle + mingle with new companions.
5. Throw in plenty of fresh delights.
6. Makes many precious memories.

www.cartoonsbysheila.com

REFERENCES

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Cambridge Advanced Learners' Dictionary 3rd Edition.

Richards, Jack C. 2003. *Basic Tactics for Listening 2nd Edition*. Oxford: Oxford University Press.

<http://writers.stackexchange.com/questions/7111/how-do-greetings-vary-with-time-of-day>

<https://www.englishclub.com/speaking/titles.htm>

<http://www.eslfast.com/robot/topics/restaurant/restaurant03.htm>

http://www.myenglishpages.com/site_php_files/communication-lesson-introducing-people.php

<http://www.youtube.com/watch?v=hUU8hwI7WHA>

UNIT 2

Are You Ready to Order?



After a hostess greets and welcomes the guests in the restaurant, a waiter/waitress will handle the guests' order. You have to know what to do in that situation. In this unit, you will learn how to ask for the guests' order, offer additional and special menu, ask for payment, express gratitude, and understand a menu.

GETTING STARTED

Answer these following questions in pairs.

1. What will you say to handle the guests' orders?
2. What will you say to offer a special menu to your guest?
3. How will you ask your guest for an additional menu?



www.blog.etundra.com

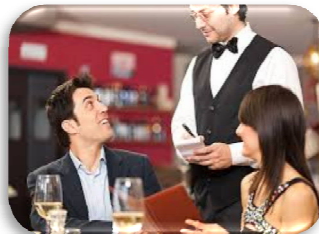


Task 1

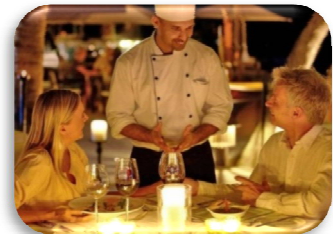
Make groups of four. Then, look at the pictures below. What does the waiter/waitress do? Share your opinion with the other groups in turn.



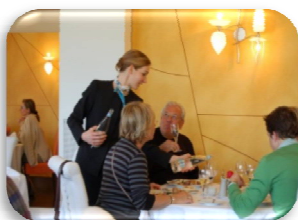
www.blog.ipinnovations.com



www.runningrestaurant.com



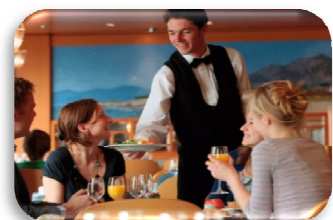
www.google.com



www.pixshark.com



www.tripadvisor.co.uk



www.naomiphryne2.blogspot.com



Task 2

Read the statements below. Decide what items belong to waiter/waitress's duties in the restaurants by giving a tick (V) in the provided box.



www.buzztime.com

1. Ask for guests' favorite foods and drinks
2. Ask for guests' reservation
3. Ask for guests' order
4. Offer a special menu to your guest
5. Ask for an additional menu
6. Prepare foods and beverages in the kitchen
7. Ask for guest payment
8. Express gratitude to your guests

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>



Task 3

Watch the video and pay attention to the conversation between a guest and a hostess in a restaurant. Then, state whether the statement is True or False by giving a circle.

- | | |
|--|------------|
| 1. The guest is dining alone. | True/False |
| 2. The guest wants a single table in the smoking area. | True/False |
| 3. The hostess shows the table to the guest. | True/False |
| 4. The guest asks for a wine list to the hostess. | True/False |
| 5. The guest orders drink with meal. | True/False |
| 6. The hostess recommends pie to the guest. | True/False |
| 7. The hostess offers a special menu to the guest. | True/False |
| 8. The guest orders a bottle of the House Red. | True/False |



Task 4

Answer the following questions based on the video you watched in the previous activity.

1. What is a House Red wine?
.....
2. What does the guest order for his dinner?
.....
3. How should the food be cooked?
.....
4. What does the man choose to serve with his steak. Is that jacket potato or chips?
.....
5. What desert does the restaurant offer?
.....
6. What does the guest order for his dessert?
.....
7. Does the guest order any drink to the waitress?
.....
8. What does the guest prefer for paying his order?
.....
9. Does the bill include tax and service charge?
.....
10. Is the guest satisfied with the meal?
.....



Task 5

Listen to the text of a guest who orders food by making a call. After that, look at the following statements and decide whether it is **True** or **False**. Correct the false statements in the provided column. Number one is for your example.



www.shutterstock.com



www.gettyimages.com

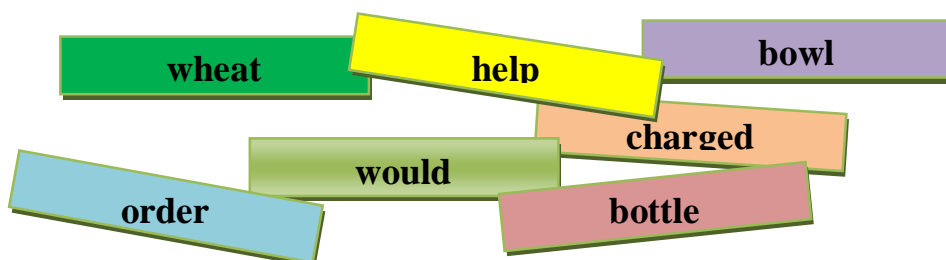
Statements	T/F	Correction
1. The guest calls the room service officer to order breakfast.	T	-
2. The guest likes to have soup for his breakfast.		
3. The officer offers several kinds of cereals to the guest.		
4. The guest orders a bowl of all bran for his cereal.		
5. The guest also orders two fried eggs on toast.		



Task 6

Complete the following dialogue with the suitable words provided in the box as follows.

- Officer : Good morning, Room Service. How can I (1)_____ you?
 Guest : Good morning. I'd like to (2)_____ breakfast, please.
 Officer : Certainly. What (3)_____ you like, Sir?
 Guest : What cereals do you have?
 Officer : Well, we have corn flakes; we have muesli, (4)_____ bakes and all bran.
 Guest : I'll have a (5)_____ of corn flakes, please.
 Officer : Do you want anything else, Sir?
 Guest : A (6)_____ of mineral water, please.
 Officer : Alright. That's one bowl of corn flakes and a bottle of mineral water. It will be sent to you in 10 minutes and the bill will be (7)_____ to your room.
 Guest : Thank you. Good bye.
 Officer : Bye.



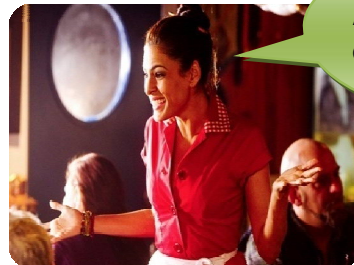
Study the expressions commonly used by a hostess and a waiter/waitress in serving the guest below.

Good evening, Ma'am.

Are you ready to order?



www.buzztime.com



Anything else, Sir?

www.telegraph.co.uk

Expression of ...

- | | | |
|--------------------------------|---|--|
| Asking for guests' order | → | "Are you ready to order?" |
| Asking for an additional menu | → | "Would you like to have any drinks?",
"Anything else, ma'am?" |
| Offering a special menu | → | "Do you want to know our today's special?" |
| Asking for the guests' payment | → | "Will you be paying with cash or a credit card, Sir?" |
| Expressing gratitude | → | "Thank you for coming." |

There are several ways to express your gratitude to other people as follows:

Expressions		Responses
1. Thank you	<i>Examples of thanking in a more formal way:</i> 1. You've been very helpful. 2. I want to thank you for ... 3. I want to tell you how grateful I am ... 4. I'm grateful for ...	1. You're welcome
2. Thanks		2. That's alright/OK
3. Thanks a lot		3. Don't mention it
4. Thank you very much		4. (It's) my pleasure
5. Thanks anyway		5. Not at all
6. It was very kind of you		6. It was nothing
7. I appreciate your help		7. No Problem
		8. Anytime

adapted from:

<http://englishpond.com/speaking/Communication%20and%20daily%20English/thanks/index.html>



Task 7

Study the expressions and their responses in the box below. Next, classify them in the correct column as follows. Which one is said by the waiter/waitress and which one is the customers'?



- A table for two, please?
- What do you recommend?
- And here's the menu.
- Are you ready to order?
- I recommend the steak.
- Rare, medium or well done?
- I would like some mineral water, please?
- I'll have the lamb chops.
- Can we have the bill, please?
- The lasagna for me, please?
- Would you like anything to drink?

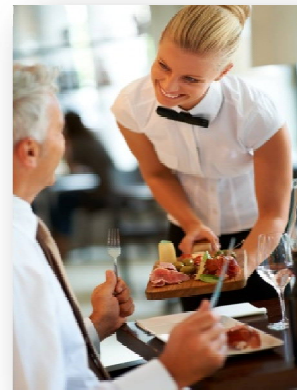
Waiter/Waitress	Customer/s



Task 8

Study the following dialogue with your partner. Then, answer the questions.

- Hostess : Good afternoon, how can I help you today?
- Guest : I'd like a table for one, please.
- Hostess : Right this way.
- Guest : Thank you. Can I have a menu?
- Hostess : Here you are. The waitress will be serving you right away, Sir.
- Waitress : Hello, Sir. My name's Jean and I am your waitress today. Are you ready to order?
- Guest : I want vegetable pasta, please. Alright.
- Waitress : Would you like to hear today's specials?
- Guest : Certainly.
- Waitress : Well, our today's starter is chowder soup and today's main course is salmon and chips.
- Guest : Alright, I'd like the salmon and chips.
- Waitress : Would you like to have the starter soup?
- Guest : Actually, I would like to have fresh green salad.
- Waitress : Very good. Would you like something to drink?
- Guest : Oh, I'd like a pineapple juice, please.
- Waitress : OK. So that's a green salad, salmon and chips and pineapple juice.
- Guest : Yes, that's right.
- Waitress : Your orders will be sent to you in 15 minutes, Sir.
- Guest : OK, thank you.



www.swipely.com

Questions:

1. What table does the guest need?
.....
2. What special menu does the waitress offer?
.....
3. What drink does the guest want?
.....
4. What does the guest want for his lunch?
.....
5. Does the waitress serve the guest politely?
.....



Task 9

Pronounce the words below correctly.

Menu /'men.ju:/

Order /'ɔ:.də r /

Vegetable /'vedʒ.tə.bl/

waitress /'wei.trəs/

starter /'stɑ:.tə r /

chowder /'tʃəʊ.də r /

soup /su:p/



[www. functionalmommy.com](http://www.functionalmommy.com)



Task 10

Work in pairs.

Read again the dialogue in Task 8 and answer the following questions by underlining the correct expression.

How does the hostess greet the guest?

What does the hostess say to offer help?

How does the waitress introduce herself to the guest?

What does the waitress say in handling over the guests' order?



strongforparentingpodcast.com

What does the waitress say to offer the special menu that day?

How does the waitress offer an additional menu to the guest?



Task 11

Match each of the statement in the left with the correct responses in the right. Look at number one for your example.

- | | |
|---|--|
| 1. Good afternoon, Sir. | a. Yes, I'd like spicy chopped eggplant, please. |
| 2. Can I help you? | b. Good afternoon. |
| 3. Are you ready to order? | c. You're welcome. |
| 4. Would you like to know our today's special? | d. Certainly. Can you give me the menu? |
| 5. Would you like something to drink? | e. I prefer paying with cash. |
| 6. Will you be paying with cash or a credit card? | f. It was so delicious, thanks. |
| 7. How was your food, Madam? | g. I'll have peanut punch. |
| 8. Thank you for coming, Sir. | h. Yes, please. |



Task 12

Find out the meaning of the following words/phrases. Open your dictionary to help you find the meaning of the words.

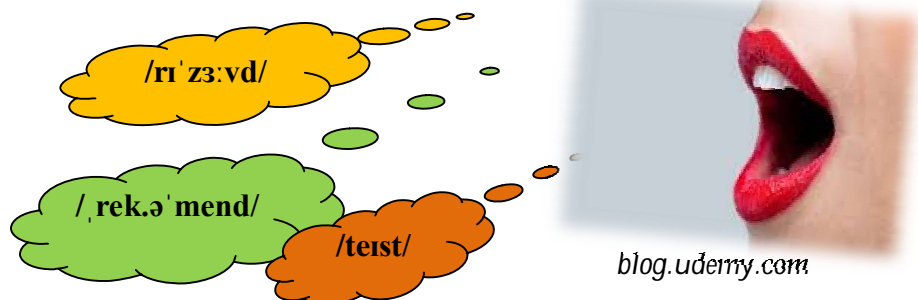
Words	Meaning	Words	Meaning
reserve	<i>memesan</i>	recommend	
order		taste	
chowder soup		all bran	
green salad		corn flakes	
starters		muesli	
prawn cocktail		bowl	
main course		bunch	
grilled salmon		champagne	
seafood		fried shrimp	
main		special	
fresh		available	



Task 13

Make groups of four.

Classify whether the words on the table above are verbs, nouns, or adjectives. After that, pronounce the words or phrases in turns with your group correctly. You may open your dictionary to do this activity. Let your teacher correct it to you.



Verbs	Nouns	Adjectives



Task 14

Choose the most appropriate word by circling one of the words in the brackets. Number one has been done for you. After that, choose one of the conversations and act it out with your peers.

- Waiter : Good evening, Sir.
 Guest : A (table/chair/window) for two, please.
 Waiter : (I don't know/Certainly/Good bye). This way, Sir.
- Guest : Could we sit by the window?
 Waiter : I'm really sorry, Sir. The windows are all (eaten/opened/reserved).

3. Waiter : Are you ready to (eat/drink/order), Madam?
 Guest : Certainly. I'll (bring/have/take) chowder soup and fresh green salad for my starters.
4. Waiter : Alright. One (corn flakes/chowder soup/muesli) and one (prawn cocktail/green salad/fresh orange). What would you like for the main course?
 Guest : I'll have grilled salmon and my wife would (like/taste/feel) seafood spaghetti.
5. Waiter : I'm afraid grilled salmon is not available.
 Guest : Well, so what do you (say/recommend/answer)?
 Waiter : Fried shrimp with fries on the sides is also our special menu, Sir.
6. Waiter : Would you like anything to (add/drink/say)?
 Guest : Yes, a (bowl/bunch/bottle) of champagne, please.

Adapted from: <http://tx.english-ch.com/teacher/cristina/level-a/dialogue-ordering-in-a-restaurant/>



Task 15

Make a brief dialogue. The situations below will help you to develop your conversations. One of you will act as a hostess or a waiter/waitress and the other one is as a guest. With your partner, act it out in front of the class.

1. Today was your birthday. You are going to treat your friends in a restaurant you have not ever visited before. But you have not reserved a table for you and some of your friends.
 Guest :
 Waiter :
2. You are staying in a hotel. At a time, you want to have some breakfast but you prefer ordering some foods by phone.
 Guest :
 Officer :
3. You are a regular guest of a restaurant. You already know the hostess. You want to drop in that restaurant for dinner after working all day long with your colleague.
 Guest :
 Waitress :



Task 16

Look at the examples of the menu below. After that, with your partner, learn what is written in the menu.

Examples of Menus

ETASIA RESTAURANT SAMPLE MENU

STARTERS



Whole Prawn Toast
on individual pieces of toast with sesame seeds
| £ 6.90



Salt & Pepper Soft Shell Crab, light crispy batter tossed with salt, pepper and chilli | £ 8.50

Barbeque Spare Ribs, coated in fruity, tangy, barbeque sauce | £ 6.50

Salt & Pepper Chicken, shredded crispy chicken, tossed with salt, pepper and chilli | £ 5.80



Aromatic Duck with pancakes, salad and hoi sin sauce | £ 9.50

ETASIA SPECIAL



Whole Sea Bass, steamed in ginger and spring onion with soya sauce | £ 16.50



Fillet Steak in Garlic and Black Bean Sauce, Cantonese classic, peppers, onions in black bean with tender pieces of fillet steak | £ 17.50

Aromatic Duck Plum Sauce, crispy duck breast with tangy plum sauce | £ 13.00

Beef Randang, slow cooked beef shin in rich spicy aromatic sauce | £ 12.50



Sweet Chilli Thai Grouper, with crispy coating served with sweet chilli sauce | £ 13.50

*** Wide range of Vegetarian and Gluten Free dishes available on main menu**

MAINS



Sweet and Sour Chilli Chicken, crispy strips of chicken in spicy sweet and sour sauce | £ 6.50

Shredded Crispy Beef, crispy strips of beef tossed in spicy, sweet, Cantonese sauce | £ 6.50

Oriental Chicken Mushroom, light stir fry of mixed mushroom with tender chicken pieces | £ 6.50

Red Hot Beef with Mango, Stir fry with pepper, Thai basil, chilli and mango | £ 6.50

Menu 1. www.groupsixmanzanarproject.weebly.com

<i>Mess Hall Menu</i>	
=====Meat Products=====	
Weenie Royale A dish consisting of hot dogs, onions, eggs, and white rice.	
Vienna Sausages Sausages topped with salt and mustard.	
Hot Dogs Cooked frankfurter in a bun topped with ketchup and/or mustard.	
Spam Sushi Spam and rice rolled together with nori.	
	
Weenie Royale	Spam Sushi
=====Vegetables=====	
Spinach Canned leaf spinach.	
Pickled Beets Beets with vinegar and sugar.	
Salad A mixture of cold vegetables topped with dressing.	
String Beans Canned string beans.	

<i>Mess Hall Menu</i>	
=====Beverages=====	
Milk(children under 12 only)	
Water	
Tea	
=====Pasta=====	
Baked Macaroni Baked Macaroni topped with Spanish sauce.	
Spaghetti Cooked spaghetti served with tomato sauce.	
	
Spaghetti	
=====Grain=====	
Steamed Rice Steamed Rice topped with canned apricots.	
Bread Warm bread with butter on the side.	
Property of Period 5 Group 6	

Menu 2. www.imgkid.com

		
<i>Appetizers & Salads</i>	<i>Pasta & Rice</i>	<i>Gallettes</i>
<i>Pork Spring Rolls 90</i>	<i>Penne Carbonara 130</i>	<i>Paysanne 150</i> Ham, egg, cheese and tomatoes
<i>Beef Spring Rolls 100</i>	<i>Spaghetti Bolognese . . . 150</i>	<i>Bergerie 150</i> Bacon, egg, onions and cheese
<i>Ham & Cheese Rolls. . . 100</i>	<i>Beef Stroganoff 150</i> Choice of rice or penne	<i>Complete Gallette 155</i> Ham, egg, mushroom, cheese, tomatoes and onions
<i>Italian Salad 90</i> Tomatoes, lettuce, mozzarella, olive oil and vinegar	<i>Curry Chicken 155</i> Chicken, tomatoes, lettuce, cheese and croutons	<i>Savoyarde 155</i> Bacon, potatoes, cheese and onions
<i>Cesar Salad 100</i> Chicken, tomatoes, lettuce, cheese and croutons	<i>Spaghetti with Sautéed Shrimps 180</i> Lettuce, orange, cucumber, lime and vinaigrette	<i>Pirate 160</i> Ground beef, tomatoes and cheese
<i>Veggie Salad 110</i> Lettuce, orange, cucumber, lime and vinaigrette		<i>Spanish 170</i> Chorizo, mushroom, cheese, bell pepper, onions and chili sauce

Menu 3. www.etasia.co.uk



Task 17

After you learn the examples of the menu above, find out the answers of the following questions.

What is a menu?



www.helphealgrow.com

What are the differences among the three examples of menu above?

Which one that you consider as the more comprehensive and understandable?

What information should be written in a menu in order to make it easier for the guests/readers?



netizenbuzz.blogspot.com

What is Menu?



Menu

Menu /'men.ju:/ (noun) is a list of dishes available in a restaurant. It varies from one restaurant to other restaurants.

It gives information about the list and the description of foods and drinks and the price.



creatingahass.com

NOTES!



Some **points you should know about restaurant menus:**

- It should be original
- It should be versatile
- It should have the correct food cost
- The items should be easy to prepare
- It should have an easy-to-read format
- It should be a manageable size
- It should be updated when needed

Adapted from <http://restaurants.about.com/od/menu/a/10-Things-You-Should-Know-About-Restaurant-Menus.htm>

www.pixshark.com



Task 18

Answer some questions below by looking again at the examples of the menu you have learnt in **Task 16**.

Menu 1

1. What starters are offered by Etasia restaurant as written in the menu?
.....
2. What is Shredded Crispy Beef?
.....
3. How much does Oriental Chicken Mushroom cost?
.....
4. What is the most expensive item of the main menu?
.....

Menu 2

1. What products are provided by Mess Hall restaurant as written in the menu?
.....
2. What kinds of meat are served by the Mess Hall restaurant?
.....
3. Whom is milk provided for?
.....
4. How many kinds of vegetable are available?
.....

Menu 3

1. How many dishes are written in the menu?
.....
2. What is the most expensive item of Pasta and Rice? And what is the cheapest one?
.....
3. How much does Italian salad cost?
.....
4. Is Paysanne cheaper than Complete Galette?
.....

Degree of Comparison

Degree of Comparison is an adjective which is being written in different forms to compare one, two or more nouns which are describing person, places or things.



www.delicioushealing.com



affordableearthquakeinsurance.com

There are three kinds of degrees of comparison in English:

1. Positive Degree: is used to tell about one or more person or thing.

2. Comparative Degree: is used to compare one person or thing with another person, or thing, etc. It uses **than**.

3. Superlative Degree: is used to compare one person or thing with more than one other. It uses **the**.

Look at the examples below and pay attention to the words in **bold**.



www.laweekly.com

Positive Degree

1. This salad is so fresh.
2. He is a reliable chef in this restaurant.

Comparative Degree

1. Baked macaroni is cheaper **than** spaghetti.
2. Milk is **more** expensive **than** tea.

Superlative Degree

1. She is **the** friendliest waitress I ever know.
2. This restaurant is **the most** luxurious one in this country.

Notice!

-er and **-est** are used for one-syllable adjectives, and sometimes are also used for some-syllables adjectives, meanwhile,

more and **most** are used for more than two-syllable adjectives.



www.mindzette.com

Read the information below.

1. One-syllable adjectives (regular comparison)

Adjective	Comparative	Superlative	
Old	Older	Oldest	} Most adjectives: + <i>-er</i> , <i>-est</i>
Tall	Taller	Tallest	
Cheap	Cheaper	Cheapest	
Late	Later	Latest	} Adjectives ending in <i>-e</i> : + <i>-r</i> , <i>-st</i>
Nice	Nicer	Nicest	
Fat	Fatter	Fattest	} One vowel + one consonant: double consonant .
Big	Bigger	Biggest	
Thin	Thinner	Thinnest	

2. Irregular Comparison

Adjective	Comparative	Superlative
good	better	best
bad	worse	worst
ill	worse	
far	farther/further	farthest/furthest
old	older/elder	oldest/eldest

3. Two-syllable adjectives

<ul style="list-style-type: none"> adjectives ending in <i>-y</i> have <i>-ier</i> and <i>-iest</i> e.g.: happy → happier → happiest
<ul style="list-style-type: none"> adjectives ending in unstressed vowel, can have <i>-er</i> and <i>-est</i> (for some other two-syllable adjectives) e.g.: narrow → narrower → narrowest clever → cleverer → cleverest quiet → quieter → quietest

4. Longer adjectives

Adjectives of more than three or more syllables have *more* and *most*.

e.g.: intelligent → more intelligent → most intelligent

practical → more practical → most practical

beautiful → more beautiful → most beautiful



Task 19

Fill in the blank with the correct adjectives provided in the box. Look at number one as your example.

1. He owns the **biggest** restaurant in this country.
2. She prefers a ____ place than the crowded ones.
3. Honeydew melon is the ____ one among the other types of melon.
4. Couverture chocolate contains a ____ amount of cocoa fat than milk chocolate.
5. Mr. Rudy is the ____ waiter I ever met.
6. This salad will look more ____ with some dressings on it.
7. Broccoli usually tastes ____ when it is cooked in oil than in butter.
8. Richard finds his new assistant more ____ than the other assistants.
9. I believe California has the ____ coastline in the country.
10. Melany is a ____ cook than her sister.

biggest	higher	better
quieter	friendliest	competent
sweetest	beautiful	longest
better		



Task 20

Read the following passage. Write the comparative and superlative forms of the adjectives in parentheses in the blank spaces. The first one has been done for you.



Kayla likes cooking. She cooks various kinds of food such as fried rice and any cakes everyday. She learns how to be (1) a **better** (good) chef from her father. It is because her father is a chef. His father cooks (2) _____ (good) than his friends. All dishes he makes are all (3) _____ (tasty) ones to serve. He prefers becoming a chef since being a chef is a (4) _____ (challenging) profession than any other professions for him. He is also (5) _____ (friendly) one at the place where he works. That is why his friends love him very much.

picture is taken from www.prweb.com



Task 21

Your teacher will distribute each card to each of you. Find a partner who gets the same restaurant as yours, then, study your own card. Next, build your own conversation based on the role you get and act it out in front of the class.

ROLE-PLAY CARDS

CARD A1

You are a new guest of the Boulevard Restaurant. That is why the waiter introduces himself to you. You want to have some meals. Ask the menu list to the waiter. Then, you make an order.

CARD B1

You are a regular guest of the Outback Restaurant. You ask for your common steak but the waiter offers you something new. Ask him to explain the new menu.

CARD C1

You are having dinner with some of your friends. You are going to treat them in your birthday in Jack's Restaurant, so you need a table for four. After having your meals, you do not know how to make a payment. Ask the waitress about it.

CARD D1

Before you get home from work, you drop in the Sun Sun restaurant near your office for having some foods. Ask the waiter/waitress to bring you some additional menu while you are enjoying the foods.

CARD A2

You are working in the Boulevard Restaurant. You serve a new guest who comes to the restaurant. Offer him/her a special menu for that day.

CARD B2

You are a waiter/waitress in the Outback Restaurant. After taking your guest for a table he asks, explain the new menu that you recommend.

CARD C2

You are a waiter/waitress in the Jack Restaurant. Today, you will serve a man with some of his friends. After they finish their meals, ask him how he will pay the orders, whether by cash or credit card.

CARD D2

You are a waiter/waitress in Sun Sun Restaurant. Offer and recommend your guests with a new menu for their dessert.

Let's play a game.



Whisper Circle

How to play?

1. Divide the students into groups of 7 to 10.
2. Choose one leader from each group. Give the leaders the card which has the sentence *"The woman sitting in the corner orders orange pie and orange juice"*.
3. Ask him to memorize the sentence, go back to his group and whisper what he has read on the card to the person on his right. Each person will whisper the sentence to the next person and the sentence be said only once.
4. The last person will say the sentence out loud. If the sentence is the same as the one written on the card, that group wins.

Adapted from: <http://iteslj.org/Lessons/Ersoz-Games.html>

HOMEWORK



Task 22

Find a partner. Then, make a short dialogue between a guest/guests who make(s) an order in a restaurant and a waiter/waitress.



www.msccroisieres.fr

Waiter :

Guest :

Waiter :

Guest :

Waiter :

Guest :

SUMMARY

In this unit, you have learnt about

A. Expressions or language focus:

1. Introduce yourself to the guest	e.g.: "I am Eric, and I will be your waiter today".
2. Ask for guests' order	e.g.: "Are you ready to order?"
3. Ask for an additional and special menu	e.g.: "Would you like to have any drinks?" "Do you want to know our today's special?"
4. Ask for payment	e.g.: "Will you be paying with cash or a credit card, Sir?"
5. Express gratitude	e.g.: "Thank you for coming."

B. Grammar Focus: Degree of Comparison

- Definition

Degree of Comparison is an adjective which is being written in different forms to compare one, two or more nouns which are describing person, places, or things.

- Types of degree of comparison

There are three types of degree of comparison: *positive*, *comparative* and *superlative degree*.

- Comparative degree uses + *-er* for its one-syllable adjective and *more* for two or more-syllable adjective

Superlative degree uses *-est* for its one-syllable adjective and *the most* for two or more-syllable adjective

C. Short Functional Text of Menu

Menu is a list of dishes available in a restaurant. It varies from one restaurant to other restaurants. It gives information about the list and the description of foods and drinks and the price.

REVIEW

What I have learnt from this unit is/are	.....
What I like the most from this unit is	.....
What I like the least from this unit is	.....

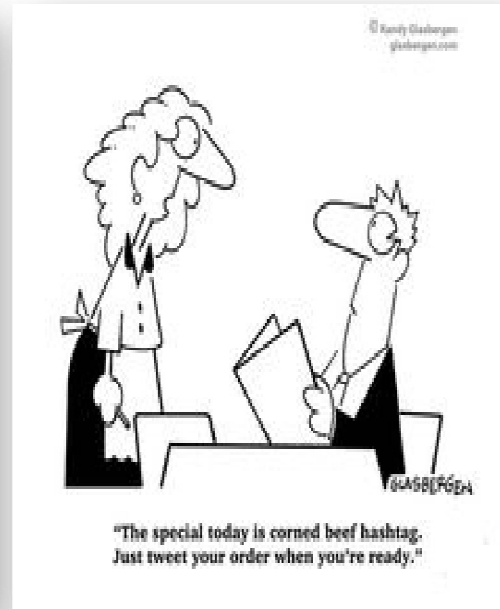
VOCABULARY LIST

Word	Pronunciation	Meaning
Order	/ˈɔː.də r/	Pesanan
Dessert	/dɪˈzɜːt/	Makanan pencuci mulut/penutup
Appetizer	/ˈæp.ɪ.taɪ.zə r /	Makanan pembuka
Rare	/reə r /	Setengah matang
Charge	/tʃɑːdʒ/	Tagihan
Service	/ˈsɜː.vɪs/	Pelayanan
Menu	/ˈmen.juː/	Daftar makanan/minuman
Reservation	/ˌrez.əˈveɪ.ʃ ə n/	Pemesanan
Additional	/əˈdɪʃ. ə n. ə l/	Tambahan

LET'S HAVE FUN



www.michaelfietz.com



www.cartoonstock.com

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UNIT 3

Any Problems with Your Food, Sir?



Sometimes, your guests at the restaurant are not satisfied with the foods or drinks which are being served. You have to know what to do in that situation. In this unit, you will learn how to offer help, ask for opinion and handle your guests' complaint (ask for apologize and respond to your guests' complaint).

GETTING STARTED

With your partner, answer the questions below.

1. Have you ever met guests who make a complaint with the food or drink they order?
2. What will you say to handle the complaint?
3. What are the common reasons of complaints your guests make?



www.buffingtonpost.fr

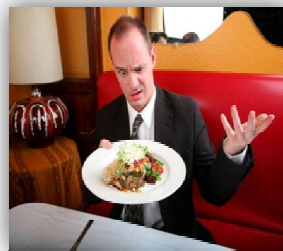


Task 1

Make groups of four or five, and then, look at the pictures below. What happen to the guests? Share your opinion with the other groups in turn.



www.wisegeek.com



blog.opentable.com



moneywise.co.uk



www.yahoo.com



Task 2

Below are some reasons why guests make complaint at the restaurant. Give a tick (✓) in the provided box if you agree with that.



www.altalks.wordpress.com

1. It takes too long that they have to wait for the order.
2. There is no enough option for the menu.
3. The soup is not good. There is no vegetable on it as it used to be.
4. Something undesirable happens.
5. The food and drink are not as how they order.
6. The food is not well cooked.
7. The service is bad.

☐☐☐☐☐☐☐



Task 3

In pair, list the other reasons why guests make complaint at the restaurant besides the reasons mentioned above. Write down your answers in the following box.

1.
2.
3.
4.
5.



Task 4

Listen the dialogue between guests and a waitress at the restaurant. After that, decide whether the statement below is True or False.

No.	Statements	True	False
1.	The man complains for his soup because there is a hair on it.		
2.	The man asks for the bill to the waitress.		
3.	He asks the waitress to bring him another food.		
4.	He won't pay the food he has ordered.		
5.	They are so happy with the service.		



Task 5

Listen again to the same dialogue between guests and a waitress. Then, complete the dialogue by choosing the correct words provided in the box below.

- Waitress : Do you need anything else?
- Man : Yes. Please, bring me the **(1)**_____.
- Waitress : Why, Sir? Is there a **(2)**_____ with your meal?
- Man : Yes, my hamburger has a hair.
- Waitress : Just a minute, please. Would you like to **(3)**_____ it for another meal?
- Man : No. Just bring me the bill. Wait, I am not going to pay for this. What a **(4)**_____.
- Waitress : Just a moment, Sir. Let me talk with the **(5)**_____.
- Woman : We do not have enough time. Thanks by the way.

service
exchange
problem
manager
bill



Task 6

Study the dialogues below. Then, answer several questions as follows.

Dialogue 1



www.yahoo.com

- Man : Excuse me. Are you out of vegetables today?
- Waiter : I'm sorry, Sir. I don't understand.
- Man : I ordered a creamy vegetable soup and there aren't many vegetables in it. It's mainly just **broth**.
- Waiter : I really **apologize** for that. Allow me to **replace** it with a better one.
- Man : No. That's alright now. I'll just **fill up** on the main course.
- Waiter : I **assure** you, it won't happen again. As a **token** of our apologies, we won't charge you for the soup.
- Man : That's good. I hope I won't be **disappointed** with the food quality.
- Waiter : You will not, Sir.

Dialogue 2

- Man : Excuse me. Would you mind telling me who's the cook?
- Waiter : What's wrong, Sir? Is there anything I can help you, with?
- Man : Well, as you can see, I ordered chicken parmiginia and the chicken is not well-cooked.

Waiter : I really apologize for this **mistake**. **Allow** me to get you a better **dish**.

Man : That's right. But this restaurant has been running for so long! Usually, such things do not happen here.

Waiter : It's a random mistake. I apologize on behalf of my chef.

Man : I would appreciate if you can replace it with a well-cooked dish.

Waiter : Sure. Thank you for the **patience**.

Adapted from: www.youtube.com



Questions

1. What happened to both guests in the dialogues above?
.....
2. What is the problem of the guest in the first dialogue?
.....
3. What is the problem of the guest in the second dialogue?
.....
4. How do the two guests feel in that situation?
.....



Task 7

After you study the dialogues above, find out the meaning of the words in bold on your dictionary. You may also write down the other words you want to know the meaning.

Words	Meaning	Words	Meaning
broth		dish	
apologize		patience	
replace		
assure		
token		
disappointed		
fill up		
mistake		
allow		



Task 8

Let's pronounce these following words together.

apologize /ə'pɒl.ə.dʒaɪz/

disappointed
/dɪs.ə'pɔɪn.tɪd/

assure /ə'ʃʊ: r /

replace /rɪ'pleɪs/

receive /rɪ'si:v/

mistake /mɪ'steɪk/

patience /'peɪ.ʃə n t s/



www.phoenixrising.me



Task 9

Find a partner. Choose one of the the dialogues in **Task 6**. After that, practice it in front of the class with the correct pronunciation.

How to handle the guests complaints:

1. **Listen**; let the guests say anything they need to say. Do not interrupt them.
2. **Apologize**, kindly do this after your guests have been saying the reasons of their dissatisfaction.
3. **Solve**, and decide the best route to take.
4. **Thank**; thank to your guests for bringing it to their attention even though it sounds odd.



www.helphealgrow.com

Some tips in handling guests' complaints:

Listen to them attentively, be prepared to other alternatives based on their taste, beverage or schedule if they are not satisfied with the choice, be polite all the times, and take full responsibility.

adapted from: <http://www.wikihow.com/Handle-Customer-Complaints-About-Food>



Task 10

Watch the video that will be played by your teacher. Then, answer the questions.

1. What drinks do the guests want?
.....
2. What main course does the man order?
.....
3. How should the steak be cooked as the man wants?
.....
4. What side dish does the man like to have?
.....
5. How does the steak taste? and what about the spaghetti?
.....
6. Does the man feel happy with the mashed potato?
.....



Task 11

Make groups of four. After that, study the following expressions.

In handling guests' complaint, we need to know several expressions needed and what to say in that situation. For example: offering help, asking for opinion, and asking for apologize.



[www. basic-counseling-skill.com](http://www.basic-counseling-skill.com)



Expression of offering helps.

There are some ways to offer helps to your guests:

- ⊕ *What can I do for you, Ma'am?*
- ⊕ *Would you like some help, Sir?*
- ⊕ *Can I give you a hand, Ma'am?*
- ⊕ *Do you need any help?*
- ⊕ *May I offer any assistance?*

Expression of asking for opinion

There are some ways to ask your guests' opinion about the foods or drinks:

- 📖 *What do you think about....?*
- 📖 *How do you feel with....?*
- 📖 *What's your opinion on...?*

Expression of asking for apologize

There are some ways to ask for apologize to your guests:

- ◆ *I'm sorry.*
- ◆ *Please, accept my apologies.*
- ◆ *I'm sorry about....*
- ◆ *I'm sorry. I didn't mean to....*



Task 12

Below are the expressions used between a waiter/waitress and a guest when the guests make a complaint. Study the expressions and practice each of them with your partner.

- 1 (G) Waiter, come here please. → (W) Yes, Sir, what can I do for you?
- 2 (W) How is your drink, Ma'dam? → (G) I think there's much sugar on it.
- 3 (G) Waiter! Look at this. My soup has a hair. → (W) I'm sorry about your creamy soup, Sir. I'll bring you with the new one.
- 4 (W) How do you feel with your toast, Ma'am? → (G) It's too dry. It must have been toasted for too long.
- 5 (G) It's a wasteful time. I haven't received anything yet, even my drink for more than 20 minutes. → (W) I'm sorry ma'am. I didn't mean to waste your time.



Task 13

Match each of the statement in the left column with the correct responses in the right. Number one has been done for you.

- | | |
|--|--|
| 1. What do you think about the salad? | 1. I'm not sure. It is too sweet beacuse he puts too much milk in it. |
| 2. What do you want to say about your creamy soup? | 2. It's OK. Bring me the bill, please. |
| 3. Does your peanut punch taste good? | 3. Bring me pepper for my steak, please. |
| 4. What can I do for you, Sir? | 4. I think, the vegetable is not really fresh. |
| 5. Would you like some help, Sir? | 5. Alright. Bring me the chicken rolls, then. |
| 6. I'm sorry about your food, Ma'am. | 6. It is a little bit salty. |
| 7. I'm sorry. I didn't mean to bring you these shrimp rolls. | 7. Yes. Could you replace my juice with another one? It is not what I order. |



Task 14

Choose one of the three words between the brackets by circling the words that you think is correct. Number one is for your example.

- Woman : Excuse me, Captain.
- Captain : Yes, Ma'am. What can I (take/say/help) you?
- Woman : Well, it's been 20 minutes since I placed my
(order/table/menu). We haven't received any appetizers
or even any drinks yet.
- Captain : Kindly give me a couple of minutes. I'll
(read/check/write) the status of your order.
- Woman : Please, do so. I'm in a hurry and I don't
(have/need/want) much time today.
- Captain : I'll (bring/put/ask) your drink now, and your order will
be on your (order/table/food) within the next 5 minutes.
- Woman : Thanks a lot.







Task 15

Group work!

Some problems may happen when guests come to a restaurant such as it takes too long to have the order served, the beef is not well-cooked, the soup is salty, and so on.

Make groups of four. Then, make dialogues based on the pictures below using your own sentences.

<p>1.</p>  <p><i>elacarte.com</i></p>	<p>A :</p> <p>B :</p> <p>A :</p> <p>B :</p>
<p>2.</p>  <p><i>www.yahoo.com</i></p>	<p>A :</p> <p>B :</p> <p>A :</p> <p>B :</p>
 <p><i>imgbucket.com</i></p>	<p>A :</p> <p>B :</p> <p>A :</p> <p>B :</p>
<p>3.</p>  <p><i>idealsoftware.co.za</i></p>	<p>A :</p> <p>B :</p> <p>C :</p>
<p>4.</p>  <p><i>realitytvmagazine.sheknows.com</i></p>	<p>A :</p> <p>B :</p> <p>A :</p> <p>B :</p>

MODAL VERBS

Modal Verbs Modal verbs are used to show if we believe something is certain and possible (or not). Besides, it is also used to do things like talking about ability, asking permission, making request and offers, and so on. We also use modal verbs in handling the guests' complaint.

The pattern is: **Subject + Modal Verb + Main Verb (verb 1)**

Some examples of modal verbs:

can	could
may	might
shall	should
will	would
must	ought to
need	(to)

For example:

- I **will** bring your fried potatoes soon.
- You **should** cook this in a medium-rare.
- I **will** not pay for the food.

Adapted from: www.learnenglish.britishcouncil.org



Task 16

Fill in the following sentences with the correct modal verb provided in the box. You may use the same modal verbs for some sentences. Number one is for your example.

- I **would** like to recommend you our special menu today, Sir.
- _____ you be paying with cash or a credit card, Ma'am?
- _____ I ask you to bring me sauce for my side dish?
- I _____ be back with your drink within the next 5 minutes, Sir.
- Excuse me. _____ I take your order?
- I do not like this curried fish. It's too salty. You _____ bring me with the other one or I _____ not pay for it.
- I _____ not pay for this sandwich unless you bring me with the new one.

8. _____ I give you the bill now or take the charge to your room, Sir?
9. I'm sorry, ma'am. You _____ not pay using credit card. We accept cash only.
10. Alright, Sir. I _____ take the better steak for you. Sorry about this.

should can
could will
may shall
would



Task 17

Now, make your own sentences by using the provided modal verbs as follow.

1. can	.....
2. will	.....
3. may	.....
4. should	.....
5. must	.....

ADJECTIVES: FEELING

Study the kinds of feelings below.

Feelings	Meaning
happy	senang
sad	sedih
excited	tertarik
upset	khawatir
angry	marah
disappointed	kecewa
satisfied	puas
sleepy	mengantuk
surprised	terkejut
annoyed	sebal
bored	bosan
afraid	ketakutan
guilty	bersalah



Task 18

Look at the expressions of people in the pictures below. What do these people feel? Write down your answer in the provided bubbles.





angry

upset

annoyed

happy

bored

surprised

satisfied







sad



Task 19

In groups of four, look at the pictures below and discuss what happened to the people in the pictures.

<p>What does he want? Labels: _____</p>	<p>How does he feel? Why? Labels: _____</p>	<p>What's annoying her? Labels: _____</p>

		
<p>What's annoying him? Labels: _____</p>	<p>Why is he shocked? Labels: _____</p>	<p>Why is he surprised? Labels: _____</p>
		
<p>What's that on my glass? Labels: _____</p>	<p>What's she thinking? Labels: _____</p>	<p>What happened? Labels: _____</p>

Adapted from: www.eslflow.com

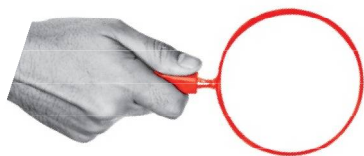


Task 20

After you have discussed the pictures with your group, answer the questions below by giving the labels provided in the box. Write your answers in the following column. Number one is for your example.

What does he want?	menu, coffee, etc.
How does he feel? Why?	.....
What's annoying her?	.....
What's annoying him?	.....

Why is he shocked?	.....
Why is he surprised?	.....
What's that on my glass?	.....
What's she thinking?	.....
What happened?	.....



LABELS:

lipstick

glass

angry

man

bill

laughing

overcharge

service

expensive

teen

shocking

coughing

eating

restaurant

menu

spilling

mess

coffee

pizza

fly

soup

cigarette

smoke



Task 21

Pair works!

Study the role-play cards below, and then, choose one of the cards and act it out in front of the class.



You are a waiter.

You meet a guest who complains to you because he does not receive any drinks and appetizers yet, whereas, he has been waiting for too long.

www.google.com



You are a waiter.

Your guest asks you to replace his/her meat since it is not well-cooked.

ravishinglife.wordpress.com



You are a waiter.
You have to handle your guest complaint because he does not like the wine.

www.google.com



You are a waitress. You keep handling your guest complaint. Your guest is shocked by the overcharged-bill.

www.medinamanager.com



damnitdeb.com

You are a waiter. Your guest says that the spaghetti does not taste good. You must handle the problem.



www.123rf.com

You are a waitress. Your guest asks you to replace his/her foods because the foods are not what he/she orders.

Let's play a game.



THE MIME GAME

How to play?

1. Prepare some words especially related to adjectives about feelings or expressions such as sad, angry, etc.
2. Split the class into two teams.
3. Bring one student from each team to the front of the class and one of them chooses one adjective about feeling from the bag.
4. Have both students mime the expression or feeling to their team.
5. The first team shouts the correct answer was a point.
6. Repeat this until all students have mimed at least one expression or feeling.

adapted from : <http://www.gooverseas.com/blog/10-best-games-esl-teachers>

HOMEWORK



Task 22

Find a partner. Then, make a conversation between a waiter/waitress and a guest who is complaining because of a problem. One of you will act as the waiter/waitress and the other one is the guest. Finally, act it out in front of the class.

Waiter :

Guest :

Waiter :

Guest :

Waiter :

Guest :

SUMMARY

In this unit, you have learnt about

A. Expressions or language focus:

1. Offering help	e.g.: "What can I do for you, Sir?."
2. Asking for an opinion	e.g.: "What do you think about the sandwich?".
3. Asking for an apologize	e.g.: "I'm sorry, Ma'am."

B. Grammar Focus: Modal Verbs

Modal Verbs are verbs used to show if we believe something is certain, possible (or not), do things like talking about ability, asking permission, making request and offers, and so on.

Modal verbs are such as **will, should, must, can, may**, etc.

For example: I **will** bring your drink within the next 5 minutes.

You **may** pay with the credit card or cash, Ma'am.

C. Adjective about feeling

Sad	: sedih
Upset	: khawatir
Disappointed	: kecewa
Angry	: marah
Satisfied	: puas
Happy	: senang
etc.	

REVIEW

What I have learnt from this unit is/are

.....

What I like the most from this unit is

.....

What I like the least from this unit is

.....

VOCABULARY LIST

Word	Pronunciation	Meaning
apologize	/ə'pɒl.ə.dʒaɪz/	meminta maaf
disappointed	/ˌdɪs.ə'pɔɪn.tɪd/	kecewa
assure	/ə'ʃʊ: r /	meyakinkan
replace	/rɪ'pleɪs/	mengganti
receive	/rɪ'si:v/	menerima
mistake	/mɪ'steɪk/	kesalahan
patience	/'peɪ.ʃ ə n t s/	kesabaran

LET'S HAVE FUN



All pictures are taken from: www.cartoonstock.com

REFERENCES

Cambridge Advanced Learners' Dictionary 3rd edition.

Walker, E. and Steve Elsworth. 2000. *New Grammar Practice for Pre-Intermediate Students*. England: Pearson education Limited.

<http://www.wikihow.com/Handle-Customer-Complaints-About-Food>

www.learnenglish.britishcouncil.org

APPENDIX J

The Permit Letter



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimilie (0274) 868800
Website: www.bappeda.slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 1381 / 2015

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata,
Dan Izin Praktik Kerja Lapangan.
Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman
Nomor : 070/Kesbang/1351/2015
Hal : Rekomendasi Penelitian

Tanggal : 31 Maret 2015

MENGIZINKAN :

Kepada :
Nama : WURY ANGGUN KUSUMAWATI
No.Mhs/NIM/NIP/NIK : 11202244031
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Karangmalang Yogyakarta
Alamat Rumah : Ngupasan Pengenjurutengah Purworejo Jateng
No. Telp / HP : 085743017299
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**DEVELOPING ENGLISH MATERIALS FOR INDUSTRIAL ATTACHMENT
(PRAKTIK KERJA INDUSTRI/PRAKERIN) FOR GRADE TEN STUDENTS
OF CULINARY STUDY PROGRAM AT SMKN 1 KALASAN**
Lokasi : SMKN 1 Kalasan
Waktu : Selama 3 Bulan mulai tanggal 31 Maret 2015 s/d 31 Juni 2015

Dengan ketentuan sebagai berikut :

1. Wajib melaporkan diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial & Pemerintahan Bappeda Kab. Sleman
4. Camat Kalasan
5. Kepala UPT Pelayanan Pendidikan Kecamatan Kalasan
6. Ka. SMKN 1 Kalasan
7. Dekan FBS UNY
8. Yang Bersangkutan

Dikeluarkan di Sleman

Pada Tanggal : 31 Maret 2015

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Statistik, Penelitian, dan Perencanaan

ERNY MARYATUN, S.IP, MT

Pembina, IV/a

NIP 19720411 199603 2 003