

**DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE XI  
STUDENTS OF PATISSERIE STUDY PROGRAMME**

A Thesis

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



By:

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12202241059

**ENGLISH EDUCATION STUDY PROGRAMME  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF YOGYAKARTA  
2016**

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**APPROVAL SHEET**

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**A Thesis**



A handwritten signature in black ink, appearing to read "Jamilah", is written over the "By:" line of the stamp.

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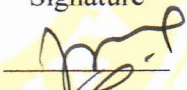
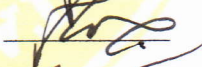
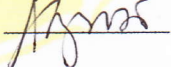
## RATIFICATION SHEET

### DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE XI STUDENTS OF PATISSERIE STUDY PROGRAMME

A Thesis

Accepted by the Board of Examiners of the English Education Department, Faculty of Languages and Arts, State University of Yogyakarta on July 20, 2016 and declared to have fulfilled the requirements for the attainment of the *Sarjana Pendidikan* Degree in English Language Education.

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Apabila ternyata terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 14 Juli 2016

Penulis,



Umi Ismiyati

## MOTTOS

- ☯ Then, which the favours of your Lord will you deny? (Ar-Rahman: 13)
- ☯ For indeed, with hardship will be ease. (Al-Insyirah: 5)
- ☯ If your dreams don't scare you, they aren't big enough. (Ellen Johnson Sirleaf)

## DEDICATION

This piece of work is fully dedicated to:

My super parents, **Mr** and **Mrs Atmojo**

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Yogyakarta, July 14, 2016

Umi Ismiyati

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# **DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE XI STUDENTS OF PATISSERIE STUDY PROGRAMME**

By

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## **ABSTRACT**

The objectives of this research were: (1) to describe the target needs of grade XI students of Patisserie Study Programme; (2) to describe the learning needs of grade XI students of Patisserie Study Programme; and (3) to develop appropriate English learning materials for grade XI students of Patisserie Study Programme.

This study was a Research and Development (R & D) study. The subjects of this study were grade XI students of Patisserie Study Programme at SMK Negeri 1 Sewon, the English teacher, and a materials development expert. The steps of this study were adapted from Jolly and Bolitho (1998) steps which were conducting the needs analysis, developing the course grid, developing the first draft of the materials, evaluating the materials or conducting expert judgement, and writing the final draft of the materials. The data was collected through distributing questionnaire and interviewing both the English teacher and the students. Two types of questionnaires were used to collect data. The first questionnaire was made to obtain the data for the needs analysis while the second questionnaire was used to obtain the data for materials evaluation through the expert judgement questionnaire. The data for both questionnaires were analysed quantitatively using descriptive statistics. The data from the interviews was analysed qualitatively using the data analysis model proposed by Miles and Huberman (1994).

The products of the research were three units of English learning materials. Each unit reflected the Content-Based Instruction (CBI) and scientific approach. The topics were related to patisserie field and daily life. The tasks were varied, from individual tasks to small group tasks. Based on the results of expert judgement, the developed materials were considered appropriate. The mean score of all aspects of the developed materials was 3.82 and was categorised as “Very Good”.

## **CHAPTER I**

### **INTRODUCTION**

This chapter describes the background of the study, identification of the problems, delimitation of the problem, formulation of the problems, objectives of the study, and significance of the study.

#### **A. Background of the Study**

English is a compulsory subject taught in vocational high school (SMK). English for vocational high school is supposed to be taught specifically based on the nature of vocational high school. Vocational high school is an educational institution which develops students' skills in order to prepare them for specific jobs after they graduate. Based on BSNP (2006), vocational high schools are aimed to improve knowledge, attitude, and skills of the students in order to equip them to live autonomously and to continue their education based on their skill programmes.

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

To reach the aims of English for vocational high school, there are many factors need to be taken into account. One of them is by providing relevant

English learning materials. It is believed that learning materials take an important part in the process of teaching and learning. Materials give language inputs to the students in order to develop their knowledge and to improve their skills. Added to that, tasks provided within the materials help students to practice English. Tasks also give exposures to the students in studying English. Unfortunately, English learning materials which are relevant for the students of vocational high school are limited since the change of curriculum.

In 2013, the Ministry of Education and Culture replaced the School-Based Curriculum or KTSP with Curriculum 2013. The most significant difference of Curriculum 2013 is the use of scientific approach as the basis of teaching and learning process. The change of the curriculum affects all the subjects including English. It is found that vocational high school and senior high school have the same course books as the English learning materials. It is also found that the course books used by them only cover the General English which is only suitable for senior high school students. This case happens at all vocational schools in Indonesia including at SMK Negeri 1 Sewon especially Patisserie Study Programme.

Patisserie Study Programme is a study programme under the umbrella of Culinary Department at SMK Negeri 1 Sewon. Here, the needs of English is quite high but the students' proficiency of English is still quite low. As Patisserie Study Programmes students, they have specific needs in learning English in order to face their jobs later in their field. As Patisserie Study Programmes students, they have to master some competences in the field of patisserie



including understanding ingredients, patisserie equipments, hygiene, health and safety work, making pastry such as bread, cake, and dessert, and preparing a business in field of patisserie. Thus, English learning materials must be developed based on their needs so that they can master their fields well with the help of English.

In response to those things, the researcher conducted a study and develop the English learning materials for grade XI students of Patisserie Study Programme based on Curriculum 2013.

## **B. Identification of the Problems**

Based on the observation done by the researcher, there were some problems captured from class XI of Patisserie Study Programme at SMK Negeri 1 Sewon. The problems were captured by observing the teaching learning process in that class and interviewing both the English teacher and the students.

The first problem is the process of English teaching and learning in Patisserie class at SMK Negeri 1 Sewon. The English teacher uses deductive approach in teaching grammar. Thornbury (1999:29) states that deductive approach is an approach in teaching grammar by presenting the rule or pattern of grammar in the beginning of lesson, then it is followed by examples in which the rule is applied. When teaching English in Patisserie class, the teacher started the English lesson by telling students the pattern of certain grammar in some sentences. Based on the interview with some students, they said that the English lesson that day was confusing. They said that they wanted to know the function

of that grammar in the beginning of the lesson rather than knowing the pattern of it.

The second problem is the students. Based on the observation and the interview, the researcher found that students of Patisserie Study Programme had low motivation in learning English. That condition affected their achievement in learning English. Most of students in this class had low achievement in the English subject.

As stated by the English teacher, only two students passed the KKM (*Kriteria Ketuntasan Minimal*) in daily examinations. The rest of the students should deal with remedial examinations. Other problem is that when the students were given homework, only few students did it. The rests would cheat those who did the homework. It could be seen from the result of the works.

Another problem is that when the teacher was explaining the materials in the classroom, most students were busy on their own. Some students talked during the teaching learning process, some of them were busy with their gadget, and some of them were sleeping during the teaching learning process. From those conditions, the researcher found that the students had low motivation in English teaching learning process. Based on the interview with the students, they said that English was such a boring subject. They also said that the materials are too boring to learn. The topic of the lesson that day was about “*Sekolah Adiwiyata*” which characterises SMK Negeri 1 Sewon itself, not the patisserie field.

The third problem is the materials. Materials play an important role in English teaching learning process. Richards and Renandya (2002) state that teaching materials are an important argument in language in learning. They also mention that the materials are the basis of language input for students and the language practice.

Based on the observation and interview done by the researcher, it is found that the course books used in Patisserie Study Programs are the same with those used in senior high school. It becomes a big problem since the needs of vocational high school students are different from senior high school students. The materials provided by the government and school do not meet the field of patisserie at all. Students find it boring to learn English since the materials do not relevant to their field.

### **C. Delimitation of the Problem**

With regard to the identification of the problems, it is impossible for the researcher to solve all problems related to English teaching and learning process at SMK Negeri 1 Sewon. This research is focused on developing English learning materials for grade XI students of Patisserie Study Programme. Materials play an important role in teaching and learning. Materials used by students as a resource to study English. Therefore, materials must be developed based on the students' needs in order to facilitate them in studying English. It is expected that the materials developed help the students achieve the English competences related to their study programme.

#### **D. Formulation of the Problem**

Based on the identification of the problems and the delimitation of the problem, the problems can be formulated as follows:

1. What are the target needs of grade XI students of Patisserie Study Programme?
2. What are the learning needs of grade XI of Patisserie Study Programme?
3. What are the effective English learning materials for grade XI students of Patisserie Study Programme?

#### **E. Objectives of the Study**

Based on the formulation of the problem, the objectives of this research are:

1. to find out the target needs of grade XI students of Patisserie Study Programme.
2. to find out the learning needs of grade XI students of Patisserie Study Programme.
3. to design the effective learning materials for grade XI students of Patisserie Study Programme.

#### **F. Significance of the Study**

This study has two significances as follows:

1. Theoretically, this study will give some additional references for other researchers who conduct and develop materials in the same area.
2. Practically, this study will be useful for:

a. The English teachers

This research can encourage the English teachers to provide the suitable materials and tasks that suit the students' needs.

b. The students

It is expected that grade XI students of Patisserie Study Programme will obtain more knowledge about how to use English through the materials and tasks developed by the researcher, so it may improve their English proficiency.

## **CHAPTER II**

### **LITERATURE REVIEW, RELEVANT STUDIES, AND CONCEPTUAL FRAMEWORK**

This chapter presents the literature review, relevant studies and the conceptual framework of the research. In the literature review, the researcher examines some theories underlying the research. In the relevant studies, the researcher highlights some relevant studies conducted by other researchers, while in the conceptual framework the researcher relates those theories to the research.

#### **A. Literature Review**

##### **1. English for Specific Purposes (ESP)**

SMK Negeri 1 Sewon is one of the vocational high schools in Yogyakarta. This vocational high school has four departments. They are Hotel Accommodation Department, Boutique Department, Beauty Department, and Cuisine and Restaurant Department. Based on the preliminary observation, the students of Patisserie Study Programme really need English for both passive and active communication and for both academic and non-academic context. Academic needs refer to the use of English in context where English is required for further academic study. On the other hand, non-academic needs refer to job needs where English is required in order to perform a particular job.

Regarding those facts that students of Patisserie Study Programme needs to master English, they belong to ESP Learners. Hutchinson and Waters (1987:53) state what distinguishes ESP and General English is the awareness towards the students' needs.

**a. The Nature of ESP**

English for Specific Purposes (ESP) is a branch of English as a Foreign Language (EFL). Therefore, ESP is narrower than General English. Hutchinson and Waters (1987:19) define ESP as an approach to language teaching which its content and method are based on learner's needs.

This approach emphasizes that there are some learners who need English in order to use it in specific occupational or educational settings. Richards (2006:12) states that it will be more efficient to teach those learners the specific kinds of language and communicative skills needed for particular roles rather than to concentrate them on General English. It means that before designing materials in ESP, teachers should know what is needed by learners. The process of getting information about learner's need is called needs analysis.

**b. Needs Analysis**

The starting point when a researcher develops learning materials for specific purposes is learners' needs. It is in line with the first step of developing learning materials for English as a specific purpose (ESP) proposed by Hutchinson and Waters (1987:3) who state that ESP is designed



to meet learners' needs. To collect information related to the learners' needs, one should conduct needs analysis.

Richards and Schmidt (2002:353) define needs analysis as "the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities." Richards (2006:12) defines needs analysis as the process of determining the learners' needs of communication that they need to master if they are in specific occupational or educational roles and the language features of particular settings. The process is done by conducting observation, surveys, interviews, situation analysis, and analysis of language samples collected in different settings. It can be concluded that needs analysis is a process of determining learners' needs on specific language use by using observation, surveys, interviews, etc.

The focus of needs analysis according to Richards (2006:12) is to determine the specific characteristics of the language when it is used for specific purposes. Those specific characteristics may include differences in vocabulary choice, grammar, text type, functions, and the need for particular skills.

Hutchinson and Waters (1987:54) divide needs into two types: target needs and learning needs. Target needs are what the learner needs to do in the target situation. Target needs include necessities, lacks, and wants. Necessity is what the learner has to know in order to function effectively in target situation. Knowing the necessities only is not enough, we also need to know the lacks. It is necessary to know what the learners know already or learner's

present knowledge so a teacher can decide which of the necessities of the learners' lacks. The last one dealing with target needs is wants. Want is what learner asks to learn.

The second type of needs is learning needs. Hutchinson and Waters (1987:60) define learning needs as what knowledge and abilities will the learners require in order to be able to perform to the required degree of competence in the target situation.

After determining the students' needs, language items and communication skills that are needed by the students of Patisserie Study Programme can be concluded and be put into consideration when writing the English learning materials. For example, from the needs analysis, it is known that students' main goal in learning English is to prepare them to work abroad as a skilled baker and they also want some additional inputs of vocabularies related to patisserie to be added in the learning materials. The content of the learning materials are then decided by choosing it from the competences stated in the Curriculum 2013. The texts to be included in the learning materials will be procedure text about how to make a cake or how to garnish a cake with many vocabularies related to patisserie.

### **c. Materials Development in ESP**

Hutchinson and Waters (1987:106) state that one of the most characteristic features of ESP in practice is materials writing. They add that its aim is to provide teaching materials that fit the specific subject area of particular learners (1987:106). They add that even though suitable materials

are available, it may not be possible to buy them because of currency or import restrictions.

In writing materials, the writers may follow a model by Hutchinson and Waters. This model aims to provide a coherent framework for the integration of various learning aspects, while at the same time allowing enough room for creativity and variety to flourish according to Hutchinson and Waters (1987:108). The model of materials development in ESP by Hutchinson and Waters consists of four elements; input, content focus, language focus, and task. The main focus of each unit of the materials is task. The language and content are drawn from the input and are selected based on what learners need to do the task.

Hutchinson and Waters (1987:108) proposed the four elements of the materials design model: input, content focus, language focus, and task.

#### 1. Input.

Input may be in the form of text, dialogue, diagram, video-recording or any piece of communication data. Things provided in input are:

- Stimulus material for activities
- New language items
- Correct models of language use
- A topic for communication
- Opportunities for learners to use their information processing skills
- Opportunities for learners to use their existing knowledge both of the language and the subject matter.

## 2. Content Focus.

Non-linguistic content should be exploited to generate meaningful communication in the classroom since language is a means of conveying information and feelings about something and it is not an end in itself.

## 3. Language Focus.

In language focus, learners have the chance to take the language to pieces, study how it works and practise putting it back together again.

## 4. Tasks.

Task is the primary focus of the unit. Materials should be designed, therefore, to lead towards a communicative task in which learners use the content and language knowledge they have built up through the unit.

Those four elements are presented as follows:

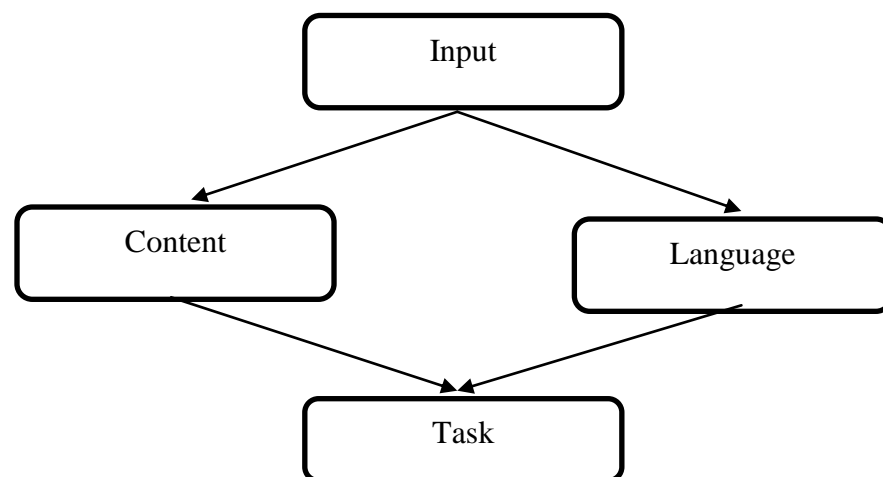


Figure 1: A Materials Design Model by Hutchinson and Waters (1987:109)

## **2. Learning Materials**

### **a. The Definition of Materials**

Teaching English cannot be separated from the presence of materials. There are some experts who define materials quite similarly. Tomlinson (1998:2) defines materials as anything used by teachers or learners to facilitate language learning. He states that materials can be vary; cassette, video, dictionary, grammar book, photograph, newspaper, live talk native speaker, etc. Richards (2001: 251) defines instructional materials as the basis for much of the language input learners receive and the language practice that occurs in the classroom. Those materials may take the form of (a) printed materials such as books, workbooks, worksheets or readers; (b) nonprint materials such as cassette or audio materials, videos, or computer-based materials; and (c) materials that comprise both print and non print sources such as self-access materials and materials on the internet. In line with Tomlinson and Richards, Richards and Schmidt (2002: 322) define materials in language teaching as everything used by teachers or learners to facilitate the learning of a language. Those can be linguistic, visual, auditory, or kinesthetic, and they may be presented in print, audio or video form, on CD-ROMS, on the internet or through live performance or display.

In short, materials are anything which helps the students in learning language. They can be in form of printed (i.e. textbooks), nonprinted materials (i.e. audio materials), and materials that comprise both print and nonprint sources (i.e. selfaccess materials, and materials from the internet).

## **b. Principles of Good Materials**

Due to the importance of materials in teaching and learning process, therefore materials must be developed effectively. In developing materials, the developer should pay attention some principles of good materials.

Tomlinson (1998:7-21) proposes the principles of good materials as follows:

- 1) Materials should achieve impact.
- 2) Materials should help learners to fill at ease.
- 3) Materials should help learners to develop confidence.
- 4) What is being taught should be perceived by learners as relevant and useful.
- 5) Materials should require and facilitate learner self-investment.
- 6) Learners must be ready to acquire the points being taught.
- 7) Materials should expose the learners to language in authentic use.
- 8) The learners' attention should be drawn to linguistic features of the input.
- 9) Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
- 10) Materials should take into account that the positive effects of instruction are usually delayed.
- 11) Materials should take into account that learners differ in the style.
- 12) Materials should take into account that learners differ in affective attitudes.
- 13) Materials should permit a silent period at the beginning of instruction.
- 14) Materials should maximise learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.
- 15) Materials should not rely too much on controlled practice.
- 16) Materials should provide opportunities for outcome feedback.

In line with Tomlinson, Hutchinson and Waters (1987, 107-108) also propose some principles of materials writing as follows:

- 1) Materials provide a stimulus to learning. They state that good materials encourage learners to learn. Good materials contain some aspects including:
  - 1) interesting texts.
  - 2) enjoyable activities that engage learners' thinking capacities.

- 3) opportunities for them to use their existing knowledge and skill.
- 4) content that learner and teacher can cope with.
- 2) Materials help organizing teaching and learning process by providing a path through the complex mass of language to be learnt. Hutchinson and Waters (1987:107) state that good materials should provide a clear and coherent unit structure which guide both teacher and learner through various activities.
- 3) Materials embody a view of nature of language and learning. Materials should reflect what the writer thinks and feels about learning process.
- 4) Materials reflect the nature of the learning task.
- 5) Materials can have a very useful function in broadening the basis of teacher training by introducing teachers to new techniques.
- 6) Materials provide models of correct and appropriate language use.

### **3. Materials Development**

#### **a. The Definition of Materials Development**

Graves (2002:149) defines materials development as “the planning process by which a teacher creates units and lessons within those units to carry out the goals and objectives of the course.” She also states that materials development is the process of creating, choosing or adapting, and organizing materials and activities to help the students reaching the goals of the course.

Tomlinson (1998:2) defines materials development as

“anything which done by teachers, writers or learners to provides sources of language input and to exploit those sources in ways which maximise the likelihood of intake: in other words the supplying of information



about and/or experience of the language in ways designed to promote language learning”.

Materials development, therefore, can be said as developing materials done by the writers, teachers, or learners in the form of writing or creating, adapting, and organizing materials to achieve the objectives in language learning.

#### **b. Steps of Materials Development**

In developing materials, there are some steps to be followed by a material developer. Jolly and Bolitho in Tomlinson (1998: 98) proposed those steps as follows:

##### **1) Identification of need for materials**

In this step, the materials developer identifies learners' needs in order to get the information of learning needs and target needs and to solve a problem by creation of materials.

##### **2) Exploration of need**

In the next step, a materials developer explores the area of needs or problems in the language context such as forms and functions.

##### **3) Contextual realization of materials**

In this step, a materials developer has to prepare contextualization of the materials that is the local content area of the materials to be involved in reading, writing, listening, and speaking resources.

##### **4) Pedagogical realisation of materials**

Next, pedagogical realisation involves the use of instruction and appropriate exercises and activities in the materials developed.

5) Production of materials

This step is the physical production of the materials in the form of course books including the layout, visual, and size of the books.

6) Students' use of materials

In this step, the materials are used by students. It includes the introducing materials in the class which followed by completing worksheet at home and discussing it in the next meeting.

7) Evaluation of the materials

In evaluation step, the students give comments and difficulties in completing the worksheet.

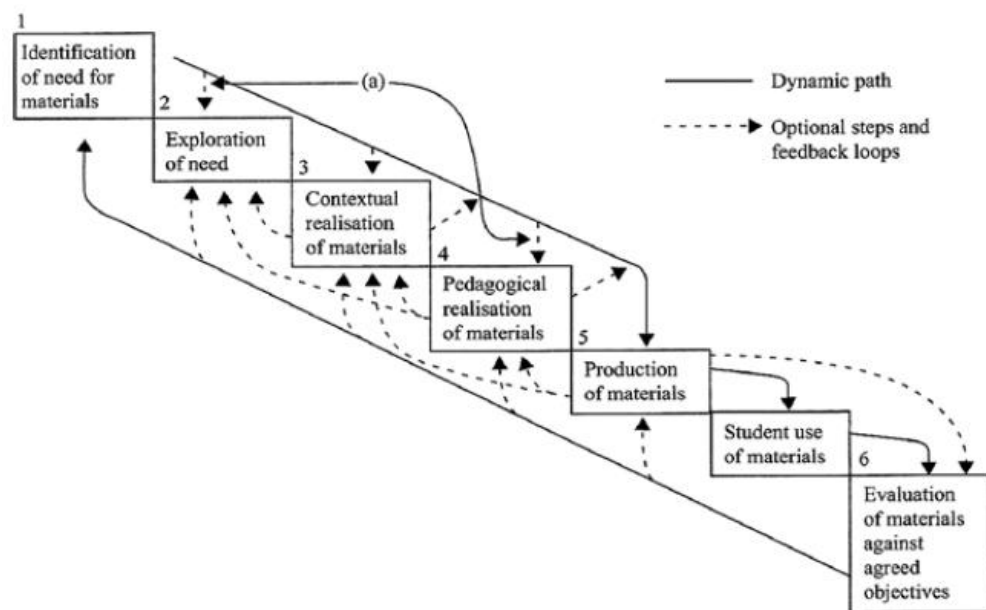


Figure 2: Jolly and Bolitho's Model of Materials Development Process  
(1998:98)

#### **4. Unit Design and Development**

##### **a. Component of a Unit**

A unit consists of some components. Richards (2001:264) lists a set of checklist to identify the quality of a unit. He argues that a unit of materials should cover some criteria, such as:

- 1) Gives learners something they can take away from the lesson
- 2) Teaches something learners feel they can use
- 3) Gives learners a sense of achievement
- 4) Practice learning items in an interesting and novel way
- 5) Provides a pleasurable learning experience
- 6) Provides opportunities for success
- 7) Provide opportunities for individual practice
- 8) Provides opportunities for personalization
- 9) Provides opportunities for self-assessment of learning

From the list above, it is found that a unit of materials has some components. The components of a unit that are developed by the researcher are:

##### **1. Introduction**

The first part of the unit in the course book will help students understand the learning goal and the topic of the unit. The tasks presented in this part will help students form their own question regarding the topic and provide basic information that they need in order to learn further from the unit.

##### **2. Main Activities**

In this section, students will explore more about the knowledge that they already have from the introduction. The students will learn four skills of

English through several tasks. This section will be developed based on the scientific steps.

### 3. Homework

This section aims to give students extra activity outside the classroom and to make them gain better understanding about knowledge that they learn from the unit.

### 4. Summary

In this section, all the materials learned in the chapter are summarised. This section helps students to finalise their understanding about the materials or to help them remembering the information that they forget.

### 5. Reflection

This section requires students to give feedbacks after they accomplish the unit. The format of reflection will guide them to give some feedbacks about what they have learnt, what they like or dislike about the unit, and what they feel after accomplishing the unit.

### 6. Fun Activities

This section provides fun activities related to the field of *pâtisserie*. This section aims to colour the unit, so that the students find the unit is interesting.

## **b. Framework for Unit Design and Development**

Framework for unit design should be considered by the materials writers in developing materials in order to create well-structured units. The contents of the units should be comprehensible and provide effective steps to make

learning meaningful. In accordance to that, a set of procedure proposed by Nunan (2004:31) can be taken into account in developing a unit. The procedure consists of six steps as presented below:

a. Schema building

In this step, students are introduced to the topic, key vocabulary and expressions needed in completing the tasks.

b. Controlled practice

Controlled step is to provide students with controlled practice in using the target language vocabulary, structures and functions.

c. Authentic listening practice

In this step, learners are involved in intensive listening practice. The text can be spoken by native speakers. This step would expose them to authentic or simulated conversation.

d. Focus on linguistic elements

The students get to take part in exercises in which the focus is on one or more linguistic elements. They might listen again to the conversations from step C and note the different intonation for different types of question.

e. Provide freer practice

The students have freer practice, where they move beyond simple manipulation. Information gap is one of example of freer practice where students are asked to act out as people in real communication.

f. Introduce the pedagogical task

The final step of the instruction sequence is the introduction of the pedagogical task itself – in this case a small group task in which the participants have to study a set of newspaper advertisements and decide on the most suitable place to rent.

**c. Task Continuity**

The term “continuity” has the same meaning with “dependency” and “chaining” that is the interdependence of tasks, task components and supporting enabling skills within an instructional sequence (Nunan, 2004:125). The principles of task continuity should be fulfilled in order to provide a structured sequence of tasks that lead to a learning outcome. The table below presents a psycholinguistic processing approach proposed by Nunan (2004:126). This approach sequences tasks according to the cognitive and performance demands made upon the learner.

**Table 1: The “Psycholinguistic Processing” Approach by Nunan (2004:126)**

<b>Phases</b>	<b>Steps within phase</b>
A. Processing (comprehension)	<ol style="list-style-type: none"> <li>1. Read or study a text- no other response required.</li> <li>2. Read or listen to a text and give a nonverbal, physical response (e.g. learner raises hand every time key words are heard).</li> <li>3. Read or listen to a text and give a nonphysical, non-verbal response (e.g. checkoff a box or grid every time key words are heard).</li> <li>4. Read or listen to a text and give a verbal response (e.g. write down key words every time they are heard).</li> </ol>

*(continued)*

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Phases	Steps within phase
B. Productive	5. Listen to cue utterances, or dialogue fragments and repeat them, or repeat a complete version of the cue. 6. Listen to a cue and complete a substitution or transformation drill. 7. Listen to a cue (e.g. a question) and give a meaningful response (i.e. one that is true for the learner).
C. Interactive	8. Role play (e.g. having listened to a conversation in which people talk about their family, students, working from role cards, circulate and find other members of their family). 9. Simulation/discussion (e.g. students in small groups share information about their own families). 10. Problem-solving/ information gap (e.g. in an information gap task, students are split into three groups; each groups listens to an incomplete description of a family; students recombine and have to complete a family tree, identify which picture from a number of alternatives represents the family, etc.).

## 5. Task Development

### a. The Definition of Task

Materials cannot be separated by tasks as well. There are some experts who define tasks. Long in Nunan (2004:2) defines a task as a piece of work undertaken for oneself or for others, freely or for some reward. The examples of task include painting a fence, filling out a form, typing a letter, finding a street destination, and the like. In other words, by “task” is meant the hundred and one things people do in everyday life, at work, at play, and in between.

Ellis in Nunan (2004:3) defines a task in a pedagogical perspective. Pedagogical perspective tasks refer to tasks which occur in the classroom. A

task is a work plan to gain an outcome that can be evaluated in terms of whatever the correct or appropriate propositional content has been conveyed. It is intended to result in language use that allows a resemblance, direct or indirect to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes.

In addition, Nunan (2004:4) defines a pedagogical task as a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilising their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form.

From some definition above, it can be concluded that a task is a piece of work which is usually used in the classroom to help learners in their teaching learning process. A task allows the learners to achieve a better outcome which can be used in the real world. However, task is not only a piece of classroom work, but also anything that we can find in our daily life. Moreover, there are a lot of activities which are included as a task. They are as mentioned before, such as: typing a letter, painting a fence, and so on.

#### **b. Task Components**

Referring to Nunan (2004:41), there are minimum specifications of task that include goals, input, and procedures, and that these will be supported by roles and settings.



1) Goals

Goals relate to range of general outcomes including communicative, affective, or cognitive or may describe teacher or learner behaviour.

2) Input

Input refers to the spoken, written, and visual data that learners work within the course of completing a task. The data for the input can be provided by teachers, textbooks or others.

3) Procedure

Procedure specifies what learners will actually do with the input that forms the point of departure for the learning task.

4) Teacher and Learner roles

Role refers to the part that learners and teachers are expected to play in carrying out learning task as well as the social and interpersonal relationships between the participants.

5) Settings

Settings refer to the classroom arrangements specified or implied in the task. Setting also requires consideration of whether the task is to be carried out wholly or partly outside the classroom.

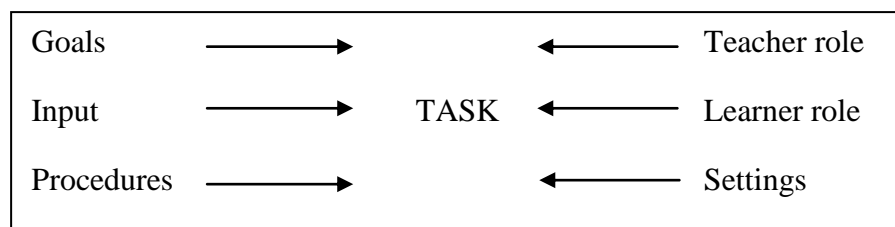


Figure 3: **Task Components by Nunan (2004:41)**

Moreover, Nunan (2004:35) summarises the underlying principles in developing the instructional sequence:

1) Scaffolding

Lessons and materials should provide supporting framework within which the learning takes place. At the beginning of the learning process, learners should not be expected to produce language that has not been introduced either explicitly or implicitly.

2) Task dependency

Within a lesson, one task should grow out of, and build upon, the ones that have gone before.

3) Recycling

Recycling language maximizes opportunities for learning and activities the learning principle.

4) Active learning

Learners learn best by actively the language they are learning.

5) Integration

Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning.

6) Reproduction to creation

Learners should be encouraged to move from reproductive to creative language use.

## 7) Reflection

Learners should be given opportunities to reflect on what they have learned and how well they are doing.

From the explanation above, there are some important components of task which include goals, input, procedures, teacher roles, learner roles, and settings. Each component plays an essential role in creating an effective task. Besides, there has been explaining some principles related to the process of developing the instructional sequence. Those principles should be taken into account by the developer in order to develop an effective learning materials.

## 6. Materials Evaluation

### a. The Definition of Materials Evaluation

After materials have been written, it is necessary to conduct evaluation. Richards and Schmidt (2002: 322) define materials evaluation as the process of measuring the value and effectiveness of materials developed. Hutchinson and Waters (1987:96) state that evaluation means judging the fitness of something that is materials for a particular purpose. They add that in the process of evaluation, there is no absolute good or bad, there is only degree of fitness for the required purpose. Further, Tomlinson (1998: xi) defines materials evaluation as the systematic appraisal of the value of materials. It is in relation to their objectives and to the objectives of the learners using them. According to him, evaluation can be pre-use when it focuses on predictions of potential value. It can be whilst-use when it focuses on awareness and description of what the learners are actually doing whilst the materials are

being used. And it can also be post-use and therefore focus on analysis of what happened as a result of using the materials.

In conclusion, materials evaluation the process of judging the value of the materials developed whether the material meets learners' need or not.

### **b. The Process of Materials Evaluation**

Materials evaluation is done by following some steps. Ellis in Tomlinson (1998:227-231) suggests a procedure or process in conducting tasks evaluation.

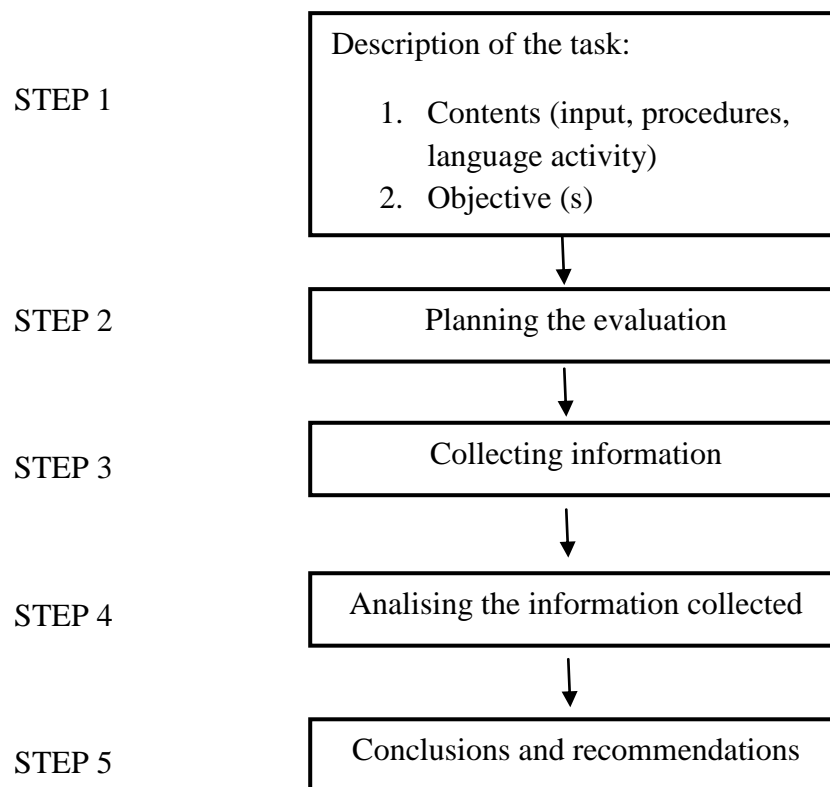


Figure 4: **Steps in Conducting an Evaluation of a Task**

#### 1) Description of the task

A task evaluation requires a clear description of the task to be evaluated.

This can be specified:

- a. Input : the information that the learners are supplied with
- b. Procedures: the activities that the learners are to perform in accomplishing the task
- c. Language activity: whether the learners engage in receptive language activity or productive language
- d. Outcomes: what is the learners will have done in completing the task

## 2) Planning the evaluation

Planning the task evaluation may have a beneficial impact on the choice and design of a task. It needs the various dimensions of prior planning.

## 3) Collecting information

The information that should be collected in this process includes how the task was performed, what learning took place as a result of performing the task, and both the teacher's and the learner's opinions about the task.

## 4) Analysis of the information collected

A task evaluator needs to decide whether the data will be presented quantitatively, qualitatively, or both.

## 5) Conclusions and recommendation

Conclusions are related to what has been discovered as a result of the analysis, while recommendations are concerned to suggestion for future teaching. Each recommendation should be supported by reference to relevant conclusions.

### c. Components of Materials Evaluation

Indonesian government through BSNP has designed a set of instruments of textbook evaluation. The instruments cover several subcomponents as shown in the following table.

Table 2: **Components of Materials Evaluation (BSNP, 2011)**

Aspects	Components	Subcomponents
Content	a. The relevance of the materials with the core competences and basic competences	1. Completeness 2. Deepness
	b. The accuracy of the materials	3. Social function 4. Meaning and structure 5. Linguistic feature
	c. The supporting enabling skills	6. Development of science and technology 7. Development of life-skill 8. Development of nationalism
Language	a. The relevance of the language with students' linguistic level	9. The relevance of the language with students' current cognitive development 10. The relevance of the language with students' current social and emotional development
	b. Communicative language criteria	11. Comprehensible
	c. Cohesive and coherence	12. Cohesive 13. Coherence
Presentation	a. Presentation technique	14. Organisation 15. Composition of each unit
	b. Instructional presentation	16. Student-centered 17. Development of critical thinking 18. Autonomous learning

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Aspects	Components	Subcomponents
Presentation	c. Instructional presentation	19. Self-reflection and assessment
	d. Completeness of the presentation	20. Opening section 21. Main section 22. Closing section
Layout	a. Layout	23. Consistency 24. Harmony 25. Completeness
	b. Typography	26. Font types 27. Font size 28. Mistyping
	c. Illustration	29. Interesting 30. Adding clarity

## 7. Content-Based Instruction (CBI)

### a. The Definition of Content-Based Instruction (CBI)

Content-Based Instruction or CBI is considered as the most appropriate method used in teaching English for vocational high school since it considers content as the starting point. According to Brinton in Nunan (2003:201), CBI refers to the language teaching through exposure to the content that is interesting and relevant to learners. She also stated that content serves several purposes such as providing a rich context for the language classroom, allowing the teacher to present and explain specific language features, and providing the comprehensible input.

Richards (2006:28) defines CBI as the information or subject matter that students learn or communicate through language rather than the language used to convey it. Added to this, Krahnke in Richards (2006:27) defines CBI as the teaching of content or information in the language with little or no direct effort to teach the language itself separately from content being taught.

Richards (2006:28) states that CBI is based on some assumptions about language teaching. Those assumptions are: (1) people learn a language more successfully when they use it as a means of acquiring information; (2) CBI reflects learners' needs for learning a second language; and (3) content provides a coherent framework that can be used to link and develop all of language skills. Therefore, in CBI learners focus more on content rather than in language.

Brinton in Nunan (2003:201) states that learners learn a language optimally when: (1) language is being continually recycled throughout the unit and (2) learners are given multiple opportunities to use the new language they acquire as they read, discuss, and write about the topics.

In short, Content-Based Instruction (CBI) can be defined as learning language with the integration of other contents.

#### **b. The Principles of Content-Based Instruction (CBI)**

There are six principles of CBI proposed by Brinton in Nunan (2003):

1. Base instructional decisions on content rather than language criteria.

CBI allows the choice of content to dictate or influence the selection and sequencing of language items rather than selecting and sequencing what to include in the instructional process based on the level of difficulty and complexity of language items.

2. Integrate skills.

CBI uses an integrated skills approach to language teaching, covering all four skills as well as grammar and vocabulary. Brinton in



Nunan (2003:206) states that this integration reflects what happens in the real-world communication that is interaction involves multiple skills simultaneously. She also stated that in the application of CBI, there is no set sequence of skills to be taught. A lesson may begin with any skill or, alternatively, with a focus on grammar or vocabulary.

3. Involve students actively in all phases of the learning process.

Because CBI falls under the more general rubric of communicative language teaching (CLT), the CBI classroom is learner rather than teacher centered (Littlewood in Nunan (2003:207)). In this classroom, students learn through doing and actively engaged in the learning process. Students do not depend on the teacher as the source of information. Brinton in Nunan (2003:207) stated that central to CBI is the belief that learning occurs not only through exposure to the teacher's input, but also through peer input and interactions.

4. Choose content for its relevance to students' lives, interests, and/or academic goals.

According to Brinton in Nunan (2003:207-208), the choice of content in CBI depends on the students and instructional settings. In many school contexts, content-based language instruction closely parallels school subjects. She also states that topics of learning may be drawn from students' occupational needs or be determined by general interest inventories.

5. Select authentic texts and tasks.

Brinton in Nunan (2003:208) states that a key component of CBI is authenticity-both of the texts used in the classroom and the tasks that learners asked to perform. Hutchinson and Waters in Nunan (2003:208) define authentic text as those that are not originally constructed for language teaching purposes. Brinton added that in CBI since the objective is to aim for its authenticity of task, the task(s) associated with a given text should mirror those that would take place in the real world.

6. Draw overt attention to language features.

The purpose of CBI is to expose learners to authentic and comprehensible input with the goal of their being able to use language for communicative purposes. However, as CBI departs from some other approaches to language teaching in its belief that comprehensible input alone will not lead to successful language acquisition. It makes use of awareness-raising tasks to draw attention to specific language features found in the authentic texts.

**c. Techniques and Tasks Used in Content-Based Instruction (CBI)**

The techniques and tasks used in CBI reflect the principles of it. Below are the lists of techniques and tasks commonly found in CBI classroom according to Brinton in Nunan (2003:209-211).

1. Pair and group work

Both are a hallmark of the communicative classroom. Pair and group work culminate in a reporting stage, with students from each group sharing their ideas or solutions with the rest of the class.

2. Information gap

Information gap activities are forms of pair works in which the students are each given pieces of information. Using only language, they must communicate to fill in the missing gaps in that information.

3. Jigsaw

Students are first divided into expert groups with each group is given different information. Once the students in each group are familiar with the jigsaw, they are regrouped. Each new group consists of at least one student from each of the previous expert group. Then, students share their expertise to complete the task and report their findings to the rest of the class.

4. Graphic organisers

It involves the use of visuals (diagrams, tables, clusters, etc) that assist in organising information. The teacher may use these graphic organisers to present information or guide students to brainstorm ideas.

5. Discussion and debate

They involve opportunities for students to express their own opinions about topics.

6. Role-play

It entails having students act out a situation. Each participant is given information about the role and the situation. Role play would be connected to the overall unit theme or topic in CBI.

7. Survey tasks

It engages the students to conduct a poll of people (either inside or outside the classroom) to determine opinions on a selected topic. These opinions are reported back to others, usually in the form of a chart or table.

8. Process writing

It involves having students write multiple drafts of papers. Each draft receives either comment from the teacher or from a peer. Based on these comments, the student writer revises the draft and resubmits it to the teacher for evaluation.

9. Problem solving

It involves students working in pairs or groups to arrive at a solution to a given problem. The context of the problem related to the theme students have been studying in the content unit.

10. Sequencing

It involves students rearranging events or pieces of information into their logical order. This type of task is especially useful in the teaching of reading and listening.

### 11. Ranking

Ranking involves determining an order of listed items based on their perceived importance. It is often done in pairs or groups, with group members being asked to reach consensus on the ordering. A designated reporter then shares the ranking that has been determined with the class as a whole, often providing a rationale for this ranking.

### 12. Values clarification

It involves students taking a stand (agreeing or disagreeing) on controversial statements related to a chosen topic. It also involves students to come to consensus and then report on their decision and their discussion to the rest of the class members.

## 8. Curriculum 2013

Curriculum 2013 is the latest curriculum applied in Indonesia. As the name suggests, this curriculum was applied for the first time in the academic year of 2013/2014. According to the Regulation of Indonesian Minister of Education Number 70 Year 2013, this curriculum aims to enable students to be faithful, productive, creative, innovative, and affective human in order to be able to take part in their lives.

Curriculum 2013 is characterised by the use of scientific approach as its process in every subject. This scientific approach aims to engage students in teaching learning process in order to foster a sense of wonder, encourage observation, push for analysis, and require communication. There are some stages of scientific approach as stated in BSNP (2013).

Table 3: **Stages of Scientific Approach Used in Curriculum 2013**

<b>Stages</b>	<b>Instructional Activities</b>
1. Observing	The instructional activities in this stage are gained through reading, listening, and observing a phenomenon.
2. Formulating questions	In this stage, there are some instructional activities as follows: <ul style="list-style-type: none"> <li>a. Questioning information that students cannot find during the observation</li> <li>b. Questioning to gain additional information for what students have been inquired during the observation.</li> <li>c. Questioning in form of factual questions or hypotactic questions.</li> <li>d. Creating atmosphere that foster the students' curiosity.</li> </ul>
3. Collecting data	There are some instructional activities in this stage including experimenting, extensive reading, observing particular phenomena, and interviewing expert.
4. Analysing data	In this stage, there are some instructional activities as follows: <ul style="list-style-type: none"> <li>a. Manipulating information gained through the observation and questioning.</li> <li>b. Manipulating information gained on purpose to find solution for particular problem or answer for particular question.</li> </ul>
5. Communicating	In this stage, the activities are presenting the results of the observation and analyzing in spoken and or written manner.

As mentioned earlier, scientific approach consists of five stages of learning, but in English instructional process, there are six stages including observing, questioning, exploring, associating, communicating, and creating. These stages are described as follow:

Table 4: **Stages of English Instructional Process based on Scientific Approach**

<b>Stages</b>	<b>Instructional Activities</b>
1. Observing	Students observe a spoken or written text and make a list of items they want to know in order to understand or produce a particular type of text.
2. Formulating questions	Students formulate questions based on the list of items they want to know and propose temporary answers for questions.
3. Collecting data	Students collect information to answer the questions that they made before.
4. Analysing data	Students identify relationships among the information that they have collected to find out patterns to answer their questions.
5. Communicating	Students communicate the results of their analysis in spoken and or written.
6. Creating	Students create their own particular type of texts.

The competences used in Curriculum 2013 are divided into two types that are core competences and basic competences. Each core competence is divided into four aspects: religious, social characters, knowledge, and skill. Basic competences, on the other hand, are further details of the core competences in form of competences which are more feasible and achievable.

## **9. Patisserie Competences**

As grade XI students of Patisserie Study Programme, there are some competences to be achieved in order to be a professional baker or pastry chef. According to Curriculum 2013, there are four patisserie competences package to be mastered by students. They are plating, pastry and bakery products, cake products, and Indonesian cakes.

In table set up competence, there are some sub competences to be mastered by the students. The students are supposed to be able to describe the menu planning, differentiate non-alcohol drinks, analyse table set up, and

explain the types, characteristics, and requirements of the servants. The students are also supposed to be able to evaluate the menu planning based on its principles, prepare the equipments for eating, make non-alcohol drinks, set up the table, and serve the customers.

In pastry and bakery products competence, there are some sub competences to be mastered by the students. The students are supposed to be able to differentiate some cakes' filling, frostings, chocolate and chocolate candy, analyse cakes' decorations and some cakes from pie and sugar dough. The students are also supposed to be able to make cakes' filling, frostings; chocolate and chocolate candy and make some cakes from pie and sugar dough.

In cake products competence, there are some sub competences to be mastered by the students. The students are supposed to be able to analyse cake, gateaux, torten, birthday cake, rolled cake, and wedding cake, and differentiate cakes' filling. The students are also supposed to be able to make those kinds of cakes.

In Indonesian cakes competence, there are some sub competences to be mastered by the students. The students are supposed to be able to understand various Indonesian cakes, analyse Indonesian cakes made from gelatin, rice, rice flour, sticky rice, beans, sago palm, and etc. The students are also supposed to be able to make those kinds of cakes.



#### **D. Relevant Studies**

There are some researchers who conducted the research in the same area which is R&D. One of which was a study conducted by Winda Presti Mawarsih (2014). Her research was developing English learning materials based on Curriculum 2013 for grade X students of Music Department. In her study, she found that Music Department students wanted to have English learning materials in music fields for communicating both oral and spoken.

Another study was conducted by Febriyani Asih Rahayu (2014). She developed English learning materials for grade XI students of Fishery Study Programme. She concluded that ESP students must have an appropriate material in order to effectively gain the purpose of their English learning.

In relation to this study, both of them have the same research method with this study. The difference of both studies and this study will be on the field of study. Those studies were conducted for music department and fishery department while this study will be conducted for patisserie study programme. Thus, the result of this study will be different from those studies. The materials developed will also be different since the needs of each field will be different.

#### **E. Conceptual Framework**

Curriculum 2013 is implemented in SMK Negeri 1 Sewon. As one of vocational schools which implements that new curriculum, SMK Negeri 1 Sewon still has a problem in providing the students with appropriate English learning materials. The English learning materials provided by Indonesian government is good, but not enough to be called appropriate to effectively support vocational

high school students. It is because the course book is still focusing on General English. Vocational school students need specialised English since they have specific needs. Among all the departments in SMK Negeri 1 Sewon, Students of Patisserie Study Programme, especially grade XI, got very few supplies of English course book specialised for their study programme.

Considering this problem, this research will focus on developing an English course book specialised for grade XI students of Patisserie Study Programme. From the specific needs that they have, students of Patisserie Study Programme in SMK Negeri 1 Sewon are categorized as ESP students. Thus, the learning materials must be different from the Students of General English. Through this research, it is expected that the students will have more contextualised materials related to their occupational field and education that is Patisserie Study Programme.

The first step of this research is conducting needs analysis. This process will be done by distributing questionnaires to the students. The data will be analysed to find the target needs and the learning needs of students. The next step is writing course grid. The course grid is written based on the result of needs analysis. It determines the topic and language item that students needs.

As the implementation of ESP, Content-Based Instruction is believed to be appropriate to employ in developing materials. Content-based learning materials focus on how to use the language in the real life and it is easier to use this approach in the process of language teaching and learning. Thus, using the

learning materials with the contents specialised for the students' use proved to be easier in teaching English.

The English learning materials in this research will focus on the content of Patisserie. It is done by providing sufficient topics, tasks and vocabularies related to Patisserie. The materials will be developed by employing Nunan's model of unit development. The task in each unit of the learning material will follow the principle proposes by Nunan (2004) that consist of warming up activities, focus on language, and provide peer activities for students. The course book will contain tasks and other contents which are arranged into several sections based on the scientific stages used in Curriculum 2013.

After materials are developed, there will be an expert who evaluates the materials. Through this process, it will be known whether the learning materials are appropriate or not. The aspects of material evaluation are based on the standard of materials evaluation *Instrumen Penilaian Buku Bahasa Inggris Sekolah Menengah Kejuruan* published by BSNP Year 2011.

### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter presents the method used in this research. This chapter consists of the type of study, setting, subjects of the research, data collection technique, instruments, data analysis technique, and research procedures.

##### **A. Type of Study**

This study was categorised as Research and Development (R&D) since the researcher developed English learning materials for grade XI students of Patisserie Study Programme. According to Gall, Gall, and Borg (2003: 569), R&D was an industry-based development model that the research's findings were used in designing new products and procedures, which then were field-tested, evaluated, and refined systematically until they met specified criteria of effectiveness, quality, or similar standards. However, the research conducted by the researcher here did not employ a field-test or try out, but it was ended by conducting expert judgement.

##### **B. Research Setting**

The research was done at SMK Negeri 1 Sewon. It was located in Jalan Pulutan, Pendowoharjo, Sewon, Bantul, Yogyakarta. This school was chosen as the setting of the research because there was a department which had patisserie study programme. This research was done on February 2016.

### **C. Subjects of the Research**

The subjects of this research were grade XI students of Patisserie Study Programme at SMK Negeri 1 Sewon, the English teacher of that class, and a materials development expert from English Education Study Programme at State University of Yogyakarta (UNY). There were 22 students of grade XI of Patisserie Study Programme.

### **D. Types of Data**

There were two types of data collected in this research:

#### **1. Quantitative Data.**

The qualitative data included the result of questionnaire.

#### **2. Qualitative Data.**

The qualitative data included observation result and interview transcripts.

### **E. Data Collection Technique**

In collecting the quantitative data, the technique used was distributing the questionnaires. There were two questionnaires. The first one was a questionnaire for needs analysis. It was aimed to identify the students' needs. This questionnaire was in the form of multiple choices.

The second questionnaire was for materials evaluation. In this stage, the questionnaire was aimed to evaluate and to assess the materials from materials development expert or expert judgment. This questionnaire was in the form of multiple choices and open-ended questions. It was distributed to materials development expert of English Education Study Programme.

The qualitative data was collected through interview and observation. The interview and observation were aimed to support and to validate the quantitative data collected before.

#### **F. Instruments of the Data**

There were two types of instruments used in this research. The first instrument was used to collect the quantitative data, while the second instrument was used to collect the qualitative data. The instrument used to collect the quantitative data in this research was questionnaires. The questionnaire was distributed two times. The first questionnaire was distributed in conducting needs analysis. All questions were in the form of multiple choices. The organisation of the first questionnaire (needs analysis) was presented as follow:

**Table 5: The Organisation of the Questionnaire for Needs Analysis**

<b>Aspect</b>	<b>Item number</b>	<b>Objective</b>	<b>Reference</b>
Learners' identity	Section A	To find out who the students' are	Graves (2000:103) Hutchinson and Waters (1987:63)
Learners' goal	1,2	To find out the students' goal of learning English	Graves (2000:104)
<b>TARGET NEEDS</b>			
Necessities	3,4	To find out the students' needs in English teaching and learning process	Hutchinson and Waters (1987:55)
Lacks	5,6,7,8,9,10	To find out the gap between what the students have already known and what they should know	Hutchinson and Waters (1987:55)

*(continued)*

(continued)

Aspect	Item number	Objective	Reference
Wants	11,12,13	To find out what the students wish to be included in the materials	Hutchinson and Waters (1987:56)
LEARNING NEEDS			
Input	14,15,16, 17,18,19	To find out the spoken, written, and visual data that should be included in the materials	Nunan (2004:47)
Procedures	20,21,22,23, 24,25,26	To find out what students should do with the input within the tasks	Nunan (2004:52)
Setting	27,28	To find out in what situations the learning process can take place	Nunan (2004:70)
Learners' role	29	To find out what part the students expect to take in carrying out the tasks	Nunan (2004:64)
Teachers' role	30	To find out what part the teacher should take in the English teaching learning process	Nunan (2004:64)

The second questionnaire was distributed to the materials development expert. Since there were three units developed in this research, there were three questionnaires distributed to the expert. The questionnaires were developed based on the standard of *Instrumen Penilaian Buku Bahasa Inggris Sekolah Menengah Kejuruan* published by BSNP Year 2011. The organisation of the second questionnaire (expert judgement) was presented as follow:

Table 6: **The Organisation of Questionnaire for Expert Judgement**

No	Components of evaluation	Number of item	Reference
1	The appropriateness of content	1-10	BSNP
2	The appropriateness of language	11-17	BSNP
3	The appropriateness of presentation	18-27	BSNP
4	The appropriateness of layout	28-35	BSNP

There were also three open-ended questions that were delivered to the materials development expert:

1. What do you think about this unit?
2. What aspects should be revised in this unit?
3. What is your suggestion about this unit?

The instruments used to collect the qualitative data were:

1. Interview

The interview was done when the researcher was conducting needs analysis.

The interview was conducted to the students and the English teacher. In conducting the interview, the instruments used were an interview guideline.

2. Observation

The instrument used in observation was an observation guideline.

#### **G. Data Analysis Technique**

There were two types of data gathered in this research. Those data were analysed in two ways.

1. Quantitative data

Quantitative data came from the questionnaires. The data from the first questionnaire which was needs analysis was analysed by calculating the percentage of each point of choice within the questions according to Suharto



(2005). Then, it was described in descriptive statistic. The item which had the highest presentation was considered as the tendency of students.

The second questionnaire which was a questionnaire for the materials development expert consisted of statements and responses in the form of Likert Scale. Likert scale was a scale which was used to gain information from the respondents. It was used to indicate the strength of the materials development expert's agreement and disagreement related to the statements given. The data from expert were, then, measured using mean (central tendency) and analysed using a formula proposed by Suharto (2005). The Likert Scale used in the second questionnaire uses 4 point range as follows.

Table 7: **Likert Scale 4 Point Range**

No	Categories	Score
1	Strongly Agree	4
2	Agree	3
3	Disagree	2
4	Strongly Disagree	1

The data from the expert was calculated by using a formula proposed by Suharto (2005:59) to find the range or the data interval. After that, the data was converted into descriptive statistic. The researcher used mean ( $\bar{X}$ ) as the indicator of measurement.

Table 8: **Data Conversion Table (Suharto, 2005)**

Scale	Interval	Descriptive Categories
4	$3.25 \leq X \leq 4.00$	Very Good
3	$2.50 \leq X \leq 3.24$	Good
2	$1.75 \leq X \leq 2.49$	Fair
1	$1.00 \leq X \leq 1.74$	Poor

## 2. Qualitative data

Qualitative data were gathered from the interview and observation.

The data were analysed using qualitative data analysis model proposed by Miles and Huberman (1994). There were three stages of data analysis as presented below.

Table 9: **Qualitative Data Analysis**

<b>Stage</b>	<b>Explanation</b>
Data reduction	The process of transforming masses of data into small number of categories
Data display	Organizing information that permits conclusion drawing and action
Data conclusion	Deciding what things mean

The interview result was written in form of interview transcript, while the observation result was written in form of observation vignette.

## H. Research Procedures

The research procedures followed the materials development process proposed by Jolly and Bolitho in Tomlinson (1998:98). However, some adaptations were made in order to make it feasible. The research procedures proposed by Jolly and Bolitho were simplified by the researcher. Following were the steps and the diagram of the research procedures.

### 1. Conducting the needs analysis

Needs analysis was conducted by distributing questionnaire to the students. In this step, the data of students' needs were gained.

### 2. Writing the course grid

After conducting needs analysis, the data gained from the needs analysis was analysed and reported. Then, the course grid was written based on the

result of data. Course grid was used as a reference for the researcher to develop materials.

3. Developing materials (writing the first draft)

After writing the course grid, the first draft of materials was developed.

The materials consisted of three units. They were developed based on the course grid.

4. Conducting evaluation (expert judgement)

After writing the first draft, the evaluation or expert judgement was conducted. The researcher distributed a questionnaire to the materials development expert to give feedback on the first draft of materials.

5. Writing the final draft of materials

After getting the feedback from the materials development expert, the data was analysed and reported. After that, the first draft of materials was revised into the final draft. The final draft of materials was the material that was ready to use by the students.

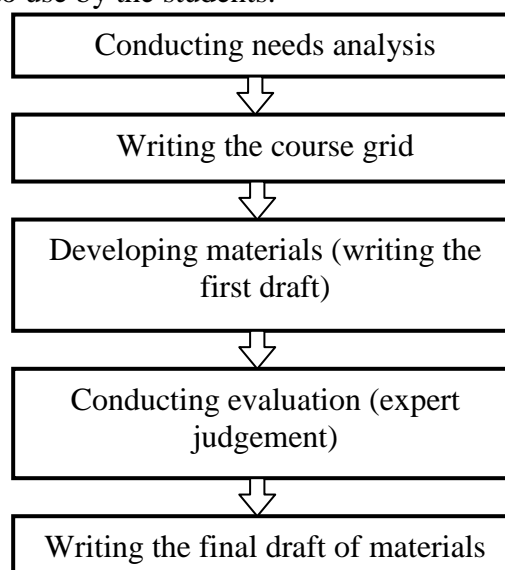


Figure 5. **Research Procedures**

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

This chapter presents and discusses the findings of the research. The first part of this chapter presents the result of needs analysis, the course grid of developed materials, the unit design, the first draft of developed materials and the result of materials evaluation or expert judgement. The second part presents the discussion of the research.

#### **A. Research Findings**

##### **1. The Results of the Needs Analysis**

The first step of developing English learning materials was conducting the needs analysis. The needs analysis was conducted on February 16, 2016 in class XI Patisserie at SMK Negeri 1 Sewon. The needs analysis was divided into three parts. The first one was interviewing the English teacher with ten questions related to English teaching learning process and the materials used in vocational high schools especially those which implement Curriculum 2013. The second one was distributing a questionnaire which consisted of 30 questions. The questionnaire was intended to know the students' goals, target needs and learning needs. The last one is interviewing four students in order to add some information about their needs in learning English.

a. The Description of the Respondents

The respondents of the questionnaire were 22 students of Patisserie Study Programme at SMK Negeri 1 Sewon. The following table shows the respondents of this research.

Table 10: **The Description of the Respondents**

Students' criteria	Gender		Age	
	Male	Female	16	17
Number of students	3	19	11	11

b. Learners' Goal

Learners' goal means what students expect from the learning process. The following table presents the Patisserie Study Programme students' view about their goal of learning English.

Table 11: **The Purpose of Learning English**

Statement	Items	N	f	%
The purpose of learning English at school is ...	being able to communicate both oral and written in English.	22	14	<b>63.64</b>
	having a preparation to continue the study of patisserie field in a university.	22	9	40.91
	passing the national examination (UAN) with a good mark.	22	2	9.09
	having a preparation to continue the study of others field in a university.	22	2	9.09
	others.	22	1	4.55
	having a good score in the report card.	22	0	0

Table 11 shows that most of the total respondents state that their goal of learning English is to be able to communicate both oral and

written in English. The second highest of the total respondents state that their goal of learning English is to have a preparation to continue the study of patisserie field in a university.

Table 12: **Learners' Goal of Learning English**

<b>Statement</b>	<b>Items</b>	<b>N</b>	<b>F</b>	<b>%</b>
When I work as a baker or when I continue my study, I will use English to ...	understand the English terms related to patisserie.	22	11	<b>50.00</b>
	communicate orally with other bakers, boss, lecture or college friends.	22	6	27.27
	understand the procedure or instruction related to baker's jobs.	22	6	27.27
	communicate in written with other bakers, boss, lecture or college friends.	22	1	4.55
	others.	22	0	0

The table above shows that most of the total respondents state that their goal of learning English is to understand the English terms related to patisserie. Some of the total respondents state that their goal of learning English are to communicate orally with other bakers, boss, lecture or college friends and to understand the procedure or instruction related to baker's jobs.

In conclusion, the Patisserie Study Programme learners' goals of learning English are to be able to communicate both oral and written in English and to understand the English terms related to patisserie field. Therefore, according to this finding, the materials must be developed in order to support them to be able to communicate both oral and written in English by providing more vocabularies of patisserie field and situations

related to their workplace. Moreover, the materials must be developed by providing explanations and examples of English language functions.

c. Target Needs

Target needs are what learners need to do in the target situation.

Target needs include necessities, lacks, and wants.

1. Necessities

Necessity is what the learner has to know in order to function effectively in target situation. The following table presents the necessities of students of Patisserie Study Programme.

Table 13: **Students' Necessities for Communication Skill**

Statement	Items	N	F	%
The communication skill(s) that I will use the most when I work as a baker is ...	speaking.	22	15	<b>68.18</b>
	reading.	22	5	22.73
	listening.	22	4	18.18
	writing.	22	0	0

Table 13 shows that the skill that will be used the most when they work as a baker is speaking. It is shown from the table that most of the total respondents choose speaking as the most important skill to master in accordance to their job later.

Table 14: **Students' Necessities of English Knowledge**

Statement	Items	N	F	%
The English knowledge that I will use when I work as a baker is ...	pronunciation.	22	11	<b>50.00</b>
	vocabulary.	22	8	36.36
	grammar.	22	4	18.18
	others.	22	0	0

The table shows that the knowledge that will be used the most when they work as a baker is pronunciation. The second knowledge that will be used the most was vocabulary.

## 2. Lacks

Lack is the gap between what the learners already know and what they have to know. The students were asked six questions to know their lacks in learning English. The following table presents the students' lacks in learning English.

**Table 15: Students' Current English Proficiency Level**

<b>Statement</b>	<b>Items</b>	<b>N</b>	<b>f</b>	<b>%</b>
My current English proficiency level is ...	beginner.	22	18	<b>81.82</b>
	intermediate.	22	4	18.18
	advanced.	22	0	0

The first question was about their current proficiency level. From the table above, it can be found that most of the total respondents consider themselves as beginner, while others state that their English proficiency level is now in the intermediate level.

**Table 16: Students' Vocabulary Mastery**

<b>Statement</b>	<b>Items</b>	<b>N</b>	<b>f</b>	<b>%</b>
The number of English vocabularies which are related to patisserie that I master is ...	< 100 words.	22	11	<b>50.00</b>
	100 – 350 words.	22	11	<b>50.00</b>
	350 – 500 words.	22	0	0
	> 500 words.	22	0	0

The second question was about the number of English vocabularies related to patisserie that they master. From the table, it can be found that half of the total respondents claim that they master < 100 words, while half of the total respondents claim that they master 100 – 350 words.



Table 17: Students' Difficulties in Learning Listening

Statement	Items	N	f	%
The difficulties that I face when I learn listening is ...	difficult to understand the meaning of word that the speaker is saying.	22	10	<b>45.45</b>
	difficult to differentiate some sounds in English.	22	6	27.27
	do not know what word that is saying by the speaker.	22	5	22.73
	cannot follow the pace of conversation since it is too fast.	22	4	18.18
	others.	22	0	0

The third question was the difficulties that they face when learning listening. The table shows that most of the total respondents say that they are difficult to understand the meaning of words that the speaker is saying, while some of them state that they are difficult to differentiate some sounds in English.

Table 18. Students' Difficulties in Learning Speaking

Statement	Items	N	f	%
The difficulties that I face when I learn speaking is ...	limited English vocabulary mastery.	22	13	<b>59.09</b>
	limited knowledge of pronunciation.	22	6	27.27
	limited knowledge of grammar.	22	3	13.64
	limited knowledge of expressions in English.	22	2	9.09
	Others	22	0	0

The fourth question was the difficulties that the students face when they learn speaking. From the table, it can be found that most of the total respondents have limited English vocabulary mastery, while some of them state that that they have limited knowledge of pronunciation.

Table 19: Students' Difficulties in Learning Reading

Statement	Items	N	F	%
The difficulties that I face when I learn reading is ...	do not know the meaning of the words in the text.	22	8	<b>36.36</b>
	difficult to read the words with correct pronunciation.	22	8	<b>36.36</b>
	difficult to understand the sentences in the text.	22	5	22.73
	the text is too long, so it is difficult to understand.	22	1	4.55
	others.	22	0	0

The fifth question was about the difficulties that students face when they learn reading. The table shows that most of the total respondents do not know the meaning of words in the text and have a difficulty to read words with correct pronunciation.

Table 20: Students' Difficulties in Learning Writing

Statement	Items	N	F	%
The difficulties that I face when I learn writing is ...	difficult to arrange English sentences with correct grammar.	22	10	<b>45.45</b>
	difficult to identify the errors of spelling and grammar and how to correct them.	22	9	40.91
	difficult to choose the appropriate vocabularies.	22	2	9.09
	difficult to express certain expressions in English.	22	2	9.09
	others.	22	0	0

The last question was about the difficulties that students face when they learn writing. From the table above, it can be found that most of them are difficult to arrange English sentences with correct grammar, while the second most of them are difficult to identify the errors of spelling and grammar and how to correct them.

### 3. Wants

Want is what learners want to learn. The following table shows the students' wants of English learning materials.

**Table 21: Students' Wants of English Learning Materials**

<b>Statement</b>	<b>Items</b>	<b>N</b>	<b>f</b>	<b>%</b>
Generally, I want English learning materials which can make me ...	able to master general vocabularies and vocabularies related to patisserie field.	22	12	<b>54.55</b>
	able to speak English fluently.	22	12	<b>54.55</b>
	able to master English grammar well.	22	2	9.09
	able to use appropriate expressions in English.	22	2	9.09
	able to get high scores in TOEIC.	22	0	0
	others.		0	0

Table 21 shows that most of the students want the English learning materials which could make them able to master general vocabularies and vocabularies related to patisserie field and able to speak English fluently. Both options got the highest percentage of 54.55%. Other options got 9.09% from total respondents; to be able to master English grammar and to be able to use appropriate expressions in English. None of the respondents want to get high scores in TOEIC.

**Table 22: Students' Point of View about the Existence of Pictures**

<b>Statement</b>	<b>Items</b>	<b>N</b>	<b>f</b>	<b>%</b>
In my opinion, the existence of pictures in English learning materials is ...	a. very helpful.	22	21	<b>95.45</b>
	b. helpful.	22	1	4.55
	c. less helpful.	22	0	0
	d. not helpful.	22	0	0

Based on the table above, it can be seen that the existence of pictures in English learning materials is very helpful. It is shown that

most of the total respondents want to have many pictures in their English learning materials.

Table 23: **Topics that Students Want to Have**

Statement	Items	N	f	%
The topic which I want in learning English is ...	daily life.	22	15	<b>68.18</b>
	patisserie field.	22	12	54.55
	education.	22	4	18.18
	others.	22	3	13.64
	issue or actual news.	22	1	4.55

From the table, it can be seen that students choose various topics to be covered in the English learning materials. The highest topic that they choose is daily life which is chosen by 68.18% of the total respondents. The second highest topic is patisserie field which is chosen by 54.55% of the total respondents.

d. Learning Needs

Hutchinson and Waters (1987:60) define learning needs as what knowledge and abilities will the learners require in order to be able to perform to the required degree of competence in the target situation. There are five aspects of learning which are related to learning needs; input, procedure, setting, learners' role, and teachers' role.

1. Input

According to Nunan (2004:47), input refers to spoken, written and visual data provided by teacher, a textbook, or some other source that learners work with in the course of completing task. The following tables present inputs for learning English.

Table 24: **The Length of Effective Listening Materials**

Statement	Items	N	f	%
In my opinion, the length of effective listening materials is ...	3-4 minutes.	22	9	<b>40.91</b>
	2-3 minutes.	22	7	31.82
	> 4 minutes.	22	4	18.18
	< 2 minutes.	22	2	9.09
	others.	22	0	0

From the table, it can be found that most of the total respondents state that the length of effective listening materials is 3-4 minutes, while some of them state that the length of effective listening materials is 2-3 minutes.

Table 25: **Input for Learning Listening**

Statement	Items	N	f	%
The input which I want for listening is in form of ...	monologue or dialogue with pictures.	22	13	<b>59.09</b>
	authentic materials such as song, radio broadcast, television broadcast, film, etc.	22	6	27.27
	short monologue or dialogue (audio recording).	22	4	18.18
	others.	22	0	0

The table 25 shows that most of the total respondents want monologue or dialogue with pictures as their listening input. Some of them want authentic materials such as song, radio broadcast, television broadcast, film, etc as their listening input.

Table 26: **Input for Learning Speaking**

Statement	Items	N	f	%
The input which I want for speaking is in form of ...	short monologue or dialogue (audio recording).	22	9	<b>40.91</b>

(continued)

(continued)

Statement	Items	N	f	%
	authentic materials such as song, radio broadcast, television broadcast, film, etc.	22	8	36.36
	monologue or dialogue with pictures.	22	7	31.82
	others.	22	0	0

The speaking input which students want most is short monologue or dialogue (audio recording). The second highest speaking input that they want to have is authentic materials, while the third highest one that they want to have is monologue or dialogue with pictures.

Table 27: **The Length of Effective Reading Materials**

Statement	Items	N	f	%
The length of effective text in learning reading is ...	100-150 words.	22	12	<b>54.55</b>
	150-200 words.	22	6	27.27
	250-300 words.	22	2	9.09
	300-350 words.	22	1	4.55
	others.	22	1	4.55

Table 27 shows that the length of effective text in learning reading is 100-150 words. The second highest of the total respondents state that the length of effective text in learning reading is 150-200 words.

Table 28: **Input for Learning Reading**

Statement	Items	N	F	%
The input which I want for reading is in form of ...	short story, poem, song lyric.	22	10	<b>45.45</b>
	texts which are related to patisserie field.	22	8	36.36
	article from magazine, newspaper and other mass media.	22	6	27.27
	brochure, advertisement, and label.	22	2	9.09
	others.	22	1	4.55

Table 28 also shows that the most of the total respondents want short story, poem, and song lyric as their reading input. Some of them state that they want texts which are related to patisserie field, while few of them want article from magazine, newspaper and other mass media as their reading input.

**Table 29: Input for Learning Writing**

<b>Statement</b>	<b>Items</b>	<b>N</b>	<b>f</b>	<b>%</b>
The input which I want for writing is in form of ...	new vocabularies related to the text being learned and their meaning.	22	13	<b>59.09</b>
	the explanation of grammar used in the text being learned.	22	9	40.91
	some examples of text being learned.	22	5	22.73
	others.	22	0	0

The table above shows that the majority of the total respondents want new vocabularies related to the text being learned and their meaning as their writing input. Some of them want the explanation of grammar used in the text being learned, while few of them want some examples of text being learned as their writing input.

## 2. Procedure

Procedures refer to the activities that the learners actually do with the input from the point of departure for learning task (Nunan, 2004). They are preferred activities related to listening, speaking, reading, writing, vocabulary, and grammar learning. The preferred activities are shown in the following tables.

Table 30: **Procedure of Listening Activity**

<b>Statement</b>	<b>Items</b>	<b>N</b>	<b>f</b>	<b>%</b>
Listening activity which I like is ...	identifying certain information from the monologue or dialogue recording.	22	10	<b>45.45</b>
	answering questions related to monologue or dialog orally.	22	6	27.27
	identifying the main idea from the monologue or dialogue recording.	22	5	22.73
	answering questions related to monologue or dialog in written form.	22	5	22.73
	retelling the information in the monologue or dialogue recording.	22	3	13.64
	identifying certain expressions from the monologue or dialogue recording.	22	2	9.09
	filling in the blanks.	22	2	9.09
	others.	22	0	0

The table above shows that identifying certain information from the monologue or dialogue recording is the most preferred listening activity. Answering questions related to monologue or dialog orally is chosen by 27.27% of the total respondents. Both identifying the main idea from the monologue or dialogue recording and answering questions related to monologue or dialog in written form are chosen by 22.73% of the total respondents.

Table 31: **Procedure of Speaking Activity**

<b>Statement</b>	<b>Items</b>	<b>N</b>	<b>f</b>	<b>%</b>
Speaking activity which I like is ...	discussing certain topic with friends.	22	12	<b>54.55</b>

(continued)



(continued)

Statement	Items	N	f	%
	practicing dialogue in front of the class.	22	6	27.27
	doing a role play.	22	4	18.18
	interviewing friends or teachers.	22	4	18.18
	doing games.	22	2	9.09
	others.	22	2	9.09
	practicing monologue in front of the class.	22	1	4.55

The speaking activity which is most chosen by the majority of the total respondents is discussing certain topic with friends. Some of the total respondents choose practicing dialogue in front of the class as their preferred speaking activity. Both doing a role play and interviewing friends or teachers got 18.18% score from the total respondents.

Table 32: **Procedure of Reading Activity**

Statement	Items	N	f	%
Reading activity which I like is ...	reading to look for the main idea of the text.	22	8	<b>36.36</b>
	reading aloud a text with correct intonation and pronunciation.	22	5	22.73
	answering questions related to the text.	22	3	13.64
	reading to look for certain information from the text.	22	3	13.64
	discussing information in the text, then answering questions orally.	22	3	13.64
	doing true or false task related to the text.	22	2	9.09
	analysing the meaning of words based on the context.	22	2	9.09
	writing the information in the text using our own words.	22	1	4.55
	others.	22	0	0

The table above shows that the majority of the total respondents want reading to look for the main idea of the text as their reading activity. The second highest option is reading aloud a text with correct intonation and pronunciation. Answering questions related to the text, reading to look for certain information from the text and discussing information in the text, then answering questions orally are chosen by 13.64% of the total respondents.

Table 33: **Procedure of Writing Activity**

Statement	Items	N	f	%
Writing activity which I like is ...	arranging jumbled sentences into correct paragraph.	22	8	<b>36.36</b>
	arranging jumbled words into correct sentences.	22	7	31.82
	writing a text based on the pictures given.	22	6	27.27
	filling in the blank text.	22	3	13.64
	identifying the punctuation and grammar mistakes of the text.	22	2	9.09
	arranging jumbled paragraph into a correct text.	22	1	4.55
	writing the same text as the input text.	22	1	4.55
	others.	22	0	0

The highest option chosen by respondents according to the table above is arranging jumbled sentences into correct paragraph. Arranging jumbled words into correct sentences is the second highest option. Writing a text based on the picture given is the third highest option.

Table 34: **Procedure of Vocabulary Activity**

<b>Statement</b>	<b>Items</b>	<b>N</b>	<b>f</b>	<b>%</b>
Vocabulary activity which I like is ...	finding the words' meaning in the dictionary.	22	9	<b>40.91</b>
	matching the words' meaning with the options given.	22	7	31.82
	matching the words with the pictures.	22	5	22.73
	guessing words' meaning based on the context.	22	4	18.18
	completing sentences using appropriate words.	22	3	13.64
	finding the synonym or antonym of the words.	22	2	9.09
	identifying part of speech.	22	2	9.09
	identifying part of speech, then grouping them based on their part of speech.	22	2	9.09
	others.	22	0	0

Based on the table above, it can be found that finding the words meaning in the dictionary is the highest chosen for vocabulary activity. The second highest score is matching the words' meaning with the options given. The third highest score is matching the words with the pictures. The rests are guessing words' meaning based on the context with 18.18% and completing sentences using appropriate words with 13.64%.

Table 35: **Procedure of Grammar Activity**

<b>Statement</b>	<b>Items</b>	<b>N</b>	<b>F</b>	<b>%</b>
Grammar activity which I like is ...	memorising the pattern of tenses.	22	12	<b>54.55</b>
	identifying and editing grammatical mistakes in a sentence.	22	6	27.27
	making sentences based on the pattern just learned.	22	3	13.64

(continued)

(continued)

Statement	Items	N	F	%
	identifying the grammar used in a text.	22	3	13.64
	others.	22	1	4.55

Table 35 shows that the grammar activity that the students chose the most is memorising the pattern of tenses. The second highest option is identifying and editing grammatical mistakes in a sentence. The third and the fourth most options are making sentences based on the pattern just learned and identifying the grammar used in a text with 13.64% of both.

Table 36: **Procedure of Pronunciation Activity**

Statement	Items	N	f	%
Pronunciation activity which I like is ...	repeating the pronunciation examples by native speakers.	22	10	<b>45.45</b>
	repeating the pronunciation examples given by teacher.	22	6	27.27
	discussing with friends about how to pronounce words correctly.	22	5	22.73
	checking phonetic transcription in the dictionary.	22	3	13.64
	practicing the pronunciation using minimal pairs.	22	2	9.09
	read aloud the words.	22	1	4.55
	others.	22	0	0

Table 36 shows that repeating the pronunciation examples by native speakers is the most chosen activity by the total respondents. The second highest score is repeating the pronunciation examples given by teacher. The third highest score is discussing with friends about how to

pronounce words correctly. Checking phonetic transcription in the dictionary is the fourth most chosen option by the total respondents.

### 3. Setting

Nunan (2004:70) defines setting as the classroom arrangements which require consideration of whether the task is to be carried out wholly or partly outside the classroom. There are two aspects of them; preferred mode and preferred place to learn.

Table 37: **Setting of Learning English**

Statement	Items	N	f	%
In the English teaching and learning process, the tasks are better to complete ...	in small group (3-5 students).	22	12	<b>54.55</b>
	in pairs.	22	7	31.82
	individually.	22	6	27.27
	others.	22	2	9.09
	in big group (more than 5 students)	22	0	0

Table 37 shows that the majority of the total respondents want to complete the tasks in a small group (3-5 students). Some want to work in pairs, while few of them want to work individually.

Table 38: **Preferred Place to Learn English**

Statement	Items	N	f	%
The English teaching and learning process is better to do in ...	classroom.	22	12	<b>54.55</b>
	language laboratory.	22	6	27.27
	school yard.	22	3	13.64
	others.	22	3	13.64
	library.	22	2	9.09

According to the table above, the respondents choose various places to learn English. Most of them want to learn in the classroom. Some want to learn in the language laboratory, few of them want to learn English in the school yard and library.

#### 4. Learners' Role

The following table presents the learners' role in English teaching and learning process.

Table 39: **Learners' Role**

Statement	Items	N	f	%
The students' role in English teaching and learning process is ...	actively participate in the learning process.	22	15	<b>68.18</b>
	writing all information explained by teacher.	22	7	31.82
	doing the teacher's instructions.	22	5	22.73
	only listening to teacher's explanation.	22	1	4.55
	giving suggestions and or criticisms to the teacher.	22	1	4.55
	others.	22	1	4.55

Table 39 shows that the majority of the total respondents state that their role is actively participate in the learning process. Some of them state that their role is writing all information explained by teacher, while few of them state that their role is doing the teacher's instructions.

#### 5. Teachers' Role

The following table presents the learners' role in English teaching and learning process.

Table 40: **Teachers' Role**

Statement	Items	N	f	%
The teachers' role in English teaching and learning process is ...	explaining the materials clearly.	22	14	<b>63.64</b>
	giving examples before giving tasks to students.	22	12	54.55
	giving corrections whenever students make mistakes.	22	7	31.82
	motivating students in learning English.	22	6	27.27

(continued)

(continued)

Statement	Items	N	f	%
	assisting students only when the students ask.	22	4	18.18
	involving as participant in learning process.	22	4	18.18
	discussing the tasks given to the students.	22	3	13.64
	others.	22	1	4.55

From the table above, it can be found that most of the total respondents state that teachers' role is explaining the materials clearly. Some of them state that teacher must give examples before giving tasks to students. Few of them state that teacher must give corrections whenever students make mistakes. Motivating students in learning English is chosen by 27.27% of them. Assisting students only when the students ask and involving as participant in learning process are chosen by 18.18% of the total respondents.

## 2. The Interview Result

### a. Teacher's Interview

Based on the interview with the English teacher, it is found that most of the students of Patisserie Study Programme have a negative attitude toward the English teaching and learning process. The teacher says that those who have high motivation in learning English since they were in junior high school continue learning English positively. On the other hand, those who have low motivation in learning English since they were in junior high school do not have any attention to learn English at

SMK. They only like English when the materials are related to patisserie field such as making recipes and handling customers at a bakery.

The main problem in English teaching and learning in that class is the students' interest toward English. Another problem comes from the students themselves. The English teacher usually solves those problems by giving motivation such as the importance of mastering English in relation to students' career. The teacher also solves those problems by choosing the appropriate and up to date materials in relation to their field and their age.

From the interview, it also found that the materials used for General English is not related to patisserie field, but the materials used for Vocational English are related to patisserie field. The English teacher develops the English learning materials on his own. He states that the school also provides course book, but for Vocational English the teacher develops the materials which are related to patisserie field. He looks for the materials in the Internet. He also makes the syllabus on his own. He chooses the materials based on three criteria; interesting, up-to-date, and based on students' field.

In conclusion, the English teacher says that SMK prepares students to work. SMK have many fields which have different needs of English especially the vocabularies. The English learning materials are better developed based on students' needs in order to help them to learn English better.



**b. Students' Interview**

From the interview, it is found that most of the students like English. They add that learning English for SMK students is important. Some of them say that mastering English is important since English is the international language, so that wherever they go, they will be able to communicate easily. They also say that they will use English in their jobs especially when they work abroad.

It is also found that some Patisserie Study Programme students want to continue their study in the same field or even in other fields. Some of them say that they want to work as bakers in Indonesia and abroad. Thus, they need English to understand patisserie terms and to communicate both oral and written related to their job.

From the interview, it also found that the materials used for General English is not related to patisserie field, but the materials used for Vocational English are related to patisserie field. The students say that the English teacher usually downloads the materials from the Internet. He usually uses some dialogues, pictures, and videos taken from the Internet.

Most of the students say that the activity they like the most is practicing a dialogue. They say that it is hard for them to learn grammar. They also find that listening is hard to learn since the recording is too fast so that they do not catch the meaning of what the speakers are saying. They want to learn more about vocabularies which are related to patisserie

field. They also want to have some intermezzos in the English learning materials because they can refresh them after learning English.

### **3. Course Grid**

After conducting needs analysis and analysing the result of it, the next step was developing the course grid. The course grid was developed in order to plan and organise the materials. The course grid was designed by referring to core competences and basic competences of Curriculum 2013 for vocational high school and considering the results of needs analysis.

#### **a. The Course Grid for Unit 1**

The course grid of Unit 1 is derived from the core competences number 1, 2, 3, and 4 and the basic competences number 1.1, 2.3, 3.1, and 4.1. The title of the unit is “What do you Suggest?”. This unit focuses on the expressions of asking and giving suggestions and offering. The topic of this unit is baking problems. The main goal of this unit is to make students able to use the expressions of asking for and giving suggestions and offering to solve problems orally or in written form.

#### **b. The Course Grid for Unit 2**

The course grid of Unit 2 is derived from the core competences number 1, 2, 3, and 4 and the basic competences number 1.1, 2.3, 3.9, and 4.13. The title of this unit is “What is Flour?” This unit focuses on report texts about patisserie ingredients. The main goal of this unit is to make students able to describe the patisserie ingredients orally and in written form.

c. The Course Grid for Unit 3

The course grid of Unit 3 is derived from the core competences number 1, 2, 3, and 4 and the basic competences number 1.1, 2.3, 3.6, 4.9, and 4.10. The title of this unit is “How to Make Chocolate Cakes”. This unit focuses on procedure texts about how to make pastries. The main goal of this unit is to make students able to explain the steps in making pastries orally and in written form.

#### 4. The Unit Design

After writing the course grid, the next step was developing the materials. The diagram below presents the design of each unit of materials.

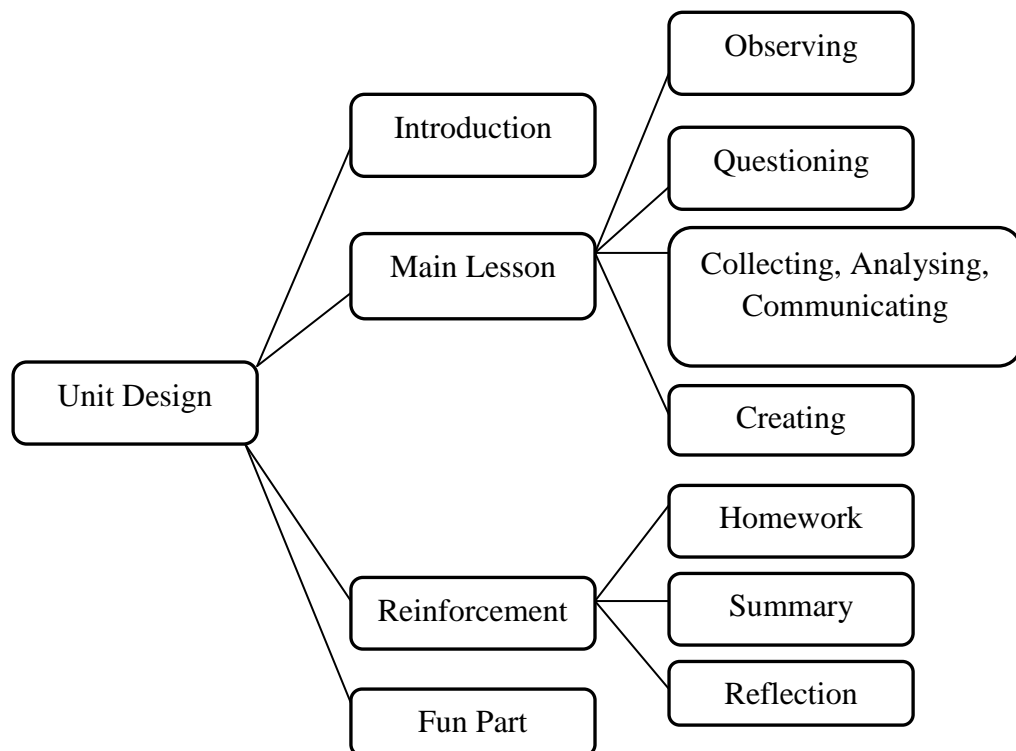


Figure 6: The Unit Design

Figure 6 shows that each unit of the developed materials has four parts: introduction, main lesson, reinforcement, and fun part. The introduction is a warm up activity which introduces the topic of the unit. It aims to activate students' schema which is related to the topic and to prepare them for the main lesson.

The main lesson consists of several tasks which are designed to guide the students in achieving the targeted competencies stated in Curriculum 2013. The main lesson is divided into two cycles; written cycle and spoken cycle. Each of them consists of several tasks which are divided into four stages of scientific approach. The four stages are observing, questioning, collecting, analysing, and communicating, and creating. In the observing stage, students read or listen to a text and are given an opportunity to observe things they want to know such as content, structure, language feature, and grammar. Then, according to items they want to know, they create some questions and provide temporary answers in the questioning stage. The stages of collecting, analysing, and communicating are combined into one in order guide the students to collect information and identify it to answer the questions that they have formulated before, and then communicate the answers in spoken and written ways. The last stage is creating in which students are asked to produce a particular text through semi-guided task up to free-guided task.

The reinforcement part includes homework, summary, and reflection. Homework is aimed to give a chance to the students to practice more outside

the classroom on what they have learned of the whole unit. The summary part is aimed to recall students' memory of what they have learned in the unit. The reflection part is aimed to measure students' achievement by recognising their own success and lack in learning the materials in the unit.

The last part of the unit is fun part or "let's have fun". This part consists of idioms, crosswords puzzle, and word search puzzle which are related to the materials. The purpose of this part is to refresh students' mind after accomplishing the whole tasks in the unit by doing something fun.

## **5. The First Draft of Materials**

The developed materials consist of three units. The design of each unit follow the unit design elaborated in the Figure 6. Below are the further explanations of each unit.

### **a. Unit 1**

This unit is divided into two cycles; reading-writing cycle and listening-speaking cycle. Each cycle consists of several tasks. There are 27 tasks in Unit One. There are three tasks in Warm-Up Activity, 12 tasks in reading-writing cycle, 11 tasks in listening-speaking cycle, and one task as homework. The following table presents the description of the tasks of Unit 1.

Table 41: The Description of the Tasks of Unit 1

<b>WARM UP</b>		
<b>Task</b>	<b>Instruction</b>	<b>Description</b>
1	Match the pictures of baking problems below with their names.	In this task, students are asked to match some pictures with their names. This task functions as the schema-builder to activate students' schemata related to the topic of the unit. After accomplishing this task, students are expected to have a general view about what they are going to learn in the unit.
2	Study the pictures in Task 1. Then, answer the following questions.	In this task, students are asked to study the previous pictures and answer several questions based on them. It aims to give the students a clearer picture of the area to cover in the unit.
3	The words in the following table will help you to understand the texts in this unit. In pairs, find the Indonesian words of the English words in the box. Then, pronounce all the words after your teacher.	In this task, students are asked to find the Indonesian words of some English words related to the topic. It aims to enrich students' vocabulary mastery and to prepare them with knowledge in order to help them to do next tasks in the unit.
<b>LET'S READ AND WRITE</b>		
<b>Observing</b>		
4	Read the consultation below. Then, tick (√) and write items that you want to know.	In this task, students are asked to read a consultation about baking problem and tick (√) and write items that you want to know. This task aims to give students the opportunity to observe the language phenomenon that occurs in the text.
<b>Questioning</b>		
5	Formulate relevant questions based on the items you want to know in Task 4. Then, provide your temporary answers for the questions.	In this task, students are asked to formulate relevant questions based on the items they want to know in previous task, then provide temporary answers for the

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Task	Instruction	Description
5	Number 1 has been done as the example.	questions. This task is adapting the second stage of the scientific method.
<b>Collecting, Analising, Communicating</b>		
6	Below are some words taken from the text in Task 4. Find the Indonesian words from these English words. Then, share your answers with your classmates.	In this task, students are asked to find the Indonesian words from some English words. It aims to give students the opportunity to collect information related to vocabulary.
7	Read the text in Task 4 again and answer the following questions. After that, report your answers to your classmates.	In this task, students are asked to read again the previous text, and then answer some questions related to it. This task aims to check students' comprehension about the text and guide them to the language expressions that are being learned.
8	Study the explanation below and discuss it with your classmates. Ask your teacher if you do not understand.	In this task, students are asked to study the explanation of expressions of asking for and giving suggestions and its formula. It aims to give them the opportunity to collect information related to language feature.
9	There are some grammatical mistakes in the sentences below. Circle the mistakes and then rewrite the sentences correctly.	Students are asked to correct the grammatical mistakes of some sentences. It aims to give them the opportunity to study grammar used in the unit.
10	Work in pairs. Match the expressions in the left side with the suitable response in the right side. Then, report your answers to your classmates.	Students are asked to match expressions with the suitable responses. It aims to give them the example about the use of expressions of asking for and giving suggestions in a context.
11	Work in pairs. Identify the expressions of asking for and giving suggestion in Task 10. Write down those	Students are asked to identify the expressions of asking for and giving suggestion in previous task. This task aims to let students

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Task	Instruction	Description
11	expressions in the table below. Then, report your answer.	practicing to analyse the expressions of asking for and giving suggestion.
12	Work in group of three. Alice has some problems in baking. She needs some suggestions. Please help her by writing a suggestion for each problem.	In this task, students are asked to write a suggestion sentence about each problem. This task aims to make sure that students understand the formula of the expressions of asking for and giving suggestions.
13	Study the following explanation about how to write a consultation email.	In this task, students are asked to study the explanation about how to write a consultation email and its structure. It aims to give them the opportunity to collect information before they write a consultation email.
14	Danny has a problem with his cake. He wants to consult his problem with Mrs Stafford, but he does not know how to write it. Help him to compose an email. Phrases in the brackets give you clues on what you have to write.	In this task, students are asked to complete a consultation email based on the given situation. It aims to give students a chance to practice before they write a consultation email.
<b>Creating</b>		
15	Respond to the following baking problems by writing a simple email of suggestions based on the situation.	Students are asked to write two consultation emails based on the given situation. It aims to give them free practice after collecting and analysing information about email and expressions of asking for and giving suggestions.
<b>LET'S LISTEN AND SPEAK</b>		
<b>Observing</b>		
16	Listen to the dialogue between a pastry chef and Adam. Tick (✓) and write items that you want to know.	In this task, students are asked to listen to a dialogue and tick (✓) and write items that you want to know. This task aims to give students the opportunity to observe the language

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Task	Instruction	Description
		phenomenon that occurs in the text.
<b>Questioning</b>		
17	Formulate relevant questions based on the items you want to know in Task 16. Then, provide your temporary answers for the questions. Number 1 has been done as the example.	In this task, students are asked to formulate relevant questions based on the items they want to know in previous task, then provide temporary answers for the questions. This task is adapting the second stage of the scientific method.
<b>Collecting, Analysing, Communicating</b>		
18	Find the Indonesian words of the English words below. Then, pronounce after your teacher.	In this task, students are asked to find the Indonesian words from some English words. It aims to give students the opportunity to collect information related to vocabulary and to practice pronunciation.
19	Listen to the dialogue in Task 16 again. Write T if the statement is true and F if the statement is false. Correct the false statements. Look at the example. Then, report your answers to your classmates.	In this task, students are asked to listen again the previous dialogue, and then decide whether the statements are true or false. This task aims to give them the opportunity to collect information related to the content of the dialogue.
20	Complete the conversation below using the words provided in the box. Then, report your work to your classmates. After that, act it out with your classmates.	Students are asked to complete the conversation using the words provided in the box and act it out. It aims to give them a chance to practice speaking.
21	Study the explanation below and discuss it with your classmates. Ask your teacher if you do not understand.	In this task, students are asked to study the expressions of offering, accepting, and refusing something. It aims to give them the opportunity to collect information related to language feature.
22	In pairs, listen to the dialogue between Diana and a Baker. While listening,	In this task, students are asked to listen and complete the dialogue

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Task	Instruction	Description
	complete the dialogue below with the suitable	with the suitable expressions in the box, and then act it out. It aims to give them an
23	In pairs, listen to the dialogue between Diana and a Baker. While listening, complete the dialogue below with the suitable expressions in the box. Then, act it out.	In this task, students are asked to listen and complete the dialogue below with the suitable expressions in the box, and then act it out. It aims to give them an exercise related to the expressions taught before.
24	Listen to the dialogue in Task 23. Identify the expressions of asking for and giving suggestion and also offering and their responses. Report it to your classmates.	Students are asked to identify the expressions of offering, accepting, and refusing something in previous task. This task aims to let students practicing to analyse the expressions of offering, accepting, and refusing something in a context.
25	Work in pairs. Complete the following dialogue with the suitable expressions. Then, act it out.	In this task, students are asked to complete the following dialogue with the suitable expressions (semi-guided task), and act it out. It aims to give them a chance to practice before creating stage.
<b>Creating</b>		
26	In pairs, make a dialogue containing the expressions of asking for and giving suggestions and offering along with the responses based on one of the situations below. After that, perform it in front of your classmates.	In this task, students are asked to make a dialogue containing the expressions of asking for and giving suggestions and offering along with the responses based on one of given situations, and then perform it. It is a free-guided task in which students perform or practice speaking independently.
<b>Homework</b>		
	Find a consultation about baking problems on the Internet, and then print it out. List the expressions of asking for and giving suggestion. Please attach the web address. Do it individually.	In this task, students are asked to find a consultation about baking problems on the Internet and list the expressions of asking for and giving suggestions used. It aims to give them the opportunity to have further exercise by finding the use of those expressions in real situation.

## b. Unit 2

This unit is divided into two cycles; reading-writing cycle and listening-speaking cycle. Each cycle consists of several tasks. There are 27 tasks in Unit One. There are three tasks in Warm-Up Activity, 15 tasks in reading-writing cycle, eight tasks in listening-speaking cycle, and one task as homework. The table below presents the description of the tasks of Unit 2.

Table 42: The Description of the Tasks of Unit 2

<b>WARM UP</b>		
<b>Task</b>	<b>Instruction</b>	<b>Description</b>
1	Match the pictures below with their names.	In this task, students are asked to match some pictures with their names. This task functions as the schema-builder to activate students' schemata related to the topic of the unit. After accomplishing this task, students are expected to have a general view about what they are going to learn in the unit.
2	Study the pictures in Task 1. Then, answer the following questions.	In this task, students are asked to study the previous pictures and answer several questions based on them. It aims to give the students a clearer picture of the area to cover in the unit.
3	The words in the table will help you to understand the texts in this unit. In pairs, find the Indonesian words of the English words in the box. Then, pronounce all the words.	In this task, students are asked to find the Indonesian words of some English words related to the topic. It aims to enrich students' vocabulary mastery and to prepare them with knowledge in order to help them to do next tasks in the unit.
<b>LET'S READ AND WRITE</b>		
<b>Observing</b>		

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Task	Instruction	Description
4	Read the text below. Then, tick (✓) and write items that you want to know.	In this task, students are asked to read a report text about wheat flour and tick (✓) and write items that you want to know. This task aims to give students the opportunity to observe the language phenomenon that occurs in the text.
<b>Questioning</b>		
5	Formulate relevant questions based on the items you want to know in Task 4. Then, provide your temporary answers for the questions. Number 1 has been done as the example.	In this task, students are asked to formulate relevant questions based on the items they want to know in previous task, then provide temporary answers for the questions. This task is adapting the second stage of the scientific method.
<b>Collecting, Analising, Communicating</b>		
6	Below are some words taken from the text in Task 4. Find the Indonesian words from these English words. Then, share your answers with your classmates.	In this task, students are asked to find the Indonesian words from some English words. It aims to give students the opportunity to collect information related to vocabulary.
7	Study the following explanation about noun phrase used in reporting patisserie ingredients and discuss it with your classmates. Ask your teacher if you do not understand.	In this task, students are asked to study the explanation of noun phrase and its formula. It aims to give them the opportunity to collect information related to language feature.
8	Arrange the following jumbled words into correct noun phrases. Then, share your answers with your classmates. Number 1 has been done as the example.	In this task, students are asked to arrange jumbled words into correct noun phrases. It aims to give them an opportunity to have an exercise about noun phrase.
9	Read the text in Task 4 again and answer the following questions. After	In this task, students are asked to read again the previous text, and then answer some questions

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<b>Task</b>	<b>Instruction</b>	<b>Description</b>
	that, report your answers to your classmates.	related to it. This task aims to check students' comprehension about the text and guide them to the language expressions that are being learned.
10	Study the explanation about report text below and discuss it with your	In this task, students are asked to study the explanation about report text, the generic structure, and language feature. It aims to
10	classmates. Ask your teacher if you do not understand.	give them the opportunity to collect information related to language feature.
11	Read the following report text about wheat flour again and identify the generic structure of the text. Then, report your work to your classmates.	In this task, students are asked to read the previous text and identify its generic structure. It aims to give them a practice analysing a text based on the explanation before.
12	Study the following explanation about simple present tense and discuss it with your classmates. Ask your teacher if you do not understand.	In this task, students are asked to study the explanation about simple present tense. It aims to give them the opportunity to collect information related to language feature (grammar).
13	Identify the grammatical mistakes in the following sentences by underlining them. Then, correct them. Number 1 has been done as the example.	Students are asked to identify the grammatical mistakes in some sentences and correct them. It aims to give them an opportunity to exercise about grammar.
14	Work in pairs. Make 5 simple present tense sentences based on the verbs provided.	Students are asked to make sentences based on provided verbs. It aims to make sure that they understand the grammar they've just learned.
15	Study the following explanation about passive voice and discuss it with your classmates. Ask your teacher if you do not understand.	In this task, students are asked to study the explanation about passive. It aims to give them the opportunity to collect information related to language feature (grammar).

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Task	Instruction	Description
16	Work in pairs. Change the words in the brackets into passive forms. Then, report your answers to your classmates.	Students are asked to change the words in the brackets into passive forms. It aims to give them an opportunity to exercise about grammar.
17	Work in group of three. Study the following pictures about patisserie ingredients. Complete the description of each picture in the provided boxes. Report your work to your classmates.	Students are asked to study and complete the description of each picture in the provided boxes. It aims to give them guidance before they write a report text.
<b>Creating</b>		
18	Based on the information of the pictures in Task 17, write a simple report text by referring to them. You may choose one of them. Do it individually.	Students are asked to write a report text by referring the information in the previous task. It aims to give them free practice after collecting and analysing information about report text.
<b>LET'S LISTEN AND SPEAK</b>		
<b>Observing</b>		
19	Listen to the monologue entitled chocolate. Tick (✓) and write items that you want to know.	In this task, students are asked to listen to a dialogue and tick (✓) and write items that you want to know. This task aims to give students the opportunity to observe the language phenomenon that occurs in the text.
<b>Questioning</b>		
20	Formulate relevant questions based on the items you want to know in Task 19. Then, provide your temporary answers for the questions. Number 1 has been done as the example.	In this task, students are asked to formulate relevant questions based on the items they want to know in previous task, then provide temporary answers for the questions. This task is adapting the second stage of the scientific method.
<b>Collecting, Analysing, Communicating</b>		
21	Find the Indonesian words of the English words below. Then, pronounce after your teacher.	In this task, students are asked to find the Indonesian words from some English words. It aims to give students the opportunity

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Task	Instruction	Description
		to collect information related to vocabulary and to practice pronunciation.
22	Listen to the recording entitled chocolate again and decide whether the statements are true or false. Write T if the statement is true and F if the statement is false. Correct the false statements. Then, report your work to your classmates. Number 1 has been done as the example.	In this task, students are asked to listen again the previous dialogue, and then decide whether the statements are true or false. This task aims to give them the opportunity to collect information related to the content of the dialogue.
24	Listen the monologue in Task 23 again and answer the following questions orally.	Students are asked to listen to the monologue and answer the questions orally. It aims to give them a chance to practice speaking.
25	Below are some words taken from the text in Task 23. In pairs, match the words in Column A with their suitable meanings in Column B. Report your work to your classmates. Then, pronounce them after your teacher.	In this task, students are asked to match the words in Column A with their suitable meanings in Column B. It aims to give students the opportunity to collect information related to vocabulary.
<b>Creating</b>		
26	Make a monologue about cheese based on the information provided in the box. Then, act it out in front of the class.	In this task, students are asked to make a monologue about cheese based on the information provided in the box and act it out. It aims to give them a free-guidance task in speaking (monologue).
<b>Homework</b>		
	Make a monologue video about one of patisserie ingredients that you usually use in baking. Find the information in the Internet. Do it individually.	In this task, students are asked to make a monologue video about one of patisserie ingredients that is usually use in baking. It aims to give them the opportunity to have further exercise in speaking (monologue).

## c. Unit 3

This unit is divided into two cycles; reading-writing cycle and listening-speaking cycle. Each cycle consists of several tasks. There are 23 tasks in Unit One. There are three tasks in Warm-Up Activity, 11 tasks in reading-writing cycle, eight tasks in listening-speaking cycle, and one task as homework. The following table presents the description of the tasks of Unit 3.

Table 43: **The Description of the Tasks of Unit 3**

<b>WARM UP</b>		
<b>Task</b>	<b>Instruction</b>	<b>Description</b>
1	Study the steps below. Then, answer the questions.	In this task, students are asked to study some pictures and answer several questions based on them. It aims to give the students a clearer picture of the area to cover in the unit.
2	The following pictures are the steps in making pastries. Match the steps below with their names.	In this task, students are asked to match some pictures with their names. This task functions as the schema-builder to activate students' schemata related to the topic of the unit. After accomplishing this task, students are expected to have a general view about what they are going to learn in the unit.
3	The words in the table will help you to understand the texts in this unit. In pairs, find the Indonesian words of the English words in the box. Then, pronounce all the words after your teacher.	In this task, students are asked to find the Indonesian words of some English words related to the topic. It aims to enrich students' vocabulary mastery and to prepare them with knowledge in order to help them to do next tasks in the unit.
<b>LET'S READ AND WRITE</b>		
<b>Observing</b>		

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Task	Instruction	Description
4	Read the text below. Then, tick (✓) and write items that you want to know.	In this task, students are asked to read a report text about how to make chocolate cakes and tick (✓) and write items that you want to know. This task aims to give students the opportunity to observe the language phenomenon that occurs in the text.
<b>Questioning</b>		
5	Formulate relevant questions based on the items you want to know in Task 4. Then, provide your temporary answers for the questions. Number 1 has been done as the example.	In this task, students are asked to formulate relevant questions based on the items they want to know in previous task, then provide temporary answers for the questions. This task is adapting the second stage of the scientific method.
<b>Collecting, Analising, Communicating</b>		
6	Below are some words taken from the text in Task 4. In pairs, match the words in Column A with their Indonesian words in Column B. Report your work to your classmates.	In this task, students are asked to match the words in Column A with their suitable meanings in Column B. It aims to give students the opportunity to collect information related to vocabulary.
7	Read the text in Task 4 again and answer the following questions. After that, report your answers to your classmates.	In this task, students are asked to read again the previous text, and then answer some questions related to it. This task aims to check students' comprehension about the text and guide them to the language expressions that are being learned.
8	Study the explanation below and discuss it with your classmates. Ask your teacher if you do not understand.	In this task, students are asked to study the explanation about procedure text, the generic structure, and language feature. It aims to give them the opportunity to collect information related to language feature.

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Task	Instruction	Description
9	Read again the following procedure text about how to make chocolate cakes and identify the generic structure of it. Report your answer to your classmates.	In this task, students are asked to read the previous text and identify its generic structure. It aims to give them a practice analysing a text based on the explanation before.
10	Study the explanation below about imperative sentences and discuss it with your classmates. Ask your teacher if you do not understand.	In this task, students are asked to study the explanation about imperative sentence and its formula. It aims to give them the opportunity to collect information related to language feature.
11	Arrange the jumbled words below into good imperative sentences. Then, report your answers to your classmates.	In this task, students are asked to arrange jumbled words into good imperative sentences. It aims to give them practice analysing the formula of imperative sentences.
12	Make imperative sentences using the words provided below. Then, report your answers to your classmates.	In this task, students are asked to make imperative sentences using the words provided. It aims to give them an opportunity to practice writing sentences based on the explanation given before.
<b>Creating</b>		
13	Sequence the pictures in making almond biscuits below into a correct order. Then, make a sentence for each picture. Do it individually.	Students are asked to sequence the pictures in making almond biscuits into a correct order and make a sentence for each picture. It aims to guide them to the final creating task.
14	Make a simple procedure text based on the correct answer of Task 13. You may look for the recipe on the Internet.	Students are asked to write a simple procedure text based on the previous task. It aims to give them free practice after collecting and analysing information about procedure text.
<b>LET'S LISTEN AND SPEAK</b>		
<b>Observing</b>		
15	Listen to the monologue entitled "How to Finish Frosting smoothly". Tick (✓) and write items that you want to know.	In this task, students are asked to listen to a dialogue and tick (✓) and write items that you want to know. This task aims to give

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Task	Instruction	Description
		students the opportunity to observe the language phenomenon that occurs in the text.
<b>Questioning</b>		
16	Formulate relevant questions based on the items you want to know in Task 15. Then, provide your temporary answers for the questions. Number 1 has been done as the example.	In this task, students are asked to formulate relevant questions based on the items they want to know in previous task, then provide temporary answers for the questions. This task is adapting the second stage of the scientific method.
<b>Collecting, Analising, Communicating</b>		
17	Find the Indonesian words of the English words below. Then, pronounce after your teacher.	In this task, students are asked to find the Indonesian words from some English words. It aims to give students the opportunity to collect information related to vocabulary and to practice pronunciation.
18	Listen to the monologue in Task 15 again. Write T if the statement is true and F if the statement is false. Correct the false statements. Look at the example. Then, report your answers to your classmates.	In this task, students are asked to listen again the previous dialogue, and then decide whether the statements are true or false. This task aims to give them the opportunity to collect information related to the content of the dialogue.
19	Study the explanation about sequencing connectives below. Discuss it with your friends. Ask your teacher if you do not understand.	In this task, students are asked to study the explanation about sequencing connectives. It aims to give them the opportunity to collect information related to language feature of procedure text.
20	You will hear a woman explaining the recipe in making cornbread. While listening, arrange the jumbled sentences into a good	In this task students are asked to listen and arrange the jumbled sentences into a good procedure text by giving a number to the box, then underlining the

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Task	Instruction	Description
	procedure text by giving a number to the box. Then, underline the sequencing connectives. After that, report your answers to your classmates.	sequencing connectives. It aims to give them practice analysing sequencing connectives.
21	Listen to a monologue about how to make red velvet lava cake. While listening, fill in the blanks with the words provided in the box. After that, share your answers to your classmates.	In this task, students are asked to listen to a monologue and fill in the blanks with the words provided in the box. It aims to give them practice listening.
<b>Creating</b>		
22	Make a sentence for each picture about how to make	In this task, students are asked to make a sentence for each picture
22	lemon cheesecake based on the following pictures. Then, perform it in front of the class.	about how to make lemon cheesecake based on the pictures. It aims to give them free-guided task as their production.
<b>Homework</b>		
	Work in group of three. Find a video about how to decorate a birthday cake in the Internet. Make a summary by listing the equipments, ingredients, and steps used in that video. Then, present the result to your classmates.	In this task, students are asked to a video about how to decorate a birthday cake in the Internet and make a summary by listing the equipments, ingredients, and steps used in that video. Then, present the result to their classmates. It aims to give them the opportunity to have further exercise in speaking (monologue) and writing.

## 6. Materials Evaluation (Expert Judgement)

As the first draft of the materials had been developed, it was evaluated by a materials expert. The materials evaluation was conducted by distributing an expert judgement questionnaire. The questionnaire was made based on *Instrumen Penilaian Buku Bahasa Inggris Sekolah Menengah Kejuruan Year*

2011. It consisted of four aspects including the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the layout.

The expert was Mrs. Ella Wulandari, M.A., who is a lecturer in English Education Department at State University of Yogyakarta in the field of Teaching English as a Foreign Language (TEFL) as her specialisation. The results of the questionnaire were then evaluated and became the bases to revise the materials.

a. The Results of the Expert Judgement and Revision of Unit 1

1) The Results of the Expert Judgement

a) The Appropriateness of the Content

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

Table 44: **The Appropriateness of the Content of Unit 1**

No	Items	Score
1	The developed materials are in accordance with the core and basic competences for Grade XI of vocational high schools.	4
2	The developed materials are developed based on the course grid.	4
3	The topics developed materials are relevant with the grade XI students of patisserie study programme's daily life.	4
4	The materials cover texts and conversation that are relevant with daily life and the field of patisserie.	4
5	The materials cover the explanation of generic structure of texts.	4

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No	Items	Score
6	The materials cover the explanation of social function of texts.	4
7	The materials cover the explanation of linguistics features of texts.	4
8	The materials cover vocabulary learning tasks which are relevant with the topic of the unit.	4
9	The materials cover pronunciation learning tasks which are relevant with the topic of the unit.	4
10	The materials cover learning activities that guide students to develop their communicative competence in spoken and written language.	4
Mean		4

Table 44 shows that the mean value of the appropriateness of the content of Unit 1 is 4. This value is in the range of  $3.25 \leq X \leq 4.00$  which falls into the category of very good.

b) The Appropriateness of the Language

The second aspect to evaluate was the appropriateness of the language. The following table shows the results of the questionnaire of the appropriateness of the language of Unit 1.

Table 45: **The Appropriateness of the Language of Unit 1**

No	Items	Score
11	The language used in the developed materials is grammatically correct.	3
12	The language used in the developed materials is appropriate with the students' cognitive development.	3
13	The language used in the developed materials is comprehensible.	3
14	The developed materials use the relevant choice of words with the materials.	4
15	The developed materials use the correct spellings.	4
16	The developed materials represent cohesiveness and coherence in every unit, sub unit, paragraph, and sentences.	4

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No	Items	Score
17	The developed materials use a language variation consistently.	4
Mean		3.57

Table 45 shows that the mean value of the appropriateness of the language of Unit 1 is 3.57. This value is in the range of  $3.25 \leq X \leq 4.00$  which falls into the category of very good.

c) The Appropriateness of the Presentation

The third aspect to evaluate was the appropriateness of the presentation. The following table shows the results of the questionnaire of the appropriateness of the presentation of Unit 1.

Table 46: **The Appropriateness of the Presentation of Unit 1**

No	Items	Score
18	The developed materials are in accordance with the steps of scientific approach as required by Curriculum 2013.	4
19	The arrangement of the developed materials is in accordance with the characteristics of communicative language learning.	4
20	The arrangement of the tasks in the developed materials is begun with guided tasks and gradually moves to the free production tasks.	4
21	The arrangement of the learning activities in the developed materials include activities that focus on linguistic features and the one that focus on communicative tasks.	3
22	The learning activities in the developed materials encourage learners to actively interacting in English with classmates, teachers, and others.	3
23	The learning activities in the developed materials encourage students have creative and critical communication in spoken and written language.	3
24	The developed materials encourage students to have self- awareness of success and lack in the learning process.	4

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No	Items	Score
25	The developed materials are completed with learning objectives, summary, reflection, and homework.	4
26	Each unit has a fun part which is relevant to the learning process.	4
27	Texts and picture in the developed materials have identity like title, number, and sources.	4
Mean		3.7

The table shows that the mean value of the appropriateness of the presentation of Unit 1 is 3.7. This value is in the range of  $3.25 \leq X \leq 4.00$  which falls into the category of very good.

d) The Appropriateness of the Layout

The fourth aspect to evaluate was the appropriateness of the layout. The following table shows the results of the questionnaire of the appropriateness of the layout of Unit 1.

Table 47: **The Appropriateness of the Layout of Unit 1**

No	Items	Score
28	The developed materials are printed on ISO-standardised size paper (A4, A5, and B5).	4
29	The placement of title, texts, illustrations, picture captions and page number are consistent.	4
30	The use of font and colour are readable.	4
31	The use of font variation (bold, italic, underline, capitalization) is proportional.	4
32	The developed materials use proportional font type.	4
33	The developed materials use normal space.	4
34	The use of pictures or illustrations is relevant with the topic and the developed materials.	4
35	The overall design of the developed materials is interesting.	4
Mean		4



Table 47 shows that the mean value of the appropriateness of the layout of Unit 1 is 4. This value is in the range of  $3.25 \leq X \leq 4.00$  which falls into the category of very good.

## 2) Revisions of Unit 1

In general, the expert suggested that Unit 1 of the developed materials needed to be revised in term of grammatical mistakes. The next revision was about in the reading-writing cycle. The expressions of offering, accepting, and refusing something must be added in that cycle. The last revision was about the warm up activity. The expert suggested that a warm up activity should also be added before the listening-speaking cycle. The following table describes the revisions of unit one of the developed materials.

Table 48: **The Revisions of Unit 1**

<b>Parts of the Unit</b>	<b>Points to Revise</b>	<b>Revisions</b>
Introduction	A grammatical mistake in the sentence “In this unit, you will learn how to ask for and give suggestions both oral and written.”	Revising the sentence into “In this unit, you will learn how to ask for and give suggestions in both oral and written.”
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	Incomplete instruction “Read the consultation below.” and a grammatical mistake in the sentence “I suggest you to use the instant yeast.”	Revising the instruction into “Read the consultation email below.” and the sentence into “I suggest you use the instant yeast.”
Task 5	No revision	No revision

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Parts of the Unit	Points to Revise	Revisions
Task 6	No revision	No revision
Task 7	No revision	No revision
Task 8	Grammatical mistakes in the formula “I suggest you to + V1” and the example “I suggest you to use the instant yeast.”	Revising the formula into “I suggest (that) you + V1” and the example into “I suggest (that) you use the instant yeast.”
Task 9	No revision	No revision
Task 10	Incomplete generic structure.	Each of them should be added with greetings.
Task 11	No revision	No revision
Task 12	No revision	No revision
Task 13	No revision	No revision
Task 14	No revision	No revision
Task 15	No revision	No revision
Task 16	No revision	No revision
Task 17	No revision	No revision
Task 18	No revision	No revision
Task 19	A grammatical mistake in the sentence “Adam should also over mixing once the flour is added.”	Revising the sentence into “Adam should also do over mixing once the flour is added.”
Task 20	The task is too easy. It does not necessary.	Deleting the task.
Task 21	No revision	No revision
Task 22	No revision	No revision
Task 23	No revision	No revision
Task 24	No revision	No revision
Task 25	No revision	No revision
Task 26	No revision	No revision
Homework	No revision	No revision

b. The Results of the Expert Judgement and Revision of Unit 2

1) The Results of the Expert Judgement

a) The Appropriateness of the Content

The first aspect to evaluate was the appropriateness of the content. The following table shows the results of the questionnaire of the appropriateness of the content of Unit 2.

**Table 49: The Appropriateness of the Content of Unit 2**

No	Items	Score
1	The developed materials are in accordance with the core and basic competences for Grade XI of vocational high schools.	4
2	The developed materials are developed based on the course grid.	4
3	The topics developed materials are relevant with the grade XI students of patisserie study programme's daily life.	4
4	The materials cover texts and conversation that are relevant with daily life and the field of patisserie.	4
5	The materials cover the explanation of generic structure of texts.	4
6	The materials cover the explanation of social function of texts.	4
7	The materials cover the explanation of linguistics features of texts.	4
8	The materials cover vocabulary learning tasks which are relevant with the topic of the unit.	4
9	The materials cover pronunciation learning tasks which are relevant with the topic of the unit.	4
10	The materials cover learning activities that guide students to develop their communicative competence in spoken and written language.	4
Mean		4

Table 49 shows that the mean value of the appropriateness of the content of Unit 2 is 4. This value is in the range of  $3.25 \leq X \leq 4.00$  which falls into the category of very good.

b) The Appropriateness of the Language

The second aspect to evaluate was the appropriateness of the language. The following table shows the results of the questionnaire of the appropriateness of the language of Unit 2.

**Table 50: The Appropriateness of the Language of Unit 2**

No	Items	Score
11	The language used in the developed materials is grammatically correct.	3
12	The language used in the developed materials is appropriate with the students' cognitive development.	3
13	The language used in the developed materials is comprehensible.	4
14	The developed materials use the relevant choice of words with the materials.	4
15	The developed materials use the correct spellings.	4
16	The developed materials represent cohesiveness and coherence in every unit, sub unit, paragraph, and sentences.	4
17	The developed materials use a language variation consistently.	4
Mean		3.7

The table shows that the mean value of the appropriateness of the language of Unit 2 is 3.7. This value is in the range of  $3.25 \leq X \leq 4.00$  which falls into the category of very good.

c) The Appropriateness of the Presentation

The third aspect to evaluate was the appropriateness of the presentation. The following table shows the results of the questionnaire of the appropriateness of the presentation of Unit 2.

Table 51: **The Appropriateness of the Presentation of Unit 2**

No	Items	Score
18	The developed materials are in accordance with the steps of scientific approach as required by Curriculum 2013.	4
19	The arrangement of the developed materials is in accordance with the characteristics of communicative language learning.	3
20	The arrangement of the tasks in the developed materials is begun with guided tasks and gradually moves to the free production tasks.	4
21	The arrangement of the learning activities in the developed materials include activities that focus on linguistic features and the one that focus on communicative tasks.	4
22	The learning activities in the developed materials encourage learners to actively interacting in English with classmates, teachers, and others.	3
23	The learning activities in the developed materials encourage students have creative and critical communication in spoken and written language.	3
24	The developed materials encourage students to have self- awareness of success and lack in the learning process.	4
25	The developed materials are completed with learning objectives, summary, reflection, and homework.	4
26	Each unit has a fun part which is relevant to the learning process.	4
27	Texts and picture in the developed materials have identity like title, number, and sources.	4
Mean		3.7

From the table, it can be found that the mean value of the appropriateness of the presentation of Unit 2 is 3.7. This value is in the range of  $3.25 \leq X \leq 4.00$  which falls into the category of very good.

#### d) The Appropriateness of the Layout

The fourth aspect to evaluate was the appropriateness of the layout. The following table shows the results of the questionnaire of the appropriateness of the layout of Unit 2.

**Table 52: The Appropriateness of the Layout of Unit 2**

No	Items	Score
28	The developed materials are printed on ISO-standardised size paper (A4, A5, and B5).	4
29	The placement of title, texts, illustrations, picture captions and page number are consistent.	4
30	The use of font and colour are readable.	4
31	The use of font variation (bold, italic, underline, capitalization) is proportional.	4
32	The developed materials use proportional font type.	4
33	The developed materials use normal space.	4
34	The use of pictures or illustrations is relevant with the topic and the developed materials.	4
35	The overall design of the developed materials is interesting.	4
Mean		4

Table 52 shows that the mean value of the appropriateness of the layout of Unit 2 is 4. This value is in the range of  $3.25 \leq X \leq 4.00$  which falls into the category of very good.

#### 2) Revisions of Unit 2

In general, the expert suggested that unit two of the developed materials needed to be revised in form of some task types. The expert also suggested that a warm up activity should also be added before the listening-speaking cycle. The following table describes the revisions of Unit 2 of the developed materials.

Table 53: The Revisions of Unit 2

Parts of the Unit	Points to Revise	Revisions
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	No revision	No revision
Task 5	No revision	No revision
Task 6	No revision	No revision
Task 7	No revision	No revision
Task 8	No revision	No revision
Task 9	No revision	No revision
Task 10	No revision	No revision
Task 11	No revision	No revision
Task 12	No revision	No revision
Task 13	No revision	No revision
Task 14	No revision	No revision
Task 15	The dependency of the explanation of passive voice was not clear. The formula of passive voice only one.	Change the sentences in the explanation, so that the dependency of the explanation is clear. Adding more formulas of passive voice, but explaining that the common used formula in report text is “Subject + to be + Verb 3”
Task 16	No revision	No revision
Task 17	The term “function in baking” in the descriptions in the table should be changed into “specific information”.	Revising the term “function in baking” into “specific information”.
Task 18	No revision	No revision
Task 19	No revision	No revision
Task 20	No revision	No revision
Task 21	No revision	No revision
Task 22	No revision	No revision
Task 23	No revision	No revision
Task 24	The type of the task was too monotonous. It should be taking note task during listening.	Changing the type of the task into a taking note task in form of table.

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<b>Parts of the Unit</b>	<b>Points to Revise</b>	<b>Revisions</b>
Task 25	No revision	No revision
Task 26	The task in creating part was still like guided-task since it provided much information to the students.	Changing the type of the task in from of chart.
Homework	No revision	No revision

e) The Results of the Expert Judgement and Revision of Unit 3

1) The Results of the Expert Judgement

a) The Appropriateness of the Content

The first aspect to evaluate was the appropriateness of the content. The following table shows the results of the questionnaire of the appropriateness of the content of Unit 3.

Table 54: **The Appropriateness of the Content of Unit 3**

<b>No</b>	<b>Items</b>	<b>Score</b>
1	The developed materials are in accordance with the core and basic competences for Grade XI of vocational high schools.	4
2	The developed materials are developed based on the course grid.	4
3	The topics developed materials are relevant with the grade XI students of patisserie study programme's daily life.	4
4	The materials cover texts and conversation that are relevant with daily life and the field of patisserie.	4
5	The materials cover the explanation of generic structure of texts.	4
6	The materials cover the explanation of social function of texts.	4
7	The materials cover the explanation of linguistics features of texts.	4

(continued)



(continued)

No	Items	Score
8	The materials cover vocabulary learning tasks which are relevant with the topic of the unit.	4
9	The materials cover pronunciation learning tasks which are relevant with the topic of the unit.	4
10	The materials cover learning activities that guide students to develop their communicative competence in spoken and written language.	4
Mean		4

Table 54 shows that the mean value of the appropriateness of the content of Unit 3 is 4. This value is in the range of  $3.25 \leq X \leq 4.00$  which falls into the category of very good.

b) The Appropriateness of the Language

The second aspect to evaluate was the appropriateness of the language. The following table shows the results of the questionnaire of the appropriateness of the language of Unit 3.

Table 55: **The Appropriateness of the Language of Unit 3**

No	Items	Score
11	The language used in the developed materials is grammatically correct.	3
12	The language used in the developed materials is appropriate with the students' cognitive development.	3
13	The language used in the developed materials is comprehensible.	3
14	The developed materials use the relevant choice of words with the materials.	4
15	The developed materials use the correct spellings.	4
16	The developed materials represent cohesiveness and coherence in every unit, sub unit, paragraph, and sentences.	4
17	The developed materials use a language variation consistently.	4
Mean		3.57

The table shows that the mean value of the appropriateness of the language of Unit 3 is 3.57. This value is in the range of  $3.25 \leq X \leq 4.00$  which falls into the category of very good.

c) The Appropriateness of the Presentation

The third aspect to evaluate was the appropriateness of the presentation. The following table shows the results of the questionnaire of the appropriateness of the presentation of Unit 3.

Table 56: **The Appropriateness of the Presentation of Unit 3**

No	Items	Score
18	The developed materials are in accordance with the steps of scientific approach as required by Curriculum 2013.	4
19	The arrangement of the developed materials is in accordance with the characteristics of communicative language learning.	4
20	The arrangement of the tasks in the developed materials is begun with guided tasks and gradually moves to the free production tasks.	4
21	The arrangement of the learning activities in the developed materials include activities that focus on linguistic features and the one that focus on communicative tasks.	3
22	The learning activities in the developed materials encourage learners to actively interacting in English with classmates, teachers, and others.	3
23	The learning activities in the developed materials encourage students have creative and critical communication in spoken and written language.	3
24	The developed materials encourage students to have self- awareness of success and lack in the learning process.	4
25	The developed materials are completed with learning objectives, summary, reflection, and homework.	4
26	Each unit has a fun part which is relevant to the learning process.	4

(continued)

(continued)

No	Items	Score
27	Texts and picture in the developed materials have identity like title, number, and sources.	4
Mean		3.7

Table 56 shows that the mean value of the appropriateness of the presentation of Unit 3 is 3.7. This value is in the range of  $3.25 \leq X \leq 4.00$  which falls into the category of very good.

d) The Appropriateness of the Layout

The fourth aspect to evaluate was the appropriateness of the layout. The following table shows the results of the questionnaire of the appropriateness of the layout of Unit 3.

Table 57: **The Appropriateness of the Layout of Unit 3**

No	Items	Score
28	The developed materials are printed on ISO-standardised size paper (A4, A5, and B5).	4
29	The placement of title, texts, illustrations, picture captions and page number are consistent.	4
30	The use of font and colour are readable.	4
31	The use of font variation (bold, italic, underline, capitalization) is proportional.	4
32	The developed materials use proportional font type.	4
33	The developed materials use normal space.	4
34	The use of pictures or illustrations is relevant with the topic and the developed materials.	4
35	The overall design of the developed materials is interesting.	4
Mean		4

From the table, it can be found that the mean value of the appropriateness of the layout of Unit 3 is 4. This value is in the range of  $3.25 \leq X \leq 4.00$  which falls into the category of very good.

## e) Revisions of Unit 3

In general, the expert suggested that Unit 3 of the developed materials needed to be revised in term of grammatical mistakes and some mistakes in instruction. The expert also suggested that a warm up activity should also be added before the listening-speaking cycle. The expert suggested that there should be a pronunciation about fraction numbers as well. The following table describes the revisions of Unit 3 of the developed materials.

Table 58: **The Revisions of the Unit 3**

<b>Parts of the Unit</b>	<b>Points to Revise</b>	<b>Revisions</b>
Title	A grammatical mistake on the title “How to Make Chocolate Cakes?”	Revising the title into “How to Make Chocolate Cakes” since it was not a question.
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	No revision	No revision
Task 5	No revision	No revision
Task 6	No revision	No revision
Task 7	No revision	No revision
Task 8	No revision	No revision
Task 9	No revision	No revision
Task 10	The dependency of the explanation of imperative sentence was not clear.	Change the sentences in the explanation, so that the dependency of the explanation is clear.
Task 11	No revision	No revision
Task 12	No revision	No revision
Task 13	No revision	No revision
Task 14	A mistake in the instruction “Make a simple procedure text based on the correct answer of Task 13.	Revising the instruction into “Make a simple procedure text based on the correct answer of

(continued)

(continued)

Parts of the Unit	Points to Revise	Revisions
	You may look for the recipe on the Internet.”	Task 13. Analyse the ingredients and equipments used based on the pictures.”
Task 15	No revision	No revision
Task 16	No revision	No revision
Task 17	No revision	No revision
Task 18	No revision	No revision
Task 19	The dependency of the explanation of sequencing connectives was not clear.	Change the sentences in the explanation, so that the dependency of the explanation is clear.
Task 20	No revision	No revision
Task 21	No revision	No revision
Task 22	A mistake in the instruction “Make a sentence for each picture about how to make lemon cheesecake based on the following pictures. Then, perform it in front of the class.”	Revising the instruction into “Study the following pictures. Then, tell your classmates about how to make lemon cheesecake based on the following pictures. Do it individually.”
Homework	No revision	No revision

## B. Discussion

This research was categorised as research and development (R&D) or product-based research according to Gall, Gall, and Borg (2003: 569) as its main goal was to develop English learning materials based on the needs of grade XI students of Patisserie Study Programme. In developing the materials, a set of research methods adapted from the process of materials writing proposed by Jolly and Bolitho (1998) was applied. The materials were developed using the concept of English for Specific Purpose (ESP) proposed by Hutchinson and Waters (1987).

According to Jolly and Bolitho (1998), the first step of this research was identification of need for materials or conducting needs analysis. The needs analysis was conducted on February 16, 2016 in class XI Patisserie at SMK Negeri 1 Sewon. The needs analysis was divided into three parts. The first one was interviewing the English teacher with ten questions related to English teaching learning process and the materials used in vocational high schools especially those which implement Curriculum 2013. The second one was distributing a questionnaire which consisted of 30 questions. The questionnaire of the needs analysis was made based on the theories from some experts. Those were the theory of learners' identity by Graves (2000:103) and Hutchinson and Waters (1987:63), the theory of learners' goal proposed by Graves (2000:104), the theory of target needs proposed by Hutchinson and Waters (1987:55-56) and the theory of learning needs proposed by Nunan (2004:47-70). The last one is interviewing four students in order to add some information about their needs in learning English. For the interview, the guidelines were also taken from the components of task proposed by Nunan (2004: 47-70).

In relation to the learners' goal as proposed by Graves (2000:103), the result shows that the highest purposes or goals of learning English for grade XI students of Patisserie Study Programme is to be able to communicate both oral and written and to have a preparation to continue their study in patisserie field. The result also shows that when the students work as a baker or continue their study, they would use English to understand the English terms

related to patisserie, to communicate orally, and to understand the procedure related to baker's job.

In relation to the target needs as proposed by Hutchinson and Waters (1987:55), the necessities of the students were they would use English for speaking, so that they would need much knowledge on pronunciation. In relation to the lacks of the students as proposed by Hutchinson and Waters (1987:55), the result shows that most of the students are beginner learners. They master less than 100 words which are related to patisserie field. Moreover, the most difficulty they face when learning listening is that they do not understand the meaning of words that the speakers are saying. They also have most difficulty in speaking. They only master limited English vocabulary. In learning reading, the most difficulties are that they do not know the meaning of the words in the text and they are difficult to read the words with correct pronunciation. In learning writing, they state that arranging English sentences with correct grammar is the most difficult thing to learn.

In relation to the wants as theorised by Hutchinson and Waters (1987:56), the result of needs analysis shows that generally the students want English learning materials which can make them able to master general vocabularies and vocabularies related to patisserie field and able to speak English fluently. The students also say that they want English learning materials with many pictures. Moreover, the topics which they want to learn in English are daily activities and patisserie field. Although the most chosen

topic is daily life, the developed materials do not cover much about that topic. The materials are developed with the topic of patisserie field since Patisserie Study Programme's students will need the topic of patisserie field instead of daily life. It can be said that the students do not realise their actual needs.

In relation to the learning needs as theorised by Nunan (2004:47), for the input, most of grade XI students of Patisserie Study Programme state that the length of effective listening materials for them is 3 – 4 minutes or 2 – 3 minutes. They want to have monologue or dialogue with pictures and authentic materials for their listening input. In learning speaking, they want to have short monologue or dialogue (audio recording) and authentic materials. The result also shows that the length of effective texts in learning reading for them is 100 -150 words. They want short story, poem, and lyric and texts which are related to patisserie field as their reading input. Although most of the students want short story, poem, and lyric as the most reading input, the materials are developed with more texts which are related to patisserie field. In learning writing, the students want to have new vocabularies related to the text being learned and their meaning and the explanation of grammar used in the text being learned.

In relation to the procedure of the learning as proposed by Nunan (2004:52), the result of the needs analysis shows that the listening activity which students' like is identifying certain information from the monologue or dialogue recording and answering questions related to monologue or dialogue orally. Meanwhile, the speaking activity that they like is discussing certain



topics with friends and practicing dialogue in front of the class. The result also shows that reading activities that students like are reading to look for the main idea of the text and reading aloud a text with correct intonation and pronunciation. Writing activities that the students like are arranging jumbled sentences into a correct paragraph and arranging jumbled words into correct sentences. Added to them, vocabulary activities that the students like are finding the words' meaning in the dictionary and matching the words' meaning with the options given. Grammar activities that students like are memorising the pattern of tenses and identifying and editing grammatical mistakes in a sentence. The result also shows that the students like repeating the pronunciation examples by native speakers and repeating the pronunciation examples given by the teacher as their pronunciation activities.

For the setting of the learning as proposed by Nunan (2004:70), the needs analysis results show that the students like completing the tasks in small groups (3-5 students) and in pairs. It is also shows that the students like to learn English in the classroom and the language laboratory.

In relation to the learners' role as proposed by Nunan (2004:64), grade XI students of Patisserie Study Programme state that their roles are actively participating in the learning process and writing all information explained by teacher. For the teachers' role, the result of the needs analysis shows that their teacher's roles are explaining the materials clearly and giving examples before giving tasks to students.

Adapting the steps of materials development by Jolly and Bolitho (1998), the following step after conducting the needs analysis was writing the course grid. The course grid was written by considering the English core and basic competences for grade XI students stated in Curriculum 2013 and the results of the needs analysis and interview. The course grid consists of the core competence and the basic competence, the unit and the topic, learning objectives, indicators, materials (input, vocabulary, expression, and grammar), and activity.

The course grid of Unit 1 is derived from the core competences number 1, 2, 3, and 4 and the basic competences number 1.1, 2.3, 3.1, and 4.1. The title of the unit is “What do you Suggest?”. This unit focuses on the expressions of asking and giving suggestions and offering something. The topic of this unit is baking problems. The course grid of Unit 2 is derived from core competences number 1, 2, 3, and 4 and basic competences number 1.1, 2.3, 3.9, and 4.13. The title of this unit is “What is Flour?” This unit focuses on report texts about the patisserie ingredients. The course grid of Unit 3 is derived from core competences number 1, 2, 3, and 4 and basic competences number 1.1, 2.3, 3.6, 4.9, and 4.10. The title of this unit is “How to Make Chocolate Cakes”. It focuses on procedure texts about how to make pastries.

Adapting the steps of materials development by Jolly and Bolitho (1998), the step after writing the course grid was developing the first unit of the materials. The developed materials consist of three units. They are

developed materials based on the combination of content-based instruction (CBI) proposed by Brinton in Nunan (2003) and scientific approach based on Curriculum 2013. Each unit of the materials has different numbers of tasks depending on the competences that the students have to reach. The three units have the same unit design; introduction, main lesson, reinforcement, and fun part. It is adapted from a set of checklists to identify the quality of a unit proposed by Richards (2001).

The introduction consists of several tasks. Its purpose is to activate students' schema which is related to the topic and to prepare them for the main lesson. The main lesson consists of several tasks which are designed to guide the students in achieving the targeted competencies stated in Curriculum 2013. The main lesson is divided into two cycles; the written cycle and the spoken cycle. The reinforcement part includes homework, summary, and reflection. Their purposes are to give a chance to the students to practice more outside the classroom on what they have learned of the whole unit, to recall students' memory of what they have learned in the unit, and to measure students' achievement by recognising their own success and lack in learning the materials in the unit. The fun part aims to refresh students' mind after accomplishing the whole tasks in the unit by doing something fun.

After developing the first draft of the materials, adapting the steps of materials development by Jolly and Bolitho (1998), the following step was conducting an expert judgement or materials evaluation. The materials

evaluation was done by distributing a questionnaire. The questionnaire was made based on *Instrumen Penilaian Buku Bahasa Inggris Sekolah Menengah Kejuruan* Year 2011. There were four aspects of materials evaluation evaluated by the expert. Those aspects were the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation, and the appropriateness of the layout. The data of the questionnaire was analysed using a formula proposed by Suharto (2005) and were converted into an interval.

Based on the expert judgement result of Unit 1, the mean of the appropriateness of the content was 4. In addition, the mean of the appropriateness of the language was 3.57. The mean of the appropriateness of the presentation was 3.7. The mean of the appropriateness of the layout was 4. From those mean results, it can be concluded that for Unit 1 was categorised as very good with interval  $3.25 \leq X \leq 4.00$ .

Meanwhile, in Unit 2, the mean of the appropriateness of the content was 4. In addition, the mean of the appropriateness of the language was 3.7. The mean of the appropriateness of the presentation was 3.7. The mean of the appropriateness of the layout was 4. From those mean results, it can be concluded that for Unit 2 was categorised as very good with interval  $3.25 \leq X \leq 4.00$ .

In Unit 3, the mean of the appropriateness of the content was 4. In addition, the mean of the appropriateness of the language was 3.57. The mean of the appropriateness of the presentation was 3.7. The mean of the

appropriateness of the layout was 4. From those mean results, it can be concluded that Unit 3 was categorised as very good with interval  $3.25 \leq X \leq 4.00$ .

The result of the materials evaluation shows that the developed materials are very good. However, there were some parts of them which should be revised. In general, the expert suggested that a warm up activity should also be added before the listening-speaking cycle. There were also some grammatical mistakes in the developed materials that should be revised. The detailed revisions of the materials were available in Table 48, Table 53, and Table 58.

Adapting the steps of materials development by Jolly and Bolitho (1998), the final step of developing materials was writing the final draft of the materials. As the first draft of the developed materials had been revised, the materials were considered as the final draft. The final draft of the materials is available in the appendices.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents conclusions and suggestions. The first part presents the conclusions drawn from the findings and discussions of the research. The second part presents the suggestions proposed by the researcher for grade XI students of Patisserie Study Programme, English teachers, and other researchers.

#### **A. Conclusions**

The conclusions of this research are drawn from the research findings and discussions presented in Chapter IV which is aimed to answer the research questions. There are three conclusions that can be drawn. The first one is related to the target needs of grade XI students of Patisserie Study Programme. The second one is related to the learning needs of grade XI students of Patisserie Study Programme. The last one is related to the characteristics of learning materials for grade XI students of Patisserie Study Programme.

##### **1. The Target Needs of Grade XI Students of Patisserie Study Programme**

The results of the needs analysis conducted in SMK Negeri 1 Sewon reveal that generally the students are in need to learn English in order to be able to communicate in both spoken and written language. The result of the needs analysis also shows that the students' current English proficiency levels are mostly beginners. In relation with the content of the

learning materials, the result of the needs analysis shows that grade XI students of Patisserie Study Programme are in need to be able to communicate in English in which the topics are related to patisserie field and daily life.

## **2. The Learning Needs of Grade XI Students of Patisserie Study Programme**

Learning needs refer to what the learners need to do in order to learn (Hutchinson and Waters, 1987). In analysing the learning needs of grade XI students of Patisserie Study Programme, the research uses the framework of task components proposed by Nunan (2004). The analysis focuses on finding out what the students need to do in order to learn English in five components of a task including: input, procedure, setting, student's role, and teacher's role.

For input, the result of the needs analysis reveals that grade XI students of Patisserie Study Programme need both spoken and written texts related to patisserie field with or without pictures. The students need listening materials in 3-4 minutes length. For reading input, the students need 100-150 words length of the texts.

For procedures, the results of the needs analysis show that grade XI students of Patisserie Study Programme want various learning activities that allow them to actively participate in the learning process. Those activities including identifying certain information, discussing certain

topics, looking for the main idea of the text, arranging jumbled sentences, finding words meaning, repeating the pronunciation examples, etc.

In term of setting, the result of the needs analysis reveals that grade XI students of Patisserie Study Programme need a classroom as their most preferred place to learn. The result also shows that they needed to work in small groups, in pairs, and individually to complete the given tasks.

For learner's role and teacher's role, the result of the needs analysis shows that the students wanted to actively participate in the learning process. However, they also expect their teachers to give guidance, feedback, and motivation.

### **3. The Appropriate English Learning Materials for Grade XI Students of Patisserie Study Programme**

Based on the results of the needs analysis and the materials evaluation, some conclusions of the appropriate English learning materials for grade XI students of Patisserie Study Programme can be drawn. First, the topic within units of the developed materials should be related to the patisserie field. It aims to make the materials meet the students' interest. It is also closely related to their field study. Thus, they find learning English is meaningful.

Second, each unit of the developed materials should have the design including the introduction part, the main lesson, the reinforcement, and the fun part. The introduction part aims to introduce the topic of the



unit. It also aims to activate students' schema which is related to the topic and to prepare them for the main lesson.

The arrangement of the tasks in the main lesson applies the scientific methods. The main lesson consists of several tasks which are designed to guide the students in achieving the targeted competencies stated in Curriculum 2013. The main lesson is divided into two cycles; the written cycle and the spoken cycle. Each of them consists of several tasks which are divided into six stages of scientific approach. The six stages are observing, questioning, collecting, analysing, and communicating, and creating. In the observing stage, students read or listen to a text and were given an opportunity to observe things they want to know such as content, structure, language feature, and grammar. Then, according to items they want to know, they create some questions and provide temporary answers in the questioning stage. The stages of collecting, analysing, and communicating are combined into one in order to guide the students to collect information and identify it to answer the questions that they have formulated before, and then communicate the answers in spoken and written ways. The last stage is creating in which students are asked to produce a particular text through the semi-guided task up to the free-guided task.

The reinforcement part includes homework, summary, and reflection. This part aims to give a chance to the students to practice more outside the classroom on what they have learned of the whole unit, to

recall students' memory of what they have learned in the unit, and to measure students' achievement by recognising their own success and lack in learning the materials in the unit.

The last part of the unit is fun part or "let's have fun". It aims to refresh students' mind after accomplishing the whole tasks in the unit by doing something fun.

## **B. Suggestions**

In this part, the researcher proposes suggestions to grade XI students of Patisserie Study Programme, English teachers, and others researchers. For grade XI students of Patisserie Study Programme, the researcher suggests that in order to be able to communicate both in oral and written in English, they should practice using these developed materials. The researcher also suggests that in using these developed materials, they should follow the order of the tasks, so that they will experience the steps of the tasks from the guided task to the free-guided task.

For the English teachers, it is suggested that they use this developed materials in order to provide students with the appropriate English learning materials which is related to their study programme. It is also suggested that the teachers should give the students more support to learn English since the students state that English is important for them in relation to their career later. Next, since speaking is the most chosen skill by the students, it is better for the teacher to give more speaking activities through their preferred

speaking activities such as discussing certain topics, practicing dialogue, and doing a role play.

For other researchers who conduct the similar research, there are some aspects to be considered. First, in order to develop materials that really meet the learners' target needs and learning needs, the needs analysis must be conducted. Second, since this research was only evaluated by the expert judgement, it is suggested that other researchers conduct materials try out in order to get a better evaluation. The last one, since the Indonesian government does not provide yet the English books which are related to certain study programme, it is a good opportunity for materials developers to develop English learning materials in accordance with Curriculum 2013 and other study programmes.

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# APPENDICES

**APPENDIX A**

**THE NEEDS ANALYSIS**

**INSTRUMENT**



**KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN  
TINGGI**

**UNIVERSITAS NEGERI YOGYAKARTA**

**FAKULTAS BAHASA DAN SENI**

Alamat: Jalan Colombo Nomor 1 Yogyakarta, 55281

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Kepada : Siswa kelas XI jurusan Patiseri SMK Negeri 1 Sewon

Assalamu'alaikum Wr. Wb.

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

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

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

Wassalamu'alaikum Wr. Wb.

Yogyakarta, 16 Februari 2016

Peneliti,

Umi Ismiyati

NIM 12202241059



**ANGKET ANALISIS KEBUTUHAN SISWA  
PENGEMBANGAN MATERI PEMBELAJARAN BAHASA INGGRIS  
SEKOLAH MENENGAH KEJURUAN JURUSAN PATISERI  
KELAS XI**

**A. Identitas Responden**

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

**B.** Berikut adalah pertanyaan-pertanyaan untuk mendeskripsikan kondisi Anda saat ini. Beri tanda silang (X) pilihan jawaban yang telah disediakan sesuai dengan kondisi Anda. Anda boleh memilih lebih dari satu jawaban. Apabila jawaban Anda tidak tersedia dalam alternatif jawaban, silakan menuliskan jawaban Anda di bagian “lain-lain”.

1. Tujuan saya belajar bahasa Inggris di sekolah adalah ...

- a. mendapatkan nilai bagus di rapor.
- b. lulus Ujian Akhir Nasional (UAN).
- c. bisa berkomunikasi secara lisan maupun tertulis dalam bahasa Inggris.
- d. memiliki bekal untuk melanjutkan pendidikan di jenjang universitas jurusan patiseri.
- e. memiliki bekal untuk melanjutkan pendidikan di jenjang universitas jurusan selain patiseri.
- f. lain-lain (sebutkan)

.....  
.....

2. Saat bekerja sebagai seorang *baker* ataupun ketika melanjutkan pendidikan di perguruan tinggi, saya akan menggunakan bahasa Inggris untuk ...

- a. berkomunikasi secara lisan dengan sesama rekan *baker*, atasan, dosen atau teman kuliah.

- b. berkomunikasi secara tertulis dengan sesama rekan *baker*, atasan, dosen atau teman kuliah.
- c. memahami istilah-istilah bahasa Inggris yang berkaitan dengan patiseri.
- d. memahami prosedur atau instruksi berkaitan dengan pekerjaan seorang *baker*.
- e. lain-lain (sebutkan)

.....

.....

3. Kemampuan berbahasa (*skill*) yang akan sering saya gunakan saat bekerja sebagai *baker* adalah ...

- a. menyimak (*listening*).
- b. berbicara (*speaking*).
- c. membaca (*reading*).
- d. menulis (*writing*).

4. Pengetahuan bahasa Inggris yang akan sering saya gunakan kelak saat menjadi *baker* adalah ...

- a. kosa kata (*vocabulary*).
- b. tata bahasa (*grammar*).
- c. pengucapan (*pronunciation*).
- d. lain-lain (sebutkan)

.....

.....

5. Tingkatan atau level bahasa Inggris saya saat ini adalah ...

- a. pemula (*beginner*), yaitu saya dapat memahami kalimat dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari.
- b. menengah (*intermediate*), yaitu saya dapat memahami inti atau maksud dari teks yang rumit dan memberikan tanggapan mengenai teks tersebut.
- c. mahir (*advanced*) yaitu saya dapat memahami berbagai macam bentuk teks dan memahami makna tersirat dalam sebuah teks.

6. Jumlah kosa kata (*vocabulary*) bidang patiseri dalam bahasa Inggris yang saya ketahui berjumlah ...
- < 100 kosa kata.
  - 100-350 kosa kata.
  - 350-500 kosa kata.
  - > 500 kosa kata.
7. Selama ini, kesulitan yang sering saya alami dalam menyimak (*listening*) bahasa Inggris adalah ...
- tidak mengetahui kata apa yang sedang diucapkan oleh pembicara (*speaker*).
  - sulit memahami arti kata yang diucapkan oleh pembicara (*speaker*).
  - sulit membedakan beberapa bunyi kata dalam bahasa Inggris.
  - tidak dapat mengikuti jalannya pembicaraan karena rekaman terlalu cepat.
  - lain-lain (sebutkan)
- .....
- .....
8. Selama ini, kesulitan yang sering saya alami dalam berbicara (*speaking*) bahasa Inggris adalah ...
- keterbatasan penguasaan kosa kata dalam bahasa Inggris.
  - keterbatasan penguasaan ekspresi atau ungkapan dalam bahasa Inggris.
  - keterbatasan penguasaan tata bahasa (*grammar*) bahasa Inggris.
  - tidak mengetahui pelafalan (*pronunciation*) bahasa Inggris yang tepat.
  - lain-lain (sebutkan)
- .....
- .....
9. Selama ini, kesulitan yang sering saya alami dalam membaca (*reading*) bahasa Inggris adalah ...
- tidak mengetahui arti kata-kata dalam teks bacaan.
  - sulit memahami kalimat-kalimat dalam teks bacaan.

- c. sulit membaca kata-kata dalam bahasa Inggris dengan pelafalan yang tepat.
- d. teks bacaan terlalu panjang sehingga sulit dipahami.
- e. lain-lain (sebutkan)

.....

.....

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

- a. sulit memilih kosa kata yang tepat.
- b. sulit menyusun kalimat bahasa Inggris dengan tata bahasa (*grammar*) yang benar.
- c. sulit mengekspresikan ungkapan tertentu dalam bahasa Inggris.
- d. sulit mengidentifikasi kesalahan penulisan (*spelling*) ataupun tata bahasa (*grammar*) lalu memperbaikinya.
- e. lain-lain (sebutkan)

.....

.....

11. Secara umum, saya menginginkan materi bahasa Inggris yang dapat menjadikan saya ...

- a. dapat menguasai penggunaan tata bahasa (*grammar*) dengan benar.
- b. dapat menguasai kosa kata umum dan kosa kata terkait bidang patiseri dalam bahasa Inggris.
- c. dapat berbicara bahasa Inggris dengan lancar.
- d. dapat menggunakan ekspresi atau ungkapan bahasa Inggris dengan tepat.
- e. dapat mendapatkan skor TOEIC yang tinggi.
- f. lain-lain (sebutkan)

.....

.....

12. Menurut saya, tersedianya gambar dalam materi pembelajaran bahasa Inggris ...

- a. sangat membantu.

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

13. Topik yang saya inginkan dalam pembelajaran bahasa Inggris adalah seputar ...

- a. kehidupan sehari-hari.
- b. bidang patiseri.
- c. isu atau berita teraktual.
- d. pendidikan.
- e. lain-lain (sebutkan)

.....  
 .....

14. Menurut saya, durasi materi menyimak (*listening*) yang efektif adalah ...

- a. < 2 menit.
- b. 2-3 menit.
- c. 3-4 menit.
- d. > 4 menit.
- e. lain-lain (sebutkan)

.....  
 .....

15. Jenis input yang saya inginkan dalam pembelajaran menyimak (*listening*) adalah ...

- a. monolog atau dialog singkat (*audio recording*).
- b. monolog atau dialog disertai gambar (*video recording*).
- c. materi otentik seperti lagu, siaran radio, siaran berita, film, dll.
- d. lain-lain (sebutkan)

.....  
 .....

16. Jenis input yang saya inginkan dalam pembelajaran berbicara (*speaking*) adalah ...

- a. monolog atau dialog singkat (*audio recording*).
- b. monolog atau dialog disertai gambar (*video recording*).

- c. materi otentik seperti lagu, siaran radio, siaran berita, film, dll.
- d. lain-lain (sebutkan)

.....  
.....

17. Panjang teks yang efektif dalam pembelajaran membaca (*reading*) adalah

...

- a. 100-150 kata.
- b. 150-200 kata.
- c. 250-300 kata.
- d. 300-350 kata.
- e. lain-lain (sebutkan)

.....  
.....

18. Jenis input yang saya inginkan dalam pembelajaran membaca (*reading*) adalah ...

- a. artikel majalah, koran, dan media massa lainnya.
- b. cerita pendek, puisi, lirik lagu.
- c. brosur, iklan, dan label.
- d. teks yang berkaitan dengan bidang patiseri.
- e. lain-lain (sebutkan)

.....  
.....

19. Jenis input yang saya inginkan dalam pembelajaran menulis (*writing*) adalah ...

- a. contoh-contoh teks yang akan dipelajari.
- b. kosa kata baru terkait dengan teks yang akan dipelajari beserta maknanya.
- c. penjelasan struktur kebahasaan atau tata bahasa yang digunakan dalam teks yang akan dipelajari.
- d. lain-lain (sebutkan)

.....  
.....

20. Aktivitas yang saya sukai dalam belajar menyimak (*listening*) adalah ...
- a. mengidentifikasi isi umum dari monolog atau dialog yang disimak.
  - b. mengidentifikasi informasi tertentu dari monolog atau dialog yang disimak.
  - c. mengidentifikasi ekspresi atau ungkapan tertentu dalam monolog atau dialog yang disimak.
  - d. menjawab pertanyaan terkait monolog atau dialog yang disimak secara lisan.
  - e. menjawab pertanyaan terkait monolog atau dialog yang disimak secara tertulis.
  - f. melengkapi teks rumpang dengan cara menyimak monolog atau dialog.
  - g. menceritakan kembali isi dari monolog atau dialog yang telah disimak.
  - h. lain-lain (sebutkan)

.....  
.....

21. Aktivitas yang saya sukai dalam belajar berbicara (*speaking*) adalah ...
- a. mempraktikkan dialog di depan kelas.
  - b. mempraktikkan monolog (berbicara sendiri) di depan kelas.
  - c. berdiskusi dengan teman tentang topik tertentu.
  - d. bermain peran (*role play*).
  - e. permainan (*games*).
  - f. wawancara teman atau guru.
  - g. lain-lain (sebutkan)

.....  
.....

22. Aktivitas yang saya sukai dalam belajar membaca (*reading*) adalah ...
- a. membaca nyaring sebuah teks dengan intonasi dan pelafalan yang tepat.
  - b. menjawab pertanyaan terkait teks bacaan.
  - c. membaca untuk mencari tahu isi bacaan secara umum.

- d. membaca untuk mencari informasi tertentu dari teks bacaan.
- e. berdiskusi dengan teman tentang informasi yang ada dalam teks lalu menjawab pertanyaan secara lisan.
- f. memilih benar atau salah (*true or false*) terkait teks bacaan.
- g. menuliskan kembali isi teks bacaan dengan bahasa sendiri.
- h. menganalisis arti kata berdasarkan konteks bacaan.
- i. lain-lain (sebutkan)

.....

.....

23. Aktivitas yang saya sukai dalam belajar menulis (*writing*) adalah ...

- a. menyusun kata-kata acak menjadi kalimat yang benar.
- b. menyusun kalimat-kalimat acak menjadi paragraf yang benar.
- c. menyusun paragraph-paragraf menjadi teks yang benar.
- d. melengkapi teks rumpang.
- e. mengidentifikasi kesalahan tanda baca dan struktur kalimat dalam teks.
- f. menulis teks sejenis dengan teks yang dicontohkan.
- g. menulis teks berdasarkan gambar yang diberikan.
- h. lain-lain (sebutkan)

.....

.....

24. Aktivitas yang saya sukai dalam belajar kosakata (*vocabulary*) adalah ...

- a. mencari makna kata dalam kamus.
- b. mencocokkan kata-kata dengan pilihan yang disediakan.
- c. mencari sinonim atau antonim kata.
- d. melengkapi kalimat dengan kata-kata yang telah disediakan.
- e. mencari makna kata berdasarkan konteks dalam teks.
- f. mencocokkan kata dengan gambar.
- g. mengidentifikasi jenis kata seperti kata benda, kata kerja, kata sifat, dll.
- h. mengartikan kata-kata lalu mengelompokkannya berdasarkan jenis kata.



- i. lain-lain (sebutkan)

.....  
.....

25. Aktivitas yang saya sukai dalam belajar tata bahasa Inggris (*grammar*) adalah ...

- a. menghafal rumus atau pola tata bahasa (*grammar*).
- b. membuat kalimat berdasarkan *grammar* yang diajarkan.
- c. mengidentifikasi dan memperbaiki kesalahan dalam suatu kalimat.
- d. mengidentifikasi jenis *grammar* dalam suatu teks.
- e. lain-lain (sebutkan)

.....  
.....

26. Aktivitas yang saya sukai dalam belajar pengucapan (*pronunciation*) adalah ...

- a. menirukan pelafalan yang dicontohkan guru.
- b. menirukan pelafalan yang dicontohkan penutur asli bahasa Inggris (*native speaker*).
- c. melihat cara pelafalan (*phonetic transcription*) dalam kamus.
- d. mendiskusikan dengan teman tentang cara pelafalan yang tepat.
- e. membaca nyaring kata-kata dalam bahasa Inggris.
- f. berlatih melafalkan kata-kata yang berbuyi hampir sama.
- g. lain-lain (sebutkan)

.....  
.....

27. Tugas yang diberikan dalam proses pembelajaran bahasa Inggris sebaiknya dikerjakan secara ...

- a. individu.
- b. berpasangan.
- c. kelompok kecil (3-5 orang).
- d. kelompok besar (lebih dari 5 orang).
- e. lain-lain (sebutkan)

.....

.....  
28. Pembelajaran bahasa Inggris sebaiknya dilaksanakan di ...

- a. ruang kelas.
  - b. halaman sekolah.
  - c. perpustakaan.
  - d. laboratorium bahasa.
  - e. lain-lain (sebutkan)
- .....  
.....

29. Peran siswa dalam proses pembelajaran bahasa Inggris adalah ...

- a. hanya mendengarkan penjelasan guru.
  - b. menulis semua informasi yang diberikan oleh guru.
  - c. melaksanakan instruksi atau perintah guru.
  - d. memberi saran maupun kritik kepada guru.
  - e. berpartisipasi aktif dalam pembelajaran.
  - f. lain-lain (sebutkan)
- .....  
.....

30. Peran guru dalam proses pembelajaran bahasa Inggris adalah ...

- a. menjelaskan materi dengan sejelas-jelasnya .
  - b. memberikan contoh-contoh sebelum memberi tugas.
  - c. memberikan koreksi ketika siswa membuat kesalahan.
  - d. membahas tugas-tugas yang diberikan.
  - e. memotivasi siswa dalam belajar bahasa Inggris.
  - f. memberikan bantuan hanya jika siswa meminta.
  - g. terlibat sebagai partisipan dalam kegiatan belajar.
  - h. lain-lain (sebutkan)
- .....  
.....

**APPENDIX B**

**THE NEEDS ANALYSIS**

**DATA**

### THE NEEDS ANALYSIS DATA

No	Statements	Items	N	F	Percentage
LEARNERS' GOAL					
1	The purpose of learning English at school is ...	a. having a good score in the report card.	22	0	0
		b. passing the national examination (UAN) with a good mark.	22	2	9.09
		c. being able to communicate both oral and written in English.	22	14	<b>63.64</b>
		d. having a preparation to continue the study of patisserie field in a university.	22	9	40.91
		e. having a preparation to continue the study of others field in a university.	22	2	9.09
		f. others.	22	1	4.55
2	When I work as a baker or when I continue my study, I will use English to ...	a. communicate orally with other bakers, boss, lecture or college friends.	22	6	27.27
		b. communicate in written with other bakers, boss, lecture or college friends.	22	1	4.55
		c. understand the English terms related to patisserie.	22	11	<b>50.00</b>
		d. understand the procedure or instruction related to baker's jobs.	22	6	27.27
		e. others.	22	0	0
TARGET NEEDS					
NECESSITIES					
3	The communication skill(s) that I will use the most when I work as a baker is ...	a. listening.	22	4	18.18
		b. speaking.	22	15	<b>68.18</b>
		c. reading.	22	5	22.73
		d. writing.	22	0	0
4	The English	a. vocabulary.	22	8	36.36

	knowledge that I will use when I work as a baker is ...	b. grammar.	22	4	18.18
		c. pronunciation.	22	11	<b>50.00</b>
		d. others.	22	0	0
<b>LACKS</b>					
5	My current English proficiency level is ...	a. beginner.	22	18	<b>81.82</b>
		b. intermediate.	22	4	18.18
		c. advanced.	22	0	0
6	The number of English vocabularies which are related to patisserie that I master is ...	a. < 100 words.	22	11	<b>50.00</b>
		b. 100 – 350 words.	22	11	<b>50.00</b>
		c. 350 – 500 words.	22	0	0
		d. > 500 words.	22	0	0
7	The difficulties that I face when I learn listening is ...	a. do not know what word that is saying by the speaker.	22	5	22.73
		b. difficult to understand the meaning of word that the speaker is saying.	22	10	<b>45.45</b>
		c. difficult to differentiate some sounds in English.	22	6	27.27
		d. cannot follow the pace of conversation since it is too fast.	22	4	18.18
		e. others.	22	0	0
8	The difficulties that I face when I learn speaking is ...	a. limited English vocabulary mastery.	22	13	<b>59.09</b>
		b. limited knowledge of expressions in English.	22	2	9.09
		c. limited knowledge of grammar.	22	3	13.64
		d. limited knowledge of pronunciation.	22	6	27.27
		e. others	22	0	0
9	The difficulties that I face when I learn reading is ...	a. do not know the meaning of the words in the text.	22	8	<b>36.36</b>
		b. difficult to understand the sentences in the text.	22	5	22.73
		c. difficult to read the words with correct	22	8	<b>36.36</b>

		pronunciation.			
		d. the text is too long, so it is difficult to understand.	22	1	4.55
		e. others.	22	0	0
10	The difficulties that I face when I learn writing is ...	a. difficult to choose the appropriate vocabularies.	22	2	9.09
		b. difficult to arrange English sentences with correct grammar.	22	10	<b>45.45</b>
		c. difficult to express certain expressions in English.	22	2	9.09
		d. difficult to identify the errors of spelling and grammar and how to correct them.	22	9	40.91
		e. others.	22	0	0
WANTS					
11	Generally, I want English learning materials which can make me ...	a. able to master English grammar well.	22	2	9.09
		b. able to master general vocabularies and vocabularies related to patisserie field.	22	12	<b>54.55</b>
		c. able to speak English fluently.	22	12	<b>54.55</b>
		d. able to use appropriate expressions in English.	22	2	9.09
		e. able to get high scores in TOEIC.	22	0	0
		f. others.	22	0	0
12	In my opinion, the existence of pictures in English learning materials is ...	a. very helpful.	22	21	<b>95.45</b>
		b. helpful.	22	1	4.55
		c. less helpful.	22	0	0
		d. not helpful.	22	0	0
13	The topic which I want in learning English is ...	a. daily life.	22	15	<b>68.18</b>
		b. patisserie field.	22	12	54.55
		c. issue or actual news.	22	1	4.55

		d. education.	22	4	18.18
		e. others.	22	3	13.64
<b>LEARNING NEEDS</b>					
<b>INPUT</b>					
14	In my opinion, the length of effective listening materials is ...	a. < 2 minutes.	22	2	9.09
		b. 2-3 minutes.	22	7	31.82
		c. 3-4 minutes.	22	9	<b>40.91</b>
		d. > 4 minutes.	22	4	18.18
		e. others.	22	0	0
15	The input which I want for listening is in form of ...	a. short monologue or dialogue (audio recording).	22	4	18.18
		b. monologue or dialogue with pictures.	22	13	<b>59.09</b>
		c. authentic materials such as song, radio broadcast, television broadcast, film, etc.	22	6	27.27
		d. others.	22	0	0
16	The input which I want for speaking is in form of ...	a. short monologue or dialogue (audio recording).	22	9	<b>40.91</b>
		b. monologue or dialogue with pictures.	22	7	31.82
		c. authentic materials such as song, radio broadcast, television broadcast, film, etc.	22	8	36.36
		d. others.	22	0	0
17	The length of effective text in learning reading is ...	a. 100-150 words.	22	12	<b>54.55</b>
		b. 150-200 words.	22	6	27.27
		c. 250-300 words.	22	2	9.09
		d. 300-350 words.	22	1	4.55
		e. others.	22	1	4.55
18	The input which I want for reading is in form of ...	a. article from magazine, newspaper and other mass media.	22	6	27.27
		b. short story, poem, song lyric.	22	10	<b>45.45</b>
		c. brochure, advertisement, and label.	22	2	9.09

		d. texts which related to patisserie field.	22	8	36.36
		e. others.	22	1	4.55
19	The input which I want for writing is in form of ...	a. some examples of text being learned.	22	5	22.73
		b. new vocabularies related to the text being learned and their meaning.	22	13	<b>59.09</b>
		c. the explanation of grammar used in the text being learned.	22	9	40.91
		d. others.	22	0	0
<b>PROCEDURE</b>					
20	Listening activity which I like is ...	a. identifying the main idea from the monologue or dialogue recording.	22	5	22.73
		b. identifying certain information from the monologue or dialogue recording.	22	10	<b>45.45</b>
		c. identifying certain expressions from the monologue or dialogue recording.	22	2	9.09
		d. answering questions related to monologue or dialog orally.	22	6	27.27
		e. answering questions related to monologue or dialog in written form.	22	5	22.73
		f. filling in the blanks.	22	2	9.09
		g. retelling the information in the monologue or dialogue recording.	22	3	13.64
		h. others.	22	0	0
21	Speaking activity which I like is ...	a. practicing dialogue in front of the class.	22	6	27.27
		b. practicing monologue in front of the class.	22	1	4.55



		c. discussing certain topic with friends.	22	12	<b>54.55</b>
		d. doing a role play.	22	4	18.18
		e. doing games.	22	2	9.09
		f. interviewing friends or teachers.	22	4	18.18
		g. others.	22	2	9.09
22	Reading activity which I like is ...	a. reading aloud a text with correct intonation and pronunciation.	22	5	22.73
		b. answering questions related to the text.	22	3	13.64
		c. reading to look for the main idea of the text.	22	8	<b>36.36</b>
		d. reading to look for certain information from the text.	22	3	13.64
		e. discussing information in the text, then answering questions orally.	22	3	13.64
		f. doing true or false task related to the text.	22	2	9.09
		g. writing the information in the text using our own words.	22	1	4.55
		h. analysing the meaning of words based on the context.	22	2	9.09
		i. others.	22	0	0
23	Writing activity which I like is ...	a. arranging jumbled words into correct sentences.	22	7	31.82
		b. arranging jumbled sentences into correct paragraph.	22	8	<b>36.36</b>
		c. arranging jumbled paragraph into a correct text.	22	1	4.55
		d. filling in the blank	22	3	13.64

		text.			
		e. identifying the punctuation and grammar mistakes of the text.	22	2	9.09
		f. writing the same text as the input text.	22	1	4.55
		g. writing a text based on the pictures given.	22	6	27.27
		h. others.	22	0	0
24	Vocabulary activity which I like is ...	a. finding the words' meaning in the dictionary.	22	9	<b>40.91</b>
		b. matching the words' meaning with the options given.	22	7	31.82
		c. finding the synonym or antonym of the words.	22	2	9.09
		d. completing sentences using appropriate words.	22	3	13.64
		e. guessing words' meaning based on the context.	22	4	18.18
		f. matching the words with the pictures.	22	5	22.73
		g. identifying part of speech.	22	2	9.09
		h. identifying part of speech, then grouping them based on their part of speech.	22	2	9.09
		i. others.	22	0	0
25	Grammar activity which I like is ...	a. memorising the pattern of tenses.	22	12	<b>54.55</b>
		b. making sentences based on the pattern just learned.	22	3	13.64
		c. identifying and editing grammatical mistakes in a sentence.	22	6	27.27

		d. identifying the grammar used in a text.	22	3	13.64
		e. others.	22	1	4.55
26	Pronunciation activity which I like is ...	a. repeating the pronunciation examples given by teacher.	22	6	27.27
		b. repeating the pronunciation examples by native speakers.	22	10	<b>45.45</b>
		c. checking phonetic transcription in the dictionary.	22	3	13.64
		d. discussing with friends about how to pronounce words correctly.	22	5	22.73
		e. read aloud the words.	22	1	4.55
		f. practicing the pronunciation using minimal pairs.	22	2	9.09
		g. others.	22	0	0
<b>SETTING</b>					
27	In the English teaching and learning process, the tasks are better to complete ...	a. individually.	22	6	27.27
		b. in pairs.	22	7	31.82
		c. in small group (3-5 students).	22	12	<b>54.55</b>
		d. in big group (more than 5 students)	22	0	0
		e. others.	22	2	9.09
28	The English teaching and learning process is better to do in ...	a. classroom.	22	12	<b>54.55</b>
		b. school yard.	22	3	13.64
		c. library.	22	2	9.09
		d. language laboratory.	22	6	27.27
		e. others.	22	3	13.64
<b>LEARNERS' ROLE</b>					
29	The students' role in English teaching and learning process is ...	a. only listening to teacher's explanation.	22	1	4.55
		b. writing all information explained by	22	7	31.82

		teacher.			
		c. doing the teacher's instructions.	22	5	22.73
		d. giving suggestions and or criticisms to the teacher.	22	1	4.55
		e. actively participate in the learning process.	22	15	<b>68.18</b>
		f. others.	22	1	4.55
<b>TEACHERS' ROLE</b>					
30	The teachers' role in English teaching and learning process is ...	a. explaining the materials clearly.	22	14	<b>63.64</b>
		b. giving examples before giving tasks to students.	22	12	54.55
		c. giving corrections whenever students make mistakes.	22	7	31.82
		d. discussing the tasks given to the students.	22	3	13.64
		e. motivating students in learning English.	22	6	27.27
		f. assisting students only when the students ask.	22	4	18.18
		g. involving as participant in learning process.	22	4	18.18
		h. others.	22	1	4.55

**APPENDIX C**

**INTERVIEW**

**GUIDELINE**

**PANDUAN WAWANCARA**  
**ANALISIS KEBUTUHAN SISWA**  
**PENGEMBANGAN MATERI PEMBELAJARAN BAHASA INGGRIS**  
**SEKOLAH MENENGAH KEJURUAN JURUSAN PATISERI**  
**KELAS XI**

1. Bagaimana sikap siswa terhadap proses pembelajaran bahasa Inggris selama ini?
2. Kendala apa sajakah yang sering dihadapi guru dalam proses pembelajaran bahasa Inggris?
3. Tindakan apakah yang biasa dilakukan guru untuk mengatasi kendala tersebut?
4. Aktivitas belajar seperti apakah yang diminati siswa?
5. Apakah sekolah menyediakan materi ajar bahasa Inggris?
6. Apa sajakah materi ajar yang digunakan dalam proses pembelajaran bahasa Inggris selama ini?
7. Berasal dari manakah sumber bahan ajar tersebut?
8. Kriteria apa sajakah yang digunakan untuk pemilihan bahan ajar?
9. Apakah kesulitan yang ditemui guru terkait materi bahasa Inggris khususnya untuk siswa SMK?
10. Menurut Anda bagaimana seharusnya materi bahasa Inggris untuk anak SMK?

## **PANDUAN WAWANCARA SISWA**

1. Kalian suka nggak dengan pelajaran bahasa Inggris? Kenapa suka? Kenapa enggak?
2. Menurut kalian penting nggak sih belajar bahasa Inggris terutama untuk anak SMK?
3. Nah kira-kira nanti kalian pengen melanjutkan kuliah atau kerja nih?
4. Nah terkait dengan hal tsb penting nggak sih bahasa Inggris? Apalagi kan sekarang sudah ada isu masyarakat ekonomi ASEAN.
5. Biasanya guru pake materi dari buku paket atau internet?
6. Trus materinya sesuai nggak dengan jurusan kalian? Misalnya membahas tentang cara membuat kue dengan bahasa inggris gitu?
7. Menurut kalian materi bahasa Inggris yang dipakai guru selama ini gimana? Susah dipelajari nggak?
8. Lalu kalian seneng nggak kalo misal materi bahasa inggris itu dibuat sesuai dengan jurusan patiseri? Kenapa?
9. Materi patiseri itu meliputi apa saja?
10. Lalu aktivitas belajar bahasa Inggris yang kalian suka itu yang gimana?
11. Lalu untuk materi listening sendiri bagaimana biasanya? Ada atau nggak?
12. Lalu menurut kalian materi yang bagus itu yang gimana? Sesuai dengan jurusan siswa supaya lebih mateng dalam pekerjaan seperti memahami istilah-istilah asing tentang patiseri atau gimana?

**APPENDIX D**

**THE INTERVIEW**

**TRANSCRIPT**



## INTERVIEW TRANSCRIPT

Day/date : Tuesday, February 16, 2016

Place : School hall

Interviewer : The researcher (R)

Respondent : English Teacher (Mr. Fx Wuris Giyanto, S.Pd.)

*R : Selamat siang, bapak. Bisakah saya wawancara sekarang?*

*T : Iya sekarang boleh, nanti terus masuk kelas.*

*R : Ya, saya mulai ya pak. Bagaimana sikap siswa terhadap proses pembelajaran bahasa Inggris selama ini?*

*T : Ehmm untuk kelasnya itu sikap mereka terhadap bahasa Inggris itu tergantung di kelas mereka. Kalau untuk kelas AP lebih bagus daripada jurusan yang lain. Misal untuk patiseri, ya sikapnya terhadap pelajaran bahasa Inggris ya biasa-biasa saja tidak ada keistimewaan. Malah kadang-kadang beberapa siswa yang sejak SMPnya tidak ada modal itu malah justru nggak ada perhatian. Siswa-siswa yang punya modal atau yang agak pandai ada perhatian.*

*R : Jadi hanya biasa-biasa saja ya pak? Tidak ada greget gitu ya pak?*

*T : Ya tergantung bagaimana memotivasi mereka, jadi kalau pas ada materi yang mereka sangat membutuhkan itu baru mereka.*

*R : Contohnya apa pak?*

*T : Contohnya tentang pembuatan resep. Kan nanti di DUDI (Dunia usaha/dunia industri) mereka dituntut untuk bisa membuat resep.*

*R : Kendala apa sajakah yang sering dihadapi guru dalam proses pembelajaran bahasa Inggris?*

*T : Ya tadi kendala utama tentang minat. Jadi itu kendala bisa diminimalisir kalau kita bisa memotivasi mereka untuk bisa lebih tertarik pada materi yang kita sampaikan.*

*R : Selain itu apalagi pak? Selain minat?*

*T : Selain minat?*

*R : Mungkin dari siswanya?*

*T : Oh, input siswa. Jadi ya kembali ke input siswa dari kelas 1 atau SMP kalau mereka memang inputnya nggak bagus ya sebenarnya lebih mempengaruhi mereka yang inputnya bagus. Jadi selain minat input siswa sangat mempengaruhi.*

*R : Tindakan apakah yang biasa dilakukan guru untuk mengatasi kendala tersebut?*

*T : Ya sebagai guru kan kita tidak hanya mentransfer ilmu ya, jadi kita pertama memotivasi siswa dengan menyampaikan kegunaan bahasa Inggris bagi mereka nanti di dunia industri. Bagaimana pandai-pandai kita memotivasi mereka dan juga memilih materi yang sesuai dengan usia-usia mereka.*

*R : Aktivitas belajar seperti apakah yang diminati siswa?*

*T : Ya tadi untuk materi yang sesuai jurusan membuat resep, kemudian misalnya melayani tamu. Soalnya saya kan di kelas ini kan hanya mengajar untuk vokasi. Kalau Inggris umum ya mau nggak mau kita harus sesuai silabus dan buku yang ada. Jadi sebagai guru harus pandai-pandai browsing di internet.*

*R : Apakah sekolah menyediakan materi ajar bahasa Inggris?*

*T : iya*

*R : Apa sajakah materi ajar yang digunakan dalam proses pembelajaran bahasa Inggris selama ini?*

*T : Pertama pengenalan barang-barang atau alat-alat yang ada di jurusan. Misal alat-alat untuk membuat kue, bahan-bahan apa saja, pembuatan resep, kemudian bagaimana melayani tamu.*

*R : Berasal dari manakah sumber bahan ajar tersebut?*

*T : Ya dari internet, sekarang kan yang paling udah ya internet.*

*R : Jadi bapak mengembangkan sendiri?*

*T : Ya saya mengembangkan sendiri, dari internet. Kalau dari buku susah mencari yang vokasi.*

*R : Biasanya ada video-video begitu pak?*

*T : Ada video, ada dialog-dialog, ada gambar-gambar yang sesuai dengan jurusan*

*R : Kriteria apa sajakah yang digunakan untuk pemilihan bahan ajar?*

*T : Ya menarik, tidak jadul, sesuai dengan jurusannya.*

*R : Apakah kesulitan yang ditemui guru terkait materi bahasa Inggris khususnya untuk siswa SMK?*

*T : Yang vokasi atau umum?*

*R : Yang vokasi.*

*T : Kalau vokasi itu masalahnya kan kita membuat silabus sendiri, jadi yang kita sesuaikan dengan kebutuhan siswa. Untuk materinya ya kita tidak akan mempersulit diri. Materi yang disampaikan ya sesuai ntuk siswa sehingga sebenarnya tidak ada kesulitan untuk materi.*

*R : Menurut Anda bagaimana seharusnya materi bahasa Inggris untuk anak SMK?*

*T : Kalau kurikulum yang sekarang kan tidak match untuk siswa SMK, misalnya untuk anak SMK banyak disajikan teks-teks ada recount, report sehingga kalau dipakai anak SMK tidak match dengan kebutuhan mereka. Kami guru-guru bahasa Inggris sebenarnya keberatan dengan materi-materi yang seperti itu. Kita kan fokusnya anak untuk kerja, untuk mandiri, bukan untuk melanjutkan. Sementara itu untuk materi-materi yang ada di silabus kurikulum 2013 itu kan banyak ke bacaan, bagaimana membuat tulis-tulisan itu. Kadang-kadang kami bingung. Ini kalau untuk anak SMK untuk apa seperti ini? Lalu ya untuk materi yang dibutuhkan ke SMK kita selipkan.*

*R : Ya demikian pak, saya rasa sudah cukup informasinya.*

## INTERVIEW TRANSCRIPT

Day/date : Tuesday, February 16, 2016

Place : Classroom

Interviewer : The researcher (R)

Respondents : 4 students of Patisserie Study Programme (St 1, St 2, St 3, St 4)

*R : Selamat siang adik-adik. Bisa minta waktunya sebentar untuk wawancara?*

*St 1, St 2, St 3, St 4: Selamat siang mbak. Iya boleh mbak.*

*St 3 : Pakai bahasa Inggris mbak?*

*R : Pakai bahasa Indonesia kok.*

*St 3 : Oh kirain, hehe.*

*R : Langsung saja ya, ehmm kalian suka nggak dengan pelajaran bahasa Inggris?*

*St 1 : Suka.*

*St 2 : Suka.*

*St 3 : Suka, suka banget.*

*R : Kenapa suka?*

*St 3 : Seru mbak.*

*R : Kalau kamu gimana?*

*St 1 : Menantang mbak. Itu kan buat bahasa internasional.*

*St 3 : Biar kelihatan pinter.*

*R : Kalau menurut kamu gimana?*

*St 2 : Kita kan SMK yang terkenal bisa langsung kerja atau kuliah mbak. Kalau misalkan per jurusan itu pasti ada yang ke luar negeri, kan bahasa internasional bahasa Inggris jadi itu wajib.*

*St 3 : Orang pasti paham*

*R : Kalau kamu gimana? Suka bahasa Inggris kenapa?*

*St 4 : Enggak suka.*

*R : Oh nggak suka, kenapa?*

*St 4 : Saya sukanya kalau langsung praktik. Kalau pelajaran bingung enakan langsung praktik misalnya ketemu bule langsung.*

*R : Sering berarti ngomong sama bule-bule gitu?*

*St 4 : Enggak, belum pernah.*

*R : Belum pernah? Ada nggak sih tugas yang buat wawancara bule gitu?*

*St 3 : Belum pernah.*

*St 1 : Belum.*

*R : Menurut kalian penting nggak sih belajar bahasa Inggris terutama untuk anak SMK?*

*St 3 : Ya penting mbak.*

*St 4 : Penting*

*R : Nah kira-kira nanti kalian pengen melanjutkan kuliah atau kerja nih?*

*St 1 : Saya kuliah.*

*St 4 : Saya kerja dulu baru kuliah.*

*St 3 : Kerja.*

*R : Kamu apa?*

*St 2 : Kuliah mbak.*

*R : Di jurusan apa kira-kira? Tetep di jurusan patiseri atau?*

*St 2 : Di jurusan pariwisata. Soalnya di jurusan itu tiap hari diasah terus bahasa Inggrisnya.*

*R : Kalau kamu gimana?*

*St 1 : Kuliah mbak.*

*R : Tetep di jurusan patiseri atau?*

*St 1 : Boga, biar bisa menguasai. Kan sekarang udah menguasai patiseri.*

*R : Nah kan sekarang ada isu masyarakat ekonomi ASEAN, nah terkait dengan hal tersebut menurut kalian gimana peran bahasa Inggris?*

*St 2 : Membantu sih, kan dari luar masuk, mereka pakai bahasa Inggris nah itu jadi motivasi buat kita buat lebih giat belajar bahasa Inggris.*

*R : Terus kira-kira kalau kerja, pengennya kalian kerja dimana? Di Indonesia apa di luar negeri?*

*St 1 : Kalau bisa di luar negeri.*

St 3 : Di luar negeri lah mbak. Aku pengennya di Jepang.

St 2 : Australia atau Amerika mbak.

St 3 : Aku juga pengen di Washington DC mbak.

ST 4 : Aku juga tapi yang masih bisa pakai bahasa Indonesia. Di Malaysia atau Asia.

R : Biasanya guru pakai materi dari buku paket atau internet?

St 2 : Campuran sih.

St 1 : Banyak yang internet.

R : Apa aja contohnya?

St 3 : Percakapan.

St 1 : Dialog, gambar.

St 2 : Ada video-video.

R : Trus materinya sesuai nggak dengan jurusan kalian?

St 2 : Sesuai.

St 3 : Sesuai. Misalnya antara penjual roti sama pembeli itu kan sesuai.

St 4 : Kalau yang vokasi ya sesuai kalau yang Inggris umum ya umum mbak.

R : Menurut kalian materi bahasa Inggris yang dipakai guru selama ini gimana? Susah dipelajari nggak?

St 4 : Jelas, susah.

St 3 : Susah.

St 1 : Susah-susah gampang.

St 2 : Tergantung sih.

R : Kalian kalau belajar sendiri gitu bisa nggak sih?

St 4 : Ya tergantung materinya apa.

R : Lalu kalian senang nggak kalau misal materi bahasa Inggris itu dibuat sesuai dengan jurusan patiseri?

St 1 : Seneng.

St 3 : Seneng banget.

St 2 : Seneng kan jadi lebih menguasai mbak.

St 4 : Setuju.

R : Materi patiseri itu meliputi apa saja?

St 4 : Dari pengenalan alat.

St 2 : Alat, bahan, teknik, terus macem-macem teknik.

St 4 : Teknik produksi, cara penyajian.

St 3 : Cara pesen di toko.

St 4 : Terus kalau ada protes-protes gitu.

R : Komplain maksudnya?

St 4 : Iya.

R : Lalu aktivitas belajar bahasa Inggris yang kalian suka itu yang gimana?

St 4 : Ya itu tadi langsung praktik.

St 2 : Ya.

St 3 : Iya dialognya itu lho mbak.

R : Lalu untuk materi listening sendiri bagaimana biasanya? Ada atau nggak?

St 2 : Pernah pas kelas satu.

R : Waktu ini belum?

St 1 : Belum.

R : Terus kalau listening itu kalian susah nggak sih?

St 4 : Nggak suka.

St 2 : Susah.

St 1 : Susah.

St 3 : Sulit memahami kata-katanya itu lho mbak soalnya terlalu cepet.

St 1 : Cepet.

St 2 : Tergantung kecepatan.

R : Kalau listeningnya lagu suka nggak?

St 2 : Seneng.

St 1 : Suka.

St 3 : Suka. Suka banget.

St 4 : Suka, saya suka lagu bahasa Inggris.

R : Kalau film?

St 2 : Suka.

St 1 : Suka

*St 3 : Suka banget mbak. Apalagi horror.*

*St 4 : Suka mbak lebih bagus itu daripada belajar verb 1 verb dua.*

*R : Jadi kamu lebih suka yang otentik gitu ya?*

*St 4 : Iya mbak.*

*R : Lalu menurut kalian materi yang bagus itu yang gimana?*

*St 4 : Diajarkan langsung bicara, nggak usah pakai grammar-grammar.*

*St 2 : Sesuai dengan jurusan siswa supaya lebih mateng dalam pekerjaan seperti memahami istilah-istilah asing tentang patiseri.*

*St 3 : Banyak dialog mbak.*

*St 1 : Iya mbak terus ada selingan-selingan gitu.*

*R : Oh gitu, okay. Terima kasih adik-adik atas waktunya.*



**APPENDIX E**

**COURSE GRID**

**COURSE GRID**  
**ENGLISH LEARNING MATERIALS FOR GRADE XI STUDENTS OF PATISSERIE STUDY PROGRAMME**  
**UNIT 1**

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

prosedur pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.	4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Unit/ Topic	Learning Objective	Indicators	Materials				Activity
			Input	Vocabulary	Expression	Grammar	
Unit 1  Topic: Baking Problems	At the end of the lesson, students are able to write an email containing expressions of asking for and giving suggestions	Students are able to: - match some pictures of baking problems with their names - respond to the questions related to the pictures - find out the Indonesian words	- Spoken and written texts containing the expressions of asking for and giving suggestions and offering along with	dough, stick, rise, stick, over proved, crumbly, cracked, greasy, raw, burnt, shrunk, dry, etc.	<b>Asking for suggestions:</b> - What do you suggest? - What would you suggest? - Do you have any idea? - Do you have any	Modals: shall, should, must, would, ought to, etc.	<b>Warm-up</b> - Students match some pictures with their names. - Students study the previous pictures, and then they answer some questions. - Students do a vocabulary exercise

	<p>and performing dialogues containing expressions of asking for and giving suggestions and offering.</p>	<p>of some English words</p> <ul style="list-style-type: none"> <li>- respond to a text in form of email</li> <li>- formulate questions related to the text</li> <li>- answer questions related to the text</li> <li>- study the explanation of the expressions of asking for and giving suggestions</li> <li>- identify the expressions of asking for and giving</li> </ul>	<p>the responses.</p> <ul style="list-style-type: none"> <li>- Lists of expressions of asking for and giving suggestions and offering along with the responses</li> <li>- List of vocabularies related to the topic.</li> </ul>		<p>suggestion for me?</p> <ul style="list-style-type: none"> <li>- Do you have any advice for me?</li> <li>- Would you mind giving me your suggestion?</li> </ul> <p><b>Giving suggestions:</b></p> <ul style="list-style-type: none"> <li>- You should ...</li> <li>- You had better ...</li> <li>- You ought to ...</li> <li>- I advise you to ...</li> <li>- I suggest you</li> </ul>		<p>related to the topic.</p> <p><b>Reading and Writing</b></p> <p><b>Observing</b></p> <ul style="list-style-type: none"> <li>- Students read a text and then they list items they want to know.</li> </ul> <p><b>Questioning</b></p> <p>Students formulate questions based on the things which they want to know and propose temporary answers.</p> <p><b>Collecting, Analysing, Communicating</b></p> <ul style="list-style-type: none"> <li>- Students find out Indonesian words of some English words from previous task, then report them to their classmates.</li> </ul>
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		<p>suggestions in a text</p> <ul style="list-style-type: none"> <li>- complete an email</li> <li>- write an email containing the expressions of asking for and giving suggestions</li> <li>- listen to a dialogue</li> <li>- formulate questions related to the dialogue</li> <li>- find out the Indonesian words of some English words</li> </ul>		<p>to ...</p> <ul style="list-style-type: none"> <li>- How about ...?</li> <li>- What about ...?</li> </ul> <p><b>Offering something:</b></p> <ul style="list-style-type: none"> <li>- Can I get you some ...?</li> <li>- Do you want some ...?</li> <li>- Would you like some ...?</li> <li>- May I offer you ...?</li> <li>- Would you like me to get you ...?</li> <li>- What would</li> </ul>		<ul style="list-style-type: none"> <li>- Students read the previous text again, then they answer some questions related to that text.</li> <li>- Students study the explanations of asking for and giving suggestions along with the responses and discuss them with the teachers and classmates.</li> <li>- Students identify some grammatical mistakes in some sentences, then correct them.</li> <li>- Students match the texts containing the expressions of asking</li> </ul>
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		<ul style="list-style-type: none"> <li>- answer questions related to the recording</li> <li>- study the expressions of offering and their responses</li> <li>- fill in the blank of a recording</li> <li>- identify the expressions of asking for and giving suggestions and offering in the recording</li> <li>- make a dialogue based on given situation</li> </ul>		<p>you like for ...?</p> <p><b>Accepting offer:</b></p> <ul style="list-style-type: none"> <li>- I like ...</li> <li>- Sure, I'd love to.</li> <li>- Yes. Thank you. That would be nice.</li> <li>- Yes, please.</li> <li>- That would be great.</li> <li>- That's very kind of you. Thank you.</li> </ul> <p><b>Refusing offer:</b></p> <ul style="list-style-type: none"> <li>- No, thanks.</li> <li>- No, thank you.</li> </ul>		<p>for suggestions with the suitable responses.</p> <ul style="list-style-type: none"> <li>- Students identify the expressions of asking for and giving suggestions presented in the previous text.</li> <li>- Students write a suggestion for each problem given to them.</li> <li>- Students study an explanation about how to write a consultation email.</li> <li>- Students complete an email based on given clues.</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>- Students write a simple</li> </ul>
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		- perform a dialogue			- No, I am okay. - No, I am good.		<p>email containing suggestion of certain situation.</p> <p><b>Listening and Speaking</b></p> <p><b>Observing</b></p> <p>- Students listen to a dialogue and then they find out what they know and what they want to know about that dialogue.</p> <p><b>Questioning</b></p> <p>Students formulate questions based on the things which they want to know and propose temporary answers.</p> <p><b>Collecting, Analysing, Communicating</b></p> <p>- Students find out the</p>
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							<p>Indonesian words of some English words in the recording then report them to their classmates.</p> <ul style="list-style-type: none"><li>- Students listen again the recording and answer the questions (True or False) then report them to their classmates.</li><li>- Students listen to a recording and fill in the blanks with the words provided.</li><li>- Students study the expressions of offering and their responses. Then, they discuss it with the teacher and friends.</li></ul>
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							<ul style="list-style-type: none"> <li>- Students match the expressions of offering with the suitable responses. Then, they report it to their classmates.</li> <li>- Students listen to a dialogue and fill in the blanks.</li> <li>- Students identify the expressions of asking for and giving suggestion, and also offering presented in the previous task.</li> <li>- Students complete a dialogue with the suitable expressions.</li> </ul> <p><b>Creating</b></p>
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							<ul style="list-style-type: none"> <li>- In pairs, students make a dialogue containing the expressions of asking for and giving suggestions and offering along with the responses based on the situation.</li> <li>- Students perform that dialogue in front of the class.</li> </ul> <p><b>Homework</b></p> <p>Students find a consultation about baking problems in the Internet, then they list the expressions of asking for and giving suggestion used in that consultation.</p>
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**COURSE GRID**  
**ENGLISH LEARNING MATERIALS FOR GRADE XI STUDENTS OF PATISSERIE STUDY PROGRAMME**  
**UNIT 2**

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

prosedur pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.	4.13 Menangkap makna dalam teks ilmiah faktual ( <i>factual report</i> ), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan Mata pelajaran lain di Kelas XI.

Unit/ Topic	Learning Objective	Indicators	Materials				Activity
			Input	Vocabulary	Expression	Grammar	
Unit 2  Topic: Patisserie Ingredients	At the end of this lesson, students are able to write a report text and perform a monologue	Students are able to: - match some pictures of patisserie ingredients with their names - respond to the questions related to the pictures - find out the	- Spoken and written report texts about patisserie ingredients - Language features and generic structure of report text	flour, egg, butter, chocolate, cheese, sugar, margarine, yeast, etc	- Wheat flour is the most common flour used in baking. - The word "yeast" comes from the Sanskrit 'yas'	- Simple Present tense S + V1 - Passive voice to be + V3	<b>Warm-up</b> - Students match pictures with their names. - Students study previous pictures, then they answer questions related to the pictures. - Students do a vocabulary exercise related to the topic

	of a report text.	<p>Indonesian words of some English words</p> <ul style="list-style-type: none"> <li>- respond to a report text</li> <li>- formulate questions related to the text</li> <li>- answer questions related to the text</li> <li>- study the explanation of the generic structure of report text</li> <li>- identify the generic structure of the text</li> <li>- study the explanation of</li> </ul>	<ul style="list-style-type: none"> <li>- List of vocabularies related to the topic</li> <li>- Explanation of noun phrase, simple present tense, and passive voice</li> </ul>		<p>meaning "to seethe or boil".</p> <ul style="list-style-type: none"> <li>- Instant yeast is not recommended for refrigerated or frozen dough.</li> </ul>		<p><b>Reading and Writing</b></p> <p><b>Observing</b></p> <ul style="list-style-type: none"> <li>- Students read a report text entitled "Wheat Flour".</li> <li>- Students find out what they know and what they want to know about the text.</li> </ul> <p><b>Questioning</b></p> <p>Students formulate questions based on the things which they want to know and propose temporary answers.</p> <p><b>Collecting, Analysing, Communicating</b></p> <ul style="list-style-type: none"> <li>- Students find out the Indonesian words of some English words then</li> </ul>
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		<p>simple present tense</p> <ul style="list-style-type: none"> <li>- identify the grammatical mistakes in some sentences</li> <li>- make simple present tense sentences</li> <li>- study the explanation of passive voice</li> <li>- do a passive voice exercise</li> <li>- complete the information about patisserie ingredients</li> <li>- create a report</li> </ul>					<p>report them to their classmates.</p> <ul style="list-style-type: none"> <li>- Students study the explanation of noun phrase.</li> <li>- Students arrange jumbled words into correct noun phrases.</li> <li>- Students read a report text again then they answer some questions related to that text.</li> <li>- Students study the explanation and the generic structure of report text and discuss them with the teachers and classmates.</li> <li>- Students identify the</li> </ul>
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		<p>text individually</p> <ul style="list-style-type: none"> <li>- listen to a recording</li> <li>- formulate questions related to the recording</li> <li>- find out the Indonesian words of some English words</li> <li>- answer questions related to the recording</li> <li>- identify true or false of the recording</li> <li>- fill in the blanks</li> <li>- matching some English words</li> </ul>					<p>generic structure of report text that they have read.</p> <ul style="list-style-type: none"> <li>- Students study the explanation of simple present tense.</li> <li>- Students identify the grammatical mistakes in some sentences.</li> <li>- Students make simple present tense sentences based on verbs provided.</li> <li>- Students study the explanation about passive voice and discuss it with the teacher and classmates.</li> <li>- Students do an exercise of passive voice by</li> </ul>
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		<p>with their Indonesian words</p> <ul style="list-style-type: none"> <li>- answer questions orally</li> <li>- make a monologue</li> <li>- perform the monologue</li> </ul>					<p>changing some verbs into passive verbs.</p> <ul style="list-style-type: none"> <li>- Students complete the description of each picture about patisserie ingredients.</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>- Students write a report text individually based on the previous task.</li> </ul> <p><b>Listening and Speaking</b></p> <p><b>Observing</b></p> <ul style="list-style-type: none"> <li>- Students listen to a recording about chocolate.</li> <li>- Students find out what they know and what they want to know about that text.</li> </ul>
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							<p><b>Questioning</b></p> <p>Students formulate questions based on the things which they want to know and propose temporary answers.</p> <p><b>Collecting, Analysing, Communicating</b></p> <ul style="list-style-type: none"> <li>- Students find out the Indonesian words of some English words in the recording then report them to their classmates.</li> <li>- Students listen again the recording and do True or False task, then report them to their classmates.</li> <li>- Students listen to a recording about yeast, they fill in the blanks.</li> </ul>
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							<ul style="list-style-type: none"> <li>- Students do a vocabulary exercise by matching English words with their Indonesian words.</li> <li>- Students listen to the recording again, then they answer some questions orally.</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>- Students make a monologue based on the given information and perform it in front of the class.</li> </ul> <p><b>Homework</b></p> <p>Students make a monologue video about one of patisserie ingredients.</p>
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**COURSE GRID**  
**ENGLISH LEARNING MATERIALS FOR GRADE XI STUDENTS OF PATISSERIE STUDY PROGRAMME**  
**UNIT 3**

Core Competences	Basic Competences
1. Menghayati dan mengamalkan ajaran agama yang dianutnya.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan sebagai semangat belajar.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan.	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan	3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat ( <i>tips</i> ), sesuai dengan konteks penggunaannya.

prosedur pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.	<p>4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>).</p> <p>4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.</p>

Unit/ Topic	Learning Objective	Indicators	Materials				Activity
			Text	Vocabulary	Expression	Grammar	
Unit 3  Topic: Making pastries	At the end of this lesson, students are able to write a procedure text and perform a	Students are able to: - match some pictures of baking steps - respond to the questions related to the pictures - find out the Indonesian	- Spoken and written procedure texts about making pastry - Language features and generic structure of	Prepare, beat, mix, stir, bake, melt, add, pour, fill, spread, preheat, etc	Preheat oven to 400° F. Beat eggs and sugar. Pour some milk.	Imperative sentence V1 + O	<b>Warm-up</b> - Students study some pictures of baking steps and then they answer some questions. - Students match some pictures of baking steps with their names. - Students do a vocabulary

	monologue of procedure text.	words of some English words - respond to a procedure text - formulate questions related to the text - answer questions related to the text - study the explanation of the generic structure of procedure text - identify the generic structure of a procedure text	procedure text - List of vocabularies related to the topic - Explanation of imperative sentences. - Explanation of sequencing connectives.				exercise related to the topic. <b>Reading and Writing</b> <b>Observing</b> - Students read a procedure text entitled “How to Make Chocolate Cakes”. - Students find out what they know and what they want to know about the text. <b>Questioning</b> Students formulate questions based on the things which they want to know and propose temporary answers. <b>Collecting, Analysing, Communicating</b> - Students match English
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		<ul style="list-style-type: none"> <li>- study the explanation of imperative sentence</li> <li>- arrange jumbled words into good sentences</li> <li>- make some imperative sentences</li> <li>- make a procedure text based on the picture</li> <li>- listen to a monologue of procedure text</li> <li>- formulate questions related</li> </ul>					<p>words in Column A with their Indonesian words in Column B, then report them to their classmates.</p> <ul style="list-style-type: none"> <li>- Students read the previous text then they answer some questions related to that text.</li> <li>- Students study the explanation and the generic structure of procedure text and discuss them with the teachers and classmates.</li> <li>- Students identify the generic structure of procedure text that they have read.</li> <li>- Students study the</li> </ul>
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		<p>to the recording</p> <ul style="list-style-type: none"> <li>- find out the Indonesian words of some English words</li> <li>- answer questions related to the recording</li> <li>- study the explanation of sequencing connectives</li> <li>- arrange jumbled sentences based on the recording</li> <li>- fill in the blanks</li> <li>- make a monologue of a procedure text</li> </ul>					<p>explanation of imperative sentence and then discuss it with the teacher and friends.</p> <ul style="list-style-type: none"> <li>- Students arrange jumbled words into good sentences, and then report it to their classmates.</li> <li>- Students make imperative sentences using words given. Then, report it to their classmates.</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>- Students sequence pictures in making almond biscuit into the correct order, then they make a sentence for each picture.</li> <li>- Students make a simple</li> </ul>
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		- perform the monologue					<p>procedure text based on the correct answer in previous task.</p> <p><b>Listening and Speaking</b></p> <p><b>Observing</b></p> <ul style="list-style-type: none"> <li>- Students listen to a monologue about “How to Finish frosting smoothly”.</li> <li>- Students find out what they know and what they want to know about that text.</li> </ul> <p><b>Questioning</b></p> <p>Students formulate questions based on the things which they want to know and propose temporary answers.</p> <p><b>Collecting, Analysing, Communicating</b></p>
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							<ul style="list-style-type: none"> <li>- Students find out the Indonesian words of some English words in the recording then report them to their classmates.</li> <li>- Students listen again the recording and do a task (True or False) then report them to their classmates.</li> <li>- Students study the explanation of sequencing connectives, then discuss it with teacher and friends.</li> <li>- Students listen to a monologue about making cornbread, then they arrange jumbled sentences into a good procedure text based on the recording.</li> </ul>
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							<p>Then, report the answers to friends.</p> <ul style="list-style-type: none"> <li>- Students listen to a monologue and fill in the blanks with the words provided in the box.</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>- Students make a sentence for each picture about how to make lemon cheesecake, and then they perform the monologue orally in front of the class.</li> </ul> <p><b>Homework</b></p> <p>Students work in group of three to find a video about how to decorate a birthday cake, then they summarise it.</p>
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**APPENDIX F**

**THE FIRST DRAFT OF**

**THE MATERIALS**



# UNIT 1

## WHAT DO YOU SUGGEST?



Picture 1.1



Picture 1.2

In patisserie field, sometimes you find problems dealing with baking which cannot be solved by yourself. What will you do to overcome your problems? Have you ever asked for suggestions to others? On the other hand, have you ever given suggestion to others? How do you say it in English?

In this unit, you will learn how to ask for and give suggestions both oral and written. You will also learn how to offer something including the way to accept and refuse an offer.



## WARM UP

### Task 1

Match the pictures of baking problems below with their names.



Picture 1.3



Picture 1.4



Picture 1.5



Picture 1.6

shrunk  
burnt

stuck  
crumbly

### Task 2

Study the pictures in Task 1. Then, answer the following questions.

1. Have you ever experienced all of those baking problems?
2. What are the causes of your baking problems?
3. What do you do to solve those kinds of problems?

### Task 3

The words in the following table will help you to understand the texts in this unit. In pairs, find the Indonesian words of the English words in the box. Then, pronounce all the words after your teacher.

English	Indonesian Words
burnt (/bɜːnt/) (kk)	
cracked (/krækt/) (ks)	
crumbly (/ˈkrʌm.bli/) (ks)	
dense (/dents/) (ks)	
dry (/draɪ/) (ks)	
greasy (/ˈɡriːsi/) (ks)	
over-proved (/ˈəʊ.və r-pruːvd/) (ks)	
raw (/rɔː/) (ks)	
rise (/raɪz/) (kk)	
shrunk (/ʃrʌŋk/) (kk)	
stick (/stɪk/) (kk)	

### LET'S READ AND WRITE

#### OBSERVING

### Task 4

Read the consultation below. Then, tick (✓) and write items that you want to know.

New Message

To

Mr Luis Troyano

Subject

Cc

Bcc

Hello, Mr. Troyano. I am Debora. I am a student of patisserie study programme. Yesterday, I tried to make a sponge cake. Unfortunately, my dough was not rising. Would you mind giving me suggestion? Thank you.

Send

New Message

To

Debora

Cc Bcc

Subject

Hi, Debora. Many people think that dough won't rise unless they leave it for several hours and leave it somewhere really warm. You don't need anything special to make dough rise. I suggest you to use instant yeast as it's the most reliable. You don't need anywhere warm, just pop it on the side and it will definitely rise in one or two hours. If it doesn't rise, it might be because of the yeast – fresh yeast can be unreliable. I also advise you not to use hot water or add acidic ingredients because they can kill the yeast.

*Adapted from: BBC Good Food*

Send

No	Things I want to know	✓
1	The content of the text.	
2	The social function of the text.	
3	The generic structure of the text.	
4	The grammar used in the text.	

No	More things I want to know	✓
1	...	
2	...	
3	...	
4	...	

## QUESTIONING

### Task 5

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



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

No	Answers
1	...
2	...
3	...
4	...

### COLLECTING, ANALYSING, COMMUNICATING

#### Task 6

Below are some words taken from the text in Task 4. Find the Indonesian words from these English words. Then, share your answers with your classmates.

English	Indonesian Words
acidic (/ˈæs.ɪdɪk/) (ks)	
certain (/ˈsɜː.t ə n/) (ks)	
ingredient (/ɪnˈɡriː.di.ənt/) (kb)	
kill (/kɪl/) (kk)	
leave (/liːv/) (kk)	
pop (/pɒp/) (kk)	
reliable (/rɪˈlaɪə.bəl/) (ks)	
sponge (/spʌndʒ/) (kb)	
unfortunately (/ʌnˈfɔː.tʃ ə n.ət.li/) (kkt)	
unless (/ənˈles/) (konj)	
unreliable (/ˌʌn.rɪˈlaɪə.bəl/) (ks)	
warm (/wɔːm/) (ks)	
yeast (/jiːst/) (kb)	





## Task 7

Read the text in Task 4 again and answer the following questions.

After that, report your answers to your classmates.

1. Who is Debora?
2. What is Debora's problem?
3. What do people think about making dough?
4. What are Mr. Troyano's suggestions to Debora's problem?

## Task 8

Study the explanation below and discuss it with your classmates.

Ask your teacher if you do not understand.

### ASKING FOR AND GIVING SUGGESTION

When you are asking for and giving suggestion, you need to use specific expressions in order to indicate your purpose. The table explains some expressions which express asking for and giving suggestion.

Asking for Suggestion	Giving Suggestion
<ul style="list-style-type: none"><li>- What do you suggest?</li><li>- What would you suggest?</li><li>- Do you have any idea?</li><li>- Do you have any suggestion for me?</li><li>- Do you have any advice for me?</li><li>- Would you mind giving me your suggestion?</li></ul>	<ul style="list-style-type: none"><li>- You should ...</li><li>- You had better ...</li><li>- You ought to ...</li><li>- You might like to ...</li><li>- I advise you to ...</li><li>- I suggest you to ...</li><li>- How about ...?</li><li>- What about ...?</li></ul>

#### Formula:

You should + V1

You had better + V1

I suggest you to + V1

You ought to / might like to + V1

I advise / suggest you to + V1



#### Example:

I suggest you to **use** the instant yeast.

You should **clean** the pan first.

### Task 9

**There are some grammatical mistakes in the sentences below. Circle the mistakes and then rewrite the sentences correctly.**

1. You should pouring the milk quickly to the dough.

2. Would you mind give me suggestions for my cake?

3. I suggest you to dicing the butter first.

4. My cake is burnt. What you do suggest?

5. I advising you to mix the flour and sugar slowly.

6. Do you has any suggestions for me?

### Task 10

**Work in pairs. Match the expressions in the left side with the suitable response in the right side. Then, report your answers to your classmates.**

My cake is really shiny and greasy. What do you suggest?

Help me! My cake is stuck in the tin. It does not want to move. Do you have any idea?

Hello, sir. I am Tina. My cake is very dense. Would you mind giving me your suggestion? Thank you.

Hi, Tina. You had better add the eggs slowly to your mixture. I also suggest you to make sure that the cake mixture has enough air when you are beating it.

I suggest you to make sure that you whisk the mixture properly. You are better to keep your butter at a good temperature too.

Don't panic! You should just run a sharp knife around the edge of the cake; between the cake and the baking tin.



### Task 11

Work in pairs. Identify the expressions of asking for and giving suggestion in Task 10. Write down those expressions in the table below. Then, report your answer.

Asking for suggestion	Giving suggestion

### Task 12

Work in group of three. Alice has some problems in baking. She needs some suggestions. Please help her by writing a suggestion for each problem.

1. My cake has uneven shape.

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2. My pie is not flaky.

---

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3. My cake has pale colour.

---

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4. My cake has a gooey centre.

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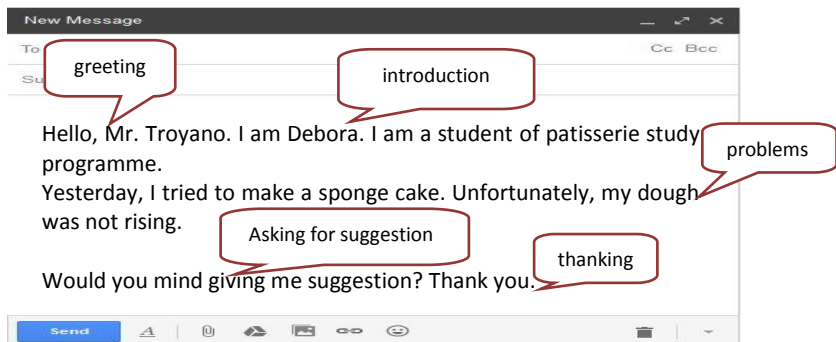
### Task 13

Study the following explanation about how to write a consultation email.

#### HOW TO WRITE A CONSULTATION EMAIL

There are some parts in writing a consultation email. First, start with greeting such as hi, hello, and dear. Second, introduce yourself such as I am Debora or my name is Debora. Next, tell your problems in detail. After that, ask his/her suggestions. Finally, say thank you to him/her.





#### Task 14

Danny has a problem with his cake. He wants to consult his problem with Mrs Stafford, but he does not know how to write it. Help him to compose an email. Phrases in the brackets give you clues on what you have to write.

The screenshot shows an email draft window titled "New Message". The "To" field is filled with "Mrs Gemma Stafford". The "Cc" and "Bcc" fields are empty. The email body contains the following text: "Hello, Mrs Stafford. I am Danny. I want to consult about my cake problem." Below this, there are five horizontal lines for additional text, each preceded by a phrase in parentheses: "(made brownies)", "(used new yeast)", "(dough was over proved)", "(ask for suggestion)", and "Thank you." At the bottom of the body, it says "Regards (Danny)". The bottom of the window shows a "Send" button and various icons for text formatting, attachments, and emojis.

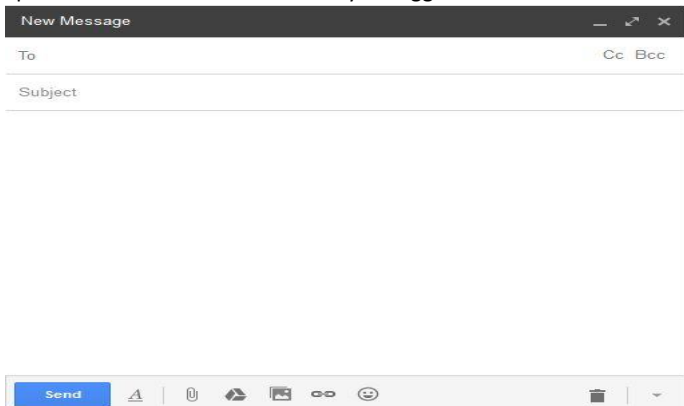


## CREATING

### Task 15

**Respond to the following baking problems by writing a simple email of suggestions based on the situation.**

1. Mark has a problem with his cake. His cake is too crumbly and falls apart when he cuts it. What would you suggest?



A screenshot of a web-based email composition window titled "New Message". It features a dark header bar with a minus, maximize, and close icon. Below the header, there are fields for "To:" and "Subject:". To the right of the "To:" field are links for "Cc" and "Bcc". The main body of the email is a large, empty white text area. At the bottom, there is a toolbar with a blue "Send" button, followed by icons for text formatting (bold, italic, underline), inserting a link, inserting an image, inserting a video, inserting a link, and an emoji icon. On the far right of the toolbar are icons for deleting the message and a dropdown arrow.

2. Martha is a student of patisserie study programme. She finds that her cake has shrunk. Do you have any suggestions for Martha?



A screenshot of a web-based email composition window titled "New Message". It features a dark header bar with a minus, maximize, and close icon. Below the header, there are fields for "To:" and "Subject:". To the right of the "To:" field are links for "Cc" and "Bcc". The main body of the email is a large, empty white text area. At the bottom, there is a toolbar with a blue "Send" button, followed by icons for text formatting (bold, italic, underline), inserting a link, inserting an image, inserting a video, inserting a link, and an emoji icon. On the far right of the toolbar are icons for deleting the message and a dropdown arrow.



## LET'S LISTEN AND SPEAK

### OBSERVING

#### Task 16

Listen to the dialogue between a pastry chef and Adam. Tick (✓) and write items that you want to know.

No	Things I want to know	✓
1	The content of the dialogue.	
2	How to ask for and give suggestion orally.	
3	The expressions of offering and their responses.	
4		

No	More things I want to know	✓
1	...	
2	...	
3	...	

### QUESTIONING

#### Task 17

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

No	Questions
1	What is the recording about?
2	...
3	...
4	...

No	Answers
1	...
2	...



3	...
4	...

## COLLECTING, ANALYSING, COMMUNICATING

### Task 18

Find the Indonesian words of the English words below. Then, pronounce after your teacher.

- ⓐ biscuit (/ˈbɪs.kɪt/) :
- ⓑ tough (/tʌf/) :
- ⓒ avoid (/əˈvɔɪd/) :
- ⓓ necessary (/ˈnes.ə.ser.i/) :
- ⓔ batter (/ˈbæt.ə r /) :

### Task 19

Listen to the dialogue in Task 16 again. Write T if the statement is true and F if the statement is false. Correct the false statements. Look at the example. Then, report your answers to your classmates.

No	Statements	T/F	Corrections
1	Adam did not have a problem in baking.	F	Adam had a problem in baking.
2	Adam was a student of patisserie study programme.		
3	Adam consulted his baking problem to his friend.		
4	The biscuits were hard and tough.		
5	The pastry chef advised Adam to add more flour than necessary.		
6	Adam should also over mixing once the flour is added.		



## Task 20

**Complete the conversation below using the words provided in the box. Then, report your work to your classmates. After that, act it out with your classmates.**

- Jack : Look! My biscuits \_\_\_\_\_ (1) too much when I bake them.  
Sofia : Yes, they are. Come here, Dave. Look at Jack's biscuits.  
Dave : Oh, they spread too much.  
Jack : Do you have any \_\_\_\_\_ (2), guys?  
Sofia : Emm, did you \_\_\_\_\_ (3) the recipe?  
Jack : Of course, Sofia. What do you \_\_\_\_\_ (4) Dave?  
Dave : Did you grease the \_\_\_\_\_ (5) before you bake them?  
Jack : I did.  
Dave : You should not \_\_\_\_\_ (6) it. The teacher did not tell us to grease it.  
Jack : Oh, I see.  
Sofia : I think my biscuits spread too much too, but I did not grease the sheet. Do you have any \_\_\_\_\_ (7)?  
Dave : Did you \_\_\_\_\_ (8) the sheet before you bake them?  
Sofia : I did. Why?  
Dave : You should not warm it, Sofia. If the sheet is too warm, it causes your biscuits spread too much when you bake them.  
Sofia : Oh I see, thanks Dave.

suggest (/sə'dʒest/)

suggestion (/sə'dʒes.tʃ ə n/)

warm (/wɔ:m/)

spread (/spred/)

idea (/aɪ'diə/)

grease (/ɡri:s/)

sheet (/ʃi:t/)

follow (/fɒl.əʊ/)

## Task 21

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

### OFFERING, ACCEPTING, AND REFUSING SOMETHING

Offering	Accepting	Refusing
- Can I get you some ...?	- I like ...	- No, thanks.
- Do you want some ...?	- Sure, I'd love to.	- No, thank





- Would you like some ...?
- May I offer you ...?
- Would you like me to get you ...?
- What would you like for ...?

- Yes. Thank you. That would be nice.
- Yes, please.
- That would be great.
- That's very kind of you. Thank you.

- you.
- No, I am okay.
- No, I am good.

## Task 22

**Work in pairs. Match the expressions in the left side with the suitable response in the right side. Then, report your answers to your classmates.**

May I offer you a delicious apple pie?

Do you want more butter?

What would you like for the topping?

Would you like me to get you more dessert?

No, thanks. It's enough.

No, thank you. I am full.

Sure, I'd love to.

I like some almonds, please.

## Task 23

**In pairs, listen to the dialogue between Diana and a Baker. While listening, complete the dialogue below with the suitable expressions in the box. Then, act it out.**

Baker : Good afternoon.

Diana : Good afternoon. I'm looking for a cake for my friend's birthday.

Baker : \_\_\_\_\_ (1)

Diana : Everything looks delicious. I'm so confused. What do you suggest?

Baker : \_\_\_\_\_ (2). It's the most popular cake at this bakery.

Diana : Unfortunately, my friend doesn't like vanilla. \_\_\_\_\_ (3)

Baker : We also have tart, red velvet, chocolate brownies, cheese cake, and many more. Do you want to taste some?

Diana : \_\_\_\_\_ (4). May I taste the cheese cake, please?



Baker : Sure.  
 Diana : It's so delicious cheese cake. She will love it. I will take this one.  
 Baker : Okay. \_\_\_\_\_ (5)  
 Diana : \_\_\_\_\_ (6). It's enough.  
 Baker : That's fine. Please go to the cashier over there.  
 Diana : Okay.

### Task 24

**Listen to the dialogue in Task 23. Identify the expressions of asking for and giving suggestion and also offering and their responses. Report it to your classmates.**

Asking for suggestion	Giving suggestion
Offering something	Responses (Accepting or Refusing)

### Task 25

**Work in pairs. Complete the following dialogue with the suitable expressions. Then, act it out.**

Laras : \_\_\_\_\_  
 Mrs Dunn : Good morning Laras.  
 Laras : \_\_\_\_\_  
 Mrs Dunn : Yes, sure.  
 Laras : I have a problem on icing my cupcake.  
 \_\_\_\_\_  
 Mrs Dunn : I suggest you to \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Laras : Thank you Mrs Dunn.  
 Mrs Dunn : \_\_\_\_\_



## CREATING

### Task 26

**In pairs, make a dialogue containing the expressions of asking for and giving suggestions and offering along with the responses based on one of the situations below. After that, perform it in front of your classmates.**

1. As a new baker, Sandy has a problem with his cake. He finds out that his cake has large air bubbles on it. Give him a suggestion.
2. Your friend wants to try to make gingerbreads, but she has a problem with making the dough. Offer her a help.

### LET'S HAVE HOMEWORK

**Find a consultation about baking problems on the Internet, and then print it out. List the expressions of asking for and giving suggestion. Please attach the web address. Do it individually.**

### LET'S SUM UP

In this unit, you learn:

1. Asking for and giving suggestion

Asking for Suggestion	Giving Suggestion
- What do you suggest?	- You had better ...
- Do you have any suggestion for me?	- You ought to ...
- Would you mind giving me your suggestion?	- You might like to ...
	- I suggest you to ...

2. Offering, accepting, and refusing something

Offering	Accepting	Refusing
- Can I get you some ...?	- Sure, I'd love to.	- No, thanks.
- Do you want some ...?	- Yes. Thank you.	- No, thank you.
- Would you like some ...?	- That would be nice.	- No, I am okay.
	- Yes, please.	



## LET'S HAVE A REFLECTION

How much do you learn from this unit? Put a tick (✓) in the right box regarding how much you have learnt.

Aspects	Very much	Much	Little
I understand how to ask for and give suggestion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Understand how to offer, accept, and refuse something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand about email.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to write an email.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I master vocabulary related to baking problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## LET'S HAVE FUN

Find the meaning of the following idioms. You may look for the information in the dictionary and Internet. Number 1 has been done as the example.

1. A piece of cake  
*Meaning: something which is very easy to do.*
2. Pie in the sky
3. Half a loaf is better than none
4. Icing on the cake
5. As flat as pancake
6. That's the way the cookie crumbles
7. As nutty as a fruitcake





## UNIT 2

### WHAT IS FLOUR?



Picture 2.1



Picture 2.2

There are many patisserie ingredients. As a pastry chef, you must know those ingredients along with their types and characteristics, so that you can bake pastries well. In this unit, you will have that information in form of report texts. Then, do you know how to produce a report text both oral and written?

In this unit, you will find much information about patisserie ingredients and how to make a report text.



## WARM UP

### Task 1

Match the pictures below with their names.



Picture 2.3



Picture 2.4



Picture 2.5



Picture 2.6

cheese

yeast

butter

flour

### Task 2

Study the pictures in Task 1. Then, answer the following questions.

1. Do you know the names of those patisserie ingredients?
2. Do you often use those ingredients?
3. Do you know the types of flour?
4. Do you know the difference of butter and margarine?



### Task 3

The words in the table will help you to understand the texts in this unit. In pairs, find the Indonesian words of the English words in the box. Then, pronounce all the words.

English	Indonesian Words
baking powder (/beɪkɪŋ 'paʊ.də r /) (kb)	
butter (/ˈbʌt.ə r /) (kb)	
cheese (/tʃiːz/) (kb)	
chocolate (/ˈtʃɒk.lət/) (kb)	
content (/ˈkɒn.tent/) (ks)	
corn flour (/kɔːn flaʊə r /) (kb)	
dissolve (/dɪˈzɒlv/) (kk)	
egg (/eg/) (kb)	
extraction (/ɪk'stræk.ʃ ə n/) (kb)	
flour (/flaʊə r /) (kb)	
force (/fɔːs/) (kk)	
fungus (/ˈfʌŋ.gəs/) (kb)	
ground (/graʊnd/) (kb)	
hard (/hɑːd/) (ks)	
honey (/ˈhʌn.i/) (kb)	
liquor (/ˈlɪk.ə r /) (kb)	
margarine (/ˌmɑː.dʒəˈriːn/) (kb)	
medium (/ˈmiː.di.əm/) (ks)	
milk (/mɪlk/) (kb)	
organism (/ˈɔː.g ə n.i.z ə m/) (kb)	
protein (/ˈprəʊ.tiːn/) (kb)	
rapid (/ˈræp.ɪd/) (ks)	
refrigerate (/rɪˈfrɪdʒ. ə r.eɪt/) (kk)	
seed (/siːd/) (kb)	
soft (/sɒft/) (ks)	
solid (/ˈsɒl.ɪd/) (ks)	
sugar (/ˈʃʊg.ə r /) (kb)	
sweetener (/ˈswiːt.nə r /) (kb)	
yeast (/jiːst/) (kb)	



## LET'S READ AND WRITE

### OBSERVING

#### Task 4

Read the text below. Then, tick (✓) and write items that you want to know.

#### WHEAT FLOUR

Wheat flour is the most common flour used in baking. It is the only flour which contains enough gluten forming proteins.



Picture 2.7

Based on its gluten-forming proteins, there are three types of wheat flour; hard flour, medium flour, and soft flour. Hard flour is flour containing a good quantity of gluten which is 12% - 13%. It is also called strong flour. The high protein or gluten content enables dough to be made since it will hold its shape and become aerated with the gas of fermenting yeast. Medium flour is flour containing 10% - 11% of protein. This flour is suitable for cake and bread which have to be chemically aerated with baking powder. Soft flour or weak flour is a flour containing 8% - 9% of protein. It is ideally suited to rich cakes, sponge, and short pastry.

*Adapted from: Patisserie by L J Hanneman*

No	Things I want to know	✓
1	The content of the text.	
2	The social function of the text.	
3	The generic structure of the text.	
4	The grammar used in the text.	

No	More things I want to know	✓
1	...	
2	...	
3	...	



## QUESTIONING

### Task 5

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

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

No	Answers
1	...
2	...
3	...
4	...

## COLLECTING, ANALYSING, COMMUNICATING

### Task 6

Below are some words taken from the text in Task 4. Find the Indonesian words from these English words. Then, share your answers with your classmates.

English	Indonesian Words
aerate (/eə'reit/) (kk)	
chemically (/ˈkem.i.li/) (kkt)	
common (/ˈkɒm.ən/) (ks)	
enable (/i'nei.bl/) (kk)	
fermenting (/fə'mentɪŋ/) (kk)	
gluten (/ˈgluː.t ə n/) (kb)	
ideally (/aɪ'di.ə.li/) (kkt)	
short pastry (/ʃɔ:t 'peɪ.stri/) (kb)	
suit (/s j u:t/) (kk)	



suitable (/ˈs j u:.tə.b l /) (ks)	
wheat flour (/wi:t fləʊə r /) (kb)	

### Task 7

**Study the following explanation about noun phrase used in reporting patisserie ingredients and discuss it with your classmates. Ask your teacher if you do not understand.**

#### NOUN PHRASE

There are some phrases used in reporting patisserie ingredients. A phrase is a group of words which form a grammatical unit. A noun phrase is a group of words with a noun as the main part or head word. The words before the head word can be an adjective, a noun, and a Verb-ing or Verb-ed.

You will find these noun phrases in the report texts in this unit:

- ☞ wheat flour -> wheat + flour  
noun + noun
- ☞ gluten forming proteins -> gluten + forming + proteins  
noun + Verb-ing + noun
- ☞ single celled fungi -> single + celled + fungi  
adjective + Verb-ed + noun
- ☞ cocoa seeds -> cocoa + seeds  
noun + noun
- ☞ active dry yeast -> active + dry + yeast  
adjective + adjective + noun

### Task 8

**Arrange the following jumbled words into correct noun phrases and write the meaning. Then, share your answers with your classmates. Number 1 has been done as the example.**

- content, fat, milk -> milk fat content = kandungan lemak susu
- herbs, dried ->
- products, dairy ->
- sucrose, pure, refined ->



5. moisture, high, content ->
6. quality, butter, best ->
7. oil, food, content, high ->

### Task 9

**Read the text in Task 4 again and answer the following questions.**

**After that, report your answers to your classmates.**

1. What is the content of the first paragraph?
2. What does the second paragraph tell us about?
3. How many types of wheat flour? Mention them.
4. Does strong flour usually used to make short pastry?

### Task 10

**Study the explanation about report text below and discuss it with your classmates. Ask your teacher if you do not understand.**

#### REPORT TEXT

Report text is a text which presents information about a general subject.

Generic structure:

1. Title
2. General classification  
Statements which describe the common subject of the report, common description, and classification.
3. Bundles of specific information  
Tells the phenomenon under discussion in terms of parts, qualities, etc

Language Features:

1. Using simple present tense
2. Using general nouns and technical terms
3. Using relating verbs (to be: is, am, are) to describe features
4. Using timeless present tense (e.g. often, usually, sometimes) to indicate usualness
5. Using descriptive language that is factual than imaginative



### Task 11

Read the following report text about wheat flour again and identify the generic structure of the text. Then, report your work to your classmates.

#### WHEAT FLOUR

Wheat flour is the most common flour used in baking. It is the only flour which contains enough gluten-forming proteins.

Based on its gluten-forming proteins, there are three types of wheat flour; hard flour, medium flour, and soft flour. Hard flour is flour containing a good quantity of gluten which is 12% - 13%. It is also called strong flour. The high protein or gluten content enables dough to be made since it will hold its shape and become aerated with the gas of fermenting yeast. Medium flour is flour containing 10% - 11% of protein. This flour is suitable for cake and bread which have to be chemically aerated with baking powder. Soft flour or weak flour is a flour containing 8% - 9% of protein. It is ideally suited to rich cakes, sponge, and short pastry.

}

}

}

### Task 12

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

#### SIMPLE PRESENT TENSE

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



## 1. Positive statement

Subject	Verb 1 / verb 1+(s/es)	Object	Adverb
The high protein	enables	the dough	to be made.
Instant yeast	contains	activators.	-
Rapid rise yeasts	work	-	very quickly.

Subject	To be	Complement	Adverb
Wheat flour	is	the most common flour	used in baking.
There	are	several types of chocolate.	-
This flour	is	suitable	for cake and bread.

## 2. Negative statement

Subject	Do not/ doesn't	Verb 1	Object	Adverb
The high protein	doesn't	enable	the dough	to be made.
Active dry yeasts	do not	work	-	very quickly.

Subject	To be (not)	Complement	Adverb
Wheat flour	is not	the most common flour	used in baking.
This flour	is not	suitable	for cake and bread.



### 3. Interrogative statement

Auxiliary (do, does, modal)	Subject	Verb 1	Object	Adverb
Does	yeast	belong to	fungus?	-
Do	the pastry chefs	bake	the cake	perfectly?
Should	we	use	instant yeast	more often?

### Task 13

Identify the grammatical mistakes in the following sentences by underlining them. Then, correct them. Number 1 has been done as the example.

1. There is three types of wheat flour.  
Correction: There are three types of wheat flour.
2. Bittersweet chocolate typically containing at least 50 percent chocolate liquor.  
Correction:
3. It work very quickly.  
Correction:
4. They is active dry yeast, rapid rise yeast, and instant dry yeast.  
Correction:
5. Instant yeast do not need to be dissolved in warm water.  
Correction:
6. Is we need to dissolve the instant yeast?  
Correction:

### Task 14

Work in pairs. Make 5 simple present tense sentences based on the verbs provided.

1. belong to

---

2. contains

---

3. refrigerate

---



4. use

5. bake

### Task 15

Study the following explanation about passive voice and discuss it with your classmates. Ask your teacher if you do not understand.

#### PASSIVE VOICE

In writing a report text, sometimes you need to use passive sentences. Passive sentences make the text more formal and impersonal. Below is the formula of passive voice:

**Subject + to be (is/are) + Verb 3/Past Participle**

Examples:

It is called strong flour.

It is ideally suited to rich cakes, sponge, and short pastry.

### Task 16




Work in pairs. Change the words in the brackets into passive forms. Then, report your answers to your classmates.

1. Instant yeast \_\_\_\_\_ (recommend) as it is most reliable.
2. Wheat flour \_\_\_\_\_ (make) from wheat.
3. Chocolate \_\_\_\_\_ (extract) from cocoa beans.
4. Gelatin \_\_\_\_\_ (use) as gelling agent.
5. Cheeses \_\_\_\_\_ (categorise) in many ways.

### Task 17

Work in group of three. Study the following pictures about patisserie ingredients. Complete the description of each picture in the provided boxes. Report your work to your classmates.



Pictures	Descriptions
 <p data-bbox="246 442 346 463">Picture 2.8</p>	<p data-bbox="498 174 567 195">Name:</p> <p data-bbox="498 205 715 225">General information:</p>  <p data-bbox="498 361 695 381">Function in baking:</p>
 <p data-bbox="239 815 338 835">Picture 2.9</p>	<p data-bbox="498 546 567 566">Name:</p> <p data-bbox="498 576 715 596">General information:</p>  <p data-bbox="498 732 695 752">Function in baking:</p>
 <p data-bbox="249 1166 359 1186">Picture 2.10</p>	<p data-bbox="498 917 567 937">Name:</p> <p data-bbox="498 947 715 968">General information:</p>  <p data-bbox="498 1103 695 1124">Function in baking:</p>





## CREATING

### Task 18

Based on the information of the pictures in Task 17, write a simple report text by referring to them. You may choose one of them. Do it individually.

Title
_____
General Classification:
_____
_____
_____
Description:
_____
_____
_____
_____
_____

## LET'S LISTEN AND SPEAK

## OBSERVING

### Task 19

Listen to the monologue entitled chocolate. Tick (✓) and write items that you want to know.

No	Things I want to know	✓
1	The content of the monologue.	
2		



3		
---	--	--

No	More things I want to know	√
1	...	
2	...	
3	...	

## QUESTIONING

### Task 20

Formulate relevant questions based on the items you want to know in Task 19. Then, provide your temporary answers for the questions. Number 1 has been done as the example.

No	Questions
1	What is the recording about?
2	...
3	...

No	Answers
1	...
2	...
3	...

## COLLECTING, ANALYSING, COMMUNICATING

### Task 21

Find the Indonesian words of the English words below. Then, pronounce after your teacher.

- |  |   |
|--|---|
| kernel (/ˈkɜːn ə l/)                     | : |
| liquor (/ˈlɪk.ə r /)                     | : |
| pharmaceutical (/ˌfɑːməˈsuː.tɪ.k ə l/)   | : |
| approximately (/əˈprɒk.sɪ.mət.li/)       | : |
| interchangeably (/ˌɪn.təˈtʃeɪn.dʒə.bli/) | : |
| confectionery (/kənˈfek.ʃ ə n.ri/)       | : |



### Task 22

Listen to the recording entitled chocolate again and decide whether the statements are true or false. Write T if the statement is true and F if the statement is false. Correct the false statements. Then, report your work to your classmates. Number 1 has been done as the example.

No	Statements	T/F	Corrections
1	The extraction and processing of chocolate from cacao beans is a simple process.	F	The extraction and processing of chocolate from cacao beans is a lengthy and complex process.
2	The first stage of processing chocolate involves crushing the kernels into a paste.		
3	Cocoa butter cannot be used as cosmetic.		
4	Unsweetened chocolate contains 50 percent of sugar.		
5	Unsweetened chocolate is well-known as baking chocolate.		
6	Semisweet chocolate contains 15 percent chocolate liquor, 35 percent cocoa butter, and 40 percent sugar.		

### Task 23

Listen to the monologue and complete the text below. Report your work to your classmates. Then, act it out in front of the class.

#### YEAST

The word "yeast" comes from the Sanskrit 'yas' meaning "to seethe or boil". Yeast is a living \_\_\_\_\_ (1) and is in the air around us. It is a



member of the fungus family and is a single celled fungi of which there are about 160 \_\_\_\_\_ (2) species. Baker's yeast as well as brewer's yeast belong to the *Saccharomyces cerevisiae* species. Louis Pasteur in the 1850's is credited with first discovering and understanding the \_\_\_\_\_ (3) process which led to the development and cultivation of the yeast we use today.

Baker's yeast, like baking powder or \_\_\_\_\_ (4), is used to leavened baked goods. The difference between these two leaveners is that baking powder or baking soda \_\_\_\_\_ (5) chemically to produce the carbon dioxide that makes the baked goods rise. Yeast, on the other hand, is a living organism and the carbon dioxide it produces is the result of the yeast feeding on the dough.

There are \_\_\_\_\_ (6) types of yeast used in baking. They are active dry yeast, rapid rise yeast, and instant dry yeast. Active dry yeast is the \_\_\_\_\_ (7) yeast which needs to be dissolved in warm water with a sprinkle of sugar to activate it. Rapid rise yeast contains a high concentration of \_\_\_\_\_ (8), so that it works very quickly. Instant yeast contains activators, so that the baker can add it straight to recipes without \_\_\_\_\_ (9). Instant yeast is not recommended for \_\_\_\_\_ (10) or frozen dough.

*Adapted from: <http://www.joyofbaking.com/Yeast.html>*

## Task 24

**Listen the monologue in Task 23 again and answer the following questions orally.**

1. What is yeast?
2. What is the difference between yeast and baking powder or baking soda?
3. Mention three types of yeast.
4. Tell your friends about active dry yeast.
5. What is instant yeast? Explain it.

## Task 25

**Below are some words taken from the text in Task 23. In pairs, match the words in Column A with their suitable meanings in Column B. Report your work to your classmates. Then, pronounce them after your teacher.**



### Column A

boil  
living  
fungus  
discover  
fermentation  
cultivation  
leaven  
goods  
single-celled  
recommended

### Column B

bersel satu  
barang-barang  
menemukan  
mengembangkan  
penanaman  
hidup  
jamur  
direkomendasikan  
merebus  
fermentasi

## CREATING

### Task 26

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

- ☞ Made from milk
- ☞ The colour is usually yellow or white
- ☞ Nutrition (amount per 1 slice): calories 113, total fat 9 g, protein 7 g
- ☞ How cheese is made: bring the milk up to temperature and add the starter culture, add a coagulant, form and mold the curd and drain the whey, salt the cheese, age the cheese
- ☞ There are 6 types of cheese usually used in baking: farmer and baker's cheeses, ricotta cheese, cream cheese, mozzarella cheese, cheddar cheese, parmesan cheese

## LET'S HAVE HOMEWORK

**Make a monologue video about one of patisserie ingredients that you usually use in baking. Find the information in the Internet. Do it individually.**

## LET'S SUM UP

In this unit, you learn:

1. Report text is a text which presents information about a general subject.

Generic structure: title, general classification, and bundles of specific information

Language Features: using simple present tense, general nouns, technical terms, relating verbs (to be: is, am, are) to describe features, and timeless present tense (e.g. often, usually, sometimes) to indicate usualness

2. Simple present tense

- a. Positive statement

Subject + Verb 1 / verb 1+(s/es) + Complement + Object + Adverb

- b. Negative statement

Subject + Don't/doesn't + Verb 1 + Complement + Object + Adverb

- c. Interrogative statement

Auxiliary + Subject + Verb 1 + Object + Adverb

- d. Passive voice

Subject + to be (is/are) + Verb 3/Past Participle

## LET'S HAVE A REFLECTION

**How much do you learn from this unit? Put a tick (✓) in the right box regarding how much you have learnt.**

Aspects	Very much	Much	Little
I understand how to produce a report text both oral and written	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



I understand about noun phrase.	<input type="text"/>	<input type="text"/>	<input type="text"/>
I understand about simple present tense.	<input type="text"/>	<input type="text"/>	<input type="text"/>
I understand about passive voice.	<input type="text"/>	<input type="text"/>	<input type="text"/>
I master vocabulary related to the ingredients and their information.	<input type="text"/>	<input type="text"/>	<input type="text"/>

### LET'S HAVE FUN

Find some vocabularies about patisserie ingredients in the following puzzle. Look at the example.

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





# UNIT 3

## HOW TO MAKE CHOCOLATE CAKES?



Picture 3.1



Picture 3.2

After you are graduated from vocational high school, you are expected to have your own business related to patisserie like being a pastry chef. Being a pastry chef requires an ability to make pastries well. In this unit, you will have that information in the form of procedure texts. Then, do you know how to produce a procedure text both oral and written?

In this unit, you will find much information about steps in making pastries and some tips in baking and icing pastries.





## WARM UP

### Task 1

Study the steps below. Then, answer the questions.

Step 1



Picture 3.3

Step 2



Picture 3.4

Step 3



Picture 3.5

1. Do you know the name of the steps above?
2. Do you always do those steps in making pastries?
3. What kind of ingredients do you need in those steps?
4. What kind of equipments do you need in those steps?
5. Can you tell those steps in detail?



## Task 2

The following pictures are the steps in making pastries. Match the steps below with their names.



Picture 3.6

.....



Picture 3.7

.....



Picture 3.8

.....



Picture 3.9

.....



Picture 3.10

.....



Picture 3.11

.....

icing  
measuring

rolling  
kneading

creaming  
testing



### Task 3

The words in the table will help you to understand the texts in this unit. In pairs, find the Indonesian words of the English words in the box. Then, pronounce all the words after your teacher.

English	Indonesian Words
prepare (/priˈpeə r /) (kk)	
beat (/bi:t/) (kk)	
mix (/mɪks/) (kk)	
stir (/stɜː r /) (kk)	
melt (/melt/) (kk)	
add (/æd/) (kk)	
pour (/pɔː r /) (kk)	
fill (/fɪl/) (kk)	
spread (/spred/) (kk)	
preheat (/ˌpriːˈhi:t/) (kk)	
briskly (/ˈbrɪsk.li/) (kkt)	
icing (/ˈaɪ.sɪŋ/) (kb)	
knead (/ni:d/) (kk)	
dice (/daɪs/) (kk)	
cream (/kri:m/) (kb)	
batter (/ˈbæt.ə r /) (kb)	
roll (/rɒl/) (kk)	
test (/ˈtes.t/) (kk)	
measure (/ˈmeɜ.ə r /) (kk)	
semisweet (/sem.iˌswi:t t/) (kb)	
frost (/frɒst/) (kk)	
smoothly (/ˈsmuːð.li/) (kkt)	
machine (/məˈʃi:n/) (kb)	
yolk (/jɒk/) (kb)	
fluffy (/ˈflʌf.i/) (ks)	
scoop (/sku:p/) (kk)	
whisk (/wɪsk/) (kk)	
rest (/rest/) (kk)	



## LET'S READ AND WRITE

### OBSERVING

#### Task 4

Read the text below. Then, tick (✓) and write items that you want to know.

#### How to Make Chocolate Cakes (for 15 pieces)

Ingredients:

4 eggs

1 ¼ cups sugar

¼ cup oil

¼ cup orange juice

2 ¼ cups flour

1 tbsp baking powder

3 tbsp cocoa powder

1 ¼ cups semisweet chocolate



Picture 3.12

Steps:

First, preheat oven to 400° F.

Second, beat eggs and sugar until light and creamy.

Third, add oil and juice.

Then, mix the flour with baking powder and cocoa powder.

Next, pour the batter into prepared pan.

Then, bake it in the oven for 40-45 minutes.

Finally, spread it with melted semisweet chocolate.

*Adapted from: 1 Batter-50 Cakes*

No	Things I want to know	✓
1	The content of the text.	
2	The social function of the text.	
3	The generic structure of the text.	
4	The grammar used in the text.	



No	More things I want to know	√
1	...	
2	...	
3	...	
4	...	

## QUESTIONING

### Task 5

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

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

No	Answers
1	...
2	...
3	...
4	...

## COLLECTING, ANALYSING, COMMUNICATING

### Task 6

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



### Column A

baking powder  
semisweet chocolate  
light  
creamy  
spread  
melted

### Column B

ringan  
meleleh  
olesi  
pengembang  
berkrim  
cokelat hitam

## Task 7

**Read the text in Task 4 again and answer the following questions. After that, report your answers to your classmates.**

1. What are the ingredients to make chocolate cakes?
2. What are the equipments needed to make chocolate cakes?
3. How many pieces of cakes can be served based on that recipe?
4. What is the fourth step in making chocolate cakes?
5. Write down the steps in making chocolate cakes with your own words.

## Task 8

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

### PROCEDURE TEXT

Definition:

A procedure text is a text type which explains the readers how to do something, how to make something, or how to use something.

Generic Structure:

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

Language Features:

1. Using imperative sentences (e.g. bake, preheat, stir, mix, etc).
2. Using sequencing connectives (e.g. first, second, then, next, etc).



### Task 9

Read again the following procedure text about how to make chocolate cakes and identify the generic structure of it. Report your answer to your classmates.

#### How to Make Chocolate Cake

##### Ingredients:

4 eggs  
1 ¼ cups sugar  
¼ cup oil  
¼ cup orange juice  
2 ¼ cups flour  
1 tbsp baking powder  
3 tbsp cocoa powder  
1 ¼ cups semisweet chocolate

##### Steps:

First, preheat oven to 400° F.  
Second, beat eggs and sugar until light and creamy.  
Third, add oil and juice.  
Then, mix the flour with baking powder and cocoa powder.  
Next, pour the batter into prepared pan.  
Then, bake it in the oven for 40-45 minutes.  
Finally, spread it with melted semisweet chocolate.

}

}

}

*Adapted from: 1 Batter-50 Cakes*

### Task 10

Study the explanation below about imperative sentences and discuss it with your classmates. Ask your teacher if you do not understand.



### IMPERATIVE SENTENCE

When you write a procedure text, use imperative sentences.

Then what is an imperative sentence?

An imperative sentence is a sentence which gives advice or instruction, request or command. The formula is:

**Verb + Object + Adverb**

Examples:

Preheat the oven into 400°F.

Beat the eggs.



#### Task 11

**Arrange the jumbled words below into good imperative sentences.**

**Then, report your answers to your classmates.**

1. dough – the – about – knead – 10 minutes – for.
2. flour – the – mix – ginger – and – together – the.
3. pan – prepared – into – pour – batter – the.
4. icing – the – add – bag – icing – into – the.
5. the – dice – small – butter – into – beat – cubes – with – together – sugar – and.

#### Task 12

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

1. knead

---

2. stir

---

3. melt

---

4. beat

---





## CREATING

### Task 13

Sequence the pictures in making almond biscuits below into a correct order. Then, make a sentence for each picture. Do it individually.



Picture 3.13



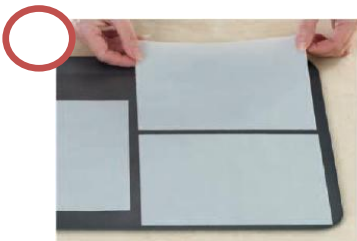
Picture 3.14



Picture 3.15



Picture 3.16



Picture 3.17



Picture 3.18



### Task 14

Make a simple procedure text based on the correct answer of Task 13. You may look for the recipe on the Internet.

## LET'S LISTEN AND SPEAK

### OBSERVING

### Task 15

Listen to the monologue entitled "How to Finish Frosting smoothly". Tick (✓) and write items that you want to know.

No	Things I want to know	✓
1	The content of the monologue.	
2	How to tell a procedure text orally.	
3	...	
4	...	

No	More things I want to know	✓
1	...	
2	...	
3	...	
4	...	

### QUESTIONING

### Task 16

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

No	Questions
1	What is the recording about?
2	...
3	...



No	Answers
1	...
2	...
3	...

## COLLECTING, ANALYSING, COMMUNICATING

### Task 17

Find the Indonesian words of the English words below. Then, pronounce after your teacher.

heat (/hi:t/)	:
slightly (/ˈslaɪt.li/)	:
excess (/ek'ses/)	:
spoil (/spɔɪl/)	:
retaining (/ri'teɪn ɪŋ/)	:
blade (/bleɪd/)	:

### Task 18

Listen to the monologue in Task 15 again. Write T if the statement is true and F if the statement is false. Correct the false statements. Look at the example. Then, report your answers to your classmates.

No	Statements	T/F	Corrections
1	The name of the programme is "Baking News".	F	The name of the programme is "Baking Tips".
2	The today's topic is how to finish frosting roughly.		
3	There are three steps of finishing based on the recording.		



4	The metal knife should be dipped in cold water.		
5	The knife must be wiped quickly.		
6	In the final step, you should use the full extent of the blade.		

### Task 19

Study the explanation about sequencing connectives below. Discuss it with your friends. Ask your teacher if you do not understand.

#### SEQUENCING CONNECTIVES

In a procedure text, sequencing connectives are used to help developing the sequence of ideas. They also enable you to show chronological order. Sequencing connectives include: **first, second, next, then, after that, before, finally, etc.**



Examples:

First, prepare the ingredients and equipments.  
Then, measure the flour.

### Task 20

You will hear a woman explaining the recipe in making cornbread. While listening, arrange the jumbled sentences into a good procedure text by giving a number to the box. Then, underline the sequencing connectives. After that, report your answers to your classmates.

Then, in a bowl, whisk together the eggs, melted butter, and milk.

Then, add the remaining milk mixture and stir them until smooth.



- ☐ After that, sift the cornmeal, flour, sugar, baking powder, and salt into a bowl. Don't forget to add the corn.
- ☐ First, preheat the oven to 220°C.
- ☐ Next, pour three-quarters of the milk mixture into the flour mixture and stir them.
- ☐ Second, oil the pan with butter and place it in oven.
- ☐ Next, quickly brush the top with butter and bake it for 20 – 25 minutes.
- ☐ After that, carefully take the hot pan out of the oven and pour the batter.
- ☐ Finally, your cornbread is ready.

### Task 21

**Listen to a monologue about how to make red velvet lava cake. While listening, fill in the blanks with the words provided in the box. After that, share your answers to your classmates.**

#### How to Make Red Velvet Lava Cake

First, \_\_\_\_\_ (1) the oven to 190°C.

Second, melt the butter and \_\_\_\_\_ (2) chocolate together.

Then, whisk the eggs and \_\_\_\_\_ (3) in a large bowl.

When they are double in size and \_\_\_\_\_ (4), slowly add the sugar bit by bit. Keep whisking until fully \_\_\_\_\_ (5).



Picture 3.19

Next, while the machine is running, add the red food \_\_\_\_\_ (6), vanilla and melted \_\_\_\_\_ (7) mixture.

After that, turn off the machine and \_\_\_\_\_ (8) the cocoa, flour and \_\_\_\_\_ (9) over the eggs mixture.

Then, gently fold in the dry \_\_\_\_\_ (10) to the batter and stir until just combined.

Next, \_\_\_\_\_ (11) the mugs really well. Scoop one cup \_\_\_\_\_ (12) to each mug and make it until 6 in total.

After that, place the mugs on a \_\_\_\_\_ (13) and bake until the sides of the cake are set but the centers are still soft. It will need around 18 to 22 minutes.

Next, let the cakes rest for 5 minutes.

Then, \_\_\_\_\_ (14) them onto dessert plates.

Finally, serve the cakes immediately with ice cream and \_\_\_\_\_ (15) with sugar.

*Adapted from: Red Velvet Lava Cake by Gemma Stafford*

baking sheet (/beɪkɪŋ ʃi:t/)

cinnamon (/ˈsɪn.ə.mən/)

incorporated (/ɪnˈkɔː.p ə r.eɪt/)

preheat (/ˌpriːˈhi:t/)

ingredients (/ɪnˈɡriː.di.ənt/)

invert (/ɪnˈvɜːt/)

measure (/ˈmeɪ.ʒ ə r /)

coloring (/ˈkʌl. ə r.ɪŋ/)

egg yolks (/eg jəʊks/)

sieve (/sɪv/)

chocolate (/ˈtʃɒk.lət/)

dusted (/dʌstɪd/)

white (/waɪt/)

fluffy (/ˈflʌf.i/)

grease (/ɡriːs/)

## CREATING

### Task 22

**Make a sentence for each picture about how to make lemon cheesecake based on the following pictures. Then, perform it in front of the class.**



1



Picture 3.20

2



Picture 3.21

3



Picture 3.22

4



Picture 3.23

5



Picture 3.24

6



Picture 3.25

7



Picture 3.26

8



Picture 3.27



9



Picture 3.28

10



Picture 3.29

11



Picture 3.30

12



Picture 3.31

### LET'S HAVE HOMEWORK

**Work in group of three. Find a video about how to decorate a birthday cake in the Internet. Make a summary by listing the equipments, ingredients, and steps used in that video. Then, present the result to your classmates.**

### LET'S SUM UP

In this unit, you learn:

#### 1. Procedure Text

A procedure text is a text type which explains the readers how to do something, how to make something, or how to use something.

Generic Structure:

Goal / aim (title), Materials / tools / equipments, Steps / methods





Language Features:

- Using imperative sentences (e.g. bake, preheat, stir, mix, etc).
- Using sequencing connectives (e.g. first, second, then, next, etc).

2. Imperative Sentences

Imperative sentence is a sentence which gives advice or instruction, request or command. The formula is: Verb + Object + Adverb

3. Sequencing Connectives

Sequencing connectives are used to help developing the sequence of ideas. They also enable you to show chronological order. Sequencing connectives include: first, second, next, then, after that, before, finally, etc.

### LET'S HAVE A REFLECTION

How much do you learn from this unit? Put a tick (✓) in the right box regarding how much you have learnt.

Aspects	Very much	Much	Little
I understand how to produce a procedure text both oral and written	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand about imperative sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand about sequencing connectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I master vocabulary related to procedures in making pastries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### LET'S HAVE FUN

Do the crosswords puzzle related to steps in making cake below.

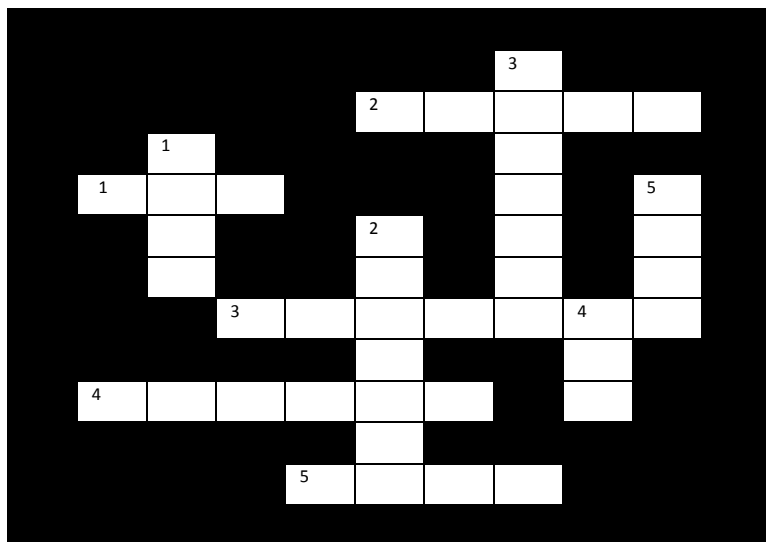
Across:

1. to combine
2. to press the dough firmly and repeatedly with hands and fingers
3. to heat an oven to a particular temperature before putting the dough in it
4. to cover something until wide
5. to mix something repeatedly using spoon



Down:

1. to make something full
2. to make something ready
3. to discover the exact amount of the ingredients
4. to put something to increase the number of it
5. to turn something solid into soft or liquid





# APPENDICES

## APPENDIX 1

### LISTENING TRANSCRIPT

#### UNIT 1

##### Task 16

**Listen to the dialogue between a pastry chef and Adam. Tick (✓) and write items that you want to know.**

- Adam : Good morning, ma'am. I am Adam, a student of patisserie study programme.
- Pastry chef : Good morning, Adam. May I offer you some helps?
- Adam : Yes, please. I have a problem with my biscuit.
- Pastry chef : Let me see.
- Adam : My biscuits are always hard and tough. Do you have any advice for me?
- Pastry chef : Yes. I advise you to avoid adding more flour than necessary to the biscuit batter.
- Adam : I see. Do you have any other suggestion, ma'am?
- Pastry chef : You should also avoid over mixing once the flour is added.
- Adam : Okay. Thank you for your suggestions, ma'am.
- Pastry chef : You're welcome.

##### Task 23

**In pairs, listen to the dialogue between Diana and a Baker. While listening, complete the dialogue below with the suitable expressions in the box. Then, act it out.**

- Baker : Good afternoon.
- Diana : Good afternoon. I'm looking for a cake for my friend's birthday.
- Baker : What would you like for your friend?
- Diana : Everything looks delicious. I'm so confused. What do you suggest?
- Baker : I suggest you this vanilla cake. It's the most popular cake at this bakery.
- Diana : Unfortunately, my friend doesn't like vanilla. Do you have any other ideas?



- Baker : We also have tart, red velvet, chocolate brownies, cheese cake, and many more. Do you want to taste some?
- Diana : Sure I'd love to. May I taste the cheese cake, please?
- Baker : Sure.
- Diana : It's so delicious cheese cake. She will love it. I will take this one.
- Baker : Okay. Do you want some other cakes?
- Diana : No, thanks. It's enough.
- Baker : That's fine. Please go to the cashier over there.
- Diana : Okay.

## UNIT 2

### Task 19

**Listen to the monologue entitled chocolate. Tick (✓) and write items that you want to know.**

### CHOCOLATE

Chocolate is one of ingredients used in baking. Chocolate is a sweet, usually brown, food made from cacao seeds.

The extraction and processing of chocolate from cacao beans are a lengthy and complex process. The first stage involves crushing the kernels into a paste. At this point, it is completely unsweetened and is called chocolate liquor. The liquor is then further ground to give it a smoother, finer texture, and sweeteners and other ingredients may be added. The liquor may also be pressed to force out most of the cocoa butter. The solids that are left are ground into cocoa powder. Cocoa butter is combined with chocolate liquor to make baking and eating chocolates, or it may simply be flavored and sweetened to make white chocolate. Cocoa butter also has numerous pharmaceutical and cosmetic uses.

There are several types of chocolate. The first type is unsweetened chocolate. It is also known as bitter or baking chocolate. Unsweetened chocolate contains no sugar. It is approximately 95 percent chocolate liquor and 5 percent cocoa butter. The second type is bittersweet chocolate. It typically contains at least 50 percent chocolate liquor, 15 percent cocoa butter, and 35 to 50 percent sugar. The third type is semisweet chocolate. It



contains at least 35 percent chocolate liquor, 15 percent cocoa butter, and 40 percent sugar. This chocolate may be used interchangeably with bittersweet in most recipes. The other types are couverture chocolate, milk chocolate, sweet chocolate, white chocolate, and confectionery coating.

*Adapted from: Mastering the Art and Craft Baking and Pastry*

### **Task 23**

**Listen to the monologue and complete the text below. Report your work to your classmates. Then, act it out in front of the class.**

#### **YEAST**

The word "yeast" comes from the Sanskrit 'yas' meaning "to seethe or boil". Yeast is a living organism and is in the air around us. It is a member of the fungus family and is a single celled fungi of which there are about 160 different species. Baker's yeast as well as brewer's yeast belong to the *Saccharomyces cerevisiae* species. Louis Pasteur in the 1850's is credited with first discovering and understanding the fermentation process which led to the development and cultivation of the yeast we use today.

Baker's yeast, like baking powder and baking soda, is used to leavened baked goods. The difference between these two leaveners is that baking powder and baking soda react chemically to produce the carbon dioxide that makes the baked goods rise. Yeast, on the other hand, is a living organism and the carbon dioxide it produces is the result of the yeast feeding on the dough.

There are three types of yeast used in baking. They are active dry yeast, rapid rise yeast, and instant dry yeast. Active dry yeast is the traditional yeast which needs to be dissolved in warm water with a sprinkle of sugar to activate it. Rapid rise yeast contains a high concentration of activators, so that it works very quickly. Instant yeast contains activators, so that the baker can add it straight to recipes without dissolving. Instant yeast is not recommended for refrigerated or frozen dough.

*Adapted from: <http://www.joyofbaking.com/Yeast.html>*



## UNIT 3

### Task 15

**Listen to the monologue entitled “How to Finish Frosting smoothly”. Tick (✓) and write items that you want to know.**

Hello everyone, back to our lovely programme “Baking Tips” today with me, Paula. Today I am going to tell you how to finish frosting smoothly. First, you need to dip a large and flexible metal knife in hot water. The heat will melt the frosting slightly and smoothing its surface as you work. Then, wipe the knife quickly to remove any excess water that might spoil the frosting while retaining the heat in the blade. Finally, work around the sides of the cake. Use the full extent of the blade to sweep the frosting on the top into a perfectly smooth finish.

That’s all how to finish frosting smoothly. You may start practicing at home. See you next week.

*Adapted from: 101 Essential Tips Baking by Caroline Bretherton*

### Task 20

**You will hear a woman explaining the recipe in making cornbread. While listening, arrange the jumbled sentences into a good procedure text by giving a number to the box. Then, underline the sequencing connectives. After that, report your answers to your classmates.**

Hi, I am Caroline Bretherton. Today I will demonstrate how to make cornbread. Cornbread is a traditional American loaf which is an accompaniment to soups and stews. In making cornbread, you will need 200g of corn’s kernels, 4 tablespoons of unsalted butter and extra butter for greasing. You also need 1 ¼ cups of yellow cornmeal, ¾ cup of flour, ¼ cup of sugar, 1 tablespoon of baking powder, 1 tablespoon of salt, 2 large eggs, and 1 ¼ cups of milk.

First, preheat the oven to 220°C. Second, oil the pan with butter and place it in oven. After that, sift the cornmeal, flour, sugar, baking powder, and salt into a bowl. Don’t forget to add the corn. Then, in a bowl, whisk together the eggs, melted butter, and milk. Next, pour three-quarters of the



milk mixture into the flour mixture and stir them. Then, add the remaining milk mixture and stir them until smooth. After that, carefully take the hot pan out of the oven and pour the batter. Next, quickly brush the top with butter and bake it for 20 – 25 minutes. Finally, your cornbread is ready.

That's all how to make cornbread.

## Task 21

**Listen to a monologue about how to make red velvet lava cake. While listening, fill in the blanks with the words provided in the box. After that, retell the procedure in front of the class.**

### How to Make Red Velvet Lava Cake

First, preheat the oven to 190°C.

Second, melt the butter and white chocolate together.

Then, whisk the eggs and egg yolks in a large bowl. When they are double in size and fluffy, slowly add the sugar bit by bit. Keep whisking until fully incorporated.

Next, while the machine is running, add the red food coloring, vanilla and melted chocolate mixture.

After that, turn off the machine and sieve the cocoa, flour and cinnamon over the eggs mixture.

Then, gently fold in the dry ingredients to the batter and stir until just combined.

Next, grease the mugs really well. Scoop one cup measure to each mug and make it until 6 in total.

After that, place the mugs on a baking sheet and bake until the sides of the cake are set but the centers are still soft. It will need around 18 to 22 minutes.

Next, let the cakes rest for 5 minutes.

Then, invert them onto dessert plates.

Finally, serve the cakes immediately with ice cream and dusted with sugar.

*Adapted from: Red Velvet Lava Cake by Gemma Stafford*





## APPENDIX 2

### PICTURE SOURCE

#### UNIT 1

Picture 1.1:

<http://www.blogto.com/listings/bakery/upload/2011/07/20110726-Cocoa-2.jpg>

Picture 1.2:

[http://www.northjersey.com/polopoly\\_fs/1.543174!/fileImage/httpImage/021013bakeshop-dngnk.jpg](http://www.northjersey.com/polopoly_fs/1.543174!/fileImage/httpImage/021013bakeshop-dngnk.jpg)

Picture 1.3:

<https://mmmsugar.files.wordpress.com/2012/08/burnt-chiffon-cake.jpg>

Picture 1.4:

<http://www.familyfriendlyfood.com/wp-content/uploads/2009/02/img-0491bb.jpg>

Picture 1.5:

[http://www.fnstatic.co.uk/images/source/article/99118097\\_1.jpg](http://www.fnstatic.co.uk/images/source/article/99118097_1.jpg)

Picture 1.6:

<http://www.gfedge.com/wp-content/uploads/2011/04/The-Bundt-Cake-Stuck-Even-Worse.jpg>

#### UNIT 2

Picture 2.1:

<http://www.simplyscratch.com/wp-content/uploads/2014/04/Baked-Buttermilk-Cake-Doughnuts-+-Fresh-Strawberry-Glaze-l-www.SimplyScratch.com-ingredients-.jpg>

Picture 2.2:

[http://www.nikola-patisier.com/assets/templates/images/slides/ingredients\\_macarons.jpg](http://www.nikola-patisier.com/assets/templates/images/slides/ingredients_macarons.jpg)

Picture 2.3:

<http://www.happilyunprocessed.com/wp-content/uploads/2013/02/flour-1.jpg>



Picture 2.4:

<http://spruillbros.com/wp-content/uploads/2014/07/Butter.jpg>

Picture 2.5:

<http://christianhomekeeper.org/files/2011/02/bread-machine-yeast.jpg>

Picture 2.6:

<http://weknowyourdreamz.com/images/cheese/cheese-28.jpg>

Picture 2.7:

<http://www.breadexperience.com/wp-content/uploads/wheat-flour.jpg>

Picture 2.8:

<http://images.wisegeek.com/pitcher-of-white-milk-on-table.jpg>

Picture 2.9:

[http://farm4.static.flickr.com/3129/2758868706\\_d9daedcf36\\_o.jpg](http://farm4.static.flickr.com/3129/2758868706_d9daedcf36_o.jpg)

Picture 2.10:

[https://fairtradeusa.org/sites/default/files/imagecache/feature\\_image/products/photo\\_carousel/honey.jpg](https://fairtradeusa.org/sites/default/files/imagecache/feature_image/products/photo_carousel/honey.jpg)

### UNIT 3

Picture 3.1:

<http://www.bennisoncakes.com/images/cakes/dana.jpg>

Picture 3.2:

<https://www.google.com/imgres?imgurl=http://static.guim.co.uk/sys-images/Travel/Pix/gallery/2011/5/5/1304613840371/Pierre-Herme-007.jpg>

Picture 3.3 – 3.11: Baking for Beginners (Ebook)

Picture 3.12:

[http://ichef.bbc.co.uk/food/ic/food\\_16x9\\_448/recipes/easy\\_chocolate\\_cake\\_31070\\_16x9.jpg](http://ichef.bbc.co.uk/food/ic/food_16x9_448/recipes/easy_chocolate_cake_31070_16x9.jpg)

Picture 3.13 – 3.18: Illustrated Step by Step Baking (Ebook)

Picture 3.19: Red Velvet Lave Cake (youtube)

Picture 3.20 – 3.31: Illustrated Step by Step Baking (Ebook)



**APPENDIX G**

**THE EXPERT**

**JUDGEMENT**

**QUESTIONNAIRE**

## **SURAT PERMOHONAN *EXPERT JUDGEMENT***

Hal : Permohonan Ketersediaan *Expert Judgement*

Lampiran : 1 bendel

Yth. \_\_\_\_\_

Dosen Jurusan Pendidikan Bahasa Inggris

Fakultas Bahasa dan Seni UNY

Di tempat

Dengan Hormat,

Dalam rangka penelitian dan pengembangan materi pembelajaran bahasa Inggris untuk siswa kelas XI jurusan Patiseri, pada kesempatan kali ini saya:

Nama : Umi Ismiyati

NIM : 12202241059

Judul Penelitian : *Developing English Learning Materials for Grade XI Students of Patisserie Study Programme*

memohon dengan sangat ketersediaan Bapak/Ibu untuk memberikan penilaian atau *Expert Judgement* pada produk yang telah saya buat berupa tiga unit materi bahasa Inggris untuk kelas XI SMK Jurusan Patiseri.

Demikian permohonan saya sampaikan, atas bantuan dan ketersediaan Bapak/Ibu saya ucapkan terima kasih.

Yogyakarta, Juni 2016

Pemohon,

Umi Ismiyati

NIM 12202241059

**ANGKET EVALUASI**  
**MATERI PEMBELAJARAN BAHASA INGGRIS UNTUK SMK**  
**KELAS XI JURUSAN PATISERI**

(Disusun berdasarkan Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris)

**A. DATA RESPONDEN**

Nama : \_\_\_\_\_  
Jenis kelamin : L/P (coret yang tidak sesuai)  
Pendidikan : ( ) D3 ( ) S1 ( ) S2 ( ) S3  
Lama Mengajar : \_\_\_\_\_ tahun

**B. EVALUASI MATERI**

Berilah tanda centang (✓) pada salah satu kolom jawaban yang tersedia sesuai dengan pendapat Bapak/Ibu. Bapak/Ibu juga dapat menuliskan pendapat tambahan pada kolom yang disediakan.

Keterangan :

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

## UNIT 1

Dikembangkan berdasarkan Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya.
- 4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

KELAYAKAN ISI					
No	Pernyataan	SS	S	TS	STS
1	Materi yang dikembangkan sesuai dengan Kompetensi inti (KI) dan Kompetensi Dasar (KD) kurikulum 2013 untuk kelas XI SMK.				
2	Materi yang dikembangkan sesuai dengan <i>course grid</i> .				
3	Materi yang dikembangkan memiliki topik yang sesuai dengan konteks kehidupan siswa kelas XI SMK jurusan patiseri.				
4	Materi pembelajaran mencakup teks-teks dan percakapan yang relevan dengan kehidupan sehari-hari dan bidang patiseri.				
5	Materi mencakup pembelajaran struktur sebuah teks.				
6	Materi mencakup pembelajaran fungsi sosial				

	sebuah teks.				
7	Materi mencakup pembelajaran fitur linguistik sebuah teks.				
8	Materi mencakup pembelajaran kosakata yang relevan dengan topik sebuah unit.				
9	Materi mencakup pembelajaran <i>pronunciation</i> yang relevan dengan topik sebuah unit.				
10	Materi mencakup aktivitas yang membimbing siswa mengembangkan kompetensi dalam berkomunikasi secara lisan dan tertulis secara akurat dan berterima.				
<b>KELAYAKAN BAHASA</b>					
11	Bahasa yang digunakan dalam materi pembelajaran dan instruksi sesuai dengan kaidah bahasa Inggris yang benar.				
12	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan perkembangan kognitif siswa.				
13	Bahasa yang digunakan dalam materi pembelajaran dapat dipahami dengan mudah ( <i>comprehensible</i> ).				
14	Bahasa yang digunakan dalam materi pembelajaran menggunakan pilihan kata ( <i>choice of words</i> ) yang relevan dengan materi pembelajaran.				
15	Bahasa yang digunakan dalam materi pembelajaran menggunakan ejaan ( <i>spelling</i> ) yang benar.				
16	Materi ini mencerminkan keruntutan makna pada satu bab/subbab/kalimat/paragraf.				

17	Materi pembelajaran menggunakan satu jenis variasi bahasa secara konsisten.				
<b>KELAYAKAN PENYAJIAN</b>					
18	Materi yang disajikan sudah sesuai dengan langkah-langkah pembelajaran menggunakan metode saintifik kurikulum 2013 mulai dari mengamati sampai mencipta.				
19	Materi disajikan sesuai urutan pembelajaran Bahasa Inggris yang komunikatif.				
20	Kegiatan pembelajaran ( <i>task</i> ) dalam materi yang dikembangkan disajikan dari kegiatan terbimbing sampai mandiri.				
21	Penyajian aktivitas pembelajaran dalam materi yang dikembangkan mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan komunikasi.				
22	Aktivitas pembelajaran dalam materi yang dikembangkan mendorong siswa untuk berinteraksi dalam bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.				
23	Kegiatan pembelajaran dalam materi mendorong siswa untuk berkomunikasi secara lisan dan tertulis secara kreatif dan kritis.				
24	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan pembelajaran.				
25	Materi dilengkapi dengan tujuan pembelajaran, ringkasan materi, refleksi, dan pekerjaan rumah.				
26	Dalam tiap unit dilengkapi dengan <i>fun part</i> yang relevan dengan proses pembelajaran				



27	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.				
<b>KELAYAKAN GRAFIS</b>					
28	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5).				
29	Penempatan unsur tata letak (judul, subjudul, teks, ilustrasi, keterangan gambar, nomor halaman) konsisten/seragam.				
30	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.				
31	Penggunaan variasi huruf ( <i>bold</i> , <i>italic</i> , <i>underline</i> , <i>capitalization</i> ) tidak berlebihan.				
32	Tidak menggunakan terlalu banyak jenis huruf.				
33	Spasi antar baris susunan teks normal.				
34	Penggunaan gambar/ilustrasi relevan dengan topik dan isi materi.				
35	Keseluruhan tampilan materi menarik.				

Tanggapan dari materi :

1. Secara umum, bagaimana pendapat Bapak/Ibu mengenai materi yang telah saya susun?

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

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

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## REKOMENDASI

Mengacu pada hasil penilaian di atas, materi bahasa Inggris untuk SMK kelas XI jurusan Patiseri UNIT 1 dengan judul What Do You Suggest? dinyatakan\*:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☐ Layak dengan revisi sebagai berikut:

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\*Berilah tanda centang (✓) pada pilihan yang sesuai pendapat Anda.

Yogyakarta,                      Juni 2016  
Evaluator Materi

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NIP.

## UNIT 2

Dikembangkan berdasarkan Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *factual report* dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.
- 4.13 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

KELAYAKAN ISI					
No	Pernyataan	SS	S	TS	STS
1	Materi yang dikembangkan sesuai dengan Kompetensi inti (KI) dan Kompetensi Dasar (KD) kurikulum 2013 untuk kelas XI SMK.				
2	Materi yang dikembangkan sesuai dengan <i>course grid</i> .				
3	Materi yang dikembangkan memiliki topik yang sesuai dengan konteks kehidupan siswa kelas XI SMK jurusan patiseri.				
4	Materi pembelajaran mencakup teks-teks dan percakapan yang relevan dengan kehidupan sehari-hari dan bidang patiseri.				
5	Materi mencakup pembelajaran struktur sebuah				

	teks.				
6	Materi mencakup pembelajaran fungsi sosial sebuah teks.				
7	Materi mencakup pembelajaran fitur linguistik sebuah teks.				
8	Materi mencakup pembelajaran kosakata yang relevan dengan topik sebuah unit.				
9	Materi mencakup pembelajaran <i>pronunciation</i> yang relevan dengan topik sebuah unit.				
10	Materi mencakup aktivitas yang membimbing siswa mengembangkan kompetensi dalam berkomunikasi secara lisan dan tertulis secara akurat dan berterima.				
<b>KELAYAKAN BAHASA</b>					
11	Bahasa yang digunakan dalam materi pembelajaran dan instruksi sesuai dengan kaidah bahasa Inggris yang benar.				
12	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan perkembangan kognitif siswa.				
13	Bahasa yang digunakan dalam materi pembelajaran dapat dipahami dengan mudah ( <i>comprehensible</i> ).				
14	Bahasa yang digunakan dalam materi pembelajaran menggunakan pilihan kata ( <i>choice of words</i> ) yang relevan dengan materi pembelajaran.				
15	Bahasa yang digunakan dalam materi pembelajaran menggunakan ejaan ( <i>spelling</i> ) yang benar.				

16	Materi ini mencerminkan keruntutan makna pada satu bab/subbab/kalimat/paragraf.				
17	Materi pembelajaran menggunakan satu jenis variasi bahasa secara konsisten.				
<b>KELAYAKAN PENYAJIAN</b>					
18	Materi yang disajikan sudah sesuai dengan langkah-langkah pembelajaran menggunakan metode saintifik kurikulum 2013 mulai dari mengamati sampai mencipta.				
19	Materi disajikan sesuai urutan pembelajaran Bahasa Inggris yang komunikatif.				
20	Kegiatan pembelajaran ( <i>task</i> ) dalam materi yang dikembangkan disajikan dari kegiatan terbimbing sampai mandiri.				
21	Penyajian aktivitas pembelajaran dalam materi yang dikembangkan mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan komunikasi.				
22	Aktivitas pembelajaran dalam materi yang dikembangkan mendorong siswa untuk berinteraksi dalam bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.				
23	Kegiatan pembelajaran dalam materi mendorong siswa untuk berkomunikasi secara lisan dan tertulis secara kreatif dan kritis.				
24	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan pembelajaran.				
25	Materi dilengkapi dengan tujuan pembelajaran, ringkasan materi, refleksi, dan pekerjaan rumah.				

26	Dalam tiap unit dilengkapi dengan <i>fun part</i> yang relevan dengan proses pembelajaran				
27	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.				
<b>KELAYAKAN GRAFIS</b>					
28	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5).				
29	Penempatan unsur tata letak (judul, subjudul, teks, ilustrasi, keterangan gambar, nomor halaman) konsisten/seragam.				
30	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.				
31	Penggunaan variasi huruf ( <i>bold, italic, underline, capitalization</i> ) tidak berlebihan.				
32	Tidak menggunakan terlalu banyak jenis huruf.				
33	Spasi antar baris susunan teks normal.				
34	Penggunaan gambar/ilustrasi relevan dengan topik dan isi materi.				
35	Keseluruhan tampilan materi menarik.				

Tanggapan dari materi :

4. Secara umum, bagaimana pendapat Bapak/Ibu mengenai materi yang telah saya susun?

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5. Menurut Bapak/Ibu, apa kekurangan dari materi yang telah saya susun?

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6. Apa saran Bapak/Ibu untuk memperbaiki kekurangan-kekurangan tersebut?

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## REKOMENDASI

Mengacu pada hasil penilaian di atas, materi bahasa Inggris untuk SMK kelas XI jurusan Patiseri UNIT 2 dengan judul What is Flour? dinyatakan\*:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☐ Layak dengan revisi sebagai berikut:

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\*Berilah tanda centang (✓) pada pilihan yang sesuai pendapat Anda.

Yogyakarta,                      Juni 2016  
Evaluator Materi

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NIP.

### UNIT 3

Dikembangkan berdasarkan Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya.
- 4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (*tips*).
- 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (*tips*), dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

KELAYAKAN ISI					
No	Pernyataan	SS	S	TS	STS
1	Materi yang dikembangkan sesuai dengan Kompetensi inti (KI) dan Kompetensi Dasar (KD) kurikulum 2013 untuk kelas XI SMK.				
2	Materi yang dikembangkan sesuai dengan <i>course grid</i> .				
3	Materi yang dikembangkan memiliki topik yang sesuai dengan konteks kehidupan siswa kelas XI SMK jurusan patiseri.				
4	Materi pembelajaran mencakup teks-teks dan percakapan yang relevan dengan kehidupan sehari-hari dan bidang patiseri.				
5	Materi mencakup pembelajaran struktur sebuah				



	teks.				
6	Materi mencakup pembelajaran fungsi sosial sebuah teks.				
7	Materi mencakup pembelajaran fitur linguistik sebuah teks.				
8	Materi mencakup pembelajaran kosakata yang relevan dengan topik sebuah unit.				
9	Materi mencakup pembelajaran <i>pronunciation</i> yang relevan dengan topik sebuah unit.				
10	Materi mencakup aktivitas yang membimbing siswa mengembangkan kompetensi dalam berkomunikasi secara lisan dan tertulis secara akurat dan berterima.				
<b>KELAYAKAN BAHASA</b>					
11	Bahasa yang digunakan dalam materi pembelajaran dan instruksi sesuai dengan kaidah bahasa Inggris yang benar.				
12	Bahasa yang digunakan dalam materi pembelajaran sesuai dengan perkembangan kognitif siswa.				
13	Bahasa yang digunakan dalam materi pembelajaran dapat dipahami dengan mudah ( <i>comprehensible</i> ).				
14	Bahasa yang digunakan dalam materi pembelajaran menggunakan pilihan kata ( <i>choice of words</i> ) yang relevan dengan materi pembelajaran.				
15	Bahasa yang digunakan dalam materi pembelajaran menggunakan ejaan ( <i>spelling</i> ) yang benar.				

16	Materi ini mencerminkan keruntutan makna pada satu bab/subbab/kalimat/paragraf.				
17	Materi pembelajaran menggunakan satu jenis variasi bahasa secara konsisten.				
<b>KELAYAKAN PENYAJIAN</b>					
18	Materi yang disajikan sudah sesuai dengan langkah-langkah pembelajaran menggunakan metode saintifik kurikulum 2013 mulai dari mengamati sampai mencipta.				
19	Materi disajikan sesuai urutan pembelajaran Bahasa Inggris yang komunikatif.				
20	Kegiatan pembelajaran ( <i>task</i> ) dalam materi yang dikembangkan disajikan dari kegiatan terbimbing sampai mandiri.				
21	Penyajian aktivitas pembelajaran dalam materi yang dikembangkan mencakup aktivitas yang berfokus pada fitur linguistik dan aktivitas yang berfokus pada kegiatan komunikasi.				
22	Aktivitas pembelajaran dalam materi yang dikembangkan mendorong siswa untuk berinteraksi dalam bahasa Inggris dengan sesama siswa, guru, dan lingkungan yang lebih luas.				
23	Kegiatan pembelajaran dalam materi mendorong siswa untuk berkomunikasi secara lisan dan tertulis secara kreatif dan kritis.				
24	Materi pembelajaran mendorong siswa untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan pembelajaran.				
25	Materi dilengkapi dengan tujuan pembelajaran, ringkasan materi, refleksi, dan pekerjaan rumah.				

26	Dalam tiap unit dilengkapi dengan <i>fun part</i> yang relevan dengan proses pembelajaran				
27	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.				
<b>KELAYAKAN GRAFIS</b>					
28	Materi pembelajaran yang dikembangkan dicetak dengan kertas ukuran standar ISO (A4, A5, B5).				
29	Penempatan unsur tata letak (judul, subjudul, teks, ilustrasi, keterangan gambar, nomor halaman) konsisten/seragam.				
30	Penggunaan jenis huruf dan warna dapat dibaca dengan mudah.				
31	Penggunaan variasi huruf ( <i>bold, italic, underline, capitalization</i> ) tidak berlebihan.				
32	Tidak menggunakan terlalu banyak jenis huruf.				
33	Spasi antar baris susunan teks normal.				
34	Penggunaan gambar/ilustrasi relevan dengan topik dan isi materi.				
35	Keseluruhan tampilan materi menarik.				

Tanggapan dari materi :

1. Secara umum, bagaimana pendapat Bapak/Ibu mengenai materi yang telah saya susun?

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

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

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## REKOMENDASI

Mengacu pada hasil penilaian di atas, materi bahasa Inggris untuk SMK kelas XI jurusan Patiseri UNIT 3 dengan judul How to Make Chocolate Cakes? dinyatakan\*:

- ☐ Layak tanpa revisi
- ☐ Tidak layak
- ☐ Layak dengan revisi sebagai berikut:

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\*Berilah tanda centang (✓) pada pilihan yang sesuai pendapat Anda.

Yogyakarta,                      Juni 2016

Evaluator Materi

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NIP.

**APPENDIX H**

**THE EXPERT**

**JUDGEMENT DATA**

**THE EXPERT JUDGEMENT DATA FROM UNIT ONE  
OF THE MATERIALS**

No	Items	Score
<b>The appropriateness of content</b>		
1	The developed materials are in accordance with the core and basic competences for Grade XI of vocational high schools.	4
2	The developed materials are developed based on the course grid.	4
3	The topics developed materials are relevant with the grade XI students of patisserie study programme's daily life.	4
4	The materials cover texts and conversation that are relevant with daily life and the field of patisserie.	4
5	The materials cover the explanation of generic structure of texts.	4
6	The materials cover the explanation of social function of texts.	4
7	The materials cover the explanation of linguistics features of texts.	4
8	The materials cover vocabulary learning tasks which are relevant with the topic of the unit.	4
9	The materials cover pronunciation learning tasks which are relevant with the topic of the unit.	4
10	The materials cover learning activities that guide students to develop their communicative competence in spoken and written language.	4
Mean		4
<b>The appropriateness of language</b>		
11	The language used in the developed materials is grammatically correct.	3
12	The language used in the developed materials is appropriate with the students' cognitive development.	3
13	The language used in the developed materials is comprehensible.	3
14	The developed materials use the relevant choice of words with the materials.	4
15	The developed materials use the correct spellings.	4
16	The developed materials represent cohesiveness and coherence in every unit, sub unit, paragraph, and sentences.	4
17	The developed materials use a language variation consistently.	4
Mean		3.57
<b>The appropriateness of presentation</b>		
18	The developed materials are in accordance with the steps of scientific approach as required by Curriculum 2013.	4
19	The arrangement of the developed materials is in accordance with the characteristics of communicative language learning.	4
20	The arrangement of the tasks in the developed materials is begun with guided tasks and gradually moves to the free production tasks.	4
21	The arrangement of the learning activities in the developed	3

	materials include activities that focus on linguistic features and the one that focus on communicative tasks.	
22	The learning activities in the developed materials encourage learners to actively interacting in English with classmates, teachers, and others.	3
23	The learning activities in the developed materials encourage students have creative and critical communication in spoken and written language.	3
24	The developed materials encourage students to have self-awareness of success and lack in the learning process.	4
25	The developed materials are completed with learning objectives, summary, reflection, and homework.	4
26	Each unit has a fun part which is relevant to the learning process.	4
27	Texts and picture in the developed materials have identity like title, number, and sources.	4
Mean		3.7
<b>The appropriateness of layout</b>		
28	The developed materials are printed on ISO-standardised size paper (A4, A5, and B5).	4
29	The placement of title, texts, illustrations, picture captions and page number are consistent.	4
30	The use of font and colour are readable.	4
31	The use of font variation (bold, italic, underline, capitalization) is proportional.	4
32	The developed materials use proportional font type.	4
33	The developed materials use normal space.	4
34	The use of pictures or illustrations is relevant with the topic and the developed materials.	4
35	The overall design of the developed materials is interesting.	4
Mean		4

**THE EXPERT JUDGEMENT DATA FROM UNIT TWO  
OF THE MATERIALS**

No	Items	Score
<b>The appropriateness of content</b>		
1	The developed materials are in accordance with the core and basic competences for Grade XI of vocational high schools.	4
2	The developed materials are developed based on the course grid.	4
3	The topics developed materials are relevant with the grade XI students of patisserie study programme's daily life.	4
4	The materials cover texts and conversation that are relevant with daily life and the field of patisserie.	4
5	The materials cover the explanation of generic structure of texts.	4
6	The materials cover the explanation of social function of texts.	4
7	The materials cover the explanation of linguistics features of texts.	4
8	The materials cover vocabulary learning tasks which are relevant with the topic of the unit.	4
9	The materials cover pronunciation learning tasks which are relevant with the topic of the unit.	4
10	The materials cover learning activities that guide students to develop their communicative competence in spoken and written language.	4
Mean		4
<b>The appropriateness of language</b>		
11	The language used in the developed materials is grammatically correct.	3
12	The language used in the developed materials is appropriate with the students' cognitive development.	3
13	The language used in the developed materials is comprehensible.	4
14	The developed materials use the relevant choice of words with the materials.	4
15	The developed materials use the correct spellings.	4
16	The developed materials represent cohesiveness and coherence in every unit, sub unit, paragraph, and sentences.	4
17	The developed materials use a language variation consistently.	4
Mean		3.7
<b>The appropriateness of presentation</b>		
18	The developed materials are in accordance with the steps of scientific approach as required by Curriculum 2013.	4
19	The arrangement of the developed materials is in accordance with the characteristics of communicative language learning.	3
20	The arrangement of the tasks in the developed materials is begun with guided tasks and gradually moves to the free production tasks.	4
21	The arrangement of the learning activities in the developed	4



	materials include activities that focus on linguistic features and the one that focus on communicative tasks.	
22	The learning activities in the developed materials encourage learners to actively interacting in English with classmates, teachers, and others.	3
23	The learning activities in the developed materials encourage students have creative and critical communication in spoken and written language.	3
24	The developed materials encourage students to have self-awareness of success and lack in the learning process.	4
25	The developed materials are completed with learning objectives, summary, reflection, and homework.	4
26	Each unit has a fun part which is relevant to the learning process.	4
27	Texts and picture in the developed materials have identity like title, number, and sources.	4
Mean		3.7
<b>The appropriateness of layout</b>		
28	The developed materials are printed on ISO-standardised size paper (A4, A5, and B5).	4
29	The placement of title, texts, illustrations, picture captions and page number are consistent.	4
30	The use of font and colour are readable.	4
31	The use of font variation (bold, italic, underline, capitalization) is proportional.	4
32	The developed materials use proportional font type.	4
33	The developed materials use normal space.	4
34	The use of pictures or illustrations is relevant with the topic and the developed materials.	4
35	The overall design of the developed materials is interesting.	4
Mean		4

**THE EXPERT JUDGEMENT DATA FROM UNIT THREE  
OF THE MATERIALS**

No	Items	Score
<b>The appropriateness of content</b>		
1	The developed materials are in accordance with the core and basic competences for Grade XI of vocational high schools.	4
2	The developed materials are developed based on the course grid.	4
3	The topics developed materials are relevant with the grade XI students of patisserie study programme's daily life.	4
4	The materials cover texts and conversation that are relevant with daily life and the field of patisserie.	4
5	The materials cover the explanation of generic structure of texts.	4
6	The materials cover the explanation of social function of texts.	4
7	The materials cover the explanation of linguistics features of texts.	4
8	The materials cover vocabulary learning tasks which are relevant with the topic of the unit.	4
9	The materials cover pronunciation learning tasks which are relevant with the topic of the unit.	4
10	The materials cover learning activities that guide students to develop their communicative competence in spoken and written language.	4
Mean		4
<b>The appropriateness of language</b>		
11	The language used in the developed materials is grammatically correct.	3
12	The language used in the developed materials is appropriate with the students' cognitive development.	3
13	The language used in the developed materials is comprehensible.	3
14	The developed materials use the relevant choice of words with the materials.	4
15	The developed materials use the correct spellings.	4
16	The developed materials represent cohesiveness and coherence in every unit, sub unit, paragraph, and sentences.	4
17	The developed materials use a language variation consistently.	4
Mean		3.57
<b>The appropriateness of presentation</b>		
18	The developed materials are in accordance with the steps of scientific approach as required by Curriculum 2013.	4
19	The arrangement of the developed materials is in accordance with the characteristics of communicative language learning.	4
20	The arrangement of the tasks in the developed materials is begun with guided tasks and gradually moves to the free production tasks.	4
21	The arrangement of the learning activities in the developed	3

	materials include activities that focus on linguistic features and the one that focus on communicative tasks.	
22	The learning activities in the developed materials encourage learners to actively interacting in English with classmates, teachers, and others.	3
23	The learning activities in the developed materials encourage students have creative and critical communication in spoken and written language.	3
24	The developed materials encourage students to have self-awareness of success and lack in the learning process.	4
25	The developed materials are completed with learning objectives, summary, reflection, and homework.	4
26	Each unit has a fun part which is relevant to the learning process.	4
27	Texts and picture in the developed materials have identity like title, number, and sources.	4
Mean		3.7
<b>The appropriateness of layout</b>		
28	The developed materials are printed on ISO-standardised size paper (A4, A5, and B5).	4
29	The placement of title, texts, illustrations, picture captions and page number are consistent.	4
30	The use of font and colour are readable.	4
31	The use of font variation (bold, italic, underline, capitalization) is proportional.	4
32	The developed materials use proportional font type.	4
33	The developed materials use normal space.	4
34	The use of pictures or illustrations is relevant with the topic and the developed materials.	4
35	The overall design of the developed materials is interesting.	4
Mean		4

**APPENDIX I**

**THE FINAL DRAFT OF**

**THE MATERIALS**

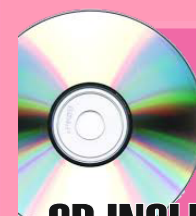
# BAKE with ENGLISH



*an English Course Book for Grade XI Students  
of Patisserie Study Programme*




BAKE  
with  
ENGLISH



**CD INCLUDED**

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# BAKE with ENGLISH



*an English Course Book for Grade XI Students  
of Patisserie Study Programme*





## *Preface*

BAKE WITH ENGLISH is an English course book designed for grade XI students of Patisserie Study Programme. It is developed based on Curriculum 2013. This course book is designed based on students' needs of learning English.

This book consists of three units and every unit has:

**Warm Up:** it aims to activate students' schema which is related to the topic and to prepare them for the main lesson.

**Let's Read and Write and Let's Listen and Speak:** they consist of several tasks which are designed to guide the students in achieving the targeted competencies both in written cycle and spoken cycle.

**Let's Have Homework:** it aims to give a chance to the students to practice more outside the classroom on what they have learned of the whole unit.

**Let's Sum Up:** it aims to recall students' memory of what they have learned in the unit.

**Let's Have a Reflection:** it aims to measure students' achievement by recognizing their own success and lack in learning the materials in the unit.

**Let's Have Fun:** it aims to refresh students' mind after accomplishing the whole tasks in the unit by doing something fun.

BAKE WITH ENGLISH is equipped with an audio CD containing the recordings from every unit for listening practice. The audio CD can be used in a language laboratory or at home. The recordings are also copy able and can be played on personal computers, mobile phones, and other media for autonomous usage.

Through this book, students are expected to develop their English skills in order to be able to communicate both oral and written. It is believed that students will enjoy using this book and become more confident in using English as a means of communication.

Good Luck!

Writer



## KEY TO PRONUNCIATION

### VOWELS

Symbols	E.g.	Pronunciation
i:	see	/si:/
i	any	/'en.i/
ɪ	Sit	/sɪt/
e	ten	/ten/
æ	hat	/hæt/
ɑ:	arm	/ɑ:m/
ɒ	got	/gɒt/
ɔ:	saw	/sɔ:/
ʊ	put	/pʊt/
u:	too	/tu:/
u	usual	/'ju:.ʒu.əl/

Symbols	E.g.	Pronunciation
ʌ	cup	/kʌp/
ɜ:	fur	/fɜ: r /
ə	ago	/ə'gəʊ/
eɪ	pay	/peɪ/
aɪ	five	/faɪv/
əʊ	home	/həʊm/
aʊ	now	/naʊ/
ɔɪ	join	/dʒɔɪn/
ɪə	near	/nɪə r /
eə	hare	/heə r /
ʊə	pure	/pjʊə r /

### CONSONANTS

Symbols	E.g.	Pronunciation
p	pen	/pen/
b	bad	/bæd/
t	tea	/ti:/
d	did	/dɪd/
k	cat	/kæt/
g	got	/gɒt/
tʃ	chin	/tʃɪn/
dʒ	June	/dʒu:n/
f	fall	/fɔ:l/
v	van	/væn/
θ	thin	/θɪn/
ð	than	/ðæn/

Symbols	E.g.	Pronunciation
s	so	/səʊ/
z	zoo	/zu:/
ʃ	she	/ʃi:/
ʒ	vision	/'vɪʒ. ə n/
h	how	/haʊ/
m	man	/mæn/
n	no	/nəʊ/
ŋ	sing	/sɪŋ/
l	leg	/leg/
r	red	/red/
j	yes	/jes/
w	wet	/wet/

## LIST OF ABBREVIATION

kk	: kata kerja
kb	: kata benda
ks	: kata sifat
kkt	: kata keterangan
konj	: konjungsi (penghubung)

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# UNIT 1

## WHAT DO YOU SUGGEST?



Picture 1.1



Picture 1.2

In patisserie field, sometimes you find problems dealing with baking which cannot be solved by yourself. What will you do to overcome your problems? Have you ever asked for suggestions to others? On the other hand, have you ever given suggestion to others? How do you say it in English?

In this unit, you will learn how to ask for and give suggestions in both oral and written. You will also learn how to offer something including the way to accept and refuse an offer.



## WARM UP

### Task 1

Match the pictures of baking problems below with their names.

1



Picture 1.3

2



Picture 1.4

3



Picture 1.5

4



Picture 1.6

shrunk  
burnt

stuck  
crumbly

### Task 2

Study the pictures in Task 1. Then, answer the following questions.

1. Have you ever experienced all of those baking problems?
2. What are the causes of your baking problems?
3. What do you do to solve those kinds of problems?

### Task 3

The words in the following table will help you to understand the texts in this unit. In pairs, find the Indonesian words of the English words in the box. Then, pronounce all the words after your teacher.

English	Indonesian Words
burnt (/bɜːnt/) (kk)	
cracked (/krækt/) (ks)	
crumbly (/ˈkrʌm.bli/) (ks)	
dense (/dents/) (ks)	
dry (/draɪ/) (ks)	
greasy (/ˈɡriːsi/) (ks)	
over-proved (/ˈəʊ.və r-pruːvd/) (ks)	
raw (/rɔː/) (ks)	
rise (/raɪz/) (kk)	
shrunk (/ʃrʌŋk/) (kk)	
stick (/stɪk/) (kk)	

### LET'S READ AND WRITE

#### OBSERVING

### Task 4

Read the consultation email below. Then, tick (✓) and write items that you want to know.

New Message

To

Mr Luis Troyano

Cc Bcc

Subject

Hello, Mr. Troyano. I am Debora. I am a student of patisserie study programme. Yesterday, I tried to make a sponge cake. Unfortunately, my dough was not rising. Would you mind giving me suggestions? Thank you.

Send

New Message

To

Debora

Cc Bcc

Subject

Hi, Debora. Many people think that dough won't rise unless they leave it for several hours and leave it somewhere really warm. You don't need anything special to make dough rise. I suggest you use instant yeast as it's the most reliable. You don't need anywhere warm, just pop it on the side and it will definitely rise in one or two hours. If it doesn't rise, it might be because of the yeast – fresh yeast can be unreliable. I also advise you not to use hot water or add acidic ingredients because they can kill the yeast.

*Adapted from: BBC Good Food*

Send

No	Things I want to know	✓
1	The content of the text.	
2	The social function of the text.	
3	The generic structure of the text.	
4	The grammar used in the text.	

No	More things I want to know	✓
1	...	
2	...	
3	...	
4	...	

## QUESTIONING

### Task 5

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



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

No	Answers
1	...
2	...
3	...
4	...

### COLLECTING, ANALYSING, COMMUNICATING

#### Task 6

Below are some words taken from the text in Task 4. Find the Indonesian words from these English words. Then, share your answers with your classmates.

English	Indonesian Words
acidic (/ˈæs.ɪdɪk/) (ks)	
certain (/ˈsɜː.t ə n/) (ks)	
ingredient (/ɪnˈɡriː.di.ənt/) (kb)	
kill (/kɪl/) (kk)	
leave (/liːv/) (kk)	
pop (/pɒp/) (kk)	
reliable (/rɪˈlaɪə.bəl/) (ks)	
sponge (/spʌndʒ/) (kb)	
unfortunately (/ʌnˈfɔː.tʃ ə n.ət.li/) (kkt)	
unless (/ənˈles/) (konj)	
unreliable (/ʌn.rɪˈlaɪə.bəl/) (ks)	
warm (/wɔːm/) (ks)	
yeast (/jiːst/) (kb)	





## Task 7

Read the text in Task 4 again and answer the following questions.

After that, report your answers to your classmates.

1. Who is Debora?
2. What was Debora's problem?
3. What do people think about making dough?
4. What are Mr. Troyano's suggestions to Debora's problem?

## Task 8

Study the explanation below and discuss it with your classmates.

Ask your teacher if you do not understand.

### ASKING FOR AND GIVING SUGGESTION

When you are asking for and giving suggestion, you need to use specific expressions in order to indicate your purpose. The table explains some expressions which express asking for and giving suggestion.

Asking for Suggestion	Giving Suggestion
<ul style="list-style-type: none"><li>- What do you suggest?</li><li>- What would you suggest?</li><li>- Do you have any idea?</li><li>- Do you have any suggestion for me?</li><li>- Do you have any advice for me?</li><li>- Would you mind giving me your suggestion?</li></ul>	<ul style="list-style-type: none"><li>- You should ...</li><li>- You had better ...</li><li>- You ought to ...</li><li>- You might like to ...</li><li>- I advise you to ...</li><li>- I suggest you ...</li><li>- How about ...?</li><li>- What about ...?</li></ul>

#### Formula:

You should + V1

You had better + V1

I suggest (that) you + V1

You ought to / might like to + V1

I advise you to + V1



#### Example:

I suggest (that) you **use** the instant yeast.

You should **clean** the pan first.



### Task 9

**There are some grammatical mistakes in the sentences below. Circle the mistakes and then rewrite the sentences correctly.**

1. You should pouring the milk quickly to the dough.

---

2. Would you mind give me suggestions for my cake?

---

3. I suggest that you dices the butter first.

---

4. My cake is burnt. What you do suggest?

---

5. I advising you to mix the flour and sugar slowly.

---

6. Do you has any suggestions for me?

---

### Task 10

**Work in pairs. Match the expressions in the left side with the suitable response in the right side. Then, report your answers to your classmates.**

Dear Albert. My cake is really shiny and greasy. What do you suggest?

Hi, Daniel. Help me! My cake is stuck in the tin. It does not want to move. Do you have any idea?

Hello sir, I am Tina. My cake is very dense. Would you mind giving me your suggestion? Thank you.

Hi, Tina. You had better add the eggs slowly to your mixture. I also suggest you to make sure that the cake mixture has enough air when you are beating it.

Dear, Nora. I suggest that you make sure that you whisk the mixture properly. You are better to keep your butter at a good temperature too.

Hi, Sally. Don't panic! You should just run a sharp knife around the edge of the cake; between the cake and the baking tin.



### Task 11

Work in pairs. Identify the expressions of asking for and giving suggestion in Task 10. Write down those expressions in the table below. Then, report your answer.

Asking for suggestion	Giving suggestion

### Task 12

Work in group of three. Alice has some problems in baking. She needs some suggestions. Please help her by writing a suggestion for each problem.

1. My cake has uneven shape.

---

---

2. My pie is not flaky.

---

---

3. My cake has pale colour.

---

---

4. My cake has a gooey centre.

---

---

### Task 13

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

#### OFFERING, ACCEPTING, AND REFUSING SOMETHING

Offering	Accepting	Refusing
<ul style="list-style-type: none"><li>- Can I get you some ...?</li><li>- Do you want some ...?</li><li>- Would you like some ...?</li><li>- May I offer you ...?</li></ul>	<ul style="list-style-type: none"><li>- I like ...</li><li>- Sure, I'd love to.</li><li>- Yes. Thank you.</li><li>- That would be nice.</li></ul>	<ul style="list-style-type: none"><li>- No, thanks.</li><li>- No, thank you.</li><li>- No, I am</li></ul>



<ul style="list-style-type: none"> <li>- Would you like me to get you ...?</li> <li>- What would you like for ...?</li> </ul>	<ul style="list-style-type: none"> <li>- Yes, please.</li> <li>- That would be great.</li> <li>- That's very kind of you. Thank you.</li> </ul>	<ul style="list-style-type: none"> <li>okay.</li> <li>- No, I am good.</li> </ul>
---	---	---

### Task 14

**Work in pairs. Match the expressions in the left side with the suitable response in the right side. Then, report your answers to your classmates.**

May I offer you a delicious apple pie?	No, thanks. It's enough.
Do you want more butter?	No, thank you. I am full.
What would you like for the topping?	Sure, I'd love to.
Would you like me to get you more dessert?	I like some almonds, please.

### Task 15

**Work in pairs. Below are the list of persons and their baking problems in Patisserie class. Write an offer to each person's problem.**

1. Vita

Problem: She does not understand how to fold well.

---



---

2. Anton

Problem: He does not know how to make perfect icing.

---



---

3. Tom

Problem: He does not have enough margarine to make a cake.

---



---



4. Desi

Problem: She cannot find some ingredients in the pantry.

---

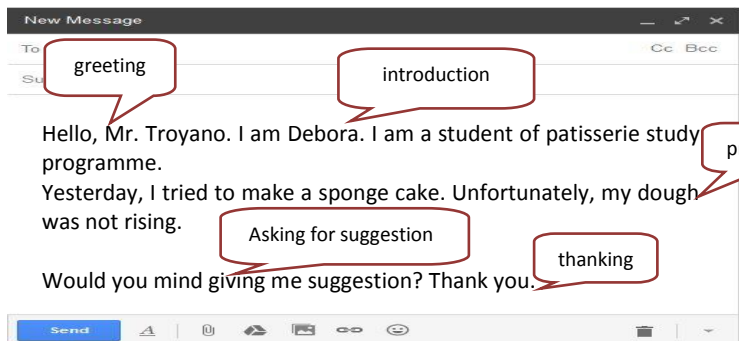
---

**Task 16**

**Study the following explanation about how to write a consultation email.**

**HOW TO WRITE A CONSULTATION EMAIL**

There are some parts in writing a consultation email. First, start with greeting such as hi, hello, and dear. Second, introduce yourself such as I am Debora or my name is Debora. Next, tell your problems in detail. After that, ask his/her suggestions. Finally, say thank you to him/her.



**Task 17**

**Danny has a problem with his cake. He wants to consult his problem with Mrs Stafford, but he does not know how to write it. Help him to compose an email. Phrases in the brackets give you clues on what you have to write.**



New Message

To Mrs Gemma Stafford Cc Bcc

Hello, Mrs Stafford. I am Danny. I want to consult about my cake problem.

\_\_\_\_\_

\_\_\_\_\_

(made brownies)

\_\_\_\_\_

\_\_\_\_\_

(used new yeast)

\_\_\_\_\_

\_\_\_\_\_

(dough was over proved)







\_\_\_\_\_


\_\_\_\_\_

(ask for suggestion)

Thank you.

Send



## CREATING

### Task 18

**Respond to the following baking problems by writing a simple consultation email based on the situation.**

1. Mark has a problem with his cake. His cake is too crumbly and falls apart when he cuts it. What would you suggest?



New Message

To Cc Bcc

Subject

Send

Rich text editor toolbar: Bold, Italic, Underline, Link, Image, Video, Table, Undo, Redo, Text color, Background color, Font size, Paragraph style, Bulleted list, Numbered list, Indentation, Outdent, Text wrap, Text alignment, Text direction, Text color, Background color, Font size, Paragraph style, Bulleted list, Numbered list, Indentation, Outdent, Text wrap, Text alignment, Text direction.

2. Martha is a student of patisserie study programme. She finds that her cake has shrunk. Do you have any suggestions for Martha?

New Message

To Cc Bcc

Subject

Send

Rich text editor toolbar: Bold, Italic, Underline, Link, Image, Video, Table, Undo, Redo, Text color, Background color, Font size, Paragraph style, Bulleted list, Numbered list, Indentation, Outdent, Text wrap, Text alignment, Text direction.



## WARM UP

### Task 19

**Study the picture below. Then, answer the following questions.**

1. Do you know what kind of baking problem is that?
2. How do you feel if you find out that your biscuit has the same problem?
3. Do you know the causes of it?



Picture 1.7

## LET'S LISTEN AND SPEAK

### OBSERVING

### Task 20

**Listen to the dialogue between a pastry chef and Adam. Tick (✓) and write items that you want to know.**

No	Things I want to know	✓
1	The content of the dialogue.	
2	How to ask for and give suggestion orally.	
3	The expressions of offering and their responses.	
4		

No	More things I want to know	✓
1	...	
2	...	
3	...	





## QUESTIONING

### Task 21

Formulate relevant questions based on the items you want to know in Task 20. Then, provide your temporary answers for the questions. Number 1 has been done as the example.

No	Questions
1	What is the recording about?
2	...
3	...
4	...

No	Answers
1	...
2	...
3	...
4	...

## COLLECTING, ANALYSING, COMMUNICATING

### Task 22

Find the Indonesian words of the English words below. Then, pronounce after your teacher.

- ⓐ biscuit (/ˈbɪs.kɪt/) :
- ⓑ tough (/tʌf/) :
- ⓒ avoid (/əˈvɔɪd/) :
- ⓓ necessary (/ˈnes.ə.ser.i/) :
- ⓔ batter (/ˈbæt.ə r /) :

### Task 23

Listen to the dialogue in Task 20 again. Write T if the statement is true and F if the statement is false. Correct the false statements.



Look at the example. Then, report your answers to your classmates.

No	Statements	T/F	Corrections
1	Adam did not have a problem in baking.	F	Adam had a problem in baking.
2	Adam was a student of patisserie study programme.		
3	Adam consulted his baking problem to his friend.		
4	The biscuits were hard and tough.		
5	The pastry chef advised Adam to add more flour than necessary.		
6	Adam should also over mixing once the flour is added.		

### Task 24

In pairs, listen to the dialogue between Diana and a Baker. While listening, complete the dialogue below with the suitable expressions in the box. Then, act it out.

Baker : Good afternoon.

Diana : Good afternoon. I'm looking for a cake for my friend's birthday.

Baker : \_\_\_\_\_ (1)

Diana : Everything looks delicious. I'm so confused. What do you suggest?

Baker : \_\_\_\_\_ (2). It's the most popular cake at this bakery.

Diana : Unfortunately, my friend doesn't like vanilla. \_\_\_\_\_ (3)

Baker : We also have tart, red velvet, chocolate brownies, cheese cake, and many more. Do you want to taste some?

Diana : \_\_\_\_\_ (4). May I taste the cheese cake, please?

Baker : Sure.



Diana : It's so delicious cheese cake. She will love it. I will take this one.  
 Baker : Okay. \_\_\_\_\_ (5)  
 Diana : \_\_\_\_\_ (6). It's enough.  
 Baker : That's fine. Please go to the cashier over there.  
 Diana : Okay.

### Task 25

**Listen to the dialogue in Task 24. Identify the expressions of asking for and giving suggestion and also offering and their responses. Report it to your classmates.**

Asking for suggestion	Giving suggestion
Offering something	Responses (Accepting or Refusing)

### Task 26

**Work in pairs. Complete the following dialogue with the suitable expressions. Then, act it out.**

Laras : \_\_\_\_\_  
 Mrs Dunn : Good morning Laras.  
 Laras : \_\_\_\_\_  
 Mrs Dunn : Yes, sure. Can I get you some helps?  
 Laras : Yes. I have a problem on icing my cupcake.  
 \_\_\_\_\_  
 Mrs Dunn : I suggest that you  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Laras : Thank you Mrs Dunn.  
 Mrs Dunn : \_\_\_\_\_



## CREATING

### Task 27

**In pairs, make a dialogue containing the expressions of asking for and giving suggestions and making an offer along with the responses based on one of the situations below. After that, perform it in front of your classmates.**

1. As a new baker, Sandy has a problem with his cake. He finds out that his cake has large air bubbles on it. Give him a suggestion.
2. Your friend wants to try to make gingerbreads, but she has a problem with making the dough. Offer her a help.
3. Patty has a problem with her pie. She finds out that her pie is too dry. Give her a suggestion.
4. Your sister wants to try a new recipe, but she cannot measure the ingredients perfectly. Offer her a help.
5. Jack finds out that his cake is full of specks. He needs a suggestion to make his cake better. Give him a suggestion.

### LET'S HAVE HOMEWORK

**Find a consultation about baking problems on the Internet, and then print it out. List the expressions of asking for and giving suggestion. Please attach the web address. Do it individually.**

### LET'S SUM UP

In this unit, you learn:

1. Asking for and giving suggestion

Asking for Suggestion	Giving Suggestion
- What do you suggest?	- You had better ...
- Do you have any suggestion for me?	- You ought to ...
- Would you mind giving me your suggestion?	- You might like to ...
	- I suggest you to ...



## 2. Offering, accepting, and refusing something

Offering	Accepting	Refusing
<ul style="list-style-type: none"> <li>- Can I get you some ...?</li> <li>- Do you want some ...?</li> <li>- Would you like some ...?</li> </ul>	<ul style="list-style-type: none"> <li>- Sure, I'd love to.</li> <li>- Yes. Thank you. That would be nice.</li> <li>- Yes, please.</li> </ul>	<ul style="list-style-type: none"> <li>- No, thanks.</li> <li>- No, thank you.</li> <li>- No, I am okay.</li> </ul>

## LET'S HAVE A REFLECTION

How much do you learn from this unit? Put a tick (✓) in the right box regarding how much you have learnt.

Aspects	Very much	Much	Little
I understand how to ask for and give suggestion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Understand how to offer, accept, and refuse something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand about email.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to write an email.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I master vocabulary related to baking problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## LET'S HAVE FUN

Find the meaning of the following idioms. You may look for the information in the dictionary and Internet. Number 1 has been done as the example.

1. A piece of cake  
*Meaning: something which is very easy to do.*
2. Pie in the sky



3. Half a loaf is better than none

---

4. Icing on the cake

---

5. As flat as pancake

---

6. That's the way the cookie crumbles

---

7. As nutty as a fruitcake

---





## UNIT 2

### WHAT IS FLOUR?



Picture 2.1



Picture 2.2

There are many patisserie ingredients. As a pastry chef, you must know those ingredients along with their types and characteristics, so that you can bake pastries well. In this unit, you will have that information in form of report texts. Then, do you know how to produce a report text both oral and written?

In this unit, you will find much information about patisserie ingredients and how to make a report text.



## WARM UP

### Task 1

Match the pictures below with their names.

1



Picture 2.3

2



Picture 2.4

3



Picture 2.5

4



Picture 2.6

cheese

yeast

butter

flour

### Task 2

Study the pictures in Task 1. Then, answer the following questions.

1. Do you know the names of those patisserie ingredients?
2. Do you often use those ingredients?
3. Do you know the types of flour?
4. Do you know the difference of butter and margarine?





### Task 3

The words in the table will help you to understand the texts in this unit. In pairs, find the Indonesian words of the English words in the box. Then, pronounce all the words.

English	Indonesian Words
baking powder (/beɪkɪŋ 'paʊ.də r /) (kb)	
butter (/ˈbʌt.ə r /) (kb)	
cheese (/tʃiːz/) (kb)	
chocolate (/ˈtʃɒk.lət/) (kb)	
content (/ˈkɒn.tent/) (ks)	
corn flour (/kɔːn flaʊə r /) (kb)	
dissolve (/dɪˈzɒlv/) (kk)	
egg (/eg/) (kb)	
extraction (/ɪk'stræk.ʃ ə n/) (kb)	
flour (/flaʊə r /) (kb)	
force (/fɔːs/) (kk)	
fungus (/ˈfʌŋ.gəs/) (kb)	
ground (/graʊnd/) (kb)	
hard (/hɑːd/) (ks)	
honey (/ˈhʌn.i/) (kb)	
liquor (/ˈlɪk.ə r /) (kb)	
margarine (/ˌmɑː.dʒəˈriːn/) (kb)	
medium (/ˈmiː.di.əm/) (ks)	
milk (/mɪlk/) (kb)	
organism (/ˈɔː.g ə n.i.z ə m/) (kb)	
protein (/ˈprəʊ.tiːn/) (kb)	
rapid (/ˈræp.ɪd/) (ks)	
refrigerate (/rɪˈfrɪdʒ. ə r.eɪt/) (kk)	
seed (/siːd/) (kb)	
soft (/sɒft/) (ks)	
solid (/ˈsɒl.ɪd/) (ks)	
sugar (/ˈʃʊg.ə r /) (kb)	
sweetener (/ˈswiːt.nə r /) (kb)	
yeast (/jiːst/) (kb)	



## LET'S READ AND WRITE

### OBSERVING

#### Task 4

Read the text below. Then, tick (✓) and write items that you want to know.

#### WHEAT FLOUR

Wheat flour is the most common flour used in baking. It is the only flour which contains enough gluten forming proteins.



Picture 2.7

Based on its gluten-forming proteins, there are three types of wheat flour; hard flour, medium flour, and soft flour. Hard flour is flour containing a good quantity of gluten which is 12% - 13%. It is also called strong flour. The high protein or gluten content enables dough to be made since it will hold its shape and become aerated with the gas of fermenting yeast. Medium flour is flour containing 10% - 11% of protein. This flour is suitable for cake and bread which have to be chemically aerated with baking powder. Soft flour or weak flour is a flour containing 8% - 9% of protein. It is ideally suited to rich cakes, sponge, and short pastry.

*Adapted from: Patisserie by L J Hanneman*

No	Things I want to know	✓
1	The content of the text.	
2	The social function of the text.	
3	The generic structure of the text.	
4	The grammar used in the text.	

No	More things I want to know	✓
1	...	
2	...	
3	...	

## QUESTIONING

### Task 5

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

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

No	Answers
1	...
2	...
3	...
4	...

## COLLECTING, ANALYSING, COMMUNICATING

### Task 6

Below are some words taken from the text in Task 4. Find the Indonesian words from these English words. Then, share your answers with your classmates.

English	Indonesian Words
aerate (/eə'reit/) (kk)	
chemically (/ˈkem.i.li/) (kkt)	
common (/ˈkɒm.ən/) (ks)	
enable (/i'nei.bl/) (kk)	
fermenting (/fə'mentɪŋ/) (kk)	
gluten (/ˈgluː.tən/) (kb)	
ideally (/aɪ'di.ə.li/) (kkt)	
short pastry (/ʃɔ:t 'peɪ.stri/) (kb)	
suit (/s.ju:t/) (kk)	



suitable (/ˈs j u:.tə.b l /) (ks)	
wheat flour (/wi:t fləʊə r /) (kb)	

### Task 7

**Study the following explanation about noun phrase used in reporting patisserie ingredients and discuss it with your classmates. Ask your teacher if you do not understand.**

#### NOUN PHRASE

There are some phrases used in reporting patisserie ingredients. A phrase is a group of words which form a grammatical unit. A noun phrase is a group of words with a noun as the main part or head word. The words before the head word can be an adjective, a noun, and a Verb-ing or Verb-ed.

You will find these noun phrases in the report texts in this unit:

- ☉ wheat flour -> wheat + flour  
noun + noun
- ☉ gluten forming proteins -> gluten + forming + proteins  
noun + Verb-ing + noun
- ☉ single celled fungi -> single + celled + fungi  
adjective + Verb-ed + noun
- ☉ cocoa seeds -> cocoa + seeds  
noun + noun
- ☉ active dry yeast -> active + dry + yeast  
adjective + adjective + noun

### Task 8

**Arrange the following jumbled words into correct noun phrases and write the meaning. Then, share your answers with your classmates. Number 1 has been done as the example.**

- content, fat, milk -> milk fat content = kandungan lemak susu
- herbs, dried ->
- products, dairy ->
- sucrose, pure, refined ->



5. moisture, high ->
6. quality, butter, best, the ->
7. oil, food, content, high ->

### Task 9

**Read the text in Task 4 again and answer the following questions.**

**After that, report your answers to your classmates.**

1. What is the content of the first paragraph?
2. What does the second paragraph tell us about?
3. How many types of wheat flour? Mention them.
4. Does strong flour usually used to make short pastry? Explain it.

### Task 10

**Study the explanation about report text below and discuss it with your classmates. Ask your teacher if you do not understand.**

#### REPORT TEXT

Report text is a text which presents information about a general subject.

Generic structure:

1. Title
2. General classification  
Statements which describe the common subject of the report, common description, and classification.
3. Bundles of specific information  
Tells the phenomenon under discussion in terms of parts, qualities, etc

Language Features:

1. Using simple present tense
2. Using general nouns and technical terms
3. Using relating verbs (to be: is, am, are) to describe features
4. Using timeless present tense (e.g. often, usually, sometimes) to indicate usualness
5. Using descriptive language that is factual than imaginative



### Task 11

Read the following report text about wheat flour again and identify the generic structure of the text. Then, report your work to your classmates.

#### WHEAT FLOUR

Wheat flour is the most common flour used in baking. It is the only flour which contains enough gluten-forming proteins.

Based on its gluten-forming proteins, there are three types of wheat flour; hard flour, medium flour, and soft flour. Hard flour is flour containing a good quantity of gluten which is 12% - 13%. It is also called strong flour. The high protein or gluten content enables dough to be made since it will hold its shape and become aerated with the gas of fermenting yeast. Medium flour is flour containing 10% - 11% of protein. This flour is suitable for cake and bread which have to be chemically aerated with baking powder. Soft flour or weak flour is a flour containing 8% - 9% of protein. It is ideally suited to rich cakes, sponge, and short pastry.

}

}

}

### Task 12

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

#### SIMPLE PRESENT TENSE

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



## 1. Positive statement

Subject	Verb 1 / verb 1+(s/es)	Object	Adverb
The high protein	enables	the dough	to be made.
Instant yeast	contains	activators.	-
Rapid rise yeasts	work	-	very quickly.

Subject	To be	Complement	Adverb
Wheat flour	is	the most common flour	used in baking.
There	are	several types of chocolate.	-
This flour	is	suitable	for cake and bread.

## 2. Negative statement

Subject	Do not/ doesn't	Verb 1	Object	Adverb
The high protein	doesn't	enable	the dough	to be made.
Active dry yeasts	do not	work	-	very quickly.

Subject	To be (not)	Complement	Adverb
Wheat flour	is not	the most common flour	used in baking.
This flour	is not	suitable	for cake and bread.



### 3. Interrogative statement

Auxiliary (do, does, modal)	Subject	Verb 1	Object	Adverb
Does	yeast	belong to	fungus?	-
Do	the pastry chefs	bake	the cake	perfectly?
Should	we	use	instant yeast	more often?

### Task 13

Identify the grammatical mistakes in the following sentences by underlining them. Then, correct them. Number 1 has been done as the example.

1. There is three types of wheat flour.  
Correction: There are three types of wheat flour.
2. Bittersweet chocolate typically containing at least 50 percent chocolate liquor.  
Correction:
3. It work very quickly.  
Correction:
4. They is active dry yeast, rapid rise yeast, and instant dry yeast.  
Correction:
5. Instant yeast do not need to be dissolved in warm water.  
Correction:
6. Is we need to dissolve the instant yeast?  
Correction:

### Task 14

Work in pairs. Make 5 simple present tense sentences based on the verbs provided.

1. belong to

2. contains

3. refrigerate





4. use

5. bake

### Task 15

**Study the following explanation about passive voice and discuss it with your classmates. Ask your teacher if you do not understand.**

#### PASSIVE VOICE

Read again the text entitled Wheat Flour in Task 11. Pay attention to the sentences "It is also called strong flour" and "It is ideally suited to rich cakes, sponge, and short pastry" in paragraph 3. Those sentences use passive voice. In writing a report text, sometimes you need to use passive sentences to make the text more formal and impersonal. Below is the common formula of passive voice used in a report text:

**Subject + to be (is/are) + Verb 3/Past Participle**

### Task 16




**Work in pairs. Change the words in the brackets into passive forms. Then, report your answers to your classmates.**

1. Instant yeast \_\_\_\_\_ (recommend) as it is most reliable.
2. Wheat flour \_\_\_\_\_ (make) from wheat.
3. Chocolate \_\_\_\_\_ (extract) from cocoa beans.
4. Gelatin \_\_\_\_\_ (use) as gelling agent.
5. Cheeses \_\_\_\_\_ (categorise) in many ways.

### Task 17

**Work in groups of three. Study the following pictures about patisserie ingredients. Complete the description of each picture in the provided boxes. Report your work to your classmates.**



Pictures	Descriptions
 <p data-bbox="246 441 346 463">Picture 2.8</p>	<p data-bbox="498 171 567 193">Name:</p> <p data-bbox="498 205 715 227">General information:</p>  <p data-bbox="498 358 715 380">Specific information:</p>
 <p data-bbox="239 812 338 834">Picture 2.9</p>	<p data-bbox="498 543 567 564">Name:</p> <p data-bbox="498 576 715 598">General information:</p>  <p data-bbox="498 729 715 751">Specific information:</p>
 <p data-bbox="249 1163 359 1185">Picture 2.10</p>	<p data-bbox="498 914 567 936">Name:</p> <p data-bbox="498 947 715 969">General information:</p>  <p data-bbox="498 1100 715 1122">Specific information:</p>



## CREATING

### Task 18

Based on the information of the pictures in Task 17, write a simple report text by referring to them. You may choose one of them. Do it individually.

Title

\_\_\_\_\_

General Classification:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Description:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## WARM UP

### Task 19

Answer the following questions based on your knowledge.

1. Do you like chocolate? Explain it.
2. Can you mention the ingredients of chocolate?
3. Can you mention the nutrients of the chocolate?
4. Do you know how to make chocolate?
5. Can you mention some types of chocolate?



## LET'S LISTEN AND SPEAK

### OBSERVING

#### Task 20

Listen to the monologue entitled chocolate. Tick (✓) and write items that you want to know.

No	Things I want to know	✓
1	The content of the monologue.	
2		
3		

No	More things I want to know	✓
1	...	
2	...	
3	...	

### QUESTIONING

#### Task 21

Formulate relevant questions based on the items you want to know in Task 20. Then, provide your temporary answers for the questions. Number 1 has been done as the example.

No	Questions
1	What is the recording about?
2	...
3	...

No	Answers
1	...
2	...
3	...



## COLLECTING, ANALYSING, COMMUNICATING

### Task 22

Find the Indonesian words of the English words below. Then, pronounce after your teacher.

- kernel (/ˈkɜːn ə l/) :  
 liquor (/ˈlik.ə r/) :  
 pharmaceutical (/ˌfɑːməˈsuː.tɪ.k ə l/) :  
 approximately (/əˈprɒk.sɪ.mət.li/) :  
 interchangeably (/ˌɪn.təˈtʃeɪn.dʒə.bli/) :  
 confectionery (/kənˈfek.ʃ ə n.ri/) :

### Task 23

Listen to the recording entitled chocolate again and decide whether the statements are true or false. Write T if the statement is true and F if the statement is false. Correct the false statements. Then, report your work to your classmates. Number 1 has been done as the example.

No	Statements	T/F	Corrections
1	The extraction and processing of chocolate from cacao beans is a simple process.	F	The extraction and processing of chocolate from cacao beans is a lengthy and complex process.
2	The first stage of processing chocolate involves crushing the kernels into a paste.		
3	Cocoa butter cannot be used as cosmetic.		
4	Unsweetened chocolate contains 50 percent of sugar.		
5	Unsweetened chocolate is well-known as baking chocolate.		



6	Semisweet chocolate contains 15 percent chocolate liquor, 35 percent cocoa butter, and 40 percent sugar.		
---	--	--	--

## Task 24

**Listen to the monologue and complete the text below. Report your work to your classmates. Then, act it out in front of the class.**

### YEAST

The word "yeast" comes from the Sanskrit 'yas' meaning "to seethe or boil". Yeast is a living \_\_\_\_\_ (1) and is in the air around us. It is a member of the fungus family and is a single celled fungi of which there are about 160 different \_\_\_\_\_ (2). Baker's yeast as well as brewer's yeast belong to the *Saccharomyces cerevisiae* species. Louis Pasteur in the 1850's is credited with first discovering and understanding the \_\_\_\_\_ (3) process which led to the development and cultivation of the yeast we use today.

Baker's yeast, like baking powder or \_\_\_\_\_ (4), is used to leavened baked goods. The difference between these two leaveners is that baking powder or baking soda react chemically to produce the \_\_\_\_\_ (5) that makes the baked goods rise. Yeast, on the other hand, is a living organism and the carbon dioxide it produces is the result of the yeast feeding on the dough.

There are \_\_\_\_\_ (6) types of yeast used in baking. They are active dry yeast, rapid rise yeast, and instant dry yeast. Active dry yeast is the traditional yeast which needs to be dissolved in warm water with a sprinkle of \_\_\_\_\_ (7) to activate it. Rapid rise yeast contains high concentration of \_\_\_\_\_ (8), so that it works very quickly. Instant yeast contains activators, so that the baker can add it straight to \_\_\_\_\_ (9) without dissolving. Instant yeast is not recommended for refrigerated or frozen \_\_\_\_\_ (10).

*Adapted from: <http://www.joyofbaking.com/Yeast.html>*



### Task 25

Listen the monologue in Task 24 again and complete the information about the types of yeast in the following table. Use your own words.

active dry yeast	rapid rise yeast	instant dry yeast

### Task 26

Below are some words taken from the text in Task 24. In pairs, match the words in Column A with their suitable meanings in Column B. Report your work to your classmates. Then, pronounce them after your teacher.

Column A

living  
fungus  
discover  
fermentation  
cultivation  
leaven  
single-celled  
recommended

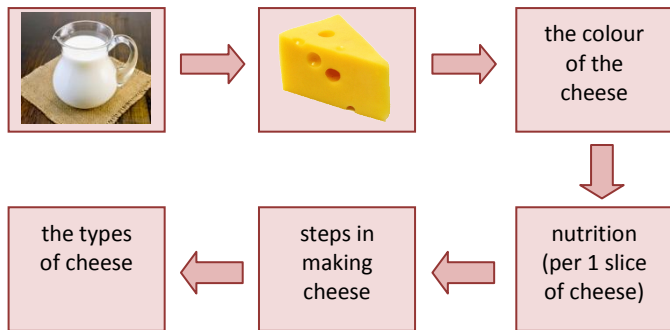
Column B

bersel satu  
menemukan  
mengembangkan  
penanaman  
hidup  
jamur  
direkomendasikan  
fermentasi

## CREATING

## Task 27

**Make a monologue about cheese based on the following chart. Then, act it out in front of the class.**



## LET'S HAVE HOMEWORK

**Make a monologue video about one of patisserie ingredients that you usually use in baking. Find the information in the Internet. Do it individually.**

## LET'S SUM UP

In this unit, you learn:

1. Report text is a text which presents information about a general subject.  
Generic structure: title, general classification, and bundles of specific information



Language Features: using simple present tense, general nouns, technical terms, relating verbs (to be: is, am, are) to describe features, and timeless present tense (e.g. often, usually, sometimes) to indicate usualness

2. Simple present tense

a. Positive statement

Subject + Verb 1 / verb 1+(s/es) + Complement + Object + Adverb

b. Negative statement

Subject + Don't/doesn't + Verb 1 + Complement + Object + Adverb

c. Interrogative statement

Auxiliary + Subject + Verb 1 + Object + Adverb

d. Passive voice

Subject + to be (is/are) + Verb 3/Past Participle

## LET'S HAVE A REFLECTION

How much do you learn from this unit? Put a tick (✓) in the right box regarding how much you have learnt.

Aspects	Very much	Much	Little
I understand how to produce a report text both oral and written	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand about noun phrase.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand about simple present tense.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand about passive voice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I master vocabulary related to the ingredients and their information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## LET'S HAVE FUN

Find some vocabularies about patisserie ingredients in the following puzzle. Look at the example.

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





# UNIT 3

## HOW TO MAKE CHOCOLATE CAKES



Picture 3.1



Picture 3.2

After you are graduated from the vocational high school, you are expected to have your own business related to patisserie like being a pastry chef. Being a pastry chef requires an ability to make pastries well. In this unit, you will have that information in the form of procedure texts. Then, do you know how to produce a procedure text both in oral and written?

In this unit, you will find information about steps in making pastries and some tips in baking and icing pastries.



## WARM UP

### Task 1

Study the steps below. Then, answer the questions.

Step 1



Picture 3.3

Step 2



Picture 3.4

Step 3



Picture 3.5

1. Do you know the name of the steps above?
2. Do you always do those steps in making pastries?
3. What kind of ingredients do you need in those steps?
4. What kind of equipment do you need in those steps?
5. Can you tell those steps in detail?



## Task 2

The following pictures are the steps in making pastries. Match the steps below with their names.



Picture 3.6

.....



Picture 3.7

.....



Picture 3.8

.....



Picture 3.9

.....



Picture 3.10

.....



Picture 3.11

.....

icing  
measuring

rolling  
kneading

creaming  
testing



### Task 3

The words in the table will help you to understand the texts in this unit. In pairs, find the Indonesian words of the English words in the box. Then, pronounce all the words after your teacher.

English	Indonesian Words
prepare (/priˈpeə r /) (kk)	
beat (/bi:t/) (kk)	
mix (/mɪks/) (kk)	
stir (/stɜː r /) (kk)	
melt (/melt/) (kk)	
add (/æd/) (kk)	
pour (/pɔː r /) (kk)	
fill (/fɪl/) (kk)	
spread (/spred/) (kk)	
preheat (/ˌpriːˈhi:t/) (kk)	
briskly (/ˈbrɪsk.li/) (kkt)	
icing (/ˈaɪ.sɪŋ/) (kb)	
knead (/ni:d/) (kk)	
dice (/daɪs/) (kk)	
cream (/kri:m/) (kb)	
batter (/ˈbæt.ə r /) (kb)	
roll (/rɒl/) (kk)	
test (/ˈtes.t/) (kk)	
measure (/ˈmeɜ.ə r /) (kk)	
semisweet (/sem.iˌswi:t t/) (kb)	
frost (/frɒst/) (kk)	
smoothly (/ˈsmuːð.li/) (kkt)	
machine (/məˈʃi:n/) (kb)	
yolk (/jɒk/) (kb)	
fluffy (/ˈflʌf.i/) (ks)	
scoop (/sku:p/) (kk)	
whisk (/wɪsk/) (kk)	
rest (/rest/) (kk)	



## LET'S READ AND WRITE

### OBSERVING

#### Task 4

Read the text below. Then, tick (✓) and write items that you want to know.

#### How to Make Chocolate Cakes (for 15 pieces)

Ingredients:

4 eggs

1 ¼ cups of sugar

¼ cup of oil

¼ cup of orange juice

2 ¼ cups of flour

1 tbsp of baking powder

3 tbsp of cocoa powder

1 ¼ cups of semisweet chocolate



Picture 3.12

Steps:

First, preheat oven to 400° F.

Second, beat eggs and sugar until light and creamy.

Third, add oil and juice.

Then, mix the flour with baking powder and cocoa powder.

Next, pour the batter into a prepared pan.

Then, bake it in the oven for 40-45 minutes.

Finally, spread it with melted semisweet chocolate.

*Adapted from: 1 Batter-50 Cakes*

No	Things I want to know	✓
1	The content of the text.	
2	The social function of the text.	
3	The generic structure of the text.	
4	The grammar used in the text.	



No	More things I want to know	√
1	...	
2	...	
3	...	
4	...	

## QUESTIONING

### Task 5

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

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

No	Answers
1	...
2	...
3	...
4	...

## COLLECTING, ANALYSING, COMMUNICATING

### Task 6

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





### Column A

baking powder  
semisweet chocolate  
light  
creamy  
spread  
melted

### Column B

ringan  
meleleh  
olesi  
pengembang  
berkrim  
cokelat hitam

### Task 7

**Read the text in Task 4 again and answer the following questions. After that, report your answers to your classmates.**

1. What are the ingredients to make chocolate cakes?
2. What are the equipment needed to make chocolate cakes?
3. How many pieces of cakes can be served based on that recipe?
4. What is the fourth step in making chocolate cakes?
5. Write down the steps in making chocolate cakes with your own words.

### Task 8

**Study the following explanation about fractions number. Then, pronounce the examples of fractions number after your teacher.**

#### FRACTION NUMBER

In Task 4, you find some numbers  $1\frac{1}{2}$  and  $\frac{1}{4}$  at the ingredients part. Those are called fraction numbers. Below are others examples and how to pronounce them.

- |               |                  |
|---------------|------------------|
| $\frac{1}{2}$ | = one half       |
| $\frac{1}{3}$ | = one third      |
| $\frac{1}{4}$ | = one quarter    |
| $\frac{1}{5}$ | = one fifth      |
| $\frac{2}{3}$ | = two thirds     |
| $\frac{3}{4}$ | = three quarters |



### Task 9

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

#### PROCEDURE TEXT

Definition:

A procedure text is a text type which explains the readers how to do something, how to make something, or how to use something.

Generic Structure:

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

Language Features:

1. Using imperative sentences (e.g. bake, preheat, stir, mix, etc).
2. Using sequencing connectives (e.g. first, second, then, next, etc).

### Task 10

Read again the following procedure text about how to make chocolate cakes and identify the generic structure of it. Report your answer to your classmates.

#### How to Make Chocolate Cake

Ingredients:

- 4 eggs
- 1  $\frac{1}{4}$  cups of sugar
- $\frac{1}{4}$  cup of oil
- $\frac{1}{4}$  cup of orange juice
- 2  $\frac{1}{4}$  cups of flour
- 1 tbsp of baking powder
- 3 tbsp of cocoa powder
- 1  $\frac{1}{4}$  cups of semisweet chocolate

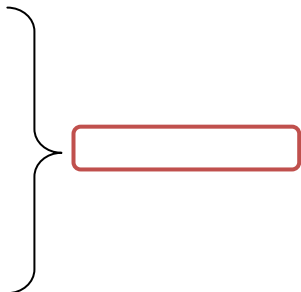
}

}



### Steps:

First, preheat oven to 400° F.  
Second, beat eggs and sugar until light and creamy.  
Third, add oil and juice.  
Then, mix the flour with baking powder and cocoa powder.  
Next, pour the batter into a prepared pan.  
Then, bake it in the oven for 40-45 minutes.  
Finally, spread it with melted semisweet chocolate.



*Adapted from: 1 Batter-50 Cakes*

### Task 11

**Study the explanation below about imperative sentences and discuss it with your classmates. Ask your teacher if you do not understand.**

#### IMPERATIVE SENTENCE

Read again the text in Task 9. Pay attention to the steps part. There are some sentences such as “preheat the oven into 400°F”, “add oil and juice”, “pour the batter into prepared pan”, etc. Those are called imperative sentences.

An imperative sentence is a sentence which gives advice or instruction, request or command. The formula is:

**Verb + Object + Adverb**



### Task 12

**Arrange the jumbled words below into good imperative sentences. Then, report your answers to your classmates.**

1. dough – the – about – knead – 10 minutes – for.
2. flour – the – mix – ginger – and – together – the.



3. pan – prepared – into – pour – batter – the.
4. icing – the – add – bag – icing – into – the.
5. the – dice – small – butter – into – beat – cubes – with – together – sugar – and.

### Task 13

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

1. knead

---

2. stir

---

3. melt

---

4. beat

---

## CREATING

### Task 14

**Sequence the pictures in making almond biscuits below into a correct order. Then, make a sentence for each picture. Do it individually.**



Picture 3.13



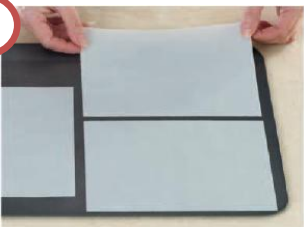
Picture 3.14



Picture 3.15



Picture 3.16



Picture 3.17



Picture 3.18

### Task 15

**Make a simple procedure text based on the correct answer of Task 14. Analyse the ingredients and equipments used based on the pictures.**

### WARM UP

### Task 16

**Answer the following questions based on your knowledge.**

1. What do you do after your cake is cooked?
2. Do you frost your cake?
3. What kind of ingredients to use in frosting cake?
4. What kind of equipments to use in frosting cake?
5. Can you mention the steps in frosting cake?



## LET'S LISTEN AND SPEAK

### OBSERVING

#### Task 17

Listen to the monologue entitled "How to Finish Frosting smoothly". Tick (✓) and write items that you want to know.

No	Things I want to know	✓
1	The content of the monologue.	
2	How to tell a procedure text orally.	
3	...	
4	...	

No	More things I want to know	✓
1	...	
2	...	
3	...	
4	...	

### QUESTIONING

#### Task 18

Formulate relevant questions based on the items you want to know in Task 17. Then, provide your temporary answers for the questions. Number 1 has been done as the example.

No	Questions
1	What is the recording about?
2	...
3	...
No	Answers
1	...
2	...
3	...



## COLLECTING, ANALYSING, COMMUNICATING

### Task 19

Find the Indonesian words of the English words below. Then, pronounce after your teacher.

heat (/hi:t/)	:
slightly (/ˈslaɪt.li/)	:
excess (/ekˈses/)	:
spoil (/spɔɪl/)	:
retaining (/rɪˈteɪn ɪŋ/)	:
blade (/bleɪd/)	:

### Task 20

Listen to the monologue in Task 17 again. Write T if the statement is true and F if the statement is false. Correct the false statements. Look at the example. Then, report your answers to your classmates.

No	Statements	T/F	Corrections
1	The name of the programme is "Baking News".	F	The name of the programme is "Baking Tips".
2	The today's topic is how to finish frosting roughly.		
3	There are three steps of finishing based on the recording.		
4	The metal knife should be dipped in cold water.		
5	The knife must be wiped quickly.		
6	In the final step, you should use the full extent of the blade.		



### Task 21

Study the explanation about sequencing connectives below. Discuss it with your friends. Ask your teacher if you do not understand.

#### SEQUENCING CONNECTIVES

Go back to Task 10. You find some words such as “first, second, next, then, after that, finally” etc. Those words are called sequencing connectives.

In a procedure text, sequencing connectives are used to help developing the sequence of ideas. They also enable you to show chronological order.



### Task 22

You will hear a woman explaining the recipe in making cornbread. While listening, arrange the jumbled sentences into a good procedure text by giving a number to the box. Then, underline the sequencing connectives. After that, report your answers to your classmates.

Then, in a bowl, whisk together the eggs, melted butter, and milk.

Then, add the remaining milk mixture and stir them until smooth.

After that, sift the cornmeal, flour, sugar, baking powder, and salt into a bowl. Don't forget to add the corn.

First, preheat the oven to 220°C.

Next, pour three-quarters of the milk mixture into the flour mixture and stir them.

Second, oil the pan with butter and place it in oven.





☐ Next, quickly brush the top with butter and bake it for 20 – 25 minutes.

☐ After that, carefully take the hot pan out of the oven and pour the batter.

☐ Finally, your cornbread is ready.

### Task 23

**Listen to a monologue about how to make red velvet lava cake. While listening, fill in the blanks with the words provided in the box. After that, share your answers to your classmates.**

#### How to Make Red Velvet Lava Cake

First, \_\_\_\_\_ (1) the oven to 190°C.

Second, melt the butter and \_\_\_\_\_ (2) chocolate together.

Then, whisk the eggs and \_\_\_\_\_ (3) in a large bowl.

When they are double in size and \_\_\_\_\_ (4), slowly add the sugar

bit by bit. Keep whisking until fully \_\_\_\_\_ (5).

Next, while the machine is running, add the red food \_\_\_\_\_ (6), vanilla and melted \_\_\_\_\_ (7) mixture.

After that, turn off the machine and \_\_\_\_\_ (8) the cocoa, flour and \_\_\_\_\_ (9) over the eggs mixture.

Then, gently fold in the dry \_\_\_\_\_ (10) to the batter and stir until just combined.

Next, \_\_\_\_\_ (11) the mugs really well. Scoop one cup \_\_\_\_\_ (12) to each mug and make it until 6 in total.

After that, place the mugs on a \_\_\_\_\_ (13) and bake until the sides of the cake are set but the centers are still soft. It will need around 18 to 22 minutes.



Picture 3.19



Next, let the cakes rest for 5 minutes.

Then, \_\_\_\_\_ (14) them onto dessert plates.

Finally, serve the cakes immediately with ice cream and \_\_\_\_\_ (15) with sugar.

*Adapted from: Red Velvet Lava Cake by Gemma Stafford*

baking sheet (/beɪkɪŋ ʃi:t/)

cinnamon (/ˈsɪn.ə.mən/)

incorporated (/ɪnˈkɔːp ə r.eɪt/)

preheat (/ˌpriːˈhi:t/)

ingredients (/ɪnˈɡriː.di.ənt/)

invert (/ɪnˈvɜːt/)

measure (/ˈmeɜː.ə r /)

coloring (/ˈkʌl. ə r.ɪŋ/)

egg yolks (/eg jəʊks/)

sieve (/sɪv/)

chocolate (/ˈtʃɒk.lət/)

dusted (/dʌstɪd/)

white (/waɪt/)

fluffy (/ˈflʌf.i/)

grease (/ɡriːs/)

## CREATING

### Task 24

Study the following pictures. Then, tell your classmates about how to make lemon cheesecake based on the following pictures. Do it individually.

1



Picture 3.20

2



Picture 3.21

3



Picture 3.22

4



Picture 3.23

5



Picture 3.24

6



Picture 3.25

7



Picture 3.26

8



Picture 3.27

9



Picture 3.28

10



Picture 3.29



11



Picture 3.30

12



Picture 3.31

### LET'S HAVE HOMEWORK

**Work in groups of three. Find a video about how to decorate a birthday cake in the Internet. Make a summary by listing the equipments, ingredients, and steps used in that video. Then, present the result to your classmates.**

### LET'S SUM UP

In this unit, you learn:

#### 1. Procedure Text

A procedure text is a text type which explains the readers how to do something, how to make something, or how to use something.

Generic Structure:

Goal / aim (title), Materials / tools / equipments, Steps / methods

Language Features:

- Using imperative sentences (e.g. bake, preheat, stir, mix, etc).
- Using sequencing connectives (e.g. first, second, then, next, etc).

#### 2. Imperative Sentences

Imperative sentence is a sentence which gives advice or instruction, request or command. The formula is: Verb + Object + Adverb

#### 3. Sequencing Connectives

Sequencing connectives are used to help developing the sequence of ideas. They also enable you to show chronological order. Sequencing



connectives include: first, second, next, then, after that, before, finally, etc.

### LET'S HAVE A REFLECTION

How much do you learn from this unit? Put a tick (✓) in the right box regarding how much you have learnt.

Aspects	Very much	Much	Little
I understand how to produce a procedure text both oral and written	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand about imperative sentences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand about fraction numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand about sequencing connectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I master vocabulary related to procedures in making pastries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### LET'S HAVE FUN

Do the crosswords puzzle related to steps in making cake below.

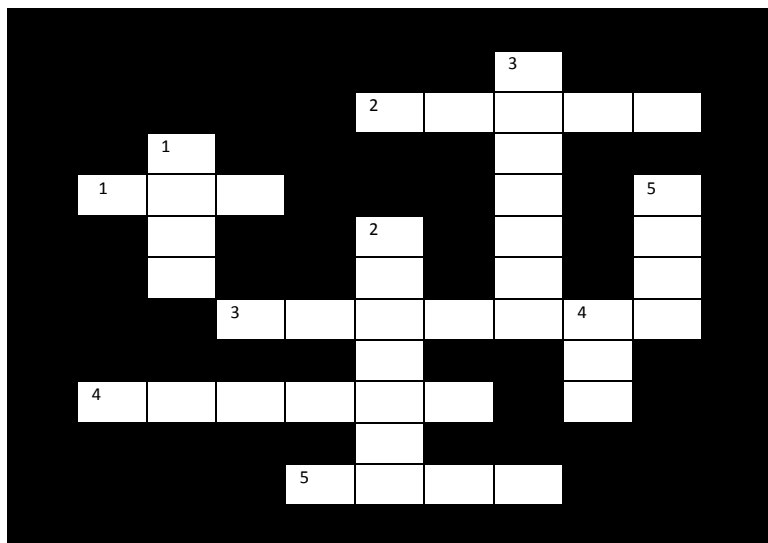
Across:

1. to combine
2. to press the dough firmly and repeatedly with hands and fingers
3. to heat an oven to a particular temperature before putting the dough in it
4. to cover something until wide
5. to mix something repeatedly using spoon

Down:

1. to make something full
2. to make something ready
3. to discover the exact amount of the ingredients
4. to put something to increase the number of it
5. to turn something solid into soft or liquid







# APPENDICES

## APPENDIX 1

### LISTENING TRANSCRIPT

#### UNIT 1

##### Task 20

**Listen to the dialogue between a pastry chef and Adam. Tick (✓) and write items that you want to know.**

- Adam : Good morning, ma'am. I am Adam, a student of patisserie study programme.
- Pastry chef : Good morning, Adam. May I offer you some helps?
- Adam : Yes, please. I have a problem with my biscuit.
- Pastry chef : Let me see.
- Adam : My biscuits are always hard and tough. Do you have any advice for me?
- Pastry chef : Yes. I advise you to avoid adding more flour than necessary to the biscuit batter.
- Adam : I see. Do you have any other suggestion, ma'am?
- Pastry chef : You should also avoid over mixing once the flour is added.
- Adam : Okay. Thank you for your suggestions, ma'am.
- Pastry chef : You're welcome.

##### Task 24

**In pairs, listen to the dialogue between Diana and a Baker. While listening, complete the dialogue below with the suitable expressions in the box. Then, act it out.**

- Baker : Good afternoon.
- Diana : Good afternoon. I'm looking for a cake for my friend's birthday.
- Baker : What would you like for your friend?
- Diana : Everything looks delicious. I'm so confused. What do you suggest?
- Baker : I suggest you this vanilla cake. It's the most popular cake at this bakery.
- Diana : Unfortunately, my friend doesn't like vanilla. Do you have any other ideas?





- Baker : We also have tart, red velvet, chocolate brownies, cheese cake, and many more. Do you want to taste some?
- Diana : Sure I'd love to. May I taste the cheese cake, please?
- Baker : Sure.
- Diana : It's so delicious cheese cake. She will love it. I will take this one.
- Baker : Okay. Do you want some other cakes?
- Diana : No, thanks. It's enough.
- Baker : That's fine. Please go to the cashier over there.
- Diana : Okay.

## UNIT 2

### Task 20

**Listen to the monologue entitled chocolate. Tick (✓) and write items that you want to know.**

### CHOCOLATE

Chocolate is one of ingredients used in baking. Chocolate is a sweet, usually brown, food made from cacao seeds.

The extraction and processing of chocolate from cacao beans are a lengthy and complex process. The first stage involves crushing the kernels into a paste. At this point, it is completely unsweetened and is called chocolate liquor. The liquor is then further ground to give it a smoother, finer texture, and sweeteners and other ingredients may be added. The liquor may also be pressed to force out most of the cocoa butter. The solids that are left are ground into cocoa powder. Cocoa butter is combined with chocolate liquor to make baking and eating chocolates, or it may simply be flavored and sweetened to make white chocolate. Cocoa butter also has numerous pharmaceutical and cosmetic uses.

There are several types of chocolate. The first type is unsweetened chocolate. It is also known as bitter or baking chocolate. Unsweetened chocolate contains no sugar. It is approximately 95 percent chocolate liquor and 5 percent cocoa butter. The second type is bittersweet chocolate. It typically contains at least 50 percent chocolate liquor, 15 percent cocoa butter, and 35 to 50 percent sugar. The third type is semisweet chocolate. It



contains at least 35 percent chocolate liquor, 15 percent cocoa butter, and 40 percent sugar. This chocolate may be used interchangeably with bittersweet in most recipes. The other types are couverture chocolate, milk chocolate, sweet chocolate, white chocolate, and confectionery coating.

*Adapted from: Mastering the Art and Craft Baking and Pastry*

## Task 24

**Listen to the monologue and complete the text below. Report your work to your classmates. Then, act it out in front of the class.**

### YEAST

The word "yeast" comes from the Sanskrit 'yas' meaning "to seethe or boil". Yeast is a living organism and is in the air around us. It is a member of the fungus family and is a single celled fungi of which there are about 160 different species. Baker's yeast as well as brewer's yeast belong to the *Saccharomyces cerevisiae* species. Louis Pasteur in the 1850's is credited with first discovering and understanding the fermentation process which led to the development and cultivation of the yeast we use today.

Baker's yeast, like baking powder and baking soda, is used to leavened baked goods. The difference between these two leaveners is that baking powder and baking soda react chemically to produce the carbon dioxide that makes the baked goods rise. Yeast, on the other hand, is a living organism and the carbon dioxide it produces is the result of the yeast feeding on the dough.

There are three types of yeast used in baking. They are active dry yeast, rapid rise yeast, and instant dry yeast. Active dry yeast is the traditional yeast which needs to be dissolved in warm water with a sprinkle of sugar to activate it. Rapid rise yeast contains a high concentration of activators, so that it works very quickly. Instant yeast contains activators, so that the baker can add it straight to recipes without dissolving. Instant yeast is not recommended for refrigerated or frozen dough.

*Adapted from: <http://www.joyofbaking.com/Yeast.html>*



## UNIT 3

### Task 17

**Listen to the monologue entitled “How to Finish Frosting smoothly”. Tick (✓) and write items that you want to know.**

Hello everyone, back to our lovely programme “Baking Tips” today with me, Paula. Today I am going to tell you how to finish frosting smoothly. First, you need to dip a large and flexible metal knife in hot water. The heat will melt the frosting slightly and smoothing its surface as you work. Then, wipe the knife quickly to remove any excess water that might spoil the frosting while retaining the heat in the blade. Finally, work around the sides of the cake. Use the full extent of the blade to sweep the frosting on the top into a perfectly smooth finish.

That’s all how to finish frosting smoothly. You may start practicing at home. See you next week.

*Adapted from: 101 Essential Tips Baking by Caroline Bretherton*

### Task 22

**You will hear a woman explaining the recipe in making cornbread. While listening, arrange the jumbled sentences into a good procedure text by giving a number to the box. Then, underline the sequencing connectives. After that, report your answers to your classmates.**

Hi, I am Caroline Bretherton. Today I will demonstrate how to make cornbread. Cornbread is a traditional American loaf which is an accompaniment to soups and stews. In making cornbread, you will need 200g of corn’s kernels, 4 tablespoons of unsalted butter and extra butter for greasing. You also need 1 ¼ cups of yellow cornmeal, ¾ cup of flour, ¼ cup of sugar, 1 tablespoon of baking powder, 1 tablespoon of salt, 2 large eggs, and 1 ¼ cups of milk.

First, preheat the oven to 220°C. Second, oil the pan with butter and place it in oven. After that, sift the cornmeal, flour, sugar, baking powder, and salt into a bowl. Don’t forget to add the corn. Then, in a bowl, whisk together the eggs, melted butter, and milk. Next, pour three-quarters of the



milk mixture into the flour mixture and stir them. Then, add the remaining milk mixture and stir them until smooth. After that, carefully take the hot pan out of the oven and pour the batter. Next, quickly brush the top with butter and bake it for 20 – 25 minutes. Finally, your cornbread is ready.

That's all how to make cornbread.

### **Task 23**

**Listen to a monologue about how to make red velvet lava cake. While listening, fill in the blanks with the words provided in the box. After that, retell the procedure in front of the class.**

#### **How to Make Red Velvet Lava Cake**

First, preheat the oven to 190°C.

Second, melt the butter and white chocolate together.

Then, whisk the eggs and egg yolks in a large bowl. When they are double in size and fluffy, slowly add the sugar bit by bit. Keep whisking until fully incorporated.

Next, while the machine is running, add the red food coloring, vanilla and melted chocolate mixture.

After that, turn off the machine and sieve the cocoa, flour and cinnamon over the eggs mixture.

Then, gently fold in the dry ingredients to the batter and stir until just combined.

Next, grease the mugs really well. Scoop one cup measure to each mug and make it until 6 in total.

After that, place the mugs on a baking sheet and bake until the sides of the cake are set but the centers are still soft. It will need around 18 to 22 minutes.

Next, let the cakes rest for 5 minutes.

Then, invert them onto dessert plates.

Finally, serve the cakes immediately with ice cream and dusted with sugar.

*Adapted from: Red Velvet Lava Cake by Gemma Stafford*



## APPENDIX 2

### ANSWER KEY

#### UNIT 1

##### Warm up

1. burnt
2. crumbly
3. shrunk
4. stuck

##### Task 7

1. Debora is a student of patisserie study programme.
2. Her problem was that her dough was not rising.
3. People think that dough will not rise unless they leave it for several hours and leave it somewhere really warm.
4. He suggested that Debora uses instant yeast. He also advised Debora not to use hot water or add acidic ingredients because they can kill the yeast.

##### Task 9

1. You should pour the milk quickly to the dough.
2. Would you mind giving me suggestions for my cake?
3. I suggest that you dice the butter first.
4. My cake is burnt. What do you suggest?
5. I advise you to mix the flour and sugar slowly.
6. Do you have any suggestions for me?

##### Task 23

1. F
2. T
3. F
4. T
5. F
6. F

##### Task 24

1. What would you like for your friend?
2. I suggest you this vanilla cake.
3. Do you have any other ideas?
4. Sure, I'd love to.
5. Do you want some other cakes?



6. No, thanks.

## UNIT 2

### Warm up

1. flour
2. butter
3. yeast
4. cheese

### Task 8

1. milk fat content = kandungan lemak susu
2. dried herbs = tumbuhan herbal/bumbu yang dikeringkan
3. dairy products = produk-produk dari susu
4. pure refined sucrose = sukrosa murni yang disuling
5. high moisture = kelembaban yang tinggi
6. the best quality butter = mentega berkualitas terbaik
7. high oil content food = makanan berkeandungan minyak tinggi

### Task 9

1. The content of the first paragraph is the general information about wheat flour that is the most common flour in baking which contains enough gluten forming proteins.
2. The second paragraph tells about the specific information about the types of wheat flour.
3. There are three types of wheat flour; hard flour, medium flour, and soft flour.
4. No, it does not. The one that is usually used to make short pastry is soft flour.

### Task 13

1. There are three types of wheat flour.
2. Bittersweet chocolate typically contains at least 50 percent chocolate liquor.
3. It works very quickly.
4. They are active dry yeast, rapid rise yeast, and instant dry yeast.
5. Instant yeast does not need to be dissolved in warm water.
6. Do we need to dissolve the instant yeast?

### Task 16

1. is recommended



2. is made
3. is extracted
4. is used
5. are categorized

**Task 23**

1. F
2. T
3. F
4. F
5. T
6. F

**Task 24**

1. organism
2. species
3. fermentation
4. baking soda
5. carbon dioxide
6. three
7. sugar
8. activators
9. recipes
10. dough

## UNIT 3

**Task 2**

1. creaming
2. testing
3. kneading
4. rolling
5. measuring
6. icing

**Task 12**

1. Knead the dough for about 10 minutes.
2. Mix the flour and the ginger together.
3. Pour the batter into prepared pan.
4. Add the icing into the icing bag.



5. Dice the butter into small cubes and beat with sugar together.

**Task 20**

1. F
2. F
3. T
4. F
5. T
6. T

**Task 23**

1. preheat
2. white
3. egg yolks
4. fluffy
5. incorporated
6. coloring
7. chocolate
8. sieve
9. cinnamon
10. ingredients
11. grease
12. measure
13. baking sheet
14. invert
15. dusted





## APPENDIX 3

### PICTURE SOURCE

#### UNIT 1

Picture 1.1:

<http://www.blogto.com/listings/bakery/upload/2011/07/20110726-Cocoa-2.jpg>

Picture 1.2:

[http://www.northjersey.com/polopoly\\_fs/1.543174!/fileImage/httpImage/021013bakeshop-dngnk.jpg](http://www.northjersey.com/polopoly_fs/1.543174!/fileImage/httpImage/021013bakeshop-dngnk.jpg)

Picture 1.3:

<https://mmmsugar.files.wordpress.com/2012/08/burnt-chiffon-cake.jpg>

Picture 1.4:

<http://www.familyfriendlyfood.com/wp-content/uploads/2009/02/img-0491bb.jpg>

Picture 1.5:

[http://www.fnstatic.co.uk/images/source/article/99118097\\_1.jpg](http://www.fnstatic.co.uk/images/source/article/99118097_1.jpg)

Picture 1.6:

<http://www.gfedge.com/wp-content/uploads/2011/04/The-Bundt-Cake-Stuck-Even-Worse.jpg>

Picture 1.7:

[http://media.mnn.com/assets/images/2014/12/cookies-feature.jpg.653x0\\_q80\\_crop-smart.jpg](http://media.mnn.com/assets/images/2014/12/cookies-feature.jpg.653x0_q80_crop-smart.jpg)

#### UNIT 2

Picture 2.1:

<http://www.simplyscratch.com/wp-content/uploads/2014/04/Baked-Buttermilk-Cake-Doughnuts-+-Fresh-Strawberry-Glaze-l-www.SimplyScratch.com-ingredients-.jpg>

Picture 2.2:

[http://www.nikola-patisier.com/assets/templates/images/slides/ingredients\\_macarons.jpg](http://www.nikola-patisier.com/assets/templates/images/slides/ingredients_macarons.jpg)

Picture 2.3:



<http://www.happilyunprocessed.com/wp-content/uploads/2013/02/flour-1.jpg>

Picture 2.4:

<http://spruillbros.com/wp-content/uploads/2014/07/Butter.jpg>

Picture 2.5:

<http://christianhomekeeper.org/files/2011/02/bread-machine-yeast.jpg>

Picture 2.6:

<http://weknowyourdreamz.com/images/cheese/cheese-28.jpg>

Picture 2.7:

<http://www.breadexperience.com/wp-content/uploads/wheat-flour.jpg>

Picture 2.8:

<http://images.wisegeek.com/pitcher-of-white-milk-on-table.jpg>

Picture 2.9:

[http://farm4.static.flickr.com/3129/2758868706\\_d9daedcf36\\_o.jpg](http://farm4.static.flickr.com/3129/2758868706_d9daedcf36_o.jpg)

Picture 2.10:

[https://fairtradeusa.org/sites/default/files/imagecache/feature\\_image/products/photo\\_carousel/honey.jpg](https://fairtradeusa.org/sites/default/files/imagecache/feature_image/products/photo_carousel/honey.jpg)

### UNIT 3

Picture 3.1:

<http://www.bennisoncakes.com/images/cakes/dana.jpg>

Picture 3.2:

<https://www.google.com/imgres?imgurl=http://static.guim.co.uk/sys-images/Travel/Pix/gallery/2011/5/5/1304613840371/Pierre-Herme-007.jpg>

Picture 3.3 – 3.11: Baking for Beginners (Ebook)

Picture 3.12:

[http://ichef.bbc.co.uk/food/ic/food\\_16x9\\_448/recipes/easy\\_chocolate\\_cake\\_31070\\_16x9.jpg](http://ichef.bbc.co.uk/food/ic/food_16x9_448/recipes/easy_chocolate_cake_31070_16x9.jpg)

Picture 3.13 – 3.18: Illustrated Step by Step Baking (Ebook)

Picture 3.19: Red Velvet Lave Cake (youtube)

Picture 3.20 – 3.31: Illustrated Step by Step Baking (Ebook)

**APPENDIX J**

**THE OBSERVATION**

**VIGNETTE**

## **VIGNETTE OF CLASSROOM OBSERVATION**

Place : SMK Negeri 1 Sewon  
Class : XI Patisserie Study Programme  
Day, Date : Monday, May 10, 2015  
Time : 9.20 a.m.

The observer came to SMK Negeri 1 Sewon at 08.30 a.m. The observer met the English teacher in school hall. The researcher started the interview related to the English teaching and learning, English learning materials, and the characteristics of the students. After the bell rang, the English teacher asked the researcher to enter the class in room 8.

Entering the classroom, the students were not ready to study English. Some of them are still busy talking, while some of them were still in the canteen. There were only 20 students in the classroom. The teacher started the class by greeting them. Then, the teacher directly asked students to open their course book page 27.

The teacher directly explained the pattern of simple past tense. The students were very noisy. There were some students entering the class without the teacher's permission. There were two students who did not bring their books. After explaining the pattern of simple past tense, the teacher asked the students to work in group of three to find out the verbs in a paragraph. Then, the teacher asked the students about their answers, but there were only few students who

answered the questions. After that, the teacher asked them about the use of verb 2 in a sentence. The students answered it correctly.

After that, the teacher started using Power Point Slide to show some photos. In this stage, the teacher tried to activate the students' background knowledge about idol. Then, the teacher talked about idol. After that, the teacher asked the students to read simple past tense sentences without giving a model. As the result, the students made many mispronunciations. After that, the teacher asked the students to do an exercise. It was changing positive sentences into negative sentences.

Next, the teacher asked the students to do an exercise again in groups of 4. They should arrange the jumbled sentences into a good paragraph. The title of that paragraph was "facing the Adiwiyata". It did not really match the students' field of patisserie. The students were very noisy. There were some students came very late. The teacher let them to come in to the class. After the students finished doing the exercise, the teacher discussed the correct answer.

The time was almost over. The teacher started to review the today's lesson. He also asked the students to study more about the simple past tense.

**APPENDIX K**

**PERMIT LETTERS**



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Jalan Colombo No.1 Yogyakarta 55281 ☎ (0274) 550843, 548207; Fax. (0274) 548207  
Laman: fbs.uny.ac.id; E-mail: fbs@uny.ac.id

FRMFBS/33-01  
10 Jan 2011

Nomor : 136f/UN.34.12/DT/II/2016  
Lampiran : 1 Berkas Proposal  
Hal : **Permohonan Izin Penelitian**

Yogyakarta, 5 Februari 2016

Yth. Gubernur Daerah Istimewa Yogyakarta  
c.q. Kepala Biro Administrasi Pembangunan  
Sekretariat Daerah Provinsi DIY  
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

**DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE XI STUDENTS OF PATISSERIE STUDY PROGRAMME**

Mahasiswa dimaksud adalah

Nama : UMI ISMIYATI  
NIM : 12202241059  
Jurusan/Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Februari – April 2016  
Lokasi Penelitian : SMK Negeri 1 Sewon

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

Dekan  
Kasubag Pendidikan FBS,  
Indun Probo Utami, S.E.  
NIP.19670704 199312 2 001

Tembusan:  
- Kepala SMK Negeri 1 Sewon



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

**SURAT KETERANGAN / IJIN**

070/REG/VI/182/2/2016

Membaca Surat : **DEKAN KASUBAG PENDIDIKAN FBS** Nomor : **136F/UN.34.12/DT/II/2016**  
Tanggal : **5 FEBRUARI 2016** Perihal : **IJIN PENELITIAN/RISET**

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
  2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
  3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
  4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

**DIIJINKAN** untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **UMI ISMIYATI** NIP/NIM : **12202241059**  
Alamat : **FAKULTAS BAHASA DAN SENI , PENDIDIKAN BAHASA INGGRIS , UNIVERSITAS NEGERI YOGYAKARTA**  
Judul : **DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE XI STUDENTS OF PATISSERIE STUDY PROGRAMME**  
Lokasi : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**  
Waktu : **9 FEBRUARI 2016 s/d 9 MEI 2016**

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjapro.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjapro.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal **9 FEBRUARI 2016**

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan

Ub,

Biro Administrasi Pembangunan



Drs. Tri Mulyono, MM

NIP: 19620830 198903 1 006

**Tembusan :**

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI BANTUL C.Q BAPPEDA BANTUL
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. DEKAN KASUBAG PENDIDIKAN FBS , UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN





PEMERINTAH KABUPATEN BANTUL  
BADAN PERENCANAAN PEMBANGUNAN DAERAH  
( B A P P E D A )

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796  
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070 / Reg / 0517 / S1 / 2016

**Menunjuk Surat** : Dari : Sekretariat Daerah DIY Nomor : 070/REG/W/182/2/2016  
Tanggal : 09 Februari 2016 Perihal : Ijin Penelitian/riset

**Mengingat** : a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;  
b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;  
c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

**Diizinkan kepada**  
Nama : UMI ISMIYATI  
P. T / Alamat : Fakultas Bahasa dan Seni UNY  
NIP/NIM/No. KTP : 3402106609930004  
Nomor Telp./HP : 085643565543  
Tema/Judul : DEVELOPING ENGLISH LEARNING MATERIALS FOR GRADE XI STUDENTS OF PATISSERIE STUDY PROGRAMME  
Kegiatan : SMK NEGERI 1 SEWON  
Lokasi :  
Waktu : 09 Februari 2016 s/d 09 Mei 2016

**Dengan ketentuan sebagai berikut :**

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : B a n t u l  
Pada tanggal : 09 Februari 2016

A.n. Kepala,  
Kepala Bidang Data Penelitian dan  
Pengembangan, L. Kasubbid  
Lubang  
BAPPE  
Meny Endrawati, S.P., M.P.  
01214206081998032004

Tembusan disampaikan kepada Yth.

1. Bupati Kab. Bantul (sebagai laporan)
2. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
3. Ka. Dinas Pendidikan Menengah dan Non Formal Kab. Bantul
4. Ka. SMK Negeri 1 Sewon
5. Dekan Fakultas Bahasa dan Seni UNY
6. Yang Bersangkutan (Pemohon)