# DEVELOPING READING LEARNING MATERIALS FOR GRADE XI STUDENTS OF THE PATISSERIE EXPERTISE PROGRAM OF VOCATIONAL HIGH SCHOOL

# **A THESIS**

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



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ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
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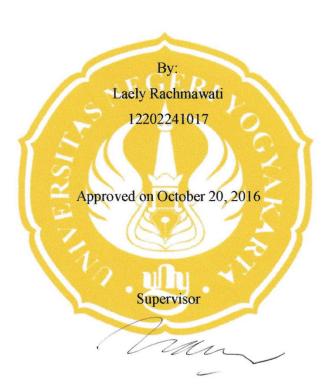
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# APPROVAL SHEET

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# **A THESIS**



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#### A Thesis

Accepted by the Board of Examiners of English Education Department, Faculty of Languages and Arts, Yogyakarta State University on October 27, 2016 and declared to have fulfilled the requirements for the attainment of the Sarjana Pendidikan Degree in English Language Education.

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cata dan etika penulisan yang lazim.

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

Yogyakarta, Oktober 2016

Penulis

Laely Rachmawati

# **DEDICATIONS**

This thesis is dedicated to:

my beloved parents, Zaeni and Siti Rahayu,

my beloved brother, Zahrul Choiron, and

my beloved sister Rifda Suhayla.

# **MOTTOS**

So whoever does an atom's weight of good will see it. And whoever does an atom's weight of evil will see it. (Q.S. Az-Zalzalah: 7-8)

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Finally, I hope this thesis will be useful. I do realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are highly appreciated.

Yogyakarta, October , 2016

Laely Rachmawati

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# DEVELOPING READING LEARNING MATERIALS FOR GRADE XI STUDENTS OF THE PATISSERIE EXPERTISE PROGRAM OF VOCATIONAL HIGH SCHOOL

By: Laely Rachmawati 12202241017

#### **ABSTRACT**

The objectives of this research were to describe the target and learning needs of Grade XI students of the Patisserie Expertise Program of vocational high schools in terms of the reading teaching and learning context and to develop the appropriate reading learning materials for Grade XI students of the Patisserie Expertise Program of vocational high schools.

This was a Research and Development (R&D) study. The subjects of this research were Grade XI students of the Patisserie Expertise Program of SMKN 6 Yoyakarta. The research procedure was adapted from the model of materials development proposed by Jolly and Bolitho in Tomlinson (1998). To collect the data of the research, two types of questionnaires were used as the instruments. The first was the needs analysis questionnaire which was made to obtain the data about the students' target and learning needs and the second was the expert judgment questionnaire which was made to obtain the data about the appropriateness of the materials developed. The data from the needs analysis and the expert judgment were analyzed quantitatively through descriptive statistics.

The results of the needs analysis showed that the target and learning needs of Grade XI students of the Patisserie Expertise Program were as follows. The students wanted to be able to communicate in English fluently and efficiently and increase their English vocabulary mastery. In the future working fields, they would use English to communicate actively in written and oral form. The current students' reading ability was average. They preferred texts which are related to patisserie as the input. They wanted texts which consist of 151-250 words and are equipped with pictures. They liked to analyze the meanings of particular words based on the context in the texts. They expected that their teacher gives examples before asking them to do tasks. They liked to make some notes from their teacher's explanation. They preferred to work individually and not always in the classroom. The products of this research were three units or reading materials. Each unit consists of 17 to 19 tasks. The topics were related to the field of patisserie. Based on the results of the expert judgment, the developed materials were considered appropriate and the mean score of all aspects was 3.83, which was very good.

#### **CHAPTER I**

# **INTRODUCTION**

# A. Background of the Study

Vocational high schools are secondary education which aims to prepare the students to be ready to work in particular fields after they graduate. Thus, the focus of the learning process is on developing the students' skill and knowledge which is in line with their study programs. Though the students' hard skills will be highly needed in their future work, having a good language skill is also important since language covers almost all aspects in people's life including professional works. In relation to this, foreign language mastery, especially English as an international language, is important to learn. There are many jobs which demand a good English competency. Thus, English is one of the compulsory subjects to be taught in a vocational high school.

Regarding the goal of the English teaching and learning process in vocational high schools, students are expected to have a good communicative skill and literacy. Nowadays, many jobs need English both in spoken and written forms. For those who work with foreign people, they need to have a good English proficiency in order to be able to communicate effectively. Then, a good literacy is important to understand a lot of written information related to a certain field. Therefore, students should accomplish a good English competency as the prerequisite for the success of their future jobs.

The Patisserie Expertise Program is one of the majors in vocational high schools which prepare the students to be professional pastry chefs. To attain this, they should be well-informed about current development of their field. Since one of their concerns is about continental pastry, there must be many references written in English. In this situation, they need to have a good English competency to understand the information. In addition, after they graduate, they might continue their study or apply for a job overseas. If so, they also need English to succeed.

To achieve a good English competency, appropriate materials are needed in the teaching and learning process. Materials play important roles such as initiating learning and providing input for students. Dealing with input, relevant reading materials are important since they provide much exposure to vocabulary, technical terms, and information related to a certain discipline. Furthermore, the appropriateness is one of the important things to be considered. Those which are involved should be related to a particular students' field so that the learning process will be meaningful.

Based on the preliminary observation in SMKN 6 Yogyakarta, especially in the Patisserie Expertise Program, it is found that the available materials, especially for reading, do not completely meet the students' needs since the content is too general for their specific field of study. On the other hand, the students should have relevant materials to facilitate their English learning processes. For this reason, reading materials which are suitable for this specific field are needed to develop.

#### **B.** Identification of the Problem

Based on the background of the study, there are three problems which can be identified related to this study. The problems are about the unsuitable materials, the unavailability of the materials, and the teacher factor.

Regarding the first problem, since the implementation of the new curriculum, the only source of learning the students have is the English textbook provided by the government based on Curriculum 2013. These books are actually allocated both for vocational and senior high schools. Moreover, the contents being covered are general English. By considering the students' specific fields to study, the provided materials do not really fulfill their needs.

On the other hand, the materials which are relevant to the needs of the students are very difficult to find. Those kinds of materials are not available in the market and very limited on the internet. Even if there are some, they should also meet the requirement of Curriculum 2013. This makes it harder to find such good ones.

Probably, the teachers can develop materials that suit the students' needs by themselves as one of the solutions for this problem. However, they cannot do that for their lack of time and knowledge. Because developing materials is not an easy and simple process, the teachers tend to simply use what are available as the learning materials.

#### C. Limitation of the Problems

Regarding the problems which have been identified, appropriate materials are needed to develop to support the students' learning process. For this reason, this study focuses on developing English learning materials for the students of the Patisserie Expertise Program. Due to time constraints, the materials which are developed are specified for the aspect of reading of Grade XI students of the Patisserie Expertise Program.

#### **D.** Formulation of the Problems

By considering the limitation of the problems, the research problems can be formulated as follows:

- 1. What are the target needs of Grade XI students of the Patisserie Expertise Program of vocational high schools in terms of the reading teaching and learning context?
- What are the learning needs of Grade XI students of the Patisserie Expertise Program of vocational high schools in terms of the reading teaching and learning context?
- 3. What are the appropriate reading learning materials for Grade XI students of the Patisserie Expertise Program of vocational high schools?

# E. Objectives of the Study

The objectives of this study are:

- To describe the target needs of Grade XI students of the Patisserie Expertise
   Program of vocational high schools in terms of the reading teaching and
   learning context.
- To describe the learning needs of Grade XI students of the Patisserie
   Expertise Program of vocational high schools in terms of the reading teaching
   and learning context.
- 3. To develop the appropriate reading learning materials for Grade XI students of the Patisserie Expertise Program of vocational high schools.

# F. Specification of the Product

The product of this research is a textbook for the classroom teaching and learning process of reading for Grade XI students of the Patisserie Expertise Program. It was developed based on the core and basic competences for reading of Curriculum 2013. It consists of three units whose topics are related to the field of patisserie. These units are comprised of 17 to 19 tasks and have four main parts, namely introduction, main reading activities, reinforcement, and intermezzo. Each unit covers different text types to explore. They are explanation texts in Unit 1, analytical exposition texts in Unit 2, and formal invitation texts in Unit 3.

# **G.** Significances of the Study

This study is expected to give valuable contributions to the following parties:

- Theoretically, the findings of this research can be used as the reference for other researchers in developing reading materials for other programs.
- 2. Practically, the results of the research will be useful for:
  - a. Teachers of the Patisserie Expertise Program
     The result of this research will help English teachers in providing relevant

reading materials in the teaching and learning process.

b. Grade XI students of the Patisserie Expertise Program

The students are expected to be more motivated in learning English and acquire more knowledge about English related to their field of study.

#### **CHAPTER II**

# LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter deals with the theoretical review and the conceptual framework of the research. In the first discussion, some relevant theories will be examined. Then, the conceptual framework will follow in which it relates the theories presented with the flow of the research.

#### A. Literature Review

# 1. Reading Theory

# a. Definition of Reading

In language learning context, reading is one of the receptive skills which is closely related to written texts as the input. Though it is a receptive skill, reading is not a passive process. Reading is an active process that requires the readers to have a great deal of practice and skill (Moreillon, 2007). This active process includes constructing and creating meaning from the text. As Duffy (2009) states, reading is more about creating understandings than receiving understandings.

From the other perspectives, reading is not just a visual activity since both visual information and nonvisual information are essential for reading (Smith, 2008). When someone engages in a process of reading, there will be something happening between text, brain and eye. According to Johnson (2008), reading is the practice of using text or written information to create meaning. He also states that during this act of reading, the visual information or the text noticed by the

eyes combines with the nonvisual information contained in our head to create meaning.

For the next definition, Grabe and Stoller in Celce-Murcia (2001) explain that a process of reading requires the reader to draw information from a text and combine it with information and expectations that he or she already has. In line with this statement, Smith (2008) argues that, referring to a piece of writing, reading is interpreting or making sense of it to everything the reader has already known. From these two definitions, the nonvisual information mentioned in the previous paragraph can be seen as the reader's background knowledge. In short, reading can be defined as a process of constructing meaning from written input by relating them with our prior knowledge.

To this point, it can be concluded that reading is not a simple activity. Both mental and cognitive processes are involved in reading. One of the mental processes involved in reading is decoding. This process includes turning the written form of a word into a spoken form which the reader is familiar with (Nation, 2009). In addition, Flynn and Stainthorp (2006) say that decoding is a separate cognitive process which involves translating the visual stimuli into language. They also simply state that reading is an ability to decode the print and to comprehend the language. In sum, the process of reading begins with decoding in which the reader identify and recognize written texts and then followed by the cognitive process or constructing meaning of the text.

# b. Types of Reading Skills

In reading different kinds of texts, the readers tend to go through different processes. The processes in reading a novel for example, will not be the same as those in reading a recipe since what the readers are reading for are different. Based on the purposes of reading, there are six different types of reading skills (Harmer, 2001). These skills are identifying the topic, predicting and guessing, reading for general understanding, reading for specific information, reading for detailed information, and interpreting text.

The first skill which is identifying topic is used when the readers want to get the idea of what they read. In predicting and guessing, the readers can predict the content without reading the whole text. Next, reading for general understanding is usually known as skimming. It means reading quickly to get an idea without worrying about the details. Meanwhile, reading for specific information or scanning is used to find specific detail information. Then, to understand everything of the text in detail, the skill which is used is reading for detailed information. For the last type of the reading skill, interpreting text is needed in order to see beyond the literal meaning and understand the implied meaning of words.

On the other hand, types of reading can be identified based on what students can perform in a classroom. Brown (2001) points out that there are two types of classroom reading performance which are oral and silent reading. Though the first one is not a very authentic language activity, teachers occasionally ask their students to read orally to check their pronunciation and to add some students

participation in a certain short segment of a reading passage. Meanwhile, silent reading can be subcategorized into intensive and extensive reading.

Intensive reading draws students' attention to language features and content details of a passage. Comprehension of the text may be the goal of this kind of reading (Nation, 2009). In contrast to this, extensive reading is carried out to achieve a general or global understanding of longer texts (Brown, 2001). The texts which are chosen are usually interesting and engaging for students because extensive reading is often pleasure reading. Extensive reading provides the conditions for fluency development if the texts that learners read are very easy ones with almost no unknown items, and it fits into the meaning-focused input if the texts contain only a few unknown vocabulary and grammar items (Nation, 2009).

# c. Micro- and Macro-skills of Reading

In the teaching and learning process of reading, teachers should understand the micro- and macro-skills of reading in order to gain the objectives that are expected. These micro- and macro-skills are what students need to do to become efficient readers. There are respectively seven micro- and macro-skills of reading provided by Brown (2004).

Before the discussion of the macro-skills, it will be explained first the seven micro-skills of reading. For the very beginning, students need to be able to recognize the writing system of English which are different from the other languages. Second, students can memorize words or sentences with the different

lengths in short-term memory. Third, according to the purpose, they are able to make a sense of writing at a certain rate efficiently. Fourth, students can recognize the basic forms of words and know the different meaning of words with the different order. Fifth, students should recognize grammatical word classes or parts of speech and how they change in a certain pattern with a certain rule. Sixth, they understand that a particular meaning can be expressed in different grammatical forms. Seventh, students are expected to be able to recognize cohesive devices in written texts and their functions.

For the macro-skills, the first thing the students need to develop is recognizing the importance of the order of information in written texts for interpretation. Secondly, knowing the communicative function of written texts according to form and purpose is important for students. Then, by using their background knowledge, students should have an ability to infer the context which is stated implicitly. Next, from described events or ideas, they need to be able to infer the connections between those events, give the main ideas, the supporting ideas, new information, given information, conclusions, and other examples of the related events. After that, the fifth skill students should have is the ability to distinguish between the meaning of the text based on what is actually written and the meaning which is not stated directly. For the sixth skill, they are expected to be able to find specific cultural references and interpret them based on the appropriate cultural context. Then, the last macro-skill is developing and using some reading strategies for the interpretation of texts.

From what are mentioned above, it can be inferred that the micro-skills tend to focus on chunks of language. On the other hand, the macro-skills cover broader aspects of language or beyond what is written on the texts. In the context of the reading process, the micro- and macro-skills of reading are closely related to microprocesses and macroprocessess of reading. Kintsch and Yarbrough in Alderson (2000) relate the former to local understanding which is in the level of words and phrases and the later to global understanding. In short, by considering the micro- and macro-skills of reading, teachers can decide how the sequence, activities, materials, and assessment of students' reading will be.

# 2. Teaching Reading

# a. Principles of Teaching Reading

Teaching reading is not simply giving students written texts and asking them to read followed by some questions. There are some principles that should be taken into consideration. According to Harmer (2001), there are six principles behind the teaching of reading.

Students should be encouraged to read as often and as much as possible.
It is important to encourage students to read both extensively and intensively because the more they read, the better. The teacher might discuss the benefit of reading a lot with students.

2) Students need to be engaged with what they are reading.

In order to succeed in reading, they should be actively interested in what they are doing. Thus, the teacher should ensure that students can get much pleasure from reading when they are dealing with it.

 Students should be encouraged to respond to the content of a text, not just to the language.

It is important for students to not only understand the language use but also knowing the meaning, responding to the message, and expressing their feeling about the content of the texts.

4) Prediction is a major factor in reading.

Teachers should provide some hints for students so that they will be able to predict the idea of the text. Besides, those can also engage students' attention.

5) Match the task to the topic

Teachers have to choose the appropriate tasks for a certain kind of texts because it will determine whether the reading activity is interesting or not. The appropriateness of the tasks can be seen based on what kinds of activities students are going to do and how challenging those activities will be.

6) Good teachers exploit reading text to the full.

Teachers should be able to integrate the reading text into interesting class sequences. Some further tasks can be made by elaborating the texts.

Apart from what has been mentioned above, the other expert gives a bit different of principles for teaching reading. In his book, Nation (2009) makes a

list of principles which covers meaning-focused input, meaning-focused output, language-focused learning, and fluency development.

# 1) Meaning-focused input

A reading learning process should covers some purposes such as reading to search for information, reading to learn, reading for fun, and reading to write. Then, the reading materials need to be appropriate to students' language proficiency levels. In this first point, reading should also be used as a way of developing language proficiency.

# 2) Meaning-focused output

In this case, reading activities must be integrated to the other language skills which are listening, speaking, and writing.

# 3) Language-focused learning

Students have to be trained to practice and integrate a range of reading strategies, develop the skills and knowledge for effective reading, and be familiar with the kinds of text structures.

# 4) Fluency development

Developing fluency in reading is very important for students. Thus, there should be speed reading practices. In developing students' fluency, teachers should make students enjoy reading and feel motivated to read. So, teachers can involve interesting texts in the reading activities.

# b. Teaching Reading in Grade XI Vocational High Schools

As mentioned in the Act of National Education System No. 20/2003, a curriculum is a set of plans which are used as the guideline in the teaching and learning process to achieve some specific purposes of education. Since the 2013/2014 academic year, Curriculum 2013 is applied in Indonesia. Not all schools, including vocational high schools, have implemented it yet though. Some of them have changed the curriculum while the others still use School-based Curriculum (KTSP).

Referring to the Act of Ministry of Education and Culture No. 22/2016 about standard of the process in primary and secondary education, the objectives of learning process in Curriculum 2013 cover three aspects which are attitude, knowledge and skill. For the English subject, reading belongs to the skill competence. Thus, it should be developed further in the teaching and learning process.

In Curriculum 2013 for vocational high schools, English core competences are formulated in four aspects in which each aspect is explained further in basic competences. The following table shows the example of reading competence for Grade XI according to the Act of Ministry of Education and Culture No. 22/2016.

Table 1: The Core and Basic Competences of Grade XI Vocational High Schools

Core Competence	Basic Competence		
3. Understanding, applying, and	3.3 Differentiating the social functions,		
analyzing factual, conceptual,	structure of the texts, and language		
procedural, and metacognitive	elements of some formal invitations		
knowledge based on their	by giving and asking for information		
curiosity about science,	related to the activities at school or		
technology, art, culture, and	the working places based on the		

humanity with the concept of humanism, nationalism, and civilization in relation to the causes of phenomena and applying procedural knowledge in a specific field based on their talent and interest to solve problem. contexts.

- 3.4 Differentiating the social functions, structure of the texts, and language elements of some spoken and written analytical exposition texts by giving and asking for information related to the actual issues and based on the contexts.
- 3.8 Differentiating the social functions, structure of the texts, and language elements of some spoken and written explanation texts related to the natural or social phenomena which are covered in the other subjects in Grade XI based on the contexts.

From the core and basic competences, then teachers will know what they are going to teach. Moreover, they are expected to be able to decide what kind of activity and how the assessment will be. In addition, they should choose the appropriate reading materials in order to achieve the goal of teaching and learning process.

It has been stated in the previous discussion that a curriculum contains a guideline which is used in the teaching and learning process. In Curriculum 2013, this guideline is presented in the Act of Ministry of Education and Culture No.103/2014 about teaching process in primary and secondary education. Referring to this, there are five steps of the teaching and learning process which is known as the scientific approach. This process is started from observing, questioning, collecting, associating, and then communicating. Actually, these five steps are applied for all school subjects. In spite of this, they can be adjusted to suit the characteristic of each related subject.

The steps in scientific approach are quite different from those which are proposed by Stoller and Grabe in Celce-Murcia (2001). Regarding the reading steps, they suggest a general framework based on pre-, during-, and postreading instruction. Prereading instruction helps students access background information and gives specific information which are needed for successful comprehension. Then, during-reading instruction guides students to understand and making sense of relationship among ideas in the text. Furthermore, students will be able to read purposefully and strategically. Meanwhile, postreading instruction ensure students that the major ideas and supporting information are well understood.

Furthermore, Stoller and Grabe in Celce-Murcia (2001) gives some activities commonly used in each step of reading. In prereading activities, teachers can ask students to preview the text by examining the title, subheadings, illustration, or captions to determine the general topic of the reading. Besides, students may skim the text to decide the main ideas, formulate some questions, explore key vocabulary, or review information from previously read texts and find the relation to the text which is going to be read. Next, in during-reading activities, students usually outline key ideas, examine emotions of key characters, clarify some difficulties, look for answers to questions posed during prereading activity, and writing down predictions of what will come next. After doing some activities in pre- and during-reading section, students continue to complete a graphic organizer based on text information, compare information from the text and the teacher, or answer comprehension questions.

By considering the Act of Ministry of Education and Culture about the teaching process, it is not a must for teachers to completely follow the exact steps in the scientific approach. Some activities which have mentioned above or other theories of language learning might be adapted in order to make the reading learning process run better.

Again, the steps in the scientific approach are generally used for all school subjects. Since the language teaching and learning has its own characteristic, there will be some different activities in each step. It goes so in the context of the reading teaching and learning process. The five steps of the scientific approach are then presented below.

# 1) Observing

In this first step, students are allowed to make observations through reading, listening, or watching. In the context of reading, students read a piece of written text and make a list of some points they have not known yet and want to know further.

This stage is typically similar to the first step of a three-phase sequence of a lesson that is the *P-P-P cycle* (Presentation, Practice, Production). According to Richards (2006), the Presentation stage presents the new grammar structure by means of a conversation or short text and followed by checking students' comprehension of it. Through presenting a short text, teachers ask the students to observe some new points including grammar.

# 2) Questioning

In this stage, students propose some questions and have a discussion to clarify them. By considering some activities previously explained by Stoller and Grabe in Celce-Murcia (2001), this second stage can be included in the prereading activity in which students formulate questions for which students want answers.

### 3) Collecting

In collecting step, students collect more information and explore other sources that are relevant to their questions. This collecting step is close to what is described in information-gap activities where the students practice and use the language for their own sake in order to obtain information (Richards, 2006).

# 4) Associating

Moving to the next step, students analyze the data and information they got and relate them one another until they eventually arrive at the answers or conclusions for the questions. From what has been mentioned by Stoller and Grabe in Celce-Murcia (2001), this activity is similar to those in during-reading activity such as seeking clarification and looking for answers to questions posed during prereading activity.

#### 5) Communicating

Finally, in the last step, students report or communicate their conclusion orally or in a written form to the whole class. If it is related to the *P-P-P cycle*, this communicating stage resembles the production step. According to

Richards (2006), in the production step, students practice using the new structure in different contexts in order to develop fluency. This is in line with what students do in communicating step because in communicating their conclusion, students are expected to be able to use the new structure with the new pattern based on their findings.

### c. Reading Assessment in Grade XI of Vocational High Schools

In language teaching, assessment is an ongoing process that covers a much wider domain (Brown, 2004). As the consequence, there are some purposes of assessment instead of to know the level of students' performance in English only. It is the same as true with the assessment process in reading. Caldwell (2008) states that the basic purposes of reading assessment are identifying good reader behaviors, identifying area of weakness, determining student reading level, and documenting student progress. From the other point of view, Nation (2009) gives several reasons for assessing reading and the skills and knowledge that are involved in reading. These include assessing to encourage learning, assessing to monitor progress and provide feedback, assessing to diagnose problems, an assessing to measure proficiency. By considering these, teachers can decide the technique of assessment they that may be used for a variety of goals.

Before going further to discuss about the technique of assessing reading, it is important to understand that good assessment needs to be reliable, valid and practical (Nation, 2009). In addition, Caldwell (2008) explains that a reliable test is consistent in which it yields similar results over time with similar students

under similar situations. Then, regarding the validity, assessments should reflect the skills, behaviors, or content to be measured. Meanwhile, related to the practicality of assessments, it can be helped by giving as clear as possible explanations about how learners will answer the test and how it will be marked (Nation, 2009).

As has been mentioned before, the ways or techniques can be used in reading assessment might be chosen based on the goals have been determined. Referring to Nation (2009: 76), goals, purposes, and means of reading assessment are presented in the table below.

Table 2: Goals, Purpose and Means of Reading Assessment

Goals of assessment	Purposes	Ways of assessing
Motivate	Encourage learning	Reading logs
		Book reports
		Comprehension tests
Measure achievement	Monitor progress	Comprehension tests
	Guide teaching	Speed reading graphs
	Provide feedback to the	
	learner	
	Award a grade	
Diagnose problems	Isolate reading	Reading aloud
	difficulties	Vocabulary tests
	Provide focused help	Receptive grammar tests
		Translation
		Speed reading tests
Measure proficiency	Award a grade	Comprehension tests
	See if standards are	Cloze tests
	achieved	Speed reading tests

On the other hand, based on the Act of Ministry of Education and Culture No. 104/2014, reading, which includes in skill competence, can be assessed through practice, project, product, portfolio, and writing activity. Practice test is an assessment which demand a certain activity related to specific ability from the

students. Then, project is a sort of activities starting from planning, realization, and arranging oral or written report. While assessing product is done by asking the students to make a certain thing through some processes. In this case, the products might be those which require students' reading ability in completing them. Next, portfolio basically is a kind of assessment in which the students have to collect their works individually. After a certain period, eventually those will be assessed by the teacher. Lastly, written activity such as making a short essay or letter can be also used to assess students' skill competence.

For the materials will be developed in this research, the students' reading skill will be assessed mainly through some practices. Furthermore, to measure students' achievement and reading proficiency, comprehension test are going to be arranged. Meanwhile, some vocabulary and receptive grammar tests will also be provided as well in order to diagnose students' problems or difficulties and monitor their progress.

## d. Reading Materials for Grade XI of Vocational High Schools

Materials are an important component in language teaching and learning. In teaching reading especially, the choice of appropriate primary text and textbooks, supporting resources and classroom library materials will increase students' motivations to read and their engagement with text (Stoller and Grabe in Celce-Murcia, 2001). In addition, Serravallo (2010) explains that reading instruction should match the individual reader, train students to be independent readers, teach strategies explicitly so that readers become proficient and skilled,

consider the importance of time spent, volume, and variety of reading, and follow predictable structures and routines.

Referring to teaching English in vocational high schools, it is closely related to the approach of English for Specific Purposes (ESP) since the students are prepared to be ready to cope with their specific fields. Therefore, if the criteria above have been fulfilled, reading materials should also provide exposure to the specialized genres and registers of ESP (Richards, 2001)

On the contrary, the English course book provided especially for Grade XI students of vocational high schools does not completely fulfill the criteria for good reading materials. The book published by Ministry of Education and Culture for Curriculum 2013 only covers general English and it is used for both senior high schools and vocational high schools as well. Thus, this research is aimed to develop the appropriate materials for Grade XI students of vocational high schools especially for the Patisserie Expertise Program. The materials will be based on the core and basic competences for Grade XI of vocational high schools in Curriculum 2013.

# 3. English for Specific Purposes

## a. Definition of English for Specific Purposes

As technology and commerce develop rapidly in a globalization era, there is a demand for an international language. Then, since English has taken its role as the international language, many people learn English for many different purposes. They learn English not only for pleasure or prestige, but also for some

certain needs and demands. Thus, there is an approach to language learning which is called English for Specific Purposes (ESP).

According to Hutchinson and Waters (1991), instead of a language product, English for Specific Purposes (ESP) is an approach to language learning, which is based on learner need. Furthermore, the approach is used to make a decision about the content and method which will be used based on the learners' purposes in learning. Supporting this view, Richards (2001) also states that ESP concerns to make language courses more relevant to learners' needs. So, basically, ESP is developed based on why people learn English and what for.

From the other point of view, ESP is a movement based on the idea that all language teaching should be tailored to the specific language use and learning needs of certain groups of learners (Johns and Machado in Celce-Murcia, 2001). In addition, Basturkmen (2008) states that typically, the purpose of ESP is to help language learners to deal successfully with the features of language or to develop the competencies needed to function in a discipline, profession, or workplace. Thus, the language features in ESP teaching will be based on the target needs which then can be identified by doing needs analysis.

## b. Needs Analysis

In terms of linguistic deficiency, needs are often described as the difference between what learners can presently do in a language and what they should be able to do (Richards, 2001). While in the language-centred approach, needs are the ability to comprehend and/or produce the linguistic features of the

target situation (Hutchinson and Waters, 1991). The target situation itself refers to those learners should complete in their future jobs. So, in ESP context, needs are language features that learners should have in order to be able to carry out their tasks.

In relation to this, Richards (2001) states further that in ESP, learner's needs are often described in terms of performance or what the learner will be able to do with the language at the end of a course of study. These should be identified before determining the content of any course because different types of learners will have different language needs.

An attempt which is usually made to discover learners' true needs is known as needs analysis (Hutchinson and Waters, 1991). There are some procedures suggested for conducting needs analysis. These are questionnaires, surveys, and interviews.

According to Richards (2001), there are some purposes of needs analysis in language teaching, for example, finding out what language skills a learner needs in order to perform a particular role, helping determine if an existing course adequately addressed the needs of potential students, and determining which students from a group are most in need of training in particular language skills. Besides, needs analysis is aimed to identify a change of direction that people in a reference group feel is important, identify a gap between what students are able to do and what they need to be able to do, and collect information about a particular problem learners are experiencing.

In needs analysis, basic information that should be gathered are target needs and learning needs. Then, the information about the target situations must be taken into consideration also. Hutchinson and Waters (1991) explain that target needs refer to what the learner needs to do in the target situation, and learning needs are what the learner needs to do in order to learn. Meanwhile, target situations are those that are related to what occasion in which the learner performs the language.

In relation to the target needs, there are three important things to be considered. They are necessities, lacks, and wants. Necessities can be defined as what learners have to know so that they can communicate effectively in the target situation. This type of need is determined by the demand of the target situation (Hutchinson and Waters, 1991). Then, lacks are identified by find out what learners already know and do not know about the language used in the target situations. In other words, lacks refer to the gap between the existing proficiency of the learners and the target proficiency. For the last term, wants are what learners expect during their language learning processes such as any kinds of learning activities the learners expect.

Beside the target needs, learning needs and target situation analysis are also important to be taken into account. Dealing with learning needs, some points which need to be analyzed are the learners' learning background, the learners' interests and socio-cultural background, and the resources are available. The information about learning needs will be used to determine how the learning activities will be. On the other hand, analysis of target situation needs is

concerned with language use (Hutchinson and Waters, 1991). The information can be about the content of the area, how, when, and where the language will be used.

In sum, information for the needs analysis can be gathered from the learners and those who know the target situation well. Then, the information can be used as the consideration to determine what kind of methods and materials which are appropriate for the learners.

## c. Materials Development in ESP

In the language teaching and learning process, materials play an important role such as providing input for students. Input refers to language sources that are used to initiate the language learning process (Richards and Renandya, 2002). Initiating learning might be one of important steps which will decide whether the process will run well or not. Consequently, the suitability should be the priority in choosing learning materials.

In ESP context, teachers need to provide teaching materials that fit the specific subject area of particular learners (Hutchinson and Waters, 1991). To produce relevant ESP materials, they must be aware of what is involved. In relation to this, Hutchinson and Waters (1991) have proposed some principles as the guidance in writing ESP materials.

1) Materials should give stimulus to learning. Good materials contain interesting texts, enjoyable activities, and opportunities for learners to use their knowledge and skills, so they will encourage learners to learn.

- 2) Materials should provide a clear and coherent unit structure that will guide both teachers and learners through various activities to maximize the chances of learning. Therefore, materials should not be monotonous. Some illustrations might be needed to make them more interesting.
- 3) Materials follow a view of the nature of language and learning. People learn when their thinking capacities are engaged. So, the materials should provide exercises which require active thought. Then, make sure that it also gives frequent reinforcement to enhance the learning process.
- 4) Materials reflect the nature of the learning task. In relation to this principle, the complexity of the materials should be taken into account.
- 5) Materials can be very useful to broaden the basis of teacher training by introducing them to new techniques.
- 6) Materials provide models of correct and appropriate language use.

Once again, materials in ESP should fit the learners' subject area. Therefore, deciding the approach which will be used in developing materials is one of the important points to be considered. In this case, content-based instruction (CBI) is regarded as the most appropriate one since the content might be generated from an analysis of learners' needs (Nunan, 2004).

### 4. Content-Based Instruction

# a. Definition and Principles of CBI

In defining content-based instruction (CBI), there are two experts who have almost the same perceptions. Krankhe in Richards (2006) defines CBI as the

teaching of content or information in the language being learned without separating the language itself from the content being taught. In addition to this statement, Larsen-Freeman (2000) explains that CBI approach integrates the language with the content of academic subject matter in the learning process. Those two statements imply that to achieve the communicative purposes, CBI provides the appropriate language learning process in terms of both content and language. Accordingly, this approach is in keeping with the English for Specific Purposes tradition, where the vocational needs of the learner are identified and used as the basis for materials development (Snow in Celce-Murcia, 2001)

In materials development, the point of departure of CBI approach is derived from experiential content which may come from other subjects on the school curriculum rather than linguistic criteria (Nunan, 2004). In line with this statement, Richards (2006) argues that decisions about content in CBI approach are made first, and other kinds of decisions concerning grammar, skills, functions, etc., are made later. Furthermore, Nunan (2004) states that one of the benefits of this approach is, in an integrated way, it can help school learners master other aspects of school learning in addition to language. In sum, CBI is the approach which focuses on involving content of the relevant subject matter into language learning materials or language input.

Brinton in Nunan (2004: 132-133) gives five principles for CBI which are summarized in the following table.

Table 3: Principles for Content-Based Instruction

Principle	Comment			
Base instructional decisions on	Content-based instruction allows the			
content rather than language	choice of content to dictate or influence			
criteria.	the selection and sequencing of language			
	items.			
Integrate skills.	CBI practitioners use an integrated skills			
	approach to language teaching, covering			
	all four language skills as well as			
	grammar and vocabulary. This reflects			
	what happens in the real world, where			
	interactions involve multiple skills			
	simultaneously.			
Involve students actively in all	In CBI classrooms, students learn			
phases of the learning process.	through doing and are actively engaged			
	in the learning process; they do not			
	depend on the teacher to direct all			
	learning or to be the source of all			
	information.			
Choose content for its relevance to	The choice of content in CBI courses			
students' lives, interests and/or	ultimately depends on the student and the			
academic goals.	instructional settings. In many school			
	contexts, content-based language			
	instruction closely parallels school			
	subjects.			
Select authentic texts and tasks.	A key component of CBI is authenticity			
	– both of the texts used in the classroom			
	and the tasks that the learners are asked			
	to perform.			

## b. CBI Models

Models of content-based instruction can be distinguished from each other by setting, instructional level, and the degree of emphasis on language and content which underlies a particular program (Snow in Celce-Murcia, 2001). Based on the setting, some models are specifically implemented in the foreign language setting while others are more common in second language context. Referring to the instructional level, many examples of content-based models have been

implemented at the elementary school, while others have typically been implemented at the secondary or postsecondary levels. Meanwhile, for the last point, there are content-driven at one end and language-driven at the other end.

Furthermore, Snow in Celce-Murcia (2001) describes five models of content-based instruction. The explanation for each model is presented below.

## 1) Immersion Education

In this model, foreign language is used for instruction. This model is then divided into total and partial immersion.

## 2) Content-Enriched Foreign Language in the Elementary School

For this model, "travelling" language teachers met with elementary school children for about 20 to 30 minutes, several times per week, for instruction in the foreign language.

#### 3) Sheltered Model

This model separates second/foreign language students from native speakers of the target language or the purpose of content instruction.

## 4) Adjunct Model

In this model, students are concurrently enrolled in a language class and a content course.

### 5) Theme-Based Model

This is a type of content-based instruction in which selected topics or themes provide the content from which teachers extract language learning activities.

Regarding the models above, the first two are well-implemented in elementary school level and the last three are developed for secondary and

postsecondary second language settings. Then, those five models are mentioned from the most content-driven one to the most language-driven.

From those five models of CBI, the theme-based model is considered to be the most appropriate one to be implemented in the materials which are developed. As has been stated before, this model is well-implemented in secondary language settings including vocational high schools. Supporting this statement, Richards and Rodgers (2002) argue that the theme-based model is commonly used at the secondary level and focuses on learning strategies, tasks, and skills that are needed in subject areas.

## **5.** Materials Development

### a. Definition of Materials Development

Tomlinson (1998) defines materials development as anything which is done by writers, teachers or learners in an attempt to provide sources of language input and to exploit those sources in order to make the items pass from input to intake. Furthermore, materials development has been defined as the process of planning and creating units and lessons which is done by a teacher to complete the goals of the course (Graves, 2000). From these two definitions, it can be inferred that materials development is an attempt to provide sources of learning in order to achieve the goals of the teaching and learning process.

Regarding the goal of materials development, Richards (2001) states that creating materials can serve as resources for effective learning since preparing effective teaching materials is similar to the processes involved in planning and

teaching a lesson. For a teacher, the process of materials development includes creating, choosing or adapting, and organizing materials and activities so that the students can achieve the objectives and eventually reach the goals of the course (Graves, 2000). Then, to develop materials, teachers or developers need to follow some certain steps of designing materials. A particular model of material design will be explained in the following part.

## b. The Model of Materials Design

In the process of materials writing, various steps are involved. Those steps can be seen from the following illustration proposed by Jolly and Bolitho in Tomlinson (1998: 98).

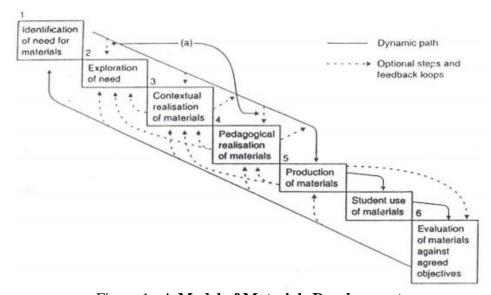


Figure 1: A Model of Materials Development

In the first step of materials development, developers identify learners' needs by conducting observation and needs analysis. In the second step, the developers explore the learners' needs in terms of what language items they should cover. For the next step, deciding to provide suitable texts or contexts

which are relevant to the topic is important before moving further to the fourth step. Then, in pedagogical realization of materials, the developers find the appropriate activities, exercises, and instructions will be used. After that, there will be physical production of the materials. It includes physical aspects such as layout, font color, type, and size. After this physical production, students will use the materials in the field testing steps in the real class. However, in this research, the developer skips this step and move directly to the final steps, evaluation of the materials. In this step, the materials will be evaluated by experts or professionals. Eventually, the materials will be revised according to the feedback from the experts.

### c. Criteria of Good Materials

Materials are important components in a teaching process. In both materials development and classroom teaching, the goal is to develop a sequence of activities that has an appropriate level of difficulty, engages learners' interest, and provides both motivating and useful practice (Richards, 2001). Thus some criteria should be fulfilled in developing materials.

Related to this, Tomlinson (1998) suggests that good materials for language teaching have some characteristics such as achieving a good impact, helping learners to feel at ease, and developing their confidence. Then, what is being taught should be relevant to the target needs. Thus, materials should give exposure to authentic language use. For the learning activities, those which require the learners to make discoveries for themselves and maximize their

learning potential are also important. In providing input, materials should help learners to pay attention to linguistic features and ensure that they have gained sufficient language mastery of the previous stage before getting a new one. While to achieve communicative purposes, materials should provide the learners opportunities to use the target language. Since the learners cannot be expected to be able to use it successfully straightaway, materials need to facilitate the gradual process of acquisition. Next, the learners' different learning styles and affective attitudes should be also taken into account. Lastly, materials should provide enough freer practice and opportunities for outcome feedback.

Almost similar to the criteria above, Crawford in Richards and Renandya (2002) explains that effective teaching materials are likely to reflect eight characteristics. First, the language presented must be functional and contextualized. Second, learner engagement in purposeful use of language is required in language development. Third, the language used needs to be realistic and authentic. Then, to explore the nonverbal and cultural aspects of language as well as the verbal, classroom materials should include an audio and visual component. In addition, materials must help learners to develop the ability to deal with written as well as spoken genres. Next, learners should be drawn to autonomous learning. Meanwhile, regarding individual and contextual differences, materials need to be flexible enough. For the last characteristic, appropriate learning activities should be considered in order to engage learners both affectively and cognitively.

## 6. Unit Development

Materials consist of several units that are arranged with some considerations. In each unit, a linked sequence of tasks also should be arranged appropriately. In relation to this, Nunan (2004) proposed a six-step procedure in developing a unit. Since this research only focuses on reading materials, there are only five steps which will be taken into account. These five steps are schema building, controlled practices, focus on linguistic elements, provide freer practice, and introduce the pedagogical task. The explanation of each step is presented below.

# 1) Schema building

This first step includes developing a number of schema-building exercises which aims to introduce the topic, set the context for the task, and introduce some of the key vocabulary and expressions. These are needed by the students in order to complete the tasks later.

## 2) Controlled practice

In this step, students are provided with controlled practice in using the target language including vocabulary, structures and functions. This step also introduces the language within a communicative context to the students.

## 3) Focus on linguistic elements

Now, the sequence of exercises is focused on one or more linguistic elements such as grammar and vocabulary. By doing these exercises, the students are expected to be able to see the relationship between communicative meaning and linguistic form more easily.

## 4) Provide freer practice

The activities provided here are beyond simple manipulation. The students should be encouraged to use whatever language they have learned to complete the tasks.

## 5) Introduce the pedagogical task

This final step introduces the pedagogical task itself such as group work discussion and decision making.

# 7. Task Development

### a. Definition of Tasks

Richards and Renandya (2002) defines a task as an activity which learners carry out using their available language resources and leading to a real outcome. According to Richards (2001), tasks can be divided into two which are pedagogical tasks and real-world tasks. The former is intended to require the use of specific interactional strategies and specific types of language (skills, grammar, vocabulary). While the latter, as the name suggests, is defined as tasks that reflect real-world uses of language. Regarding the pedagogical task, Nunan (2004) states that it is a piece of classroom work that involves learners in comprehending or interacting in the target language while their attention is focused on expressing and conveying meaning rather than manipulating form. From the explanation has been mentioned, it can be concluded that in classroom context, tasks are activities which require students' language skills in order to complete them.

## b. Task Components

In developing tasks, there are some elements that should be included. These elements or components might be included based on a certain reason. Related to this, Nunan (2004) suggests that tasks should minimally contain goals, input, procedures, and these will be supported by roles of teachers and learners, and settings.

#### 1) Goals

Goals might be decided from the answers of why learners are undertaking a particular task. They refer to general intentions behind any learning task. Goals may relate to a range of general outcomes (communicative, affective or cognitive) and may not always be explicitly stated (Nunan, 2004)

### 2) Input

Input refers to spoken, written and visual data that are used by the learners to complete a task. It can be provided by a teacher, a textbook or some other sources. There are various sources of input that exist all around us. Though, the authenticity of the input should be considered before being chosen. In this case, authentic texts represent what learners will need to read in real life. In spite of this, Nunan (2004) claims that it is not a matter of whether or not teachers should use authentic materials, but how they combine authentic, simulated and specially written materials to provide learners with optimal learning opportunities.

#### 3) Procedures

Procedures deal with what learners will actually perform with the input that forms the point of departure for the learning task. This component of tasks should be analyzed in terms of their authenticity, focus or goal (skill-getting or skill-using), the focus on developing accuracy and fluency, and the locus of control.

#### 4) Teacher role

Teacher role is the part that the teachers are expected to do in carrying out learning tasks. According to Breen and Candlin in Nunan (2004), teachers have three main roles in communicative classroom. They are facilitator, participants, and observer and learner. Related to the roles of teachers, sometimes, in some certain situations, what teachers think as a good decision is not always the same as what their students think. Thus, teachers also need to strike a balance between the roles that they feels appropriate and those demanded by the students Nunan (2004).

#### 5) Learner role

Learner role refers to what learners should play in completing learning tasks. What contributions the learners can make to the learning process might be different based on the method which is used. In communicative approach for example, learners should contribute as well as receive and has an active and negotiative role (Richards and Rodgers in Nunan, 2004). Moreover, learners are supposed to be able to control their own learning rather than become passive recipients of content provided by the teacher or the textbook.

# 6) Settings

The classroom arrangements specified in the task is called settings. It also decides whether the task should be carried out wholly or partly outside the classroom. There are two kinds of settings which are mode and environment (Nunan, 2004). Learning mode refers to whether the activity is arranged on an individual or a group basis. Meanwhile, environment refers to where the learning takes place. As the advent of technology has developed, learning is not only conducted inside a conventional classroom in a school or language centre but also through web-based instruction.

## c. Task Grading and Sequencing

There are several ways of grading the content of coursebooks. The different points of view of the coursebook writers about grading, sequencing and integrating content will influence their decision on what to teach first, what second, and what last in a coursebook. In relation to reading materials, the content may be graded based on the complexity of an item, its frequency in written English, or its importance for the learner. In other words, the content introduced in the beginning of a course is selected either because it is considered to be easy, or because it occurs frequently, or because the learner needs it immediately for real-world communication (Nunan, 2004). Furthermore, there are some factors that should be taken into consideration in grading tasks. Those are input, procedures, and the learner.

First, the coursebook writers should pay attention to the complexity in providing reading input. In this case, grammatical factor is important. Then, the type or genre of text and the amount of support provided to the reader will also influence the difficulty of text. Besides, schemata are also important in making sense of input.

Second, factors that come from the learner to consider are background knowledge, confidence, motivation, prior learning experience, learning pace, observed ability in language skills, cultural awareness and linguistic knowledge (Brindley in Nunan, 2004). Regarding the last two factors, since content knowledge and linguistic knowledge are important, teachers might help learners by integrating both linguistic and content instruction rather than by teaching these separately.

Third, dealing with procedural factors, Nunan (2004) explains that, as the increasing use of authentic texts, the trend has been to control difficulty, not by simplifying the input data but by varying the difficulty level of the procedures themselves. Some factors such as the complexity of the instructions, the amount of context provided prior to the task, the amount of help available to the learner, and the time available to the learner have an impact on the difficulty of the procedures.

### 8. Materials Evaluation

After the process of materials development, the next step which is needed to conduct is evaluating materials. According to Hutchinson and Waters (1991),

evaluation is a matter of judging the fitness of something for a particular purpose. Therefore, materials evaluation can be defined as an attempt to measure how fit the materials for the learners' needs. Furthermore, Hutchinson and Waters (1991) claims that in materials evaluation, there are only some degrees of fitness for the required purpose instead of absolute good or bad. In sum, materials evaluation is a process of assessing the materials in terms of the fitness according to some certain criteria which have been determined.

There are three steps of materials evaluation proposed by Skierso in Tomlinson (1998). The first step is identifying relevant and contextual information relating to the students the teacher, the course syllabus and the institution. Then, it will be continued by analyzing the features of the textbook followed by an overall rating of the text. For the last step, the evaluation involves both the rating and weighting of specific evaluative criteria.

In the context of this study, the developed materials are assessed by the materials evaluator and the guideline for the materials evaluation is adapted from the instruments proposed by the government. There are some aspects which are covered in this materials evaluation. They are the content, language, presentation, and layout appropriateness. Eventually, the materials evaluator gives the actual judging of the acceptability of the materials which are developed.

### 9. Relevant Studies

Nowadays, the English learning materials especially which suit the needs of students of vocational high schools are highly needed. Since the provided materials do not completely fulfil students' needs, there have been many studies

conducted to develop materials for several fields. Some cover all the four aspects of English and the others try to focus on one of the skills only. In this case, the researcher takes two studies which are considered to be relevant to this research.

The first relevant study was conducted by Wury Anggun Kusumawati (2015) which is entitled Developing English Learning Materials for Apprenticeship Preparation for Grade Ten Students of Culinary Study Program at SMKN 1 Kalasan. Basically, it concerns the same field study as this research. Nevertheless, this research will take more specific one which is Patisserie Expertise Progam. Then, if the previous research develops materials deal with the four skills of English, this research will focus on the reading skill only.

For the second, the research study entitled Developing Learning Materials for Year XI Students of Computer Engineering and Networking Department at SMKN 1 Sedayu by Wulur Risangsukmo (2015) is also supposed to be relevant to this research. In spite of the different field study being concerned, the earlier research focus on developing reading materials as what this research will do. In addition, the materials have been created are also developed based on Curriculum 2013.

## **B.** Conceptual Framework

For students of the Patisserie Expertise Program, having a good English proficiency is very important. They need a good English proficiency since they should be well-informed about current development of their field. Moreover, a good English literacy is also important for them since many references which are

relevant to their field are available in English. Then, for those who want to apply for job or continue their study abroad, they are demanded to have a good English competency. Meanwhile, the English materials they use in the learning process are still about general English. Thus, English materials especially for reading aspect which are suitable with their field are needed.

The concept in developing English learning materials for students of the Patisserie Expertise Program is included in English for Specific Purposes. So, the first step in developing the materials is conducting needs analysis. The data from the needs analysis will be taken into account in developing materials which are relevant to the students' particular needs. Furthermore, content-based instruction (CBI) is used as the main approach in the process of materials development. Finally, evaluation will be conducted as the base for revising before presenting the final product.

### **CHAPTER III**

## RESEARCH METHOD

In this chapter, the method which was used in this research is presented. The chapter consists of six different descriptions which are type of the research, the research setting, the research subjects, the research procedure, the data collection techniques and instruments, and the data analysis techniques.

# A. Type of the Research

This research was classified into Research and Development (R&D) since the main objective is to develop reading learning materials for students of the Patisserie Expertise Program. According to Borg and Gall (1983), educational research and development (R&D) is a process of developing and validating educational products. This process consists of a repeated cycle of studying related research findings, field testing and revising, and eventually ended when the result of the field-testing has shown that the product has met the defined objectives. In spite of this, this research did not employ the field testing so that it was ended at the expert judgment.

## **B.** Research Setting

This research was conducted in May 2016 in the even semester of the 2015/2016 academic year. The need analysis was held in the Patisserie Expertise

Program of SMKN 6 Yogyakarta. This school is located at Kenari Street 4, Yogyakarta.

## C. Research Subjects

The subjects of this research were the Grade XI students of the Patisserie Expertise Program of SMKN 6 Yogyakarta. There were 24 students from the one and only class of the Patisserie Expertise Program in Grade XI who were involved as the population sample.

### D. Research Procedure

The research procedure adapted the model proposed by Jolly and Bolitho in Tomlinson (1998) with some modifications. The model consists of seven steps in which one of them is the student use of materials or the field testing. By considering the feasibility of the research, this stage was omitted so that the research was ended at the expert judgment and followed by revising the materials. The following figure presents the research procedure briefly.

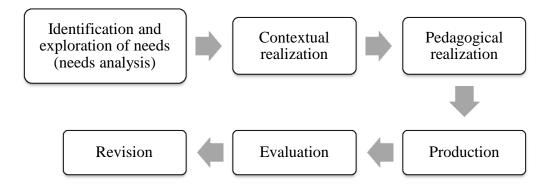


Figure 2: The Research Procedure

The following procedure shows how the research was accomplished.

# 1. Identification and exploration of needs

The first step in this phase was identifying the students' needs by distributing the needs analysis questionnaire to the students of the Patisserie Expertise Program at SMKN 6 Yogyakarta. The aim of this needs analysis was to know the target needs and the learning needs. From the data collected, the researcher then explored the area of students' needs and problem in relation to the reading skill.

#### 2. Contextual realization

This stage includes finding texts or contexts from several sources which are relevant to the students' needs. It was based on the result of the previous step.

## 3. Pedagogical realization

In this phase, the researcher found the appropriate exercises and activities should be provided in the materials. Furthermore, a course grid of the reading materials was designed. Then, before going further to the next step, the researcher made the content outline as the framework to develop the materials.

### 4. Production

In the production stage, the materials were integrated based on the course grid had been designed. This production process or materials writing involved the consideration of layout, font type and size, visuals appearances, etc.

#### 5. Evaluation

After the first draft was completed, it was then evaluated by employing the expert judgment. It aimed to examine whether the first draft of the materials has or has not met the appropriateness from the aspects of content, language, and visual appearance. For the instrument which was used to evaluate the materials, the researcher provided a questionnaire which was adapted from BSNP 2011.

#### 6. Revision

After being evaluated, the first draft of the materials was revised based on some feedback, comments, and suggestions which are already given by the expert. Eventually, the revised materials were the final product of reading learning materials for the Grade XI students of the Patisserie Expertise Program.

### E. Data Collection Techniques and Instruments

In this research, there were two types of data that should be collected. They were data of the students' target and learning needs and data for the materials evaluation. Accordingly, the techniques of data collection which was implemented in this research were the needs analysis and the expert judgment. The data from the needs analysis were used as the bases to develop the first draft of the materials. Then, the expert judgment was conducted after the first draft of the materials had been completed. To collect the data, the researcher used questionnaires as the instruments.

# 1. The Needs Analysis Questionnaire

As has been mentioned before, the needs analysis questionnaire was used to gather data about the students' needs. The questionnaire was in the form of multiple choices. There were close-ended questions and the combination of close- and open-ended questions. The organization of the needs analysis questionnaire is presented below.

Table 4: The Organization of the Needs Analysis Questionnaire

	Aspect of		Number	
No.	the	The Purpose of the Question	of	References
	Question		Item(s)	
1.	Students'	to find out information about		Graves
	personal	who the students are		(2000: 103)
	identity			
2.	Goals	to find out the students'	1, 2	Graves
		intention of learning English		(2000: 104)
		and reading skill		
Targ	et Needs			
3.	Necessities	to find out the students' needs	3, 4, 5	Hutchinson
		based on the demands of the		and Waters
		target situation		(1991: 55)
4.	Lacks	to find out the gap between the	6, 7	Hutchinson
		students' current knowledge and		and Waters
		the required level in the target		(1991: 56)
		situation		
5.	Wants	to find out what the students	8, 9	Hutchinson
		expect to be included in the		and Waters
		materials		(1991: 56)
Lear	ning Needs			
6.	Input	to find out the appropriate	10, 11,	Nunan
		written texts as the input for	12	(2004: 47)
		learning materials that the		
		students want the most		
7.	Procedure	to find out what kinds of	13, 14,	Nunan
		learning activities the students	15	(2004: 52)
		like to do		

8.	Teacher's	to find out what the teacher is	16	Nunan
	roles	expected to perform during the		(2004: 64)
		teaching and learning process		
9.	Learner's	to find out the information	17	Nunan
	roles	about the learners' roles during		(2004: 64)
		the teaching and learning		
		process		
10.	Setting	to find out what kinds of	18, 19	Nunan
		situations the students like the		(2004: 70)
		most in doing the tasks		

## 2. The Expert Judgment Questionnaire

The expert judgment rating questionnaire was used to evaluate the first draft of the developed materials. The aspects which were considered in the questionnaire were the content, language, and the visual appearance appropriateness. There were two types of questions in this questionnaire. They were close-ended questions in the form of likert scales with four-point scale and open-ended questions to accommodate the expert's suggestions related to the materials which were evaluated. The following table shows the organization of the expert judgment questionnaire.

Table 5: The Organization of the Expert Judgment Questionnaire

No.	Aspect of the Evaluation	Number of Items	References
Cont	ent		
1.	Relevancy		
2.	Depth	1-9	BSNP (2011)
3.	Accuracy	1-9	
4.	Life skill development		

Lang	Language					
5.	The appropriateness for students' level of		BSNP (2011)			
	development	10-15				
6.	Language accuracy	] 10-13				
7.	The unity of ideas					
Pres	Presentation					
8.	Presentation technique		BSNP			
9.	Presentation of the learning activity	16-26				
10.	Completeness of the presentation		(2011)			
Layo	Layout					
11.	Typography		BSNP			
12.	Arrangement	27-35	(2011)			
13.	Illustration		(2011)			

# F. Data Analysis Techniques

The data collected from the needs analysis questionnaire were quantitative.

They were analyzed manually by the researcher using frequency and percentage.

The highest percentage can be seen as the representation of the students' condition.

Meanwhile, the quantitative data from the expert judgment were analyzed by using the central tendency measure especially the mean. On the other hands, the comments and suggestions were used to revise the first draft of the materials. Furthermore, the means of the data (M) which had been calculated were converted into a descriptive analysis. In classifying the category of the means, the researcher used the quantitative data conversion proposed by Suharto (2006).

Table 6: Quantitative Data Conversion (Suharto, 2006)

Scales	Interval	Categories
4	$3.25 \le M \le 4$	Very good
3	$2.5 \le M \le 3.24$	Good
2	$1.75 \le M \le 2.49$	Fair
1	$1 \le M \le 1.74$	Poor

### **CHAPTER IV**

## RESEARCH FINDINGS AND DISCUSSION

This chapter describes the findings of the research in the first section. It is organized into five subsections, namely the results of the needs analysis, the course grid, the unit design, the first draft of the materials, and the results of the materials evaluation. Then, in the second section, the discussion of the research is also presented.

## A. Research Findings

## 1. The Needs Analysis

The questionnaire was organized into two parts. The first part was aimed to find the information about the target needs of the students of the Patisserie Expertise Program at SMKN 6 Yogyakarta. In the second part, the questions about the students' learning needs were provided. The results and descriptions of those two parts are presented below.

## a. Target Needs

#### 1) Goals

In this context, goals are defined as the students' intention of doing learning process. The following table presents students' goals of learning English in general and their goals of learning the reading skill in particular.

Table 7: The Students' Goals of Learning English and Reading Skill

Aspects	Statements	N	F	Percentage
Goals	The students' goal of learning English is			
	a. to get good marks in English	24	5	20.83%
	b. to pass the National Examination successfully	24	11	45.83%
	c. to get equipped with sufficient English ability to continue the study to the universities	24	11	45.83%
	d. to support the careers after graduating from SMK	24	11	45.83%
	e. to be able to communicate in English fluently and effectively	24	17	70.83%
	f. to understand any literature written in English	24	5	20.83%
	g. others	24	1	4.170/
C1-	to get equipped to face the future	24	1	4.17%
Goals	The students' goal of learning the reading skill is			
	a. to be able to understand any texts written in English	24	12	50%
	b. to get some information from any texts written in English	24	9	37.5%
	c. to be accustomed to English writing system or spelling	24	12	50%
	d. to increase English vocabulary mastery	24	19	79.17%
	e. others to memorize English vocabulary unintentionally	24	1	4.17%

Table 7 shows that, in terms of students' goals of learning English, 78.83% of the students stated that their goal of learning English was to be able to communicate in English fluently and effectively. Besides, there were also students who expected that they could pass the National Examination successfully, get equipped with sufficient English ability to continue their study to the universities, and get the ability to support their careers after graduating from SMK. These three

different goals were stated by the same number of students which is 45.83% for each.

For the students' goal of learning the reading skill, the highest percentage is 79.17% in which the students intended to increase their English vocabulary mastery. Meanwhile, to be able to understand any texts written in English and to be accustomed to English writing system or spelling also became the goals of some students in learning the reading skill. Each of them was chosen by 50% of the total respondents. In spite of the statement with the highest percentage, since the aim of this research is to develop English reading learning materials, the main focus of the materials cannot be only the vocabulary building. Nevertheless, the vocabulary lists which are provided at the end of each unit are expected to help the students increase their English vocabulary mastery.

### 2) Necessities

The questions related to the students' necessities were asked in order to know what they should achieve so that they can fulfill the demands of the target situation. For this aspect, there were three questions which were given and the results are shown in the following table.

**Table 8: The Students' Necessities** 

Aspects	Statements	N	F	Percentage
Necessities	After graduating from vocational high			
	schools, the students use English in the			
	working fields to			
	a. communicate actively in written or oral	24	19	79.17%
	form			
	b. read any written texts related to	24	8	33.33%
	patisserie			
	c. understand English technical terms in the	24	18	75%
	field of patisserie			

	d. others 1. to cooperate with foreigners in pastry product business and to market pastry	24	1	4.17%
	products in the foreign countries 2. to support the careers	24	1	4.17%
Necessities	According to the students, the use of texts related to patisserie in the teaching and learning process of reading is			
	a. very important	24	17	70.83%
	b. important	24	7	29.17%
	c. less important	24	0	0%
	d. not important	24	0	0%
Necessities	Types of English texts that the students will often face in their future working fields are			
	a. descriptive	24	7	29.17%
	b. report	24	5	20.83%
	c. procedure	24	24	100%
	d. explanation	24	4	16.67%
	e. essay	24	6	25%
	f. others	24	0	0%

From the first item, after graduating from vocational high schools, 79.17% of the students stated that they would use English in the working fields to communicate actively in written or oral form. Since the product of this research is English learning materials which focus on the reading skill, it may only help the students to partly fulfill this kind of necessities. Nevertheless, many students also stated that in the working fields, they need to understand English technical terms in the field of patisserie. The percentage is 75%. In the developed reading learning materials, some texts and tasks are provided to facilitate the students in understanding some certain technical terms.

The second item was provided in order to know the students' opinion about how important the use of texts which are related to their study program in the teaching and learning process of reading is. As what is shown in Table 8, 70.83% of the students believed that it was very important.

The third item related to the students' necessities is about types of English texts that the students will often face in their future working fields. All of the students thought that kind of text was procedure. The other kinds of texts were only chosen by a few students. Nevertheless, there is no procedure texts provided in the materials because the choice of the text should adjust the curriculum. In spite of this, one of the topics which is chosen for one of the unit is baking process. This topic is closely related to what the students usually find in the procedure texts especially recipes.

### 3) Lacks

Lacks refer to the gap between the students' current knowledge and the required level in the target situation. In this case, the students were asked about their current level of English proficiency and reading ability. The results are presented in the following table.

Table 9: The Students' Lacks

Aspects	Statements	N	F	Percentage
Lacks	My current level of English proficiency is			
	a. beginner	24	12	50%
	b. intermediate	24	12	50%
	c. advanced	24	0	0%
Lacks	The current students' reading ability is			
	a. very good	24	0	0%
	b. good	24	1	4.17%
	c. average	24	19	79.17%
	d. low	24	4	16.67%

According to Table 9, the first item shows that the number of the students who were in the beginner and intermediate level of English proficiency is the same. The percentage of both of them is 50%.

For the more specific aspect which is the current students' reading ability, the results are different. As can be seen in Table 9, 79.17% of the students considered that they were in the average level.

These results are then used as one of the considerations in choosing the texts which are included in the materials. Besides, the level of the task difficulty is also adjusted to these results.

## 4) Wants

Wants can be defined as what the students wish to be included in the materials. There are two items that are related to this aspect. The results of the students' wants are shown in the table below.

Table 10: The Students' Wants

Aspects	Statements	N	F	Percentage
Wants	The kinds of input that the students want in			
	the teaching and learning process of reading			
	are			
	a. articles from magazines or newspapers	24	8	33.33%
	b. short stories, poems, and song lyrics	24	15	62.5%
	c. brochures, advertisements, and labels	24	4	16.67%
	d. comics or cartoons	24	9	37.5%
	e. texts which are related to patisserie	24	15	62.5%
	f. academic texts	24	3	12.5%
	g. others			
	1. song lyrics only	24	1	4.17%
Wants	In relation to the students' needs, the kinds			
	of reading skills that they want to improve			
	are about			
	a. vocabulary mastery	24	22	95.83%
	b. grammar mastery	24	17	75%
	c. comprehending the content of the texts	24	6	25%

d. reading effectively with a fast speed	24	3	12.5%
e. others	24	0	0%

From the table above, in the first item, there are two statements which have the highest percentage. 62.5% of the students preferred short stories, poems, and song lyrics as the kinds of input to be provided in the teaching and learning process of reading. Since these kinds of texts are not mentioned in the basic competences which are related to the reading skill in Grade XI and do not seem to be relevant to the Patisserie Expertise Program, the developed reading materials do not cover them as the main input. Meanwhile, 62.5% of the students also stated that the kinds of input that they wanted were texts which are related to patisserie. It becomes one of the considerations in developing the reading learning materials.

Regarding the second item in Table 10, in relation to their reading skill, almost all of the students (95.83%) wanted to improve their vocabulary mastery. Then, many students (75%) also stated that they wanted to improve their grammar mastery. From these statements, it does not mean that the developed materials mostly covered vocabulary and grammar sections. This is because all of aspects of the reading skill should be covered equally. In relation to the vocabulary section, there are some vocabulary exercises and also a vocabulary list at the end of each unit.

### b. Learning Needs

#### 1) Input

The questions related to input were given to the students with the aim of finding out the appropriate written texts as the input for the learning materials. The following table provides the results of three different items.

Table 11: Input for Learning Reading

Aspects	Statements	N	F	Percentage
Input	In the teaching and learning process of			
	reading, the length of the text that the			
	students want is			
	a. < 150 words (1/4 page)	24	4	16.67%
	b. 151 - 250 words (1/2 page)	24	10	41.67%
	c. 251 - 350 words (3/4 page)	24	5	20.83%
	d. > 350 words (one page)	24	5	20.83%
Input	The input of reading that the students prefer			
	is			
	a. authentic texts which can be found easily	24	7	29.17%
	in the daily life (e.g. brochures,			
	advertisements, memos, and labels)			
	b. texts which are equipped with related	24	9	37.5%
	vocabulary			
	c. texts which are equipped with pictures	24	17	70.83%
	d. texts which are relevant to needs of the	24	15	62.5%
	Patisserie Expertise Program students			
	e. others	24	0	0%
Input	According to the students, pictures which			
	are provided in English materials are			
	a. very helpful	24	23	95.83%
	b. helpful	24	1	4.17%
	c. less helpful	24	0	0%
	d. not helpful	24	0	0%

Regarding the length of the text for the teaching and learning process of reading, 41.67% of the students thought that texts which consist of 151-250 words or about a half of a page were the most suitable for them. In spite of this, the length of the texts which are involved in the materials is not only decided based on what the students wanted. The level of difficulty in comprehending the texts is also taken into account.

For the next item of the reading input, many students (70.83%) preferred texts which are equipped with pictures. In the second highest percentage, 62.5%

of the students chose the texts which are relevant to their needs as the students of the Patisserie Expertise Program. From these results, the reading input in the materials is mostly arranged based on those two highest preferences.

In the other statement, almost all of the students (95.83%) felt that it was very helpful for them if there are some pictures provided in English materials. This is also relevant to the statement in the previous paragraph. Thus, the developed materials not only provide some pictures for the input texts, but also for the illustration and several tasks such as in the vocabulary section.

## 2) Procedures

In order to know what kinds of learning activities that the students like to do, there were three items which were related to the aspect of procedures for learning reading. The table below shows the results of the students' preferences.

Table 12: Procedures for Learning Reading

Aspects	Statements	N	F	Percentage
Procedure	The activity that the students prefer in the			
	teaching and learning process of reading is			
	a. reading aloud with the correct	24	10	41.67%
	pronunciation and intonation			
	b. reading texts and answering the questions	24	6	25%
	c. having a discussion to comprehend the	24	10	41.67%
	content of the texts			
	d. arranging jumbled sentences into a good	24	5	20.83%
	and meaningful paragraph or jumbled			
	paragraphs into a good and meaningful			
	text			
	e. choosing the true or false statements	24	9	37.5%
	f. analyzing the meanings of particular	24	11	45.83%
	words and their use based on the context			
	in the text			
	g. rewriting the content of the text which	24	5	20.83%
	has been read by using their own words			
	h. others	24	0	0%

Procedure	In the vocabulary teaching and learning process, the activity that the students prefer			
	is			
	a. matching the words with the provided meanings	24	14	58.33%
	b. finding the meaning of the words in the dictionary	24	7	29.17%
	c. finding the meaning of the words based on the context in the text	24	10	41.63%
	d. finding the synonyms of the words	24	6	25%
	e. completing sentences or paragraphs with the provided words	24	9	37.5%
	f. completing sentences or paragraphs with their own words	24	4	16.67%
	g. identifying the words' parts of speech according to the text	24	9	37.5%
	h. matching the words with the pictures	24	12	50%
	i. others	24	0	0%
Procedure	In the grammar teaching and learning			
	process, the activity that the students prefer is			
	a. memorizing the grammar formulas	24	13	54.17%
	b. identifying and editing the grammatical mistakes in the sentences	24	12	50%
	c. arranging jumbled words into a good and meaningful sentence	24	9	37.5%
	d. making their own sentences using particular grammar point they just learned	24	10	41.67%
	e. others	24	0	0%

Based on the first item in Table 12, the highest preference for the activity in the teaching and learning process of reading is analyzing the meaning of particular words and their use based on the context in the text. 45.83% of the total respondents chose this kind of activity. Besides, the activities such as reading aloud with the correct pronunciation and intonation and having a discussion to comprehend the content of the texts were also preferred by some students. Each of those two activities was chosen by 41.67% of the students. These results do not become the only consideration in deciding what kinds of activities to be included

in the materials because it will make the activities seem to be monotonous. The activities should also be adjusted to the aims of each task.

In relation to the activities of the vocabulary teaching and learning process, 58.33% of the students stated that they preferred matching the words with the provided meanings. In the second highest percentage, 50% of them chose matching the words with the pictures. These two activities are involved in the materials, but not for all vocabulary exercises. It was done to avoid the students' boredom.

On the other hand, for the students' preference for the activities in the grammar teaching and learning process, the two highest percentages are 54.17% for memorizing the grammar formulas and 50% for identifying and editing the grammatical mistakes in the sentences. To accommodate the first preference, the grammar formulas for related texts are provided. Nevertheless, there is no instruction to memorize them. Then, the activities of identifying and editing the grammatical mistakes are also provided. With the same reason of avoiding the monotonous activities, the grammar sections do not only consist of the same kinds of activities.

#### 3) Teacher's Roles

The questions related to the teachers' roles were provided since it was important to know what the students expected to be performed by the teachers during the teaching and learning process. The following table presents the results of the questionnaire about the teacher's roles.

Table 13: Teacher's Roles in Learning Reading

Aspects	Statements	N	F	Percentage
Teacher's	In the teaching and learning process of			
roles	reading, it is better if the teacher			
	a. guides the students to comprehend the	24	16	66.67%
	texts			
	b. guides the students when they have to	24	4	16.67%
	answer some questions without giving the			
	answer directly			
	c. gives the students the opportunity to have	24	10	41.67%
	discussion			
	d. gives examples before asking the	24	19	79.17%
	students to do the tasks			
	e. gives assistance only when the students	24	2	8.33%
	ask			
	f. gives a simple explanation about the	24	2	8.33%
	materials and then lets the students make			
	an exploration			
	g. explains the materials thoroughly	24	14	58.33%
	h. others	24	0	0%

Based on the results shown in Table 13, in the teaching and learning process of reading, 79.17% of the students felt that it was better if the teacher gives examples before asks the students to do the tasks. This statement was then realized by providing an example in the beginning of some certain tasks in the developed materials. Meanwhile, 66.67% of the students expected the teacher to guide them in comprehending the texts. Therefore, it is written in the instructions of some tasks that the students can ask or consult to their teacher if they have any problems.

### 4) Learner's Roles

One question related to the learner's roles was given to the students to know what roles they prefer during the teaching and learning process of reading. The results are shown in Table 14.

Table 14: Learner's Roles in Learning Reading

Aspects	Statements	N	F	Percentage
Learner's	In the teaching and learning process of			
roles	reading, it is better if the students			
	a. actively participate in the classroom	24	17	70.83%
	activities			
	b. listen to the teacher's explanation only	24	0	0%
	c. make some notes from the teacher's	24	19	79.17%
	explanation			
	d. get the opportunity to explore their	24	9	37.5%
	creativity in doing the tasks			
	e. are guided by the teachers in doing the	24	9	37.5%
	tasks			
	f. are all involved in the classroom activity	24	12	50%
	and get the same opportunity to take the			
	turns in some certain activities			
	g. others	24	0	0%

As what the table above shows, 79.17% of the students thought that during the teaching and learning process of reading, they wanted to get the opportunity to make some notes from the teacher explanation. From this statement, it can be inferred that the students wanted to record the points that the teacher delivered. Thus, in the end of each unit in the developed materials, there is a summary and a space where the students can write some notes. In addition, a bit different from the highest percentage, 70.83% of the students liked to actively participate in the classroom activities. To accommodate this, some tasks are arranged in such a manner in which each student can actively participate and in achieving a certain goal of the tasks. As the example, there is a group discussion in which each student should give or share their ideas.

### 5) Setting

Settings refer to the classroom arrangement or the kinds of situations the students like the most in doing the tasks. The following table presents the students' preferences for the setting of the reading learning process.

Table 15: Setting of the Reading Learning Process

Aspects	Statements	N	F	Percentage
Setting	In the teaching and learning process of			
	reading, the students prefer to work			
	a. individually	24	12	50%
	b. in pairs	24	10	41.67%
	c. in a small group	24	8	33.33%
	d. in a big group	24	5	20.85%
	e. others			
	together with those who have good	24	2	8.33%
	understanding of English so that it can			
	help the students understand the texts or			
	questions			
Setting	The students prefer to do the reading tasks			
	a. always in the classroom	24	7	29.17%
	b. always outside the classroom	24	8	33.33%
	c. sometimes in the classroom and	24	14	58.33%
	sometimes outside the classroom			
	d. at home	24	12	50%
	e. others	24	0	0%

The first item of the table above shows that in carrying out the tasks, 50% of the students preferred to work individually. In the second highest percentage, 41.67% of them liked to work in pairs. Regarding these results, most of the tasks in the developed materials demand that the students should work individually and work in pairs.

Meanwhile, in the second item, 58.33% of the students stated that they preferred not to always do the reading tasks in the classroom. On the other hand,

there are 50% of the students who liked to do their tasks at home. To accommodate these two highest preferences, there is a homework given in each unit of the developed materials which requires the students to find some references from the internet or any written sources so that they need to go to somewhere outside the classroom.

In conclusion, the results of the needs analysis were used to develop a course grid and furthermore the materials. In spite of this, the results of the needs analysis were not considered as the only base to develop the materials. It was because what the students wanted and thought as the respondents was not definitely what they really needed in the English learning process. Therefore, the materials were also developed by considering the core competence and the basic competences of Grade XI of vocational high schools. Before the discussion of the next step which is materials development, it will be explained first about the course grid design.

#### 2. Course Grid

After conducting the needs analysis and the resuls had been analyzed, the next step was writing the course grid. In designing the course grid, the researcher referred mainly to the English core and basic competences of Curriculum 2013 for Grade XI students of vocational high schools. Besides, the results of the needs analysis also became one of the considerations. The course grid consists of the identity of the course grid, the basic competences, the number, topic, and title of

the unit, the learning objectives, the input texts, the language focus, and the learning activities.

### a. The Course Grid of Unit 1

The course grid of Unit 1 was derived from the basic competences 3.8 and 4.8 which focus on explanation texts. The topic of this unit is about the baking process and the title is "How Baking Works". For grammar, this unit covers the simple present tense and the cause and effect relationship. The complete version of the course grid of Unit 1 is on the appendices.

#### b. The Course Grid of Unit 2

The course grid of Unit 2 was derived from the basic competences 3.4, 4.4, and 4.4.1 which focus on analytical exposition texts. The topic of this unit is about the baking products and the title is "One Side of an Issue". This unit covers connectives in the grammar section. The complete version of the course grid of Unit 2 is on the appendices.

#### c. The Course Grid of Unit 3

The course grid of Unit 1 was derived from the basic competences 3.3, 4.3 and 4.3.1 which focus on formal invitations. The topic of this unit is about the events in the field of patisserie and the title is "You are Cordially Invited". This unit covers the date writing in the grammar section. The complete version of the course grid of Unit 3 is on the appendices.

# 3. Unit Design

After designing the course grid, the materials were then developed. The design of each unit is shown on the following diagram.

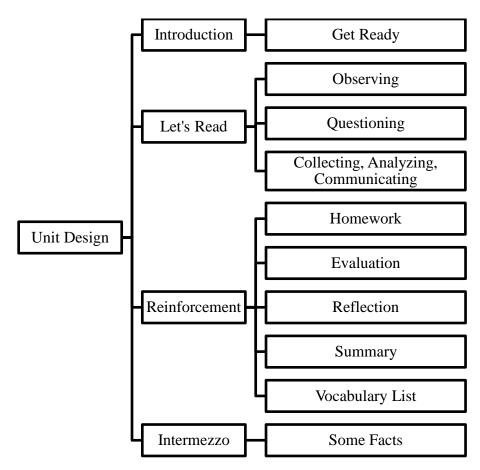


Figure 3: The Unit Design of the Materials

Figure 3 shows that each unit of the materials has four main parts: introduction, let's read, reinforcement, and intermezzo. These main parts were arranged in the particular way in which they are related one another.

The first part of the unit aims to introduce the topic of the unit. For this first part, the students have some activities which help them build their schemata related to the topic. In this case, the students need to recall their experiences and

present knowledge. Eventually, it is expected that they will be ready to learn further through the activities in the main lesson.

The next part of the unit is let's read which is the main lesson in the series of the activities for each unit. It consists of the tasks designed to lead the students to achieve the competences that have been decided. The tasks are arranged by adapting the steps in the scientific method stated in Curriculum 2013. Those steps are observing, questioning collecting, analyzing, and communicating. In the first step, the students read a text and observe the content, structure, language features, or the other aspects of the text. They can write the items they have known and what they want to know further. Then, in the questioning step, the students formulate some questions based on the things they want to know further and proposed the temporary answers for those questions. Next, the collecting, analyzing, and communicating steps are combined into one as can be seen in the Figure 3.

The steps in the last part of the main lesson are combined in order to make the students carry out the task more easily. In the developed materials, the students do not need to accomplish all of the activities in the collecting step first before going to the analyzing step and finally doing the activity in the communicating step. The students collect the information through some tasks and identify it to answer the questions they have formulated before. Then, some tasks also demand the students to communicate their findings to their classmates.

The third part of the unit is reinforcement which consists of homework, evaluation, reflection, summary, and vocabulary list. This part aims to give the

follow-up activities to the students after accomplishing the main reading activity. First, homework can give a chance for the students to have more practices. In the evaluation section, the students evaluate themselves and measure their achievement. Then, the students can recognize their own success and lack in the learning process of reading through the reflection activity. Meanwhile, to recall what the students have learned from the unit, the summary of the materials is also provided. In addition, the vocabulary list is given to help the students to find the meaning of vocabulary they do not know before.

The last part of the unit is an intermezzo which provides some facts. The facts which are chosen are adjusted to the topic of each unit. This part aims to cool down the students' mind after finishing all the tasks in the unit. In spite of this, the students will also get some interesting information which indirectly can generate more interest in reading.

#### 4. The First Draft of the Materials

The first draft of the developed materials consists of three units. They are arranged by following the unit design which is explained in the previous discussion. The further elaboration of each unit is presented below.

## a. Unit 1

Unit 1 was developed based on the course grid of Unit 1. This unit focuses on analyzing and comprehending explanation texts as it is stated on the curriculum. There are 19 tasks in this unit. Three tasks belong to introduction, fourteen tasks belong to the main reading activities, one task belongs to

homework, and one task belongs to evaluation. The description of each task in Unit 1 is available on the appendices.

#### b. Unit 2

Unit 2 was developed based on the course grid of Unit 2. This unit focuses on analyzing and comprehending analytical exposition texts as it is stated on the curriculum. There are 17 tasks in this unit. Two tasks belong to introduction, thirteen tasks belong to the main reading activities, one task belongs to homework, and one task belongs to evaluation. The description of each task in this second unit is available on the appendices.

#### c. Unit 3

The third unit of the materials was developed based on the course grid of Unit 3. This unit focuses on analyzing and comprehending formal invitations as it is stated on the curriculum. There are 18 tasks in this unit. Two tasks belong to introduction, fourteen tasks belong to the main reading activities, one task belongs to homework, and one task belongs to evaluation. The description of each task in Unit 3 is available on the appendices.

### 5. The Expert Judgment

After developing the first draft of the materials, the next step needs to be done is conducting the materials evaluation. It was conducted by distributing an expert judgment questionnaire to a material expert. The questionnaire was divided into two parts. The first part consists of close-ended questions in the form of likert scales. The items in this part were adapted from *Instrumen Penilaian Buku* 

Bahasa Inggris Sekolah Menengah Kejuruan by BSNP (2011). They cover the aspects of content appropriateness, language appropriateness, presentation appropriateness, and layout appropriateness. Meanwhile, the second part of the questionnaire was in the form of open-ended questions. They were provided to accommodate the expert's feedback and suggestions to revise the materials.

In this research, the expert who evaluated the developed materials was Ella Wulandari, M.A. who is currently a lecturer in English Education Department of Yogyakarta State University. Her specialization is in the field of Teaching English as a Foreign Language (TEFL). The results of the expert judgment and the list of revisions are explained in the following section.

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

### 1) The Results of the Expert Judgment

### a) The Appropriateness of the Content

The results of the Expert Judgment analysis of content appropriateness of Unit 1 are presented in the following table.

Table 16: 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 cover texts which are relevant to the Grade XI students of Patisserie Program's daily life.	4
3.	The materials cover the explanation of generic structure of texts.	4
4.	The materials cover the explanation of social function of texts.	4
5.	The materials cover the explanation of linguistic features of texts.	4
6.	The materials cover vocabulary learning tasks which are relevant to the topic of the unit.	4
7.	The developed materials guide students to develop the	4

	ability to think chronologically and systematically.	
8.	The materials cover learning activities that guide students to develop their communicative competence in written language.	3
9.	The texts covered in the materials are taken from sources which are relevant to the topic of the unit.	4
Mean		3.89

Table 16 shows that the mean value of the appropriateness of the content of Unit 1 is 3.89. It belongs to the very good category since the mean value is in the range of  $3.25 \le M \le 4$ .

# b) The Appropriateness of the Language

The results of the Expert Judgment analysis of language appropriateness of Unit 1 are presented in the following table.

Table 17: The Appropriateness of the Language of Unit 1

No.	Items	Score
10.	The language used in the explanation and instruction is	3
	appropriate with the students' cognitive development.	
11.	The language used in the materials is clear and can be	4
11.	understood by students.	4
10	The language used in the materials applies the appropriate	2
12.	rule of English.	3
12	The developed materials use a language variation	2
13.	consistently.	3
1.4	The materials represent coherence in every unit/sub	4
14.	unit/paragraph/sentences.	4
	Mean	3.4

The table above shows that the mean value of the language appropriateness of Unit 1 is 3.4. The value is in the range of  $3.25 \le M \le 4$  and belongs to the very good category.

# c) The Appropriateness of the Presentation

The results of the Expert Judgment analysis of presentation appropriateness of Unit 1 are presented in the following table.

Table 18: The Appropriateness of the Presentation of Unit 1

No.	Items	Score
15.	The developed materials are in accordance with the steps of scientific approach as required by Curriculum 2013.	4
16.	The materials were presented in a well-ordered pattern.	4
17.	Texts and tasks are provided proportionally.	4
18.	The learning activities in the developed materials encourage students to have interaction with other students, teachers, and surroundings.	3
19.	The learning activities encourage students to have communication in spoken and written forms creatively and critically.	3
20.	The developed materials encourage students to have self-awareness of success and lack in the learning process.	4
21.	The materials provide information that helps students to find the units, sub units, and the topics easily.	4
22.	The developed materials are equipped with the learning objectives of each unit.	4
23.	The developed materials are equipped with summary, reflection, and homework.	4
24.	The unit of the materials is equipped with an intermezzo which is relevant to the topic in the learning process.	4
25.	Texts and pictures in the developed materials have identity like titles, numbers, and sources.	4
•	Mean	3.82

Table 18 shows that the mean value of the appropriateness of the presentation of Unit 1 is 3.82. Since the value is in the range of  $3.25 \le M \le 4$ , it falls into the category of very good.

# d) The Appropriateness of the Layout

The results of the Expert Judgment analysis of layout appropriateness of Unit 1 are presented in the following table.

Table 19: The Appropriateness of the Layout of Unit 1

No.	Items	
26.	The developed materials are printed on ISO-standardized size paper (A4, A5, and B5).	4
27.	The illustration in the book cover is aesthetic and uniform.	4

28.	The placement of titles, subtitles, texts, illustrations, pictures, and page numbers in each unit is consistent.	4
29.	The illustrations in the developed materials can help to clarify the presentation of the materials.	4
30.	The use of pictures or illustrations is relevant to the topic and the developed materials.	4
31.	The developed materials do not use too many variations of font types.	4
32.	The use of font variation (bold, italic, underlined, capitalization) is proportional.	4
33.	Texts in the developed materials use normal space.	4
34.	The overall design of the developed materials is interesting.	4
Mean		4

Based on Table 19, the mean value of the appropriateness of the layout of Unit 1 is 4. It falls into the category of very good because the value is in the range of  $3.25 \le M \le 4$ .

# 2) Revisions of Unit 1

Based on the results of the expert judgment, there were some aspects need to be revised. One of them was about grammar and the rest were related to the instructions of some tasks. The expert considered that some instructions should not only explain what to do but also how to do the tasks. The following table shows the aspects in Unit 1 that should be revised and the revisions.

Table 20: The Revisions of Unit 1

Parts of the Unit	Points to Revise	Revisions
Introduction	The word "condition" in the sentence "In pastry making, you must be familiar with some condition like" should be in the plural form.	Correct the sentence into "In pastry making, you must be familiar with some conditions like".
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	<ul> <li>There should be a further question that relates the explanation in this task to the task in the questioning step.</li> <li>The text in Task 8 has different font size.</li> </ul>	<ul> <li>Adding a question "Does the explanation above help you to clarify some of your answers in Task 5?".</li> <li>Make it clearer that the text is provided for a specific purpose by putting the text in a box like the other explanations.</li> </ul>
Task 9	The instruction should explain clearly how to do the task.	Adding an instruction "Rewrite the text on the provided space in the next page".
Task 10	The instruction should explain clearly how to do the task.	Adding an instruction "Write the letters on the provided box in the next page" and the space to write the answers.
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	Any space or format to complete the task needs to be provided to make the instruction clearer.	Adding the space with the format of how to complete the task after the instruction.
Task 19	No revision	No revision
Reflection	No revision	No revision
Let's Sum Up	No revision	No revision
Vocabulary List	No revision	No revision
Some Facts	No revision	No revision

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

# 1) The Results of the Expert Judgment

# a) The Appropriateness of the Content

The results of the Expert Judgment analysis of content appropriateness of Unit 2 are presented in the following table.

Table 21: The Appropriateness of the Content of Unit 2

No.	Items	Score
1.	The developed materials are in accordance with the core and	4
	basic competences for Grade XI of vocational high schools.	
2.	The developed materials cover texts which are relevant to the Grade XI students of Patisserie Program's daily life.	4
3.	The materials cover the explanation of generic structure of	4
	texts.	
4.	The materials cover the explanation of social function of	4
	texts.	
5.	The materials cover the explanation of linguistic features of	4
	texts.	-
6.	The materials cover vocabulary learning tasks which are	4
0.	relevant to the topic of the unit.	
7.	The developed materials guide students to develop the	4
/.	ability to think chronologically and systematically.	7
	The materials cover learning activities that guide students to	
8.	develop their communicative competence in written	3
	language.	
9.	The texts covered in the materials are taken from sources	4
	which are relevant to the topic of the unit.	4
	Mean	3.89

Table 21 shows that the mean value of the appropriateness of the content of Unit 2 is 3.89. It belongs to the very good category since the mean value is in the range of  $3.25 \le M \le 4$ .

# b) The Appropriateness of the Language

The results of the Expert Judgment analysis of language appropriateness of Unit 2 are presented in the following table.

Table 22: The Appropriateness of the Language of Unit 2

No.	Items	Score
10.	The language used in the explanation and instruction is appropriate with the students' cognitive development.	4
	The language used in the materials is clear and can be	
11.	understood by students.	4
12.	The language used in the materials applies the appropriate	3
	rule of English.	3
13.	The developed materials use a language variation	3
	consistently.	3
14.	The materials represent coherence in every unit/sub	1
	unit/paragraph/sentences.	7
	Mean	3.6

The table above shows that the mean value of the language appropriateness of Unit 2 is 3.6. The value is in the range of  $3.25 \le M \le 4$  and belongs to the very good category.

# c) The Appropriateness of the Presentation

The results of the Expert Judgment analysis of presentation appropriateness of Unit 2 are presented in the following table.

Table 23: The Appropriateness of the Presentation of Unit 2

No.	Items	Score
15.	The developed materials are in accordance with the steps of	4
13.	scientific approach as required by Curriculum 2013.	<b>-</b>
16.	The materials were presented in a well-ordered pattern.	4
17.	Texts and tasks are provided proportionally.	4
	The learning activities in the developed materials encourage	
18.	students to have interaction with other students, teachers,	4
	and surroundings.	
	The learning activities encourage students to have	
19.	communication in spoken and written forms creatively and	4
	critically.	
20.	The developed materials encourage students to have self-	4
	awareness of success and lack in the learning process.	7
21.	The materials provide information that helps students to find	4
	the units, sub units, and the topics easily.	4
22.	The developed materials are equipped with the learning	4

	objectives of each unit.	
23.	The developed materials are equipped with summary, reflection, and homework.	4
24.	The unit of the materials is equipped with an intermezzo which is relevant to the topic in the learning process.	4
25.	Texts and pictures in the developed materials have identity like titles, numbers, and sources.	4
Mean		4

Table 23 shows that the mean value of the appropriateness of the presentation of Unit 2 is 4. Since the value is in the range of  $3.25 \le M \le 4$ , it falls into the category of very good.

# d) The Appropriateness of the Layout

The results of the Expert Judgment analysis of layout appropriateness of Unit 2 are presented in the following table.

Table 24: The Appropriateness of the Layout of Unit 2

No.	Items	Score
26.	The developed materials are printed on ISO-standardized size paper (A4, A5, and B5).	4
27.	The illustration in the book cover is aesthetic and uniform.	4
28.	The placement of titles, subtitles, texts, illustrations, pictures, and page numbers in each unit is consistent.	4
29.	The illustrations in the developed materials can help to clarify the presentation of the materials.	4
30.	The use of pictures or illustrations is relevant to the topic and the developed materials.	4
31.	The developed materials do not use too many variations of font types.	4
32.	The use of font variation (bold, italic, underlined, capitalization) is proportional.	4
33.	Texts in the developed materials use normal space.	4
34.	The overall design of the developed materials is interesting.	4
	Mean	4

Based on Table 24, it can be seen that the mean value of the appropriateness of the layout of Unit 2 is 4. It falls into the category of very good because the value is in the range of  $3.25 \le M \le 4$ .

# 2) Revisions of Unit 2

For the second unit of the developed materials, there were some different points need to be revised. In the introduction paragraph of the unit, the expert suggested that some examples of issues related to the topic might be added. Then, like the previous unit, there were also instructions need to be revised so that the students can clearly understand how to carry out the tasks. The following table shows the aspects in Unit 2 that should be revised and the revisions.

Table 25: The Revisions of Unit 2

Parts of the Unit	Points to Revise	Revisions
Introduction	Some examples of issues	Adding some examples of
Introduction	might be added.	the issue related to the topic.
Task 1	No revision	No revision
	The statement number 6	Replacing the statement with
	might be replaced by the	"Cupcakes fit any occasion"
Task 2	other statements.	and "Cupcakes allow you to
		decorate and make them
		appealing".
Task 3	No revision	No revision
Task 4	No revision	No revision
Task 5	No revision	No revision
	There should be a further	Adding a question "Does the
	question that relates the	explanation above help you
Task 6	explanation in this task to	to clarify some of your
	the task in the questioning	answers in Task 4?".
	step.	
Task 7	No revision	No revision
	The instruction should	Changing the first sentence
	explain clearly how to do the	of the instruction into
Task 8	task.	"Arrange the parts of the text
		below into the correct order
		by rewriting them on the

		provided space".
Task 9	No revision	No revision
Task 10	No revision	No revision
Task 11	No revision	No revision
Task 12	No revision	No revision
Task 13	No revision	No revision
Task 14	No revision	No revision
Task 15	No revision	No revision
Task 16	Any space or format to complete the task needs to be provided to make the instruction clearer.	Adding the space with the format of how to complete the task after the instruction.
Task 17	No revision	No revision
Reflection	No revision	No revision
Let's Sum Up	No revision	No revision
Vocabulary List	No revision	No revision
Some Facts	No revision	No revision

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

# 1) The Results of the Expert Judgment

# a) The Appropriateness of the Content

The results of the Expert Judgment analysis of content appropriateness of Unit 3 are presented in the following table.

Table 26: The Appropriateness of the Content of Unit 3

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 cover texts which are relevant to the Grade XI students of Patisserie Program's daily life.	4
3.	The materials cover the explanation of generic structure of texts.	4
4.	The materials cover the explanation of social function of texts.	4
5.	The materials cover the explanation of linguistic features of texts.	4
6.	The materials cover vocabulary learning tasks which are relevant to the topic of the unit.	4
7.	The developed materials guide students to develop the ability to think chronologically and systematically.	4

8.	The materials cover learning activities that guide students to develop their communicative competence in written language.	4
9.	The texts covered in the materials are taken from sources which are relevant to the topic of the unit.	4
Mean		4

Table 26 shows that the mean value of the appropriateness of the content of Unit 3 is 4. It belongs to the very good category since the mean value is in the range of  $3.25 \le M \le 4$ .

# b) The Appropriateness of the Language

The results of the Expert Judgment analysis of language appropriateness of Unit 3 are presented in the following table.

Table 27: The Appropriateness of the Language of Unit 3

No.	Items		
10.	The language used in the explanation and instruction is appropriate with the students' cognitive development.		
11.	The language used in the materials is clear and can be		
12.	12. The language used in the materials applies the appropriate rule of English.		
13.	The developed materials use a language variation consistently.	3	
14.	The materials represent coherence in every unit/sub unit/paragraph/sentences.	4	
Mean			

The table above shows that the mean value of the language appropriateness of Unit 3 is 3.6. The value is in the range of  $3.25 \le M \le 4$  and belongs to the very good category.

# c) The Appropriateness of the Presentation

The results of the Expert Judgment analysis of presentation appropriateness of Unit 3 are presented in the following table.

Table 28: The Appropriateness of the Presentation of Unit 3

No.	Items			
15.	The developed materials are in accordance with the steps of			
	scientific approach as required by Curriculum 2013.			
16.	The materials were presented in a well-ordered pattern.  Texts and tasks are provided proportionally.			
17.	Texts and tasks are provided proportionally.			
	The learning activities in the developed materials encourage			
18.	students to have interaction with other students, teachers,	4		
	and surroundings.			
	The learning activities encourage students to have			
19.	communication in spoken and written forms creatively and	4		
	critically.			
20.	The developed materials encourage students to have self-	4		
20.	awareness of success and lack in the learning process.	4		
21.	The materials provide information that helps students to find			
21.	the units, sub units, and the topics easily.			
22.	The developed materials are equipped with the learning	4		
22.	objectives of each unit.	4		
23.	The developed materials are equipped with summary,	4		
23.	reflection, and homework.	<b>-</b>		
24.	The unit of the materials is equipped with an intermezzo	4		
Z4.	which is relevant to the topic in the learning process.	ant to the topic in the learning process.		
25.	Texts and pictures in the developed materials have identity	4		
23.	like titles, numbers, and sources.			
	Mean	4		

Table 28 shows that the mean value of the appropriateness of the presentation of Unit 3 is 4. Since the value is in the range of  $3.25 \le M \le 4$ , it falls into the category of very good.

# d) The Appropriateness of the Layout

The results of the Expert Judgment analysis of layout appropriateness of Unit 3 are presented in the following table.

Table 29: The Appropriateness of the Layout of Unit 3

No.	Items	Score
26.	The developed materials are printed on ISO-standardized size paper (A4, A5, and B5).	4
27.	The illustration in the book cover is aesthetic and uniform.	4

28.	The placement of titles, subtitles, texts, illustrations, pictures, and page numbers in each unit is consistent.	4	
29.	The illustrations in the developed materials can help to clarify the presentation of the materials.	4	
30.	The use of pictures or illustrations is relevant to the topic and the developed materials.	4	
31.	The developed materials do not use too many variations of font types.	4	
32.	The use of font variation (bold, italic, underlined, capitalization) is proportional.	4	
33.	3. Texts in the developed materials use normal space.		
34.	34. The overall design of the developed materials is interesting.		
Mean			

Based on Table 29, it can be seen that the mean value of the appropriateness of the layout of Unit 3 is 4. It falls into the category of very good because the value is in the range of  $3.25 \le M \le 4$ .

# 2) Revisions of Unit 3

Some points that should be revised in Unit 3 are related to grammatical mistakes and clarity of the instructions. The expert suggested another instruction for a certain task and the space with a specific format for the homework needs to be added. The following table shows the aspects in Unit 3 that should be revised and the revisions.

Table 30: The Revisions of Unit 3

Parts of the Unit	Points to Revise	Revisions
Introduction	No revision	No revision
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	No revision	No revision
Task 5	No revision	No revision
Task 6	No revision	No revision
Task 7	There should be a further question that relates the	Adding a question "Does the explanation above help you

	explanation in this task to the	to clarify some of your
	task in the questioning step.	answers in Task 4?".
Task 8	No revision	No revision
Task 9	No revision	No revision
Task 10	No revision	No revision
Task 11	No revision	No revision
Task 12	No revision	No revision
Task 13	No revision	No revision
Task 14	No revision	No revision
Task 15	No revision	No revision
	The sentences in the	Correct the sentences into
	questions number 4 "How	"How long will the event
	long the event will last?" and	last?" and "For how many
Task 16	questions number 6 "For	guests is each invitation?".
	how many guests each	
	invitation is?" are	
	grammatically incorrect.	
	Any space or format to	Adding the space with the
Task 17	complete the task needs to be	format of how to complete
Task 17	provided to make the	the task after the instruction.
	instruction clearer.	
Task 18	No revision	No revision
Reflection	No revision	No revision
Let's Sum Up	No revision	No revision
Vocabulary List	No revision	No revision
Some Facts	No revision	No revision

# **B.** Discussion

This research was categorized as Research and Development (R&D) in which the main goal was to develop reading learning materials for Grade XI students of the Patisserie Expertise Program. Borg and Gall (1983) state that this kind of research includes the process of developing and validating educational product. In this case, the product was the English reading learning materials. Then, since the subjects of this research were the vocational high school students, the materials were developed according to the concept of English for Specific Purposes (ESP) suggested by Hutchinson and Waters (1991).

In this research, the research procedure proposed by Jolly and Bolitho in Tomlinson (1998) was adapted with some modifications. The steps are identification and exploration of needs, contextual realization, pedagogical realization, production, evaluation and revision.

In the beginning of this research, the needs analysis was conducted on May 2016 at SMKN 6 Yogyakarta. It was done by distributing the needs analysis questionnaire which consists of 19 questions to 24 Grade XI students of the Patisserie Expertise Program. The questions in the questionnaire were given in order to get the information about the students' target needs and learning needs. They were arranged by referring to some theories proposed by some experts. For the target needs, the theories from Graves (2000) and Hutchinson and Waters (1991) were used. Meanwhile, the theory from Nunan (2004) was used to arrange the questions for the learning needs.

In terms of the target needs, there are four aspects to be observed. They are goals, necessities, lacks, and wants. In relation to the first aspect, mostly, the student's goal of learning English was to be able to communicate in English fluently and efficiently. Meanwhile, their goal of learning reading skill was to increase their English vocabulary mastery. For the students' necessities, they would use English to communicate actively in written and oral form. Then, they also thought that the use of texts related to patisserie in the teaching and learning process of reading was very important. Furthermore, based on the results of the needs analysis, the current students' reading ability was average. From the aspect

of wants, the students preferred texts which are related to their field of study to be provided in the teaching and learning process of reading.

On the other hand, the questions related to the task components proposed by Nunan (2004) were given to find the information about the students' learning needs. In relation to the input of reading, the students preferred texts which consist of 151-250 words or are about a half of a page. In addition, the texts are also need to be equipped with pictures. For the procedure, the students like to analyze the meaning of particular words based on the context in the text, matching words with provided meanings, and memorizing grammar formulas. Next, according to the students, from the aspect of teacher's roles, it was better if the teacher gives examples before asking the students to do the tasks. Meanwhile, as the learners, they like to make some notes from the teacher's explanation. Then, for the settings, the students liked to work individually and do the learning tasks sometimes in the classroom ans sometimes outside the classroom.

The results of the needs analysis were then used as one of the considerations in designing the course grid. Besides, the basic competences which are mentioned in Curriculum 2013 are also taken into account in determine what should be covered in the course grid. The course grid consists of the identity of the course grid, the basic competences, the number, topic, and title of the unit, the learning objectives, the input texts, the language focus, and the learning activities. The course grid of each unit focuses on three different texts. They are explanation, analytical exposition, and formal invitation.

Since the course grid had been designed, the next step was developing the materials. The developed materials consist of three units. The materials were developed by applying the model of content-based instruction (CBI) especially the theme-based model proposed by Snow in Celce-Murcia (2001). There are 19 tasks in Unit 1, 17 tasks in Unit 2, and 18 tasks in Unit 3. Each unit consists of introduction, let's read or the main lesson, reinforcement, and intermezzo. In organizing the steps of how the students carry out the task in the main lesson, the scientific approach stated in Curriculum 2013 was adapted.

According to Jolly and Bolitho in Tomlinson (1998), after the production step, the materials evaluation or the expert judgment was conducted. The instrument used in the expert judgment was questionnaires adapted from *Instrumen Penilaian Buku Bahasa Inggris Sekolah Menengah Kejuruan* by BSNP (2011). In this questionnaire, there are qualitative data which are used as the bases to revise the materials and quantitative data which are used to validate the materials. The quantitative data were converted into some categories by using the quantitative data conversion suggested by Suharto (2006). The results of the expert judgment for all units are presented in the table below.

Table 31: Validation of the Developed Materials

Unit	Aspects	Mean	Mean of Each Unit/Category
			Omit Category
	Content	3.89	
Unit 1	Language	3.4	3.78/Very Good
Ollit 1	Presentation	3.82	
	Layout	4	
	Content	3.89	
Unit 2	Language	3.6	3.87/Very Good
Ullit 2	Presentation	4	3.877 very Good
	Layout	4	

	Content	4	
Unit 3	Language	3.6	3.9/Very Good
Oiiit 3	Presentation	4	
	Layout	4	
Mean/Category		3.8	3/Very Good

Based on Table 31, the developed materials can be categorized as very good and considered appropriate for Grade XI students of the Patisserie Expertise Program especially for their reading learning process. Nevertheless, some parts of the materials need to be revised. In general, the expert emphasized that the instructions of some tasks should be made more explicitly. Moreover, another instruction also needs to be added to some certain tasks.

After the first draft of the materials being evaluated, the final step of this research procedure was revising the developed materials based on the feedback and suggestions from the expert. The revised materials were then considered as the final draft of the materials. The final draft of the materials is available on the appendices.

#### **CHAPTER V**

# CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the research. The conclusions are drawn from the findings and discussion which have been presented to answer the objectives of the research. In the suggestion part, some ideas, possible plans or action are proposed for Grade XI students of the Patisserie Expertise Program, English teachers, and other researchers.

#### A. Conclusion

# The Target Needs of Grade XI Students of the Patisserie Expertise Program

The results of the needs analysis reveal that most of the students' goal of learning English in general is to be able to communicate in English fluently and efficiently. In learning reading skill, their goal is mostly to increase their English vocabulary mastery.

Regarding the necessities, after graduating from vocational high schools, the students use English in the working fields to communicate actively in written or oral form. In relation to this, the use of texts related to patisserie in their teaching and learning process of reading is very important.

In the other aspect, half of the students consider that their current English proficiency is at the level of beginner and the others thought that they are at the

level of intermediate. For more specific skill, most of the students think that their current reading ability is average.

Lastly, in relation to the students' wants, the results show that the kinds of input that most of the students want in the teaching and learning process or reading are texts which are related to patisserie. They also state that the kind of reading skills that they want to improve is about vocabulary mastery.

# 2. The Learning Needs of Grade XI Students of the Patisserie Expertise Program

For the aspect of input, the results of the needs analysis show that most of the students prefer texts which consist of 151-250 words or the length is about a half of a page. Moreover, they like texts which are equipped with pictures for the input of reading because they think that pictures provided in English materials are very helpful for them.

In terms of procedure, the activity that the students like in the teaching and learning process of reading is analyzing the meanings of particular words and their use based on the context in the text. In addition, the students prefer the activities of memorizing the grammar formulas for the grammar section and matching words with the provided meanings for vocabulary exercise section.

The next aspects are teacher's and learner's roles. According to the needs analysis results, in the teaching and learning process of reading, most of the students think that it is better if the teacher gives examples before asking them to do some tasks. Then, for the learner's roles, the students prefer to make some notes from the teacher's explanation.

After that, in relation to the setting, most of the students state that they prefer to work individually in the teaching and learning process of reading. Furthermore, they like to carry out the reading tasks in the classroom and also outside the classroom.

# 3. The Appropriate English Reading Learning Materials for Grade XI Students of the Patisserie Expertise Program

The final draft of the reading learning materials was considered to be appropriate for Grade XI students of the Patisserie Expertise Program. It consists of three units and each unit consists of 17 to 19 tasks. Each unit was developed using content based instruction.

Each unit covers different text types to explore. Unit 1 covers explanation texts and the topic which is chosen is baking process. In the second unit, the topic is baking products and the focus of this unit is analyzing and discussing about analytical exposition texts. Meanwhile, the last unit covers formal invitations texts. The topic of this unit is events in the fields of patisserie. Furthermore, each unit of the developed materials has four main parts: introduction, let's read or the main lesson, reinforcement, and intermezzo.

The first part of each unit is the unit title followed by brief introduction of the topic of the unit. It is expected that a short paragraph accompanied by a relevant picture can engage the students' interest in reading. Then, some warming up activities are provided to help the students build their schemata related to the topic so that they will be ready to do the activities in the main lesson.

The main lesson consists of a series of reading tasks. The tasks are designed to lead the students to achieve the competences that had been decided. In arranging the tasks, the steps in the scientific method stated in Curriculum 2013 are adapted. These steps are observing, questioning, collecting, analyzing, and communicating. The three last steps are combined in order to make the students carry out the task more easily.

The next part of the unit is reinforcement. It consists of homework evaluation, reflection, summary, and vocabulary list. This part aims to give a chance for the students to have more practices, to evaluate themselves and measure their achievement, to recognize their own success and lack in the learning process of reading, to recall what the students have learned from the unit, and to help the students to find the meaning of vocabulary they do not know before.

The last part of the unit is an intermezzo. In this part, some facts which are related to the topic of the unit are provided. This aims to cool down the students' mind after accomplishing all the tasks in the unit.

### **B.** Suggestions

Based on the conclusions from this research, the researcher proposes the following suggestions.

### 1. For Grade XI Students of the Patisserie Expertise Program

In order to improve their English skills especially in reading, Grade XI students of the Patisserie Expertise Program who are going to use the developed materials are suggested to actively participate in the teaching and learning process

and do the tasks accordingly. Furthermore, they should not only depend on the available learning materials. To get more benefit from their reading, they need to involve themselves in extensive reading.

### 2. For English Teachers of the Patisserie Expertise Program

To achieve the goal of teaching reading, in using the developed materials, the teachers should create a good atmosphere in the classroom, play the roles that their students expect, and encourage them to read. It is also suggested that the teachers need to create interest in the topic and tasks to get students to read enthusiastically. Moreover, giving some feedback to students is important to check whether they have completed the tasks successfully or not. In addition, if the teachers want to provide more reading exposure for students, they should find the texts which are relevant to the students' expertise program.

### 3. For Other Materials Developers

For those who want to develop other learning materials, it is suggested that they have to pay attention to the learners' needs. Then, in designing learning materials, materials developers need to be creative. The presentation and layout of the materials should engage the students' interest. More importantly, the appropriateness of language and content must be taken into consideration.

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### **APPENDICES**

# APPENDIX A The Needs Analysis Questionnaire

JURUSAN PENDIDIKAN BAHASA INGGRIS FAKULTAS BAHASA DAN SENI UNIVERSITAS NEGERI YOGYAKARTA

Alamat: Karangmalang, Depok, Sleman, Yogyakarta, 55281

Kepada

Siswa-siswi Kelas XI Program Keahlian Patiseri

SMKN 6 Yogyakarta

Di tempat

Saya, Laely Rachmawati, mahasiswa program sarjana Jurusan Pendidikan Bahasa Inggris UNY 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 mohon Anda dapat meluangkan waktu untuk mengisi angket yang saya berikan sesuai dengan keadaan yang sebenarnya. Jawaban yang Anda berikan akan dijamin kerahasiaannya dan tidak akan mempengaruhi nilai mata pelajaran Bahasa Inggris Anda.

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

Peneliti,

Laely Rachmawati NIM. 12202241017

## ANGKET ANALISIS KEBUTUHAN SISWA UNTUK PENGEMBANGAN MATERI PEMBELAJARAN BAHASA INGGRIS SEKOLAH MENENGAH KEJURUAN PROGRAM KEAHLIAN PATISERI KELAS XI

Α.	identitas Responden	
	Nama (boleh tidak diisi)	:
	Jenis Kelamin	: L/P (coret yang tidak perlu)
	Tempat/Tanggal Lahir	:
	Alamat	:

### B. Kebutuhan Belajar Bahasa Inggris

Berikut adalah beberapa pertanyaan dan pernyataan untuk mendeskripsikan kondisi Anda saat ini. Bacalah setiap pertanyaan dan pernyataan dengan saksama, kemudian lingkarilah pilihan jawaban yang telah disediakan sesuai dengan kondisi Anda. Jika Anda memiliki jawaban yang tidak terdapat pada pilihan yang tersedia, Anda dapat menulis jawaban tersebut pada titik-titik yang telah disediakan. Apabila Anda ragu terhadap maksud pertanyaan, Anda dapat menanyakannya pada pemberi angket untuk mendapat penjelasan secukupnya.

- 1. Tujuan saya belajar Bahasa Inggris di sekolah adalah .... (*Boleh memilih lebih dari satu*)
  - a. agar mendapatkan nilai bagus pada mata pelajaran Bahasa Inggris di rapor
  - b. agar sukses menempuh Ujian Nasional Bahasa Inggris
  - c. supaya memiliki bekal kemampuan Bahasa Inggris untuk melanjutkan studi ke perguruan tinggi
  - d. untuk dapat menunjang karir setelah lulus dari SMK
  - e. agar mampu berkomunikasi dalam Bahasa Inggris dengan lancar dan efektif
  - f. untuk bisa memahami literatur yang tertulis dalam Bahasa Inggris
  - g. lainnya ...

- 2. Tujuan saya belajar membaca (reading) adalah .... (Boleh memilih lebih dari satu)
  - a. untuk dapat memahami teks berbahasa Inggris
  - b. untuk memperoleh informasi dari teks berbahasa Inggris
  - c. agar terbiasa dengan penulisan atau ejaan (spelling) Bahasa Inggris
  - d. agar mampu menambah penguasaan kosa kata Bahasa Inggris
  - e. lainnya ...
- 3. Setelah lulus nanti, saya menggunakan Bahasa Inggris dalam dunia kerja untuk .... (Boleh memilih lebih dari satu)
  - a. berkomunikasi aktif secara lisan dan tertulis
  - b. membaca teks dalam Bahasa Inggris yang berkaitan dengan bidang patiseri
  - c. memahami istilah-istilah berbahasa Inggris yang ada dalam bidang patiseri
  - d. lainnya ...
- 4. Menurut saya, pembelajaran membaca (*reading*) menggunakan teks yang berhubungan dengan Jurusan Patiseri ...
  - a. sangat penting
  - b. penting
  - c. kurang penting
  - d. tidak penting
- 5. Jenis teks berbahasa Inggris apa saja yang akan sering Anda jumpai ketika bekerja nanti? (Boleh memilih lebih dari satu)
  - a. deskriptif
  - b. report
  - c. prosedur
  - d. explanation
  - e. essay
  - f. lainnya ...
- 6. Saat ini kemampuan Bahasa Inggris saya secara umum berada pada level ....
  - a. pemula (beginner), yaitu dapat memahami dan menggunakan ungkapan dalam Bahasa Inggris yang sering muncul dalam kehidupan sehari-hari dengan sangat sederhana
  - b. pertengahan (intermediate), yaitu dapat memahami dan menggunakan Bahasa Inggris berdasarkan situasi yang ada meskipun belum terlalu lancar

- c. mahir (advanced), yaitu dapat memahami dan menggunakan Bahasa Inggris dalam berbagai situasi dengan lancar
- 7. Seberapa baik kemampuan Anda dalam membaca teks berbahasa Inggris?
  - a. sangat baik (hampir tidak pernah menemui kesulitan)
  - b. baik (menemukan sedikit kesulitan yang berarti)
  - c. sedang (sering menemukan kesulitan yang berarti)
  - d. kurang (selalu menemukan kesulitan yang berarti)
- 8. Dalam pembelajaran membaca (reading), input yang saya inginkan berupa .... (Boleh memilih lebih dari satu)
  - a. artikel majalah, koran, dan media massa lainnya
  - b. cerita pendek, puisi, dan lirik lagu
  - c. brosur, iklan, dan label
  - d. komik atau kartun
  - e. teks yang bekaitan dengan bidang patiseri
  - f. teks akademik
  - g. lainnya ...
- 9. Sehubungan dengan kebutuhan Anda, dalam hal membaca (*reading*), jenis kemampuan berbahasa Inggris dalam hal apa yang ingin Anda tingkatkan? (*Boleh memilih lebih dari satu*)
  - a. kosakata (vocabulary)
  - b. tatabahasa (grammar)
  - c. memahami isi teks
  - d. membaca secara efektif dalam waktu yang singkat
  - e. lainnya ...
- 10. Dalam pembelajaran membaca (*reading*), panjang teks yang saya inginkan adalah ....
  - a. < 150 kata (1/4 halaman)
  - b. 151 250 kata (1/2 halaman)
  - c. 251 350 kata (3/4 halaman)
  - d. > 350 kata (satu halaman)
- 11. Input reading yang saya sukai adalah .... (Boleh memilih lebih dari satu)
  - a. teks yang bersifat otentik dan dapat dijumpai dengan mudah dalam keseharian (misalnya: brosur, iklan, memo, label, dll.)
  - b. teks bacaan yang disertai kosakata yang berkaitan dengan teks tersebut
  - c. teks yang dilengkapi dengan gambar

- d. teks yang disesuaikan dengan kebutuhan siswa program keahlian Patiseri
- e. lainnya ...
- 12. Menurut saya, disediakannya gambar dalam materi pembelajaran Bahasa Inggris ....
  - a. sangat membantu
  - b. membantu
  - c. kurang membantu
  - d. tidak membantu
- 13. Dalam pembelajaran membaca (*reading*), kegiatan yang saya inginkan adalah .... (*Boleh memilih lebih dari satu*)
  - a. membaca nyaring dengan pengucapan dan intonasi yang benar
  - b. membaca teks kemudian menjawab pertanyaan terkait dengan teks tersebut
  - c. berdiskusi dengan teman untuk memahami isi sebuah teks
  - d. mengurutkan kalimat menjadi paragraf utuh atau paragraf menjadi teks utuh
  - e. memilih pernyataan benar/salah (true/false)
  - f. menganalisa arti kosakata tertentu dan penggunaannya berdasarkan konteks bacaan
  - g. menuliskan kembali isi teks yang telah dibaca menggunakan bahasa sendiri
  - h. lainnya ...
- 14. Dalam pembelajaran kosakata (*vocabulary*), jenis kegiatan yang saya inginkan adalah .... (*Boleh memilih lebih dari satu*)
  - a. mencocokkan kata-kata dengan pilihan makna yang telah disediakan
  - b. mencari makna kata dalam kamus
  - c. mencari makna kata berdasarkan konteksnya dalam teks
  - d. mencari sinonim kata
  - e. melengkapi kalimat atau paragraf rumpang dengan kata-kata yang telah disediakan
  - f. melengkapi kalimat atau paragraf rumpang dengan kata-kata sendiri
  - g. mengidentifikasi kelompok kata (kata kerja, kata benda, kata sifat, dsb.)
  - h. mencocokkan kata dengan gambar
  - i. lainnya ...

- 15. Dalam pembelajaran tatabahasa (grammar), jenis kegiatan yang saya inginkan adalah .... (Boleh memilih lebih dari satu)
  - a. menghafal rumus tatabahasa (grammar)
  - b. mengidentifikasi dan memperbaiki kesalahan tatabahasa (*grammar*) dalam kalimat
  - c. menyusun kata-kata acak menjadi kalimat padu
  - d. membuat kalimat yang padu berdasarkan *grammar* yang telah diajarkan
  - e. lainnya ...
- 16. Dalam pembelajaran membaca (reading) guru sebaiknya .... (Boleh memilih lebih dari satu)
  - a. menuntun siswa dalam memahami isi teks
  - b. mengarahkan siswa ketika harus menjawab pertanyaan tanpa memberitahu jawaban secara langsung
  - c. memberi kesempatan siswa untuk berdiskusi
  - d. memberi contoh terlebuh dahulu sebelum meminta siswa mengerjakan tugas
  - e. memberikan bantuan hanya jika siswa memintanya
  - f. menjelaskan materi secara singkat lalu membiarkan siswa bereksplorasi
  - g. menjelaskan materi secara menyeluruh dan detail
  - h. lainnya ...
- 17. Dalam pembelajaran membaca (reading) siswa sebaiknya .... (Boleh memilih lebih dari satu)
  - a. berpartisipasi secara aktif dalam kegiatan di kelas
  - b. hanya mendengarkan penjelasan guru
  - c. mencatat penjelasan guru
  - d. diberi kesempatan untuk berkreasi dalam mengerjakan tugas
  - e. dibimbing guru dalam mengerjakan tugas
  - f. semua terlibat serta mendapat giliran yang sama dalam aktivitas di kelas
  - g. lainnya ...
- 18. Dalam proses pembelajaran membaca (*reading*), saya lebih suka mengerjakan tugas secara .... (*Boleh memilih lebih dari satu*)
  - a. individu
  - b. berpasangan (2 orang)
  - c. kelompok kecil (3-4 orang)
  - d. kelompok besar (5 orang atau lebih)
  - e. lainnya ...

- 19. Pada saat menerima tugas khususnya dalam pembelajaran membaca (reading), saya lebih suka mengerjakannya .... (Boleh memilih lebih dari satu)
  - a. selalu di dalam kelas
  - b. selalu di luar kelas (perpustakaan, taman, dll.)
  - c. kadang di dalam dan kadang di luar kelas (perpustakaan, taman, dll.)
  - d. di rumah
  - e. lainnya ...

\*\* TERIMAKASIH \*\*

## **APPENDIX B**The Needs Analysis Data

### THE RESULTS OF THE NEEDS ANALYSIS

No.	Aspects	Statements	N	F	Percentage
G	oals				
1.	Goals	The students' goal of learning English is			
		a. to get good marks in English	24	5	20.83%
		b. to pass the National Examination	24	11	45.83%
		successfully			
		c. to get equipped with sufficient English	24	11	45.83%
		ability to continue the study to the			
		universities			
		d. to support the careers after graduating from SMK	24	11	45.83%
		e. to be able to communicate in English	24	17	70.83%
		fluently and effectively			
		f. to understand any literature written in	24	5	20.83%
		English			
		g. others			
		to get equipped to face the future	24	1	4.17%
2.	Goals	The students' goal of learning reading skill			
		is			
		a. to be able to understand any texts written	24	12	50%
		in English			
		b. to get some information from any texts	24	9	37.5%
		written in English			
		c. to be accustomed to English writing	24	12	50%
		system or spelling	2.1	1.0	<b>7</b> 0.4 <b>7</b> 0.4
		d. to increase English vocabulary mastery	24	19	79.17%
		e. others	2.4		4.170/
		to memorize English vocabulary	24	1	4.17%
Т	august Nagada	unintentionally			
3.	arget Needs	After an dusting from vegetional high	I	1	
3.	Necessities	After graduating from vocational high			
		schools, the students use English in the			
		working fields to  a. communicate actively in written or oral	24	19	79.17%
		form	24	19	79.1770
		b. read any written texts related to	24	8	33.33%
		patisserie			33.3370
		c. understand English technical terms in the	24	18	75%
		field of patisserie			, 2 , 0
		d. others			
		1. to cooperate with foreigners in pastry	24	1	4.17%
		product business and to market pastry			
		products in the foreign countries			

No.	Aspects	Statements	N	F	Percentage
	_	2. to support the careers	24	1	4.17%
4.	Necessities	According to the students, the use of texts			
		related to patisserie in the teaching and			
		learning process of reading is			
		a. very important	24	17	70.83%
		b. important	24	7	29.17%
		c. less important	24	0	0%
		d. not important	24	0	0%
5.	Necessities	Types of English texts that the students will			
		often face in their future working fields are			
		a. descriptive	24	7	29.17%
		b. report	24	5	20.83%
		c. procedure	24	24	100%
		d. explanation	24	4	16.67%
		e. essay	24	6	25%
		f. others	24	0	0%
6.	Lacks	My current level of English proficiency is			
		a. beginner	24	12	50%
		b. intermediate	24	12	50%
		c. advanced	24	0	0%
7.	Lacks	The current students' reading ability is			
		a. very good	24	0	0%
		b. good	24	1	4.17%
		c. average	24	19	79.17%
		d. low	24	4	16.67%
8.	Wants	The kinds of input that the students want in			
		the teaching and learning process of reading			
		are			
		a. articles from magazines or newspapers	24	8	33.33%
		b. short stories, poems, and song lyrics	24	15	62.5%
		c. brochures, advertisements, and labels	24	4	16.67%
		d. comics or cartoons	24	9	37.5%
		e. texts which are related to patisserie	24	15	62.5%
		f. academic texts	24	3	12.5%
		g. others			
		1. song lyrics only	24	1	4.17%
9.	Wants	In relation to the students' needs, the kinds			
		of reading skills that they want to improve			
		are about			
		a. vocabulary mastery	24	22	95.83%
		b. grammar mastery	24	17	75%
		c. comprehending the content of the texts	24	6	25%

No.	Aspects	Statements	N	F	Percentage
		d. reading effectively with a fast speed	24	3	12.5%
		e. others	24	0	0%
L	earning Needs	S			
10.	Input	In the teaching and learning process of			
		reading, the length of the text that the			
		students want is			
		a. < 150 words (1/4 page)	24	4	16.67%
		b. 151 - 250 words (1/2 page)	24	10	41.67%
		c. 251 - 350 words (3/4 page)	24	5	20.83%
		d. > 350 words (one page)	24	5	20.83%
11.	Input	The input of reading that the students prefer			
		is			
		a. authentic texts which can be found easily	24	7	29.17%
		in the daily life (e.g. brochures,			
		advertisements, memos, and labels)			
		b. texts which are equipped with related	24	9	37.5%
		vocabulary			
		c. texts which are equipped with pictures	24	17	70.83%
		d. texts which are relevant to the needs of	24	15	62.5%
		the Patisserie Expertise Program students			
		e. others	24	0	0%
12.	Input	According to the students, pictures which			
		are provided in English materials are			
		a. very helpful	24	23	95.83%
		b. helpful	24	1	4.17%
		c. less helpful	24	0	0%
		d. not helpful	24	0	0%
13.	Procedure	The activity that the students prefer in the			
		teaching and learning process of reading is			
		a. reading aloud with the correct	24	10	41.67%
		pronunciation and intonation			
		b. reading texts and answering the	24	6	25%
		questions			
		c. having a discussion to comprehend the	24	10	41.67%
		content of the texts			
		d. arranging jumbled sentences into a good	24	5	20.83%
		and meaningful paragraph or jumbled			
		paragraphs into a good and meaningful			
		text	24		27.50
		e. choosing the true or false statements	24	9	37.5%
		f. analyzing the meanings of particular	24	11	45.83%
		words and their use based on the context			
		in the text			

No.	Aspects	Statements	N	F	Percentage
	•	g. rewriting the content of the text which	24	5	20.83%
		has been read by using their own words			
		h. others	24	0	0%
14.	Procedure	In the vocabulary teaching and learning			
		process, the activity that the students prefer			
		is			
		a. matching the words with the provided	24	14	58.33%
		meanings			
		b. finding the meaning of the words in the	24	7	29.17%
		dictionary			
		c. finding the meaning of the words based	24	10	41.63%
		on the context in the text			
		d. finding the synonyms of the words	24	6	25%
		e. completing sentences or paragraphs with	24	9	37.5%
		the provided words			
		f. completing sentences or paragraphs with	24	4	16.67%
		their own words			
		g. identifying the words' parts of speech	24	9	37.5%
		according to the text			
		h. matching the words with the pictures	24	12	50%
		i. others	24	0	0%
15.	Procedure	In the grammar teaching and learning			
		process, the activity that the students prefer			
		is			
		a. memorizing the grammar formulas	24	13	54.17%
		b. identifying and editing the grammatical	24	12	50%
		mistakes in the sentences		_	
		c. arranging jumbled words into a good and	24	9	37.5%
		meaningful sentence			
		d. making their own sentences using	24	10	41.67%
		particular grammar point they just			
		learned	2.4	0	00/
1.0	TD 1 1	e. others	24	0	0%
16	Teacher's	In the teaching and learning process of			
	roles	reading, it is better if the teacher	2.4	1.0	66.670/
		a. guides the students to comprehend the	24	16	66.67%
		texts	2.4	4	16 670/
		b. guides the students when they have to	24	4	16.67%
		answer some questions without giving the answer directly			
		•	24	10	41.67%
		c. gives the students the opportunity to have discussion	∠ <del>4</del>	10	41.07%
		d. gives examples before asking the	24	19	79.17%
		students to do the tasks	24	19	19.11%
		Students to do the tasks			

No.	Aspects	Statements	N	F	Percentage
		e. gives assistance only when the students ask	24	2	8.33%
		f. gives a simple explanation about the materials and then lets the students make an exploration	24	2	8.33%
		g. explains the materials thoroughly	24	14	58.33%
		h. others	24	0	0%
17.	Learner's roles	In the teaching and learning process of reading, it is better if the students			
		a. actively participate in the classroom activities	24	17	70.83%
		b. listen to the teacher's explanation only	24	0	0%
		c. make some notes from the teacher's explanation	24	19	79.17%
		d. get the opportunity to explore their creativity in doing the tasks	24	9	37.5%
		e. are guided by the teachers in doing the tasks	24	9	37.5%
		f. are all involved in the classroom activity and get the same opportunity to take the turns in some certain activities	24	12	50%
		g. others	24	0	0%
18.	Setting	In the teaching and learning process of reading, the students prefer to work			
		a. individually	24	12	50%
		b. in pairs	24	10	41.67%
		c. in a small group	24	8	33.33%
		d. in a big group	24	5	20.85%
		e. others together with those who have good understanding of English so that it can help the students understand the texts or questions	24	2	8.33%
19.	Setting	The students prefer to do the reading tasks			
		a. always in the classroom	24	7	29.17%
		b. always outside the classroom	24	8	33.33%
		c. sometimes in the classroom and sometimes outside the classroom	24	14	58.33%
		d. at home	24	12	50%
		e. others	24	0	0%

## **APPENDIX C Course Grid**

### COURSE GRID ENGLISH READING LEARNING MATERIALS UNIT 1

School : SMK

**Expertise Program**: Patisserie

Grade : XI

**Basic Competence**:

3.8 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *explanation* lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya

4.8 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *explanation* lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI

Unit / Topic/ Unit	Learning	Input Text	Langua	ge Focus	Learning Activities	
Title	Objectives	Vocabulary Grammar		Grammar	Learning Activities	
Unit:	Students are	- Adapted and	- Words	- Simple	A. Get Ready	
UNIT 1	expected to be	simplified	related	Present	- Students match the words to the pictures.	
	able to	written	to the	Tense	- Students answer the questions related to the pictures in	
Topic:	- identify the	explanation	things	- The	the previous task.	
Baking	social function	texts	that	cause-	- Students have vocabulary exercises related to the topic	
Process	of an	- Lists of relevant	happen	effect	of the unit.	
	explanation	vocabulary	in the	relations		
<b>Unit Title:</b>	text	- Explanation of	baking	hip	B. Main Activities	
How	- identify the	the simple	process		Observing	
Baking	generic	present tense			- Students read an explanation text and then tick and	

Works	structure of an	- Explanation of	write the things that they already know and want to
	explanation	the cause-effect	know further related to the text.
	text	relationship	
	- identify the		Questioning
	language		- Students formulate questions based on the items they
	features of an		want to know further in the previous task and propose
	explanation		temporary answers based on their knowledge.
	text		
	- comprehend		Collecting, Analyzing, Communicating
	explanation		- Students read again the text in the observation step
	texts		and decide whether the statements are true or false.
			- Students match the words that they can find in the text
			in the observation step with the provided meanings.
			- Students study the explanation about explanation texts
			and discuss it with their friends.
			- In pairs, students read and then analyze the structure
			of the text entitled "What Makes Puff Pastry Puff".
			- Students arrange some pictures based on the
			explanation they have read in the previous text.
			- Students study the explanation about the simple
			present tense and discuss it with their friends and
			teacher.
			- Students have an exercise related to the simple present
			tense in which they have to read a text entitled "How
			Sugar Acts in Gelatinization" and then choose the

	<ul> <li>correct words in the brackets.</li> <li>Students answer some questions based on the text in the previous task.</li> <li>Students read again the text entitled "How Sugar Acts in Gelatinization" and then choose one sentence that best summarizes the text. After that, they discuss their answer with their friends.</li> <li>Students study the explanation about the cause-effect relationship and discuss it with their friends and teacher.</li> <li>Students read a text and fill in the table about two related statements which are causes and effects. Then, they share their answers with their friends.</li> <li>Students complete the table with the correct phrases</li> </ul>
	<ul> <li>the previous task and then discuss their answers with their friends.</li> <li>C. Homework</li> <li>Students find an explanation text from the internet or other sources. Then, they write the summary of the steps of how something occurs and find the meanings of the difficult words.</li> </ul>

		D. Evaluation
		- Students read the texts and choose the best answers for
		the questions that follow in the evaluation tasks.

## COURSE GRID ENGLISH READING LEARNING MATERIALS UNIT 2

School : SMK

**Expertise Program**: Patisserie

Grade : XI

**Basic Competence**:

- 3.4 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya
- 4.4 teks eksposisi analitis
- 4.4.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis terkait isu aktual

Unit / Topic/ Unit	Learning	Innut Toyt	Langua	ge Focus	Learning Activities	
Title	Objectives	Input Text Vocabulary Grammar		Grammar	Learning Activities	
Unit:	Students are	- Adapted and	- Words	- Linking	A. Get Ready	
UNIT 2	expected to be	simplified	related	arguments	- In pairs, students study a poster and answer some	
	able to	written	to the	(connectiv	questions related to the poster based on their	
Topic:	- identify the	analytical	issues	es)	knowledge.	
Baking	social function	exposition texts	about		- In pairs, students read some sentences and decide	
Products	of an	- Explanation of	baking		whether they are arguments for or against the	
	analytical	connectives	products		statement in the poster in the previous task.	
<b>Unit Title:</b>	exposition text	- Explanation of				
One Side of	- identify the	the cause-effect			B. Main Activities	

an Issue	generic	relationship	Observing
	structure of an		- Students read an analytical exposition text and then
	analytical		tick and write the things that they already know and
	exposition text		want to know further related to the text.
	- identify the		
	language		Questioning
	features of an		- Students formulate questions based on the items they
	analytical		want to know further in the previous task and propose
	exposition text		temporary answers based on their knowledge.
	- comprehend		
	analytical		Collecting, Analyzing, Communicating
	exposition		- Students read again the text in the observation step
	texts		and choose the information they can find from the
			text.
			- Students study the explanation about analytical
			exposition texts and discuss it with their friends and
			teacher.
			- In pairs, students read and then analyze the structure
			of the text in the observation step according to the
			previous explanation.
			- Students arrange the parts of the text entitled "Luxury
			Eclairs: Are They the Latest Dessert Trend?" and
			write the name of each part of the text.
			- Students read again the text in the previous task and
			find nine words from the text that represent the

meanings which are listed.
- Students read again the text entitled "Luxury Eclairs:
Are They the Latest Dessert Trend?" and choose the
correct phrases to complete some statements.
- Students study the explanation about connectives and
discuss it with their friends and teacher.
- Students have an exercise related to the previous
explanation in which they have to read a text entitled
"Macarons: Are They So Special?" and then choose
fill in the blanks with the correct sentences chosen
from the provided box.
- Students answer some questions based on the text in
the previous task and discuss their answers with their
friends.
- Students read the text entitled "Mini Dessert: A Smart
Trend" and then fill in the blanks with the appropriate
words they can find in the text.
- Students read again the text that they have read in the
previous task and identify two things relate to the text.
Then, they share their findings with their friends.
C. Homework
- Students find an exposition text from the internet or
other sources. Then, they write the idea and the
arguments proposed by the writer and share their
arguments proposed by the writer and share then

	findings to their friends.
	<ul> <li>D. Evaluation</li> <li>Students read the texts and choose the best answers for the questions that follow in the evaluation tasks.</li> </ul>

## COURSE GRID ENGLISH READING LEARNING MATERIALS UNIT 3

School : SMK

**Expertise Program**: Patisserie

Grade : XI

**Basic Competence**:

- 3.3 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya
- 4.3 teks undangan resmi
- 4.3.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja

Unit / Topic/ Unit	Learning	Input Text	Language Focus		Learning Activities
Title	Objectives	input Text	Vocabulary	Grammar	Learning Activities
Unit:	Students are	- Written	- Words	- The date	A. Get Ready
UNIT 3	expected to be	invitations	related to	writing	- In pairs, students match some pictures to the name of
	able to	- Lists of relevant	some		the events.
Topic:	- identify the	vocabulary	events in		- Students answer some questions related to the pictures
Events in	social function	- Explanation of	the field		in the previous task based on their knowledge and
the Field of	of a formal	the formal	of		discuss them with their friends.
Patisserie	invitation	invitation	patisserie		
	- identify the	- Lists of opening			B. Main Activities
<b>Unit Title:</b>	generic	statements in			Observing

You are	structure of a	the invitations	- Students read an invitation and then tick and write the
Cordially	formal	- Explanation of	things that they already know and want to know
Invited	invitation	writing the	further related to the invitation.
	- comprehend	dates	
	formal		Questioning
	invitations		- Students formulate questions based on the items they
			want to know further in the previous task and propose
			temporary answers based on their knowledge.
			Collecting, Analyzing, Communicating
			<ul> <li>Students read again the invitation in the observation step and answer the questions related to the invitation.</li> <li>Students match some words and phrase to some</li> </ul>
			descriptions according to the invitation they have read in the observing step.
			- Students study the explanation about the formal invitation and discuss it with their friends and teacher.
			- In pairs, students compare two invitations and complete the table that follows.
			- Students study the explanation about opening statements which are usually used in an invitation and
			discuss it with their friends and teacher.
			- Students study the explanation about different ways of
			writing the dates and discuss it with their friends and teacher.

<ul> <li>Students read some invitations, identify the writing of the dates, determine whether they are correct or not, and then give the corrections for the incorrect ones.</li> <li>Students match some descriptions of some events to the invitations which are provided.</li> <li>Students answer some questions related to the invitations in the previous task and discuss their answers with their friends.</li> <li>Students find some writing mistakes in an invitation and correct them.</li> <li>Students read some statements and decide whether they are true, false, or not mentioned according to the invitation in the previous task.</li> <li>Students answer some questions according to an invitation which is provided and then share their answers with their friends.</li> </ul>
<ul> <li>C. Homework</li> <li>Students find two invitations and analyze the structure. They also write the kinds of events, when and where the events will be held. Then, the students write some new terms they can find with their meanings and share their findings to their friends.</li> </ul>

		D. Evaluation
		- Students read the texts and choose the best answers for
		the questions that follow in the evaluation tasks.

# APPENDIX D The Descriptions of the Tasks

### THE DESCRIPTION OF THE TASKS

### Task Description of Unit 1

Unit 1. How Baking Works			
Get Ready			
	Instruction: Match the words to the pictures.		
Task 1	<b>Description:</b> In this task, students are asked to match some pictures with the words or phrases. This task is aimed to build the students' schemata related to the topic of the unit they are going to learn.		
	Instruction: Referring to the pictures in Task 1, answer the following questions based on your experience.		
Task 2	<b>Description:</b> In this task, referring to the pictures in the previous task, students are asked to answer some questions based on their experience. This task aims to give them the clearer ideas or to lead them to the more specific discussion to be covered in the unit.		
Task 3	Instruction: The words in the box will help you understand the texts in this unit. Work in pairs and find the meaning of the words. You may open your dictionary.		
	Description: In pairs, students are asked to find the meanings of some words that will help them understand the text in Unit 1. Students can open their dictionary to find the meanings. The purpose of the task is to give students a hint about the kinds of terms they will find in the texts later on. It also helps them to understand the texts they will read.		
Let's Rea	d		
Observing			
Task 4	Instruction: Read the text below and tick the things that you already know and things that you want to know further in the table. You can write more items if they are not listed.		
	Description: In this task, the students are asked to read a text about how sugar slows gluten development and make a list of the things they already know and want to know further. It aims to give the students the opportunity to observe the features of the text.		
Questioni	ng		

### **Instruction:** Based on the things you want to know further in Task 4, formulate relevant questions. Some have been done as the examples. Try to answer those questions based on your knowledge. Task 5 **Description:** This task is related to the previous task. Based on the things they want to know further, the students are asked to formulate relevant questions and proposed temporary answers. Adapted from the second step of the scientific method, this task aims to show students that they need to learn more about some certain things. Collecting, Analyzing, and Communicating **Instruction:** Read again the text in Task 4. Then, decide whether the statements below are true or false. Put a tick $(\checkmark)$ on the provided column. Task 6 **Description:** In this task, students are asked to choose whether the statements are true or false based on the text. This task aims to give them the opportunity to collect the information related to the content and social function of the text. **Instruction:** Match the words with the meanings by drawing a line. Look at the example. You can open the dictionary to find the meanings. **Description:** Task 7 In this task, the students are asked to match some words with some provided meanings. An example is provided and the students can open the dictionary to find the meanings. The purpose of this task is to help students to have deeper understanding of the text and enrich their vocabulary at once. **Instruction:** Study the explanation below carefully. Discuss it with your friends and ask your teacher if you do not understand. Task 8 **Description:** In this task, students are asked to study the explanation about explanation texts. This task includes the collecting step in which students have an opportunity to collect more information related to explanation texts. **Instruction:** Work in pairs. Read the following text and analyze the text structure. Task 9 **Description:** In this task, students are asked to read a text entitled "What Makes

	Puff Pastry Puff?" and write down the part of the text. In this case, students associate or analyze the information about the structure of an explanation text they got before in carrying out this task. This task aims to give students clearer understanding of the structure of an explanation text.
	<b>Instruction:</b> Arrange the following pictures based on the explanation in the text in Task 9.
Task 10	<b>Description:</b> Still about the text structure, in this task, students are asked to arrange some pictures according to the process that happens based on the explanation text in the previous task. Like the previous task, it is also categorized as the analyzing step.
	Instruction: Study the following explanation about the simple present tense below. Discuss it with your friends and ask your teacher if you do not understand the explanation.
Task 11	<b>Description:</b> In this task, students are asked to study the explanation about the simple present tense. This task also includes the collecting step in which students have an opportunity to collect more information related to the simple present tense.
	Instruction: Read the following text and choose the correct words in the brackets.
Task 12	Description: In this task, students are asked to read a text entitled "How Sugar Acts in Gelatinization" and choose the correct words in the brackets. In carrying out this task, students associate the information about the simple present tense they got before. This task aims to give students clearer understanding of the simple present tense.
	Instruction: Based on the text above, answer the following questions.
Task 13	<b>Description:</b> In this task, students are asked to answer some questions based on the text in the previous task. The aim of this task is to test students' comprehension of the text.
Task 14	Instruction: Read these sentences and decide which one best summarizes the text in Task 12. Discuss your answer with your friends.
	Description:

#### **Description:**

In this task, students are asked to find an explanation text, write the summary of the steps of how something occurs, and make a list of difficult words and find the meanings. It aims to give students opportunity to have more practice related to what they have learned from this unit.

#### **Evaluation**

#### **Instruction:**

Read the text below and choose the best answers for questions 1-4. Read the text below and choose the best answers for questions 4-10.

#### Task 19 **Description:**

For the last task in this unit, students are asked to answer the multiple choice questions. It aims to test students' comprehension of the texts and to measure their achievement after learning from this unit.

#### **Task Description of Unit 2**

	Task Description of Unit 2		
Get Ready	Unit 2. One Side of an Issue		
Get Ready	Instruction: In pairs, study the poster and answer the questions based on your knowledge		
Task 1	<b>Description:</b> In this task, students are asked to study a poster and answer some questions based on their knowledge. This task is aimed to build the students' schemata related to the topic of the unit they are going to learn.		
	Instruction: In pairs, read the sentences below and decide whether they are arguments for or against the statement in the poster in Task 1.		
Task 2	Description: In this task, referring to the poster in the previous task, students are asked to read some statements and decide whether they are arguments for or against the statement in the poster. This task aims to give them the clearer ideas or to lead them to the more specific discussion to be covered in the unit.		
Let's Rea	d		
Observing			
	Instruction: Read the text below and tick the things that you already know and things that you want to know further in the table. You can write more items if they are not listed.		
Task 3	<b>Description:</b> In this task, the students are asked to read a text about why people should eat cupcakes and make a list of the things they already know and want to know further. It aims to give the students the opportunity to observe the features of the text.		
Questioni	ng		
	Instruction: Based on the things you want to know further in Task 3, formulate relevant questions. Some have been done as the examples. Try to answer those questions based on your knowledge.		
Task 4	<b>Description:</b> This task is related to the previous task. Based on the things they want to know further, the students are asked to formulate relevant questions and proposed temporary answers. Adapted from the second step of the scientific method, this task aims to show students that they need to learn more about some certain things.		

Collecting, Analyzing, and Communicating		
	Instruction:	
	Read again the text in Task 3. Choose the information you can find	
	from the text by giving a tick ( $\checkmark$ ) to the provided boxes.	
Task 5	<b>Description:</b>	
	In this task, students are asked to choose the information they can	
	find from the text in Task 4. This task aims to give them the	
	opportunity to collect the information related to the content of the	
	text.	
	Instruction:	
	Study the explanation below carefully. Discuss it with your friends	
	and ask your teacher if you do not understand.	
Task 6	Description:	
1 ask 0	In this task, students are asked to study the explanation about	
	exposition texts. This task includes the collecting step in which	
	students have an opportunity to collect more information related to	
	analytical exposition texts.	
	Instruction:	
	In pairs, read the text below and analyze the text structure according	
	to the previous explanation. Circle the correct parts of the text.	
	<b>Description:</b>	
Task 7	In this task, students are asked to read a text which is the same as	
	the one they can find in Task 4 and analyze the text structure. In this	
	case, students associate or analyze the information about the	
	structure of an exposition text they got before in carrying out this task. This task aims to give students clearer understanding of the	
	structure of an analytical exposition text.	
	Instruction:	
	Arrange the parts of the text below into the correct order. Then,	
	write the name of each part of the text.	
	•	
Task 8	Description:	
	Still about the text structure, in this task, students are asked to	
	arrange some parts of an exposition text into the correct order and	
	then identify the parts of the text. Like the previous task, it is also	
	categorized as the analyzing step.	
	Instruction:	
Task 9	Read again the text you have arranged in Task 8 and find nine	
	words from the text that represent the meanings listed below. To help you, the first and last letters of each missing word is given.	
1 ask 7	nerp you, the first and last letters of each missing word is given.	
	Description:	
	In this task, students are asked to read again the text they have	
	,	

	arranged in the previous task and find nine words from the text that represent the provided meanings. The purpose of this task is to help students to have deeper understanding of the text and enrich their vocabulary at once.
Task 10	<b>Instruction:</b> Read again the text you have arranged in Task 8. Choose the correct phrases to complete the following statements by giving a tick (✓) to the provided boxes.
Tusk To	<b>Description:</b> In this task, students are asked to choose the correct phrases to complete some statements according to the text in Task 8. The aim of this task is to check students' comprehension of the text.
	Instruction: Study the following explanation about connectives below. Discuss it with your friends and ask your teacher if you do not understand the explanation.
Task 11	<b>Description:</b> In this task, students are asked to study the explanation about connectives. This task also includes the collecting step in which students have an opportunity to collect more information related to one of the grammatical features of an analytical exposition text.
	Instruction: Read the following text and fill in the blanks with the correct sentences chosen from the box in the next page.
Task 12	Description: In this task, students are asked to read a text entitled "Macarons: Are They So Special?" and fill in the blanks with the correct sentences which are provided. In carrying out this task, students associate the information about connectives they got before. This task aims to give students clearer understanding of connectives in an analytical exposition text. Besides, in completing this task, students also need to understand the content and ideas of the text.
	Instruction: Based on the text in Task 12, answer the questions below. Discuss your answers with your friends.
Task 13	<b>Description:</b> In this task, students are asked to answer some questions based on the text in the previous task. The aim of this task is to test students' comprehension of the text. Then, since students have to discuss their answers with their friends, this task is involved in the communicating step.
Task 14	Instruction:

Read the text in Task 15 and fill in the blanks with the appropriate words you can find in the text.

#### **Description:**

In this task, the students are asked to read the text in Task 5 and fill in the blanks with the appropriate words they can find in the text. This task aims to enrich students' vocabulary. In this case, the vocabulary exercise is provided based context of the text.

#### **Instruction:**

Read the text below and identify:

- 1. The idea which is proposed by the writer
- 2. The arguments behind the idea

Share your findings with your friends.

#### Task 15

#### **Description:**

In this task, students are asked to read the text entitled "Mini Dessert: A Smart Trend" and identify the idea which is proposed by the writer and the arguments behind the idea. This task aims to give more exercises to improve their ability to comprehend a text and to find specific information. This task is also involved in the communicating step in which students also have to share their answers with their friends.

#### Homework

#### **Instruction:**

Find an exposition text about a certain issue in the field of patisserie that you interested in. You can access the internet or find the text from other sources. Write the idea and the arguments proposed by the writer. Then, share your findings to your friends.

#### Task 16

#### **Description:**

In this task, students are asked to find an exposition text, write the idea and the arguments proposed by the writer, and share their findings to their friends. It aims to give students opportunity to have more practice related to what they have learned from this unit.

#### **Evaluation**

#### **Instruction:**

Read the text below and choose the best answers for questions 1-4. Read the text below and choose the best answers for questions 4-10.

#### Task 17

#### **Description:**

For the last task in this unit, students are asked to answer the multiple choice questions. It aims to test students' comprehension of the texts and to measure their achievement after learning from this unit.

# Task Description of Unit 3

Unit 3. You are Cordially Invited			
Get Read			
	Instruction: In pairs, match the pictures to the names of the events.		
Task 1	<b>Description:</b> In this task, students are asked to match some pictures to the name of the events. This task is aimed to build the students' schemata related to the topic of the unit they are going to learn.		
	Instruction: Answer the questions below based on your knowledge and discuss them with your friends.		
Task 2	<b>Description:</b> In this task, students are asked to answer some questions based on their knowledge. This task aims to give them the clearer ideas or to lead them to the more specific discussion to be covered in the unit.		
Let's Rea			
Observing			
	Instruction: Read the text below and tick the things that you already know and things that you want to know further in the table. You can write more items if they are not listed.		
Task 3	<b>Description:</b> In this task, the students are asked to read a text which is an invitation and make a list of the things they already know and want to know further. It aims to give the students the opportunity to observe the features of the text.		
Questioni	ng		
	Instruction: Based on the things you want to know further in Task 3, formulate relevant questions. Some have been done as the examples. Try to answer those questions based on your knowledge.		
Task 4	Description: This task is related to the previous task. Based on the things they want to know further, the students are asked to formulate relevant questions and proposed temporary answers. Adapted from the second step of the scientific method, this task aims to show students that they need to learn more about some certain things.		
Collecting	, Analyzing, and Communicating		
Task 5	Instruction: Read again the invitation in Task 3. Try to find: What occasion is the invitation about?		

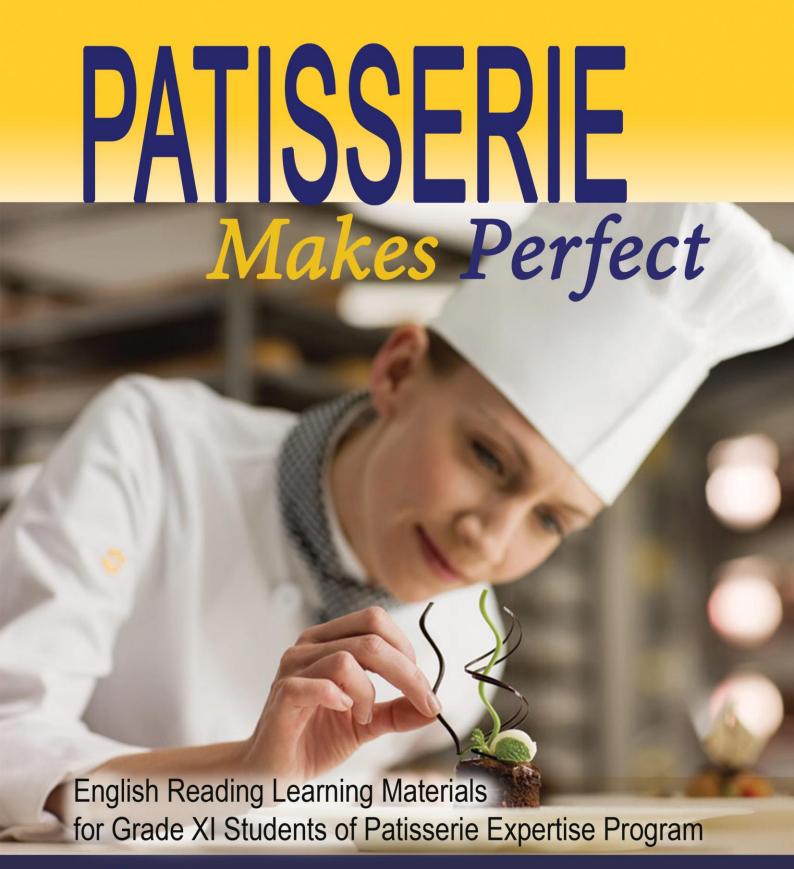
	Who is the host of the event?
	Description: In this task, students are asked to answer two questions related to the invitation in Task3. This task aims to give them the opportunity to collect the information related to the content of the text.  Instruction: According to the invitation in Task 3, match the words and phrase below to the descriptions. You can open your dictionary if you need.
Task 6	Description: In this task, students are asked to match some words and phrase to their descriptions. The purpose of this task is to help students to have deeper understanding of the text or the invitation and enrich their vocabulary at once.
Task 7	Instruction: Study the explanation below carefully. Discuss it with your friends and ask your teacher if you do not understand.  Description:
	In this task, students are asked to study the explanation about formal invitations. This task includes the collecting step in which students have an opportunity to collect more information related to formal invitations.
	Instruction: In pairs, compare the invitations below and complete the table that follows.
Task 8	Description: In this task, students are asked to compare two invitations and complete the table that follows with the information they can get from the invitations. In this case, students associate or analyze the information about the structure of an invitation they got before in carrying out this task. This task aims to give students clearer understanding of the structure of an invitation. Besides, it also aims to improve their ability to comprehend a text and to find specific information
	Instruction: Study the explanation below carefully. Discuss it with your friends and ask your teacher if you do not understand.
Task 9	<b>Description:</b> In this task, students are asked to study the explanation about opening statements which are used in invitations. This task includes the collecting step in which students have an opportunity to collect

	more information related to the opening statements of invitations.
	Instruction:
	In Task 8, there are two invitations which have different ways of
	writing the dates. Study the explanation about writing the date
	below carefully. Discuss it with your friends and ask your teacher if
T 1 10	you do not understand.
Task 10	Descriptions
	Description: In this task, students are asked to study the explanation about
	writing the dates. This task also includes the collecting step in
	which students have an opportunity to collect more information
	related to writing the date.
	Instruction:
	Read the invitations below. Identify the writing of the dates.
	Determine whether they are correct or incorrect. Give the
	corrections for the incorrect ones.
	Don't die
Task 11	<b>Description:</b> In this task, students are asked to identify the writing of the dates in
	some invitations and determine whether they are correct or
	incorrect. Then, they should give the corrections for the incorrect
	ones. This task aims to give students clearer understanding of the
	correct way of writing of dates. In additions, students also associate
	what they have learned from the previous explanation with this task.
	Instruction:
	Math the following descriptions of some events to the invitations in
	the next page.
Task 12	Description:
Tusk 12	In this task, students are asked to match some descriptions of some
	events to some invitations. The purpose of this task is to help
	students to have deeper understanding of different kinds of
	invitations for different events.
	Instruction:
	According to the invitations in the previous page, answer the
Task 13	following questions. Discuss your answers with your friends.
	Description:
	In this task, students are asked to answer some questions according
	to some invitations in the previous task. The aim of this task is to
	check students' comprehension of the text.
Task 14	Instruction:
	There are five writing mistakes in the invitation below. Underline
	and correct them.
	Description.
	Description:

	<u>,                                      </u>	
	In this task, students are asked to find the five writing mistakes and correct them. In carrying out this task, students associate the information they got before. This task aims to check students' understanding of some grammatical features.	
	Instruction:	
	According to the invitation in Task 14, decide whether the statements in the table below are true, false, or not mentioned by giving a tick $(\checkmark)$ to the provided boxes.	
Task 15	D	
	<b>Description:</b> In this task, by referring to the invitation in Task 14, students are asked to decide whether some statements are true, false, or not mentioned. This task aims to check the students' comprehension of the text.	
	Instruction:	
	Answer the questions according to the following invitation. Share your answers with your friends.	
Task 16	Description:	
Task 10		
	In this task, students are asked to answer some questions based on	
	an invitation. The aim of this task is to test students' comprehension	
	of the text. Then, since students have to share their answer with	
TT	their friends, this task is involved in the communicating step.	
Homewor	K   Instruction:	
	Find two invitations about two different events related to the working field of patisserie. Analyze the structure and write the kinds of events, when and where the events will be held. If you find some new terms, write them and find the meanings. Then, share your findings to your friends.	
Task 17		
	Description: In this task, students are asked to find two invitations, analyze the structure and write the kinds of events, when and where the events will be held, and write some new terms with their meanings that they can find. Then, they also have to share their findings to their friends. It aims to give students opportunity to have more practice related to what they have learned from this unit.	
Evaluation		
	Instruction:	
	Read the text below and choose the best answers for questions 1-4.	
	Read the text below and choose the best answers for questions 5-8.	
Task 18	Read the text below and choose the best answers for questions 9-10.	
	Descriptions	
	<b>Description:</b> For the last task in this unit, students are asked to answer the	
	i coi ine iasi iask in inis inni. Sindenis are asked to answer the	

multiple choice questions. It aims to test students' comprehension of the texts and to measure their achievement after learning from this unit.

# APPENDIX E The First Draft of the Materials





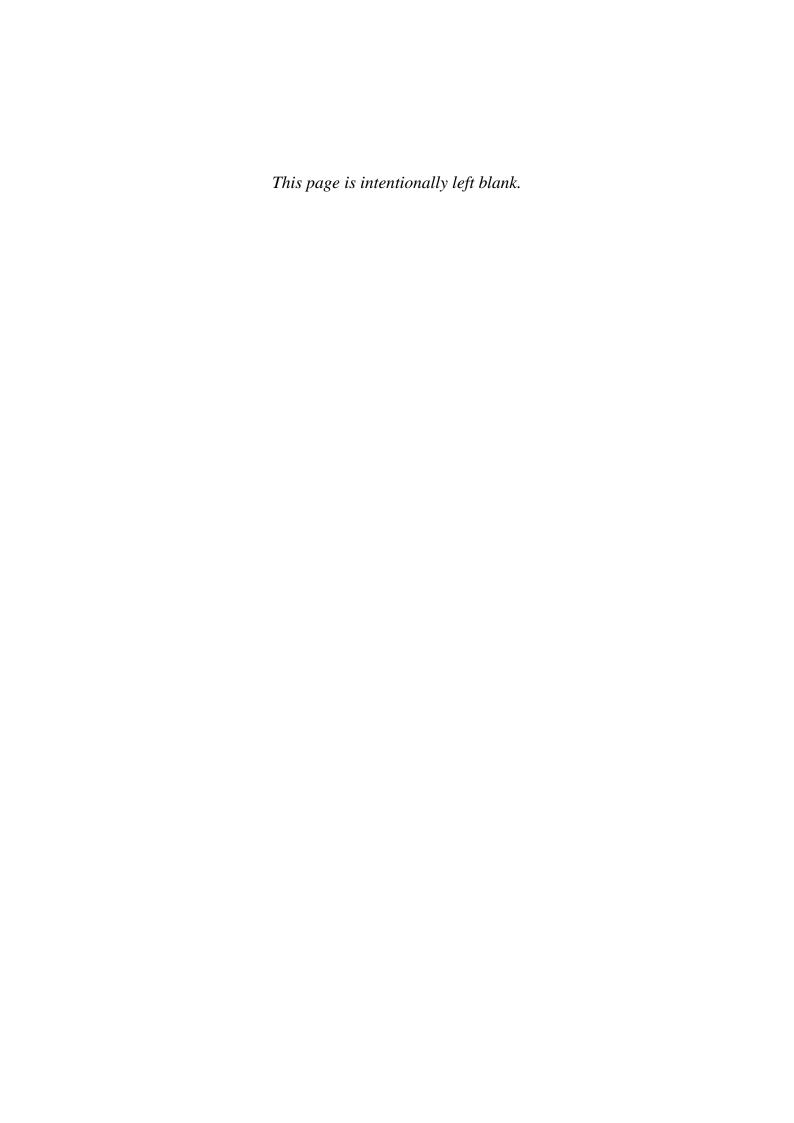
Author: Laely Rachmawati Supervisor: Drs. Suharso, M.Pd. Validator: Ella Wulandari, M.A.

# PATISSERIE Makes Perfect

English Reading Learning Materials for Grade XI Students of Patisserie Expertise Program

Author: Laely Rachmawati Supervisor: Drs. Suharso, M.Pd. Validator: Ella Wulandari, M.A.





# Preface

All praise is to God, the Almighty, for His blessings, the writers could finish this book. This book, entitled Patisserie Makes Perfect, is focused on the reading skill. It was designed for Grade XI students of Patisserie Expertise Program of Vocational High School based on the core and basic competences of Curriculum 2013.

Patisserie Makes Perfect consists of three units with three different topics. They are How Baking Works, One Side of an Issue, and You are Cordially Invited. Each of these units consists of eight sections which are Get Ready, Let's Read, Homework, Evaluation, Reflection, Let's Sum Up, Vocabulary List, and Some Facts. The content chosen for these reading learning materials is based on the students' needs and in line with the students' field of study. Therefore, through this book, students are expected to be able to enrich their knowledge and improve their reading skill.

Hopefully these reading learning materials would be useful especially for the students of Patisserie Expertise Program in their reading learning process. The writer realizes that this book is not perfect. Therefore, any critics, advices, and suggestions for improvement of this book are highly expected.

Yogyakarta 2016

Writer

# **Key to Pronunciation**

#### Vowels

Symbols	Example	Pronunciation
i:	tea	/ti:/
I	sit	/sɪt/
e	pen	/pen/
æ	sad	/sæd/
a:	art	/a:rt/
υ	got	/gpt/
<b>ɔ</b> :	short	/ʃɔːrt/
υ	foot	/fot/
u:	food	/fuːd/
Λ	cup	/kʌp/

Symbols	Example	Pronunciation
3.:	bird	/b3::d/
Э	ago	/əˈgoʊ/
eı	day	/deɪ/
aı	like	/laɪk/
əυ	home	/həʊm/
au	down	/daʊn/
ΟI	boy	/Icd\
ıə	hear	/hɪə/
еә	hair	/heə/
υə	pure	/pjʊə/

#### Consonants

Symbols	Example	Pronunciation
p	pen	/pen/
b	bad	/bæd/
t	time	/taɪm/
d	did	/dɪd/
k	key	/ki:/
g	go	/goʊ/
t∫	chair	/tʃer/
dз	joke	/d300k/
f	fine	/faɪn/
V	view	/vjuː/
θ	thin	/θɪn/
ð	they	/ðeɪ/

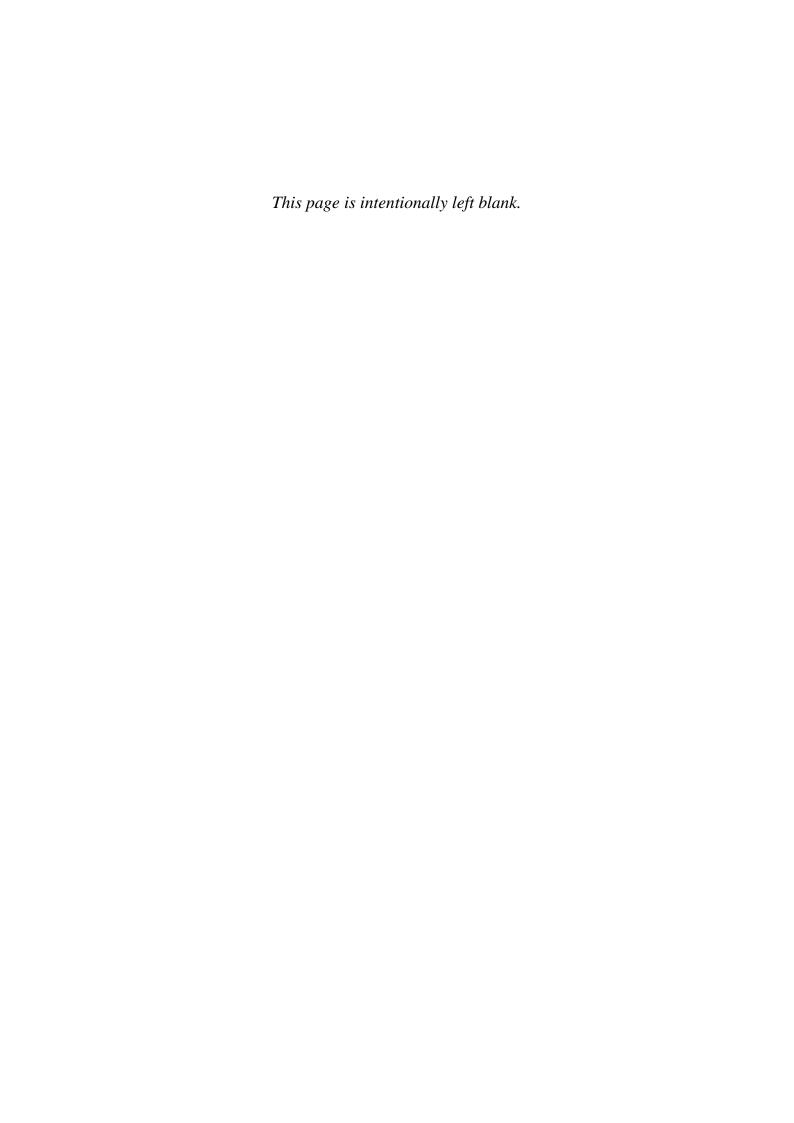
Symbols	Example	Pronunciation
S	seat	/si:t/
Z	zero	/ˈzɪr.oʊ/
ſ	she	/ʃi/
3	measure	/'meʒ.ə/
h	how	/haʊ/
m	milk	/mɪlk/
n	nose	/noʊz/
ŋ	sing	/sɪŋ/
1	long	/la:ŋ/
r	run	/rʌn/
j	young	/jʌŋ/
w	way	/wei/

# **List of Abbreviations**

v : verb (kata kerja)
n : noun (kata benda)
adj : adjective (kata sifat)
adv : adverb (kata keterangan)

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picture 1.1

In pastry making, you must be familiar with some condition like what are shown in the pictures below. Can you mention what they are? Have you ever wondered why and how they occur?

Can you explain how they occur?

In this unit, you will learn how to understand explanation texts about how or why something in the pastry making process





# A. Get Ready

# Task 1

Match the words to the pictures.

shrinking pastry ()	0	2
glossy pastry crust ()	picture 1.4	picture 1.5
rising dough ()	3	4
crumbly pastry ()	A STATE OF THE STA	
soggy pastry ()	picture 1.6	picture 1.7
layered pastry ()	Tall and flaky!	6
·	flakyl	
	Where's the rest?	The Work
	picture 1.8	picture 1.9



Referring to the pictures in Task 1, answer the following questions based on your experience.

- 1. Which condition have you ever experienced?
- 2. What causes that condition?
- 3. Can you explain one of the conditions and how could it happen?

# Task 3

The words in the box will help you understand the texts in this unit. Work in pairs and find the meaning of the words. You may open your dictionary.

```
flour (n) ::
rise (v) ::
liquid (n) ::
puff (v) ::
texture (n) ::
crust (n) ::
```



Read the text below and tick the things that you already know and things that you want to know further in the table. You can write more items if they are not listed.

# **How Sugar Slows Gluten Development**

Sugar is one of the ingredients that are always used in pastry-making. During the mixing process, sugar acts as a tenderizing agent by absorbing water and slowing gluten development.



During the mixing of batter and dough, flour proteins are hydrated (surrounded by water) and gluten strands are formed. The gluten forms thousands of small, balloon-like pockets that trap the gases produced during leavening. These gluten strands are highly elastic and allow the batter to stretch under expansion of gases. However, if too much gluten develops, the dough or batter becomes rigid and tough.

Sugar competes with these gluten-forming proteins for water in the batter and prevents full hydration of the proteins during mixing. As a consequence, less gluten is allowed to develop, preventing the elastic dough or batter from becoming rigid. With the correct proportion of sugar in the recipe, the gluten maintains optimum elasticity, which allows for gases to be held within the dough. These gases, from leavening agents and mixing, expand and allow the batter or dough to rise. By preventing the gluten development, sugar helps give the final baked product tender texture and good volume.

Adapted from: https://www.sugar.org/all-about-sugar/sugar-in-bakery-foods/

No.	Things that I already know	
1.	The content of the text	П
2.	The purpose of the author writing the text	
3.	The structure of the text	
4.	The grammar used in the text	
5.		
6.		
7.		
8.		

Things that I want to know further
ntent of the text
ructure of the text
ammar used in the text

Task !
--------

Based on the things you want to know further in Task 4, formulate relevant questions. Some have been done as the examples. Try to answer those questions based on your knowledge.

Questions	Answers
1. What is the text about?	<b>\</b>
2. What is the purpose of the au	thor
writing the text?	
3	
4	
5	
6	
7	
8	

# Task 6

Read again the text in Task 4. Then, decide whether the statements below are true or false. Put a tick ( $\checkmark$ ) on the provided column.

No.	Statement	True	False
1.	Gluten is formed when flour proteins are mixed with water.		
2.	The dough will be tender when there is too much gluten developing.		
3.	During the mixing process, sugar provokes full hydration of the proteins.		
4.	The dough rising is caused by the gases from the leavening agents.		
5.	Sugar prevents the gluten development so that the final baked products have tender texture.		



Match the words with the meanings by drawing a line. Look at the example. You can open your dictionary to find the meanings.

	Words			Meaning
	gluten (n)	\	•	difficult to cut or chew
	batter (n)	• \	•	a soft, thick mixture of dry ingredients such as flour and liquid
	dough (n)	•	•	stiff, not changing shape
	leavening (n)	•	\ .	easy to cut or chew
By the way "Dough" is an old- fashioned slang term	rigid <i>(adj)</i> •	•	•	a protein which is contained in wheat and some other grains
for money which has survived nearly two centuries.	tough <i>(adj)</i> •	•	•	a liquid mixture of flour, eggs, milk, and the other ingredients which is used to prepare various food
peopleof.oureveryda ylife.com	tender <i>(adj)</i> •	•	•	an agent that causes bread or another food to get bigger

# Task 8

Study the explanation below carefully. Discuss it with your friends and ask your teacher if you do not understand.

#### **Explanation Text**

#### What is an explanation text?

An explanation text tells how or why something occurs. Its purpose is to tell each step of the process (the *how*) and to give reasons (the *why*) for it.

#### Generic structure

- 1. Description of the subject in the introductory paragraph
- 2. A sequence of sentences that tell how or why
- 3. A conclusion (optional)

#### **Grammatical features**

- using technical language related to the subject
- using words that show cause and effect
- using the simple present tense



#### **How Sugar Slows Gluten Development**

Introduction

Sugar is one of the ingredients that are always used in pastry-making. During the mixing process, sugar acts as a tenderizing agent by absorbing water and slowing gluten-development.

Use of technical terms

During the mixing of batter and dough, flour proteins are hydrated (surrounded by water) and gluten strands are formed. The gluten forms thousands of small, balloon-like pockets that trap the gases produced during leavening. These gluten strands are highly elastic and allow the batter to stretch under expansion of gases. However, if too much gluten develops, the dough or batter becomes rigid and tough.

Words showing cause and effect

Explanation sequence

Sugar competes with these gluten-forming proteins for water in the batter and prevents full hydration of the proteins during mixing. As a consequence, less gluten is allowed to develop, preventing the elastic dough or batter from becoming rigid. With the correct proportion of sugar in the recipe, the gluten maintains optimum elasticity, which allows for gases to be held within the dough. These gases, from leavening agents and mixing, expand and allow the batter or dough to rise. By preventing the gluten development, sugar helps give the final baked product tender texture and good volume.

Use of simple present tense



Work in pairs. Read the following text and analyze the text structure.

#### **What Makes Puff Pastry Puff?**

picture 1.13

Puff pastry starts off looking like plain old pie dough, but then, magically, it transforms into crispy clouds of pastry in the oven. There's no yeast, baking soda, or baking powder in puff pastry. So, what makes it ascend to these heights of puffy glory?

The secret is steam and hundreds of paper-thin layers of dough. Puff pastry starts out as a lean dough of just water and flour. This dough gets rolled, stretched, and folded with a healthy amount of butter again and again until all of those layers are formed. The finished pastry dough looks uniform, but it is actually very thin layers of dough separated by equally thin layers of butter.

In the oven, the water in the layers of dough and some water in the butter turn into steam. This steam has just enough force to puff up each thin sheet of dough before evaporating into the oven. As a result, what is left behind is a delicate shell of airy pastry.

You can also prick the puff pastry all over with a fork before baking. This allows the steam to vent in the oven before puffing the layers, so you end up with compressed, crisp sheets instead.

Adapted from: http://www.thekitchn.com/kitchen-mysteries-what-makes-p-108154



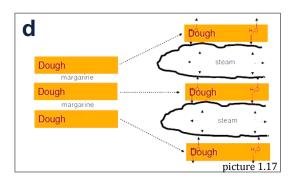
Introduction	
	)
Explanation Sequence	
	=

Arrange the following pictures based on the explanation in the text in Task 9.



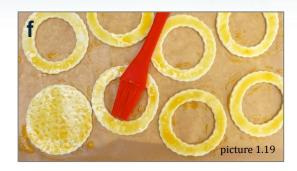














Study the explanation about the simple present tense below. Discuss it with your friends and ask your teacher if you do not understand the explanation.

#### Simple Present Tense ▶

The simple present tense is used to describe regular actions, facts, habits, and general truth. In writing an explanation text, you should use the simple present tense since you write about facts.

The pattern of the simple present tense:

S 
$$\left(\frac{I/you/we/they}{he/she/it}\right)$$
 +  $\frac{V1}{V1+(s/es)}$  + object/complement

The examples of describing the facts:

Flour **is** one of the main ingredients in pastry making. Croissants and strudel **are** types of pastry products. The puff pastry dough **consists** of many thin layers. Egg whites **contain** slightly more protein than egg yolks.







Read the following text and choose the correct words in the brackets.

#### **How Sugar Acts in Gelatinization**

In cakes, the heat of baking causes water and air (become/became) the starch in flour to absorb liquid and entrapped and expand in the air cells. The swell. This process is called gelatinization. result \_\_\_\_\_ (is/are) a fine, uniformly-During baking, sugar tenderizes by grained cake with a soft, smooth and absorbing liquid and delaying crumb texture. gelatinization. As more liquid is absorbed As described above, sugar by the starch, the batter \_\_\_\_\_ (go/goes) (is/are) effective in delaying starch from a fluid to a solid state, "setting" the gelatinization in cakes and cake. Sugar \_\_\_\_ (act/acts) to slow (provide/provides) good texture gelatinization by competing with the starch volume. Little data is available concerning for liquid. By absorbing part of the liquid, sugar's function in delaying gelatinization sugar \_\_\_\_\_ (maintain/maintains) the in breads. Therefore, its influence on viscosity of the batter. As a result, the gelatinization in yeast-leavened breads temperature at which the cake "sets" \_ (is/are) less clear. In theory, as (turning from liquid to solid state) is breads with higher sugar content bake, delayed until the optimum amount of gelatinization is delayed by the same gases are produced by the leavening mechanism described above in cakes. A agents. Carbon dioxide, air and steam bread with more tender crumb texture produced from leavening agents, heated results. Adapted from: https://www.sugar.org/all-

picture 1.21



#### Based on the text above, answer the following questions.

- 1. What is the text about?
- 2. According to the text, what is gelatinization actually?
- 3. How does sugar slow gelatinization?
- 4. Is it completely true that sugar also acts to slow gelatinization in breads? Why?
- 5. Find the meaning of these two words based on the context in the text above. You can open your dictionary.
  - a. starch
  - b. viscosity

about-sugar/sugar-in-bakery-foods/



Read these sentences and decide which one best summarizes the text in Task 12. Discuss your answer with your friends.

- 1. Sugar slows gelatinization by absorbing the liquid and maintains the viscosity of the batter so that cakes will have good texture.
- 2. Sugar delays gelatinization by absorbing the liquid so that cakes and breads with good volume result.
- 3. In breads, sugar acts to slow gelatinization by competing with the starch for liquid and provides good texture and volume.

# Task 15

Study the explanation below carefully. Discuss it with your friends and ask your teacher if you do not understand the explanation.

#### Cause-Effect ▶

The cause-effect relationship is commonly used in exposition texts. There are some ways of expressing cause and effect. We can mention the cause before the effect or mention the effect before the cause.

#### cause → effect

Examples:

- 1. Sugar can influence the texture of the cakes. **For this reason**, it should be measured correctly.
- 2. **Since** sugar can delay gelatinization, the cakes' texture is soft and crumb.

#### effect ← cause

- 1. In puff pastry, the layers are forced to puff up **because** the water and the butter between the layers evaporate during the baking process.
- 2. The crisp sheets are formed **as a result of** the steam which vent before puffing the layers.

Verbs linking cause and effect:

result, cause, produce, allow, enable, prevent

Connectives introducing cause:

due to, as the/a result of, since, because

Connectives introducing result:

so that, thus, therefore, consequently, for this reason, thereby







Read the text and fill in the table about cause and effect in the next page. Share your answers with your friends.

# **How Egg Gives Different Colors on Pastry Crust**

Just before sliding puff pastry, pâte à choux, a double crusted pie, or a loaf of bread into the oven, most bakers brush the top of the pastry with an egg wash. The term egg wash simply means an egg, or a part of an egg, that has been thinned with a bit of water, milk, or cream and is used to promote browning or to create a glossy shine, or both. How



brown or shiny the crust becomes depends on the makeup of the egg wash.

The protein and fat in an egg cause different effects. Protein promotes browning, while the fat in the yolk gives crusts a nice shine. Since there is protein in both the yolk and the white, any whole egg or yolk will make the crust both shiny and brown. The white, on the other hand, will only promote browning without contributing any significant gloss to the crust.

Egg washes may contain water, milk, or cream, and sometimes salt. Since the bestlooking pastries are made by applying a thin, even coat of egg wash, adding a little liquid (1 tablespoon per egg, or 1/2 tablespoon per yolk or white) will help thin it and make it easier to brush.

Besides diluting the egg, milk or cream will also affect the final appearance. Since milk is mostly protein, it will increase the browning when added to an egg yolk. Milk has little effect when added to whites or whole eggs since the protein content is already relatively high. Cream, on the other hand will increase the gloss of the crust because of its high fat content.

Some chefs like to add salt (a scant 1/8 tsp. per egg) to an egg wash because it breaks down the proteins and thins the white, making it easier to brush on. Keep in mind that it must be left till a minute or two for the salt to become effective.

> Adapted from: http://www.finecooking.com/articles/egg-wash-pastry-crustcolor-shine.aspx

#### By the way ...

The biggest challenge of being a pastry chef is that, unlike other types of chefs, you can't throw things together at a farmer's market. When you're working with baking powder and a formula, you have to be exact. If not, things can go wrong. -Carla Hallwww.azquotes.com



picture 1.23



Cause (Reason)	Effect (Result)		
There is protein in both the yolk and the white.	Any whole egg or yolk will make the crust both shiny and brown.		
The egg whites do not contain fat.			
	Milk will increase the browning when it is added to an egg yolk.		
Cream has high fat content			
	Adding salt to an egg wash will make it easier to brush on.		

Based on the text in Task 16, complete the table with the correct phrases chosen from the provided list. Check your answers by discussing them with your friends. Tell them from which part of the text you can find your answers.

Content of egg wash	Effect on cooked pastry
	nicely browned, slightly glossy
	nicely browned, more glossy
	evenly browned, slightly less brown than whole egg, very little shine
	browned and shiny, but less so than with cream or milk
	very browned and glossy, but a relatively thick egg wash that's somewhat difficult to spread neatly
	the darkest brown crust and a touch less shiny than yolk with cream

whole egg yolk egg yolk only egg whole egg egg yolk egg with white with or egg yolk with milk with milk water with water only cream





Find an explanation text about how a certain thing that you are curious about occurs in the pastry making process. You can access the internet or find the text from other sources. Write the summary of the steps of how the thing occurs. Then, make a list of the difficult words and find the meanings.



Read the text below and choose the best answers for questions 1-4.

#### What Causes Soggy Pastry?

Pies with very wet fillings are particularly difficult to perfect. It's often said that cooking is an art and baking is a science. Pastry is no exception so, to avoid your delicious pies and tarts being spoiled by soggy bases, you need to understand a little of what's happening at a molecular level.

When you cook pastry, it's the gluten that creates the texture and structure, but it's mainly the fat that decides the flavor. The cooking process is a battle between these two elements. If the fat melts before a gluten network has formed the pastry will be soggy. This is why pastry is usually cooked at quite a high temperature and in tins that conduct heat well.

Excess moisture, either in the pastry dough or the filling, also causes problems as the liquid sinks to the bottom of the dish and soaks the pastry.

Adapted from: http://www.bbc.co.uk/guides/z93c4wx#zssrcdm

- 1. The text above tells us about ....
  - a. how to avoid soggy bases
  - b. how soggy pastry looks like
  - c. the definition of soggy pastry
  - d. how pastry bases can be soggy
  - e. the characteristics of soggy pastry
- 2. The second paragraph tells that the pastry will be soggy if ....
  - a. it contains too much fat
  - b. the tins do not conduct heat well
  - c. there is excess moisture in the pastry dough or the filling
  - d. the fat has melted while a gluten network has not formed
  - e. the temperature is quite high and the tins conduct heat well
- 3. Pastry is usually cooked at quite a high temperature in order to ....
  - a. make the fat melt before a gluten network has formed
  - b. form a gluten network before the fat melts
  - c. produce a good flavor and texture
  - d. produce a good flavor
  - e. create a good texture



- 4. What does the word **soak** in the third paragraph mean?
  - a. make something looks nice
  - b. make something broken
  - c. make something wet
  - d. make something rise
  - e. give a bad texture

#### Read the text below and choose the best answers for questions 5-10.

#### Why Does Dough Puff Up When You Bake It?

When you think of bread, what comes to mind? Soft, fluffy slices that wrap perfectly around peanut butter and jelly? Warm dinner rolls covered in butter? A fungus fermenting and creating gas and other by-products? The first two suggestions might have come to mind, but we doubt that many of you think of a fungus when you hear the word "bread." Without millions and millions of fungi, though, bakers would never be able to create the delicious breads we love to eat.

It's true! If you've ever baked bread at home, you know that one thing required is patience. After you mix all the ingredients together, you have to wait for a while for the dough to rise before you can bake it into yummy bread. Why do you have to wait? What's going on that causes the bread dough to puff up and rise?

The answers to these questions all revolve around one key ingredient: yeast. You've probably heard of yeast, but you might not know exactly what yeast is. If you've baked bread at home before, you probably know that yeast often comes in small packets you can buy at the grocery store. Those little packets of yeast are filled with billions of single-celled fungi that scientists call *Saccharomyces Cerevisiae* (sugar-eating fungus). That's right! One of the key ingredients in most types of bread is a fungus!

Before you say "Ewww!" though, remember that fungi can be very helpful, as well as tasty. Those mushrooms on your pizza? Those are fungi! Also, some of your favorite cheeses are ripened with the help of certain molds.

Yeast cells that come in those little packets from the grocery store are living organisms. When packaged, they just happen to be in a dormant state, which means they're inactive. Just add them to some warm water, though, and they come alive!

In bread dough, the yeast cells mix with warm water and begin to feed on sugars, such as sucrose, fructose, glucose, or maltose, which come from the sugar and flour in the dough. As yeast cells feed on sugars, they produce carbon dioxide gas and ethyl alcohol in a chemical process known as fermentation. The carbon dioxide gas released by the process of fermentation gets trapped in the sticky, elastic dough, causing it to "puff up" or rise. This can take a while, though, which is why you need patience when you're baking bread! Likewise, the ethyl alcohol produced gives the bread its unique smell and taste.

Heat can speed up the process of fermentation, which explains why bread continues to rise in the first few minutes of baking in the oven. Once the bread gets too hot, though, the yeast cells will die. The pockets of carbon dioxide gas left behind leaves tiny holes all throughout the bread, giving it its unique texture and softness.

Adapted from: http://wonderopolis.org/wonder/why-does-dough-puff-up-when-you-bake-it/



- 5. What is the purpose of the text?
  - a. To describe yeast
  - b. To inform about puffy dough
  - c. To explain how yeast works during the baking process
  - d. To explain why the bread dough puffs up when it is baked
  - e. To explain the reason why yeast is important in the bread making process
- 6. The ingredient that mainly causes the bread dough to puff up is ....
  - a. fungi
  - b. sugar
  - c. yeast
  - d. cheese
  - e. sucrose
- 7. Which one is **NOT** true?
  - a. Yeast cells are actually living organism.
  - b. Yeast consists of billions of single-celled fungi.
  - c. Heat makes the process of fermentation becomes slower.
  - d. In the oven, the yeast cells will die because of the high temperature.
  - e. The process of fermentation produces carbon dioxide gas and ethyl alcohol.
- 8. The bread stop rising in the oven when ....
  - a. it gets too hot
  - b. the heat is getting lower
  - c. the process of fermentation begins
  - d. the yeast cells begin to feed on sugars
  - e. the living organisms in the yeast become active
- 9. Which one of the following sentences shows the cause-effect relationship?
  - a. You've probably heard of yeast, but you might not know exactly what yeast is.
  - b. Heat can speed up the process of fermentation, which explains why bread continues to rise in the first few minutes of baking in the oven.
  - c. In bread dough, the yeast cells mix with warm water and begin to feed on sugars, such as sucrose, fructose, glucose, or maltose, which come from the sugar and flour in the dough.
  - d. Yeast cells that come in those little packets from the grocery store are living organisms.
  - e. When packaged, they just happen to be in a dormant state, which means they're inactive.
- 10. The word *it* in the last paragraph refers to ....
  - a. the hole
  - b. the bread
  - c. the yeast
  - d. the texture
  - e. carbon dioxide



# E. Reflection

After learning from this unit, how well can you do these things? Check ( $\checkmark$ ) the boxes.

l can	Very well	oĸ	A little
Understand the content of explanation texts			
Understand the generic structure of explanation texts			
Use the new vocabulary from this unit			
Understand the use of the simple present tense			
Understand the relation between cause and effect			
What do you like the most from this unit?  What do you like the least from this unit?			
How did you feel after accomplishing the tasks in this	s unit?		an Joo
		ni	cture 1,24

# F. Let's Sum Up

#### 1. Explanation Text

#### What is an explanation text?

An explanation text tells how or why something occurs. Its purpose is to tell each step of the process (the *how*) and to give reasons (the *why*) for it.

#### Generic structure

- 1. Description of the subject in the introductory paragraph
- 2. A sequence of sentences that tell how or why
- 3. A conclusion (optional)

#### 2. Simple Present Tense

The simple present tense is used to describe regular actions, facts, habits, and general truth.

The pattern of the simple present tense:

S 
$$\left(\frac{I/you/we/they}{he/she/it}\right)$$
 +  $\frac{V1}{V1+(s/es)}$  + object/complement

#### 3. Cause-Effect

The cause-effect relationship is commonly used in exposition texts. There are some ways of expressing cause and effect. We can mention the cause before the effect or mention the effect before the cause.

Verbs linking cause and effect:

result, cause, produce, allow, enable, prevent

Connectives introducing cause:

due to, as the/a result of, since, because

Connectives introducing result:

so that, thus, therefore, consequently, for this reason, thereby

Notes:			



# G. Vocabulary List

airy <i>(adj)</i>	/'er.i/	: ringan
delicate (adj)	/ˈdel.ɪ.kət/	: lembut
glossy <i>(adj)</i>	/ˈglɒs.i/	: mengkilat
gluten (n)	/ˈgluː.t ə n/	: zat perekat
soggy (adj)	/ˈsɒg.i/	: basah
batter (n)	/ˈbæt.ə r/	: adonan (cair)
texture (n)	/ˈteks.tʃə r/	: tekstur
tender (adj)	/ˈten.də r/	: empuk, lunak
tough (adj)	/t^f/	: keras
rigid (adj)	/'rɪdʒ.ɪd/	: kaku
dough (n)	/dəʊ/	: adonan (padat)
steam (n)	/sti:m/	: uap air
layer (n)	/'le1.ə r/	: lapisan
prick (v)	/prɪk/	: menusuk
shiny <i>(adj)</i>	/'∫aɪ.ni/	: berkilau, mengkilat
yolk (n)	/jəʊk/	: kuning telur

picture 1.25

## 5 Things about Baking

Browning baked goods creates extra layers of flavor.

Through the Maillard reaction, sugars and amino acids are converted into flavor and color molecules; heat helps speed up this reaction.

A chicken egg is one giant cell.

One chicken egg is about 1000 times larger than the average cell in your body.

Fats like butter are solid at room temperature because they are high in saturated fat molecules.

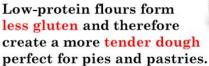


Saturated fat molecules typically pack together better than unsaturated fats and have higher melting temperatures.

Scientific research is full of surprises.

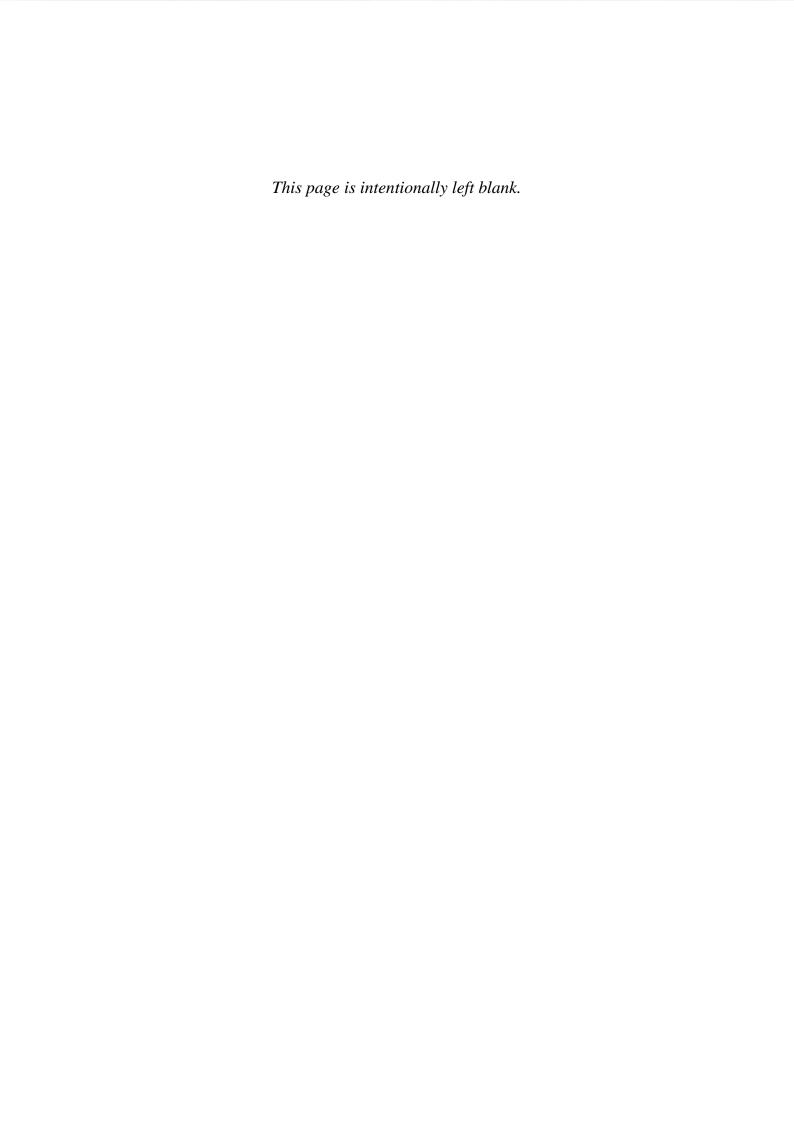
The artificial sweeteners saccharin, cyclamate, and aspartame were accidentally discovered when researchers forgot to wash their hands.

Springy gluten protein networks can make dough tough and chewy.





Source: https://scienceandfooducla.wordpress.com/2013/11/19/5-things-about-baking/



picture 2.3

As a pastry chef-to-be, you must be familiar with many issues related to your field. There are many articles on the internet, newspapers, or magazines which show pros and cons of a certain issue. Have you ever read some of them? Did they convince you as the reader?

In this unit, you will learn how to understand analytical exposition texts about some issues related to the field of patisserie.

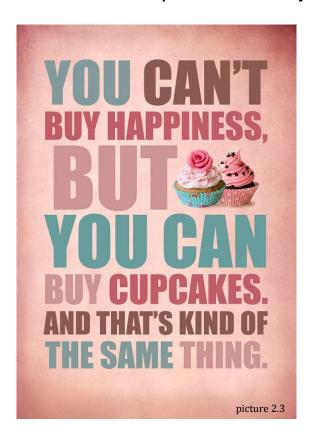




# A. Get Ready



In pairs, study the poster and answer the questions based on your knowledge.



- 1. What does the poster tell you?
- 2. What is the purpose of the poster?
- 3. Do you agree with the statements? Why/why not?

# Task 2

In pairs, read the sentences below and decide whether they are arguments for or against the statement in the poster in Task 1.

- 1. Cupcakes are simple and delicious.
- 2. Cupcakes are not good for our health.
- 3. Cupcakes are not easy to make.
- 4. Cupcakes are boring.
- 5. Cupcakes have the perfect size for a one-person dessert.
- 6. The color combination in cupcakes makes them look attractive.

Read the text below and tick the things that you already know and things that you want to know further in the table. You can write more items if they are not listed.

# **Why People Should Eat Cupcakes**



When it comes to sweets, there are hundreds of desserts to choose from. If you want to eat for the moment, however, I think the trendiest, most delicious, and most popular dessert is cupcakes.

First, cupcakes are not only delicious, but they're cute too. They're the perfect size for a one-person dessert you never feel like you've eaten too much. They're not just for kids anymore. They can be dressed up to be served at the fanciest wedding or dressed down for casual get-togethers. They are portable and easy to serve to a crowd.

Secondly, cupcakes are easy to make. When you feel like baking your own quick and tasty dessert, you can make cupcakes just by buying the batter, mixing it up, pouring it in the pan, baking the cupcakes, and finally frosting them. What makes them even better is that you can decorate them any way you want to.

In addition, some people think cupcakes are just for kids, but they are much more than that. They have been creating a buzz in the dessert industry and are suitable for just about every occasion. Cupcakes let you have a



moment of cake but on a personal level. And depending how you decorate them, they can be served at a backyard barbeque or an elegant gala.

So, I do agree that cupcakes shouldn't be missed when it comes to dessert.

Adapted from: http://www.teenink.com/opinion/all/article/48018/Why-People-Should-Eat-Cupcakes/

No.	Things that I already know	
1. 2. 3. 4. 5. 6. 7.	The content of the text The purpose of the author writing the text The structure of the text The grammar used in the text	
No.	Things that I want to know further	
1. 2.	The content of the text  The purpose of the author writing the text	

3. The structure of the text

The grammar used in the text

4.

5.

6.7.8.

.....

# Task 4

Based on the things you want to know further in Task 4, formulate relevant questions. Some have been done as the examples. Try to answer those questions based on your knowledge.

Questions	Answers
1. What is the text about?	<b>/</b>
2. What is the purpose of the author	
writing the text?	
3	
4	
5	
6	
7	
8	



ng a tick ( $\checkmark$ ) to the provided boxes.
Cupcakes are delicious and look cute.
Cupcakes are easy to eat.
Cupcakes are easy to serve to a crowd.
Cupcakes are easy to decorate.
Cupcakes are suitable for many occasions.
Cupcakes are not just for kids.

Study the explanation below carefully. Discuss it with your friends and ask your teacher if you do not understand.

## **Analytical Exposition Text**

## What is an analytical exposition text?

An analytical exposition text is a text which presents the writer's idea about one side of an issue. Its purpose is to persuade the reader that there is something that needs to get attention by presenting one side of argument.

#### Generic structure

- 1. Thesis (stating the important thing the reader should know)
- 2. Arguments (showing and proving the thesis)
- 3. Reiteration (restating the thesis stated previously to be a conclusion)

## **Grammatical features**

- using the simple present tense
- using thinking verbs (e.g. I think, many people believe)
- using words that link arguments (e.g. firstly, however, on the other hand)



In pairs, read the text below and analyze the text structure according to the previous explanation. Circle the correct parts of the text.

**Thesis Argument** Reiteration

When it comes to sweets, there are hundreds of desserts to choose from. If you want to eat for the moment, however, I think the trendiest, most delicious, and most popular dessert is cupcakes.

**Thesis Argument** Reiteration

First, cupcakes are not only delicious, but they're cute too. They're the perfect size for a one-person dessert you never feel like you've eaten too much. They're not just for kids anymore. They can be dressed up to be served at the fanciest wedding or dressed down for casual get-togethers. They are portable and easy to serve to a crowd.

Secondly, cupcakes are easy to make. When you feel like baking your own quick and tasty dessert, you can make cupcakes just by buying the batter, mixing it up, pouring it in the pan, baking the cupcakes, and finally frosting them. What makes them even better is that you can decorate them any way you want to.

In addition, some people think cupcakes are just for kids, but they are much more than that. They have been creating a buzz in the dessert industry and are suitable for just about every occasion. Cupcakes let you have a moment of cake but on a personal level. And depending how you decorate them, they can be served at a backyard barbeque or an elegant gala.

**Thesis Argument** Reiteration

So, I do agree that cupcakes shouldn't be missed when it comes to dessert.

By the way ...

It was Winston Churchill who first suggested topping cupcakes with sweet sugary icing. They were previously topped with lard which somehow does not have the same appeal.

www.vivabob.co.uk

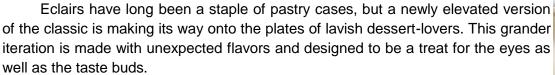
picture 2.6





Arrange the parts of the text below into the correct order. Then, write the name of each part of the text.

## **Luxury Eclairs: Are They the Latest Dessert Trend?**



In addition, New York City is witnessing this eclair emergence as a result of a recent explosion in high-quality French bakeries. The increase in competition has forced French pastry chefs to re-imagine the eclair in new and exciting ways in order to draw more customers. Of course, the fancier the eclair, the higher the price.

Just like the dessert trends of yesteryear, the eclair boom is expected to spread across the country quickly. So, be on the lookout and try a bite to see if this extravagant food trend is worth the fuss and the bucks.

Dessert trends seem to be constantly changing. Cupcakes were king for a hot minute, then they fell to the mighty doughnut, and French macarons also had their moment in the spotlight. All three are now stepping aside to make way for the latest trendy confection: the luxury eclair. I believe that the new food trend is coming.

Adapted from: http://www.refinery29.com/2016/05/111248/eclairs-luxury-food-trend





Read again the text you have arranged in Task 8 and find nine words from the text that represent the meanings listed below. To help you, the first and last letters of each missing word is given.

Words	Meaning
s e	a main product
e d	raised
I h	expensive and luxurious
g r	important
i n	repetition
f y	decorative or complicated
e t	very luxurious
f s	attention
b k	money

## Task 10

Read again the text you have arranged in Task 8. Choose the correct phrases to complete the following statements by giving a tick ( $\checkmark$ ) to the provided boxes.

1.	According to the text, the idea which is proposed is that eclairs will	
	☐ be the new dessert trend	
	☐ constantly change	
2.	The new innovative version of eclairs has	
	unpredictable flavor	
	☐ luxurious design and flavor	
3.	Eclairs become more famous because	
	☐ the price is getting higher	
	☐ the quality of French bakeries is getting higher	

By the way ...
Éclair means "lightning"
in French. Many people
believe that eclairs got
their name from the
glistening sparkles from
the frosting that
resembles a lightning
bolt.
www.weirdholiday.com



Study the explanation about connectives below. Discuss it with your friends and ask your teacher if you do not understand the explanation.

#### Connectives >

In the texts in Tasks 3 and 8, you find the following words/phrases:

- First, ...
- Secondly, ...
- In addition, ...
- So, ...

Those words are used to link arguments. Here are other words/phrases you can use:

- On the contrary, ...
- · Moreover, ...
- Furthermore, ...
- On the other hand, ...
- Therefore, ...



## Task 12

Read the following text and fill in the blanks with the correct sentences chosen from the box in the next page.

## **Macarons: Are They So Special?**

Do you agree that macarons are really special? You may ask what is so special about
macarons. Such a direct question deserves a direct answer. So, here are the reasons.
Even world-famous <i>macaronier</i> François
Payard says that a serving of macarons should only be two cookies, because the flavors are
so rich and intense that two is enough to leave you completely satisfied.
Richness is not something you'd associate
with meringues, yet that's what macarons are: meringue cookies. Most meringues are noted
for their lightness and complete lack of richness, so it's a shock to find that quality in
a macaron.
The contrast of textures and tastes constantly
surprises and delights the palate. One moment, you taste the almondy-shell; the next, the
rich filling, then both, then either. It's a continuously evolving process of delicious discovery.
So that's why macarons are so special. But the best way to find out is to eat a few and
discover them yourself. Once you do, every other cookie will seem like kids' stuff.

picture 2.9

Adapted from: http://salonpiquant.blogspot.co.id/



- (1) Next, their richness is a complete contrast to their lightness.
- (2) First, there's the surprise that comes in finding such a huge amount of flavor packed into something so tiny.
- (3) In addition, the experience of eating a macaron is utterly unique.

Based on the text in Task 12, answer the questions below. Discuss your answers with your friends.

- 1. What is the idea proposed in the text?
- 2. According to the text, there are three arguments presented. Choose the correct sentence that represents the first, second, and third arguments.

First argument:

- a. Macarons are so tiny but rich of flavor.
- b. Serving only two macarons is not enough because you will not be satisfied.

Second argument:

- a. Macarons' richness is the same as their lightness.
- b. In spite of their lightness, macarons have complete richness.

Third argument:

- a. The taste of macarons is unique.
- b. The macarons' taste and texture are not surprising.
- 3. Find the meaning of these two words based on the context in the text. You can open your dictionary.
  - a. meringue (n)
  - b. palate (n)









## Task 14

Read the text in Task 15 and fill in the blanks with the appropriate words you can find in the text.

1.	are people who own and manage a restaurant.
2.	are those who have a high-class catering company.
3.	If something is, it allows you to have something enjoyable or do what you want.
4.	A dessert has a pleasant sweet taste.
5.	If a dessert looks, it makes you feel excited.
6.	A product is a product which is intended to be thrown away after use.



### Read the text below and identify:

- 1. The idea which is proposed by the writer
- 2. The arguments behind the idea

Share your findings with your friends.

## **Mini Dessert: A Smart Trend**



According to US Foods, mini desserts are at the very top of the list of recent dessert trends. I think this is simply a smart trend for all caterers and restaurateurs.

For the first reason, mini desserts are indulgent. Even if they're small, single-serve desserts are typically rich and luscious, and they feel much more like a luxury. Besides, mini desserts are

also convenient. It's hard to walk around and chat at a party with a big crumbly piece of cake or mountainous slice of pie. Sampling an assortment of mini desserts not only looks more sophisticated and elegant but lets others know that you are all about smart indulgence.



With elegant yet practical equipment now readily available, restaurateurs and caterers can easily embrace the convenience of single-serve desserts. Cambro's polycarbonate dessert glasses are designed to be filled with individually sized drinks or desserts. They have the look of glass yet are made of break-resistant plastic that

is 50% lighter. Operators can rest easy knowing their desserts will not only look tantalizing but remain safe from any glass chips or shards. The other bonus? They're re-usable and dishwasher-safe, cutting down on expenses for disposables.



Transporting hundreds of mini desserts to an event can be a tricky task, as is washing and storing them after the event. Using trays to hold the mini dessert glasses does not guarantee their safe and intact arrival at the event. After a bumpy van ride, glasses can tip over and create a mess. The smart way to hold and transport these small glasses would be with Cambro's 49 compartment Camracks®. The small compartments are just the perfect diameter and height to

protect each of the glasses. Camracks can be stacked on a dolly and covered using dish rack cover providing the most food-safe holding and transport system in the market. At the end of the event, the Camracks, filled with now empty dessert glasses, conveniently go right into the dishwasher and are stored in the very same system.

Adapted from: https://blog.cambro.com/2015/11/09/mini-desserts-a-smart-trend/





Find an analytical exposition text about a certain issue in the field of patisserie that you interested in. You can access the internet or find the text from other sources. Write the idea and the arguments proposed by the writer. Then, share your findings to your friends.



# Task 17

Read the text below and choose the best answers for questions 1-4.

#### The Bakery Products in Our Daily Life

Nowadays, we can easily find many kinds of bakery products. I think they are becoming prominent day by day.

Bakery products are very popular because of its taste and simple to digest. Bakery items are usually loved by all. Recently, individuals have virtually no time to invest much on making breakfast it is the bread and bun or biscuits which had occurred instead of other sorts of stuff. Honoring any time of pleasure is incomplete with bakery items.

In addition, one of the benefits of bakery products is time saving. By serving bakery products to sudden guests, homemakers save their time and prove their homely skills. It does not require much time in preparing meals if you have ready-made breads or buns at home. Their durability, taste, and eye-catching appearance make the product famous.

Bakery products are used on a daily basis and are liked by all. Whether it is any special occasion or not, bakery products due to their sweetness and attractive colors fills the air with sweet aroma of love.

Adapted from: http://www.sooperarticles.com/food-drinks-articles/importance-bakery-products-our-daily-life-1002624.html

- 1. The text above is called a/an ....
  - a. report text
  - b. narrative text
  - c. exposition text
  - d. descriptive text
  - e. explanation text
- 2. What is the purpose of the text?
  - a. To inform about the famous bakery products
  - b. To describe many kinds of bakery products
  - c. To explain how bakery products become more important day by day
  - d. To convince the reader that there are many kinds of famous bakery products
  - e. To convince the reader that bakery products become more prominent in our daily life

- 3. According to the third paragraph, one of the benefits of bakery products is ....
  - a. we do not require much time in preparing meals
  - b. they can be used for many special occasions
  - c. they are loved by many people
  - d. they are simple to digest
  - e. they are easy to make
- 4. The word *virtually* in the second paragraph has the similar meaning to ....
  - a. only
  - b. really
  - c. surely
  - d. almost
  - e. exactly

#### Read the text below and choose the best answers for questions 5-10.

### Bigger isn't Always Better



Everything gets bigger in America. Soft drinks, dinners, cars, refrigerators, and many things are getting bigger. This seems especially true of French pastries. Croissants expand by at least a third and eclairs are even bigger. About the only things that haven't grown are: *Madeleines* and baguettes, but that's because most *Madeleine* pans are still made in France, and a *baguette* wouldn't be a baguette, if it got fat.

This all comes to mind because the latest import to catch American gigantism seems to be the Parisian macaron. Macarons here now seem to average 2-3 times the size of their French cousins, and it seems to be an accepted practice.

The other day, I was thumbing through a new cookbook, at the library, and the macaron recipe (from an American chef) instructed that they be piped out to 2-inch diameters. A few days later, I stopped into a shop, and sure enough, the macarons were two inches across. And those were by no means the largest macarons I've had locally. Even some have been closer to three inches across.

This may be an example of culture conflict in action. In the US, a cookie is a cookie. You have a couple with your coffee, and if you're going to have so few, they may as well be large. But the macaron isn't just a cookie. It's more like the cookie equivalent of a bon-bon. Like their confectionary cousins, they're really meant to be enjoyed for their variety. You eat one, savor it, then try another with a different flavor. It's just like tasting bon-bons. But since macarons are so rich, you generally don't eat more than two or three, so if **they** are big, you end up <u>sated</u> after one, and you don't get to relish the range of possibilities.

When I make macarons, I pipe them to only an inch in diameter, and everyone who's tried them has raved, because, while they are rich, they're not overwhelming: You pop one in your mouth, and poof! In a couple of bites, they're gone, and you're off to savor the next one. The size lets you enjoy the variety.

So, please, let's not "super size" the macaron. Let's keep it small, delectable luxury and, filled with surprises. Bigger isn't always better. Sometimes, small is beautiful.

Adapted from: http://salonpiquant.blogspot.co.id/2012/08/bigger-isnt-always-better.html

- 5. What is the idea proposed by the writer in the text?
  - a. Macaron should be bigger.
  - b. Macaron should not be smaller.
  - c. Bigger macarons are not always better.
  - d. Macaron should have big and small sizes.
  - e. Macaron should be kept in their smaller size.
- 6. Even some have been closer to three inches across. (third paragraph)

From the sentence above, the diameter of some macarons is .....

- e. not three inches
- b. almost three inches
- c. three inches exactly
- d. less than three inches
- e. more than three inches
- 7. Which one is **NOT** true?
  - a. Macarons are rich of flavors.
  - b. Macarons belong to French pastries.
  - c. The original size of macarons is small.
  - d. If macarons are big, it isn't enough for us to eat only two or three.
  - e. In America, we can find macarons which are bigger than their original size.
- 8. What does the underlined word in paragraph four mean?
  - a. satisfied
  - b. confused
  - c. surprised
  - d. depressed
  - e. complicated
- 9. The word *they* in the fourth paragraph refers to ....
  - a. cookies
  - b. bon-bons
  - c. macarons
  - d. macarons and cookies
  - e. macarons and bon-bons
- 10. So, please, let's not "super size" the macaron. (last paragraph)

From the sentence above, we know that the writer persuades the reader ....

- a. not to change the size of the macarons
- b. not to change the big macarons
- c. to eat the super size macarons
- d. not to eat the big macarons
- e. to keep the macarons big

# E. Reflection

After learning from this unit, how well can you do these things? Check ( $\checkmark$ ) the boxes.

I can	Very well	ок	A little
Understand the content of analytical exposition texts			
Understand the generic structure of analytical exposition texts			
Use the new vocabulary from this unit			
Understand the use of connectives to link the arguments			
What do you like the most from this unit?			
What do you like the least from this unit?			
How did you feel after accomplishing the tasks in the	nis unit?		m Gô

## F. Let's Sum Up

## 1. Analytical Exposition Text

## What is an analytical exposition text?

An analytical exposition text is a text which presents the writer's idea about one side of an issue. Its purpose is to persuade the reader that there is something that needs to get attention by presenting one side of argument.

#### Generic structure

- 1. Thesis (stating the important thing the reader should know)
- 2. Arguments (showing and proving the thesis)
- 3. Reiteration (restating the thesis stated previously to be a conclusion)

#### **Grammatical features**

- using the simple present tense
- using thinking verbs (e.g. I think, many people believe)
- using words that link arguments (e.g. firstly, however, on the other hand)

#### 2. Connectives

Here are the words/phrases you can use to link arguments:

- First, ...
- · Secondly, ...
- In addition, ...
- So, ...
- On the contrary, ...
- Moreover, ...
- Furthermore, ...
- · On the other hand, ...
- Therefore, ...

Notes:	

# G. Vocabulary List

buzz (n) /bʌz/ : desas-desus

confection (n) /kənˈfek.∫ ə n/ : manisan, gula-gula

convenience (n) /kən'vi:.ni.ən t s/ : kemudahan

delight (v) /dɪˈlaɪt/ : memuaskan

emergence (n) /I'm3:.d3 = n t s/ : kemunculan

expense (n) /ik' spen t s/ : pengeluaran

gala (n) / 'geɪ.lə / : pesta besar

intense (adj) /In'ten t s/ : kuat

lightness (n) /'laɪt.nəs/ : keringanan

luscious (adj) /'lʌʃ.əs/ : lezat

portable (adj) /'pɔːr.tə bl / : mudah dibawa

richness (n) /'rɪtʃ.nəs/ : kekayaan (rasa)

shards (n)  $/\int \alpha r d$  : pecahan kaca

sweet (n) /swi:t/ : makanan yang mengandung gula

## H. Some Facts

## macarons **VS** macaroons





## characteristics



Source: www.berries.com



In your future work, you will not only deal with cooking and serving desserts. You may get invitations to attend some events related to your working field. Have you ever read those kinds of invitations? For what occasion are they?

In this unit, you will learn how to understand formal invitations to some events related to the working field of patisserie.





# A. Get Ready

# Task 1

In pairs, match the pictures to the names of the events.







- a. bakery fair
- b. open house
- c. grand opening

## Task 2

Answer the questions below based on your knowledge and discuss them with your friends.

- 1. Do you know the events which are represented by the pictures in Task 1? Describe them briefly.
- 2. Have you ever read an invitation for one of those events?
- 3. What information can you find from the invitation?





Read the text below and tick the things that you already know and things that you want to know further in the table. You can write more items if they are not listed.

You are invited to celebrate
The Grand Opening Festivities
Of
SwooTook Dakary
SweeTea's Bakery
& Tea Room
4 VICII 90 V
215 East Franklin Street
DOWNTOWN MONROE
Medical
<b>November 8, 2016</b>
5:00 p.m. = 7:00 p.m.
Champagne and a Sampling of our Specialties
After the Ribbon Cutting

picture 3.6

No.	Things that I already know	
1.	The content of the text	П
2.	The purpose of the author writing the text	П
3.	The structure of the text	
4.		_
5.		
6.		
7.		
8.		
No.	Things that I want to know further	
1.	The content of the text	
		000
1. 2.	The content of the text The purpose of the author writing the text	
1. 2. 3.	The content of the text The purpose of the author writing the text The structure of the text	
1. 2. 3. 4.	The content of the text The purpose of the author writing the text The structure of the text	
1. 2. 3. 4. 5.	The content of the text The purpose of the author writing the text The structure of the text	





Based on the things you want to know further in Task 4, formulate relevant questions. Some have been done as the examples. Try to answer those questions based on your knowledge.

Answers

# Task 5

Read again the invitation in Task 3. Try to find:

- 1. What occasion is the invitation about?
- 2. Who is the host of the event?

# Task 6

According to the invitation in Task 3, match the words and phrase below to the descriptions. You can open your dictionary if you need.

- 1. festivity ( \_\_\_ )
- 2. downtown ( \_\_\_ )
- 3. champagne ( \_\_\_ )
- 4. specialty ( \_\_\_ )
- 5. ribbon cutting (\_\_\_)

- a. a food that is unusually good in a particular place
- b. a wine which is often drunk to celebrate something
- c. a party in which people celebrate a special occasion
- d. a part of a public ceremony to declare a building open for business
- e. the central part of a city

By the way ... The scissors used in a ribbon cutting ceremony are frequently preserved by the institution as

en wikipedia.org

a keepsake.

picture 3.7



Study the explanation below carefully. Discuss it with your friends and ask your teacher if you do not understand.

#### **Formal Invitation**

#### What is a formal invitation?

A formal invitation is a written request to somebody to do something or to go somewhere. Its purpose is to invite someone to attend a specific event.

#### Generic structure

- 1. Opening statement
- 2. Body of invitation
  - a. Occasion
  - b. Day or date
  - c. Time
  - d. Place
- 3. Closing statement/additional information about the event







In pairs, compare the invitations below and complete the table that follows.





Adapted from: www.zazle.com.au

No.	Parts of the invitation	Invitation a	Invitation b
1.	Opening statement		
2.	Occasion		
3.	Day/date		
4.	Time		
5.	Place		
6.	Additional information		



Study the explanation below carefully. Discuss it with your friends and ask your teacher if you do not understand.

#### Opening statement >

In the invitations in Task 8, you find the following phrases:

- You are invited to ...
- We cordially invite you to ...

Those are the opening statements which are usually used in the invitations. Here are other phrases you can use:

- We would like to invite you to ...
- · Would you like to come ...
- · We request your presence in ...



Can you mention the other opening statements of an invitation?

# Task 10

In Task 8, there are two invitations which have different ways of writing the dates. Study the explanation about writing the date below carefully. Discuss it with your friends and ask your teacher if you do not understand.

#### Writing the date

## British and American English

- In British English, dates are usually written in the order day-month-year
   These are the possibilities:
  - 13 April
  - 13 April 2016
  - 13<sup>th</sup> April 2016
  - the 13th of April 2016
  - Sunday, 13 April 2016
  - Sunday the 13<sup>th</sup> of April, 2016
- In American English, dates are usually written in the order **month-day-year**These are the possibilities:
  - April 13
  - April 13, 2016
  - Sunday, April 13, 2016

The use of ordinal numbers (adding st, nd, rd, th) are not common.

#### Which Style to Choose?

Whichever style you choose, write the date in the correct format for that style and be consistent.





Read the invitations below. Identify the writing of the dates. Determine whether they are correct or incorrect. Give the corrections for the incorrect ones.



3rd APRIL, 2016 | 6 - 9 PM

227B South Main Street Chicago, IL 33785 We cordially invite you to an open house party at

Bonami Bakery

17 May 2016 | 8 AM - 8 PM

58 N. Main Street Greenville 725-588-2154

You are invited to celebrate The Grand Opening of

# **Imperial Bakery**

Friday, 12 August 2016 9 AM - 3 PM

5946 Pacific Blvd. Huntington Park, CA 90255 We cordially invite you to an open house party at

# Brownie Bakery

Thursday March 23, 2016 9 AM - 5 PM

604 Santa Barbara Street 805-965-3334 You are invited to celebrate The Grand Opening of

# **Tedboy Bakery**

FEBRUARY 10 2016 | 3 - 9 PM

850 23rd Street NW Washington, DC



Match the following descriptions of some events to the invitations in the next page.

- a. This event is open to general public and allows them to have a look around the bakery. Besides, it also allows bread lovers to see how their daily bread is made, to ask questions, and to taste samples.
- b. It is a special public occasion at which there is a lot of entertainment, usually in the form of different types of performances.
- c. This event facilitates the display of a wide range of products and services offered to the bakery and confectionery industry and enables all categories of bakery, confectionery, sweet-snack producers and food industry to find smarter solutions for their business under one roof.
- d. It is an event in which a new bakery announces its official opening to the public. A party atmosphere is promoted in this event.
- e. This event shows the art of producing artistic centerpieces which are entirely composed of sugar and sugar derivatives. Fabulous sugar arts are also displayed here.





The Academy of Pastry and Bakery Arts Philippines would like to invite you to Sugar Art Showpieces by

#### Hungarian Master Pastry Chef Peter Gyorgyicsek

Date: December 12, 2015
Time: 3pm - 5pm
Venue: Academy of Pastry and Bakery Arts
Philippines
4th Floor Metro House Building
Gil Puyat St., Makati City

picture 3.8



picture 3.9

3

You are invited to celebrate the

# Grand Opening

of the new BREAD + BUTTER
THURSDAY, JULY 30, 2015
5:30pm-8pm

BREAD + BUTTER 1585 Kapiolani Blvd. Next to Shokudo

Simple things. Simple flavors. Simple pleasure.

We request your RSVP no later than Monday, July 27.

Validated parking will be provided | For questions contact events@adstreamz.com

We cordially invite you to the

## Sixth Annual La Farm Bakery Open House

Saturday, June 25, 2016 3-4 p.m

4248 NW Cary Parkway 919-657-0657

RSVP to info@lafarmbakery.com

Z

picture 3.10



According to the invitations in the previous page, answer the following questions. Discuss your answers with your friends.

- 1. What do you know about sugar art showpieces? (invitation 1)
- 2. Please carry the entry pass with your business card (invitation 2). What does this sentence mean?
- 3. What do you know about RSVP? (invitations 3 and 4)
- 4. Validated parking will be provided (invitation 3). What does it mean?
- 5. What does the word annual in invitation 4 mean?

## Task 14

There are five writing mistakes in the invitation below. Underline and correct them.



By the way ...
Though we have come to associate the word bakery with a place where baked goods are made, the word was originally used to define the baked goods themselves.

picture 3.11

According to the invitation in Task 14, decide whether the statements in the table below are true, false, or not mentioned by giving a tick ( $\checkmark$ ) to the provided boxes.

No.	Statement	True	False	Not Mentioned
1.	The guest needs to confirm his/her attendance.			
2.	The event will last for three hours.			
3.	The guest should bring the invitation to the event.			
4.	The event will be held in the morning.			
5.	Imperial bakery is located at 5648 Pacific Blvd. Huntington Park, California.			
6.	This event is held every month.			
7.	The guest should confirm his/her attendance before April 25, 2016.			
8.	The guest can bring his/her friends to the event.			

# Task 16

Answer the questions according to the following invitation. Share your answers with your friends.

We would like to invite you to

# La Farm Bakery Grand Opening

Saturday, June 25, 2016 2-4 p.m.

424 Santa Barbara Street (202) 657-0657

Food Sampling | Product Giveaways | Music + Entertainment | Door Prizes

RSVP (202) 565-7756 yourself and one guest. Thank you.

- 1. What occasion is the invitation about?
- 2. When will the event be held?
- 3. Where does the event take place?
- 4. How long the event will last?
- 5. To what number the guest should confirm his/her attendance?
- 6. For how many guests each invitation is?
- 7. What will the guest get on the event?





Find two invitations about two different events related to the working field of patisserie. Analyze the structure and write the kinds of events, when and where the events will be held. If you find some new terms, write them and find the meanings. Then, share your findings to your friends.

# D. Evaluation

# Task 18

Read the text below and choose the best answers for questions 1-4.



- 1. The text above is called a/an ....
  - a. memo
  - b. invitation
  - c. post card
  - d. advertisement
  - e. announcement

- 2. What is the purpose of the text?
  - a. To describe an event in Daisley I Will Rise Bakery
  - b. To inform about an open house in Daisley I Will Rise Bakery
  - c. To invite someone to come to Daisley I Will Rise Bakery in the holiday
  - d. To invite someone to come to an open house in Daisley I Will Rise Bakery
  - e. To convince the reader that there will be an open house in Daisley I Will Rise Bakery
- 3. Which one is true according to the text?
  - a. The open house will last for three hours.
  - b. The guest should pay \$5.00 to join this event.
  - c. The samples of holiday items will be showed.
  - d. The guest should confirm his/her attendance to 724-588-2152.
  - e. There will be a free small Christmas cookie tray for all guests.
- 4. What does the word **refreshment** mean?
  - a. delicious food
  - b. many different kinds of food
  - c. small amount of food and drink
  - d. the food which is eaten on a certain occasion
  - e. the drink which is drunk on a certain occasion

#### Read the text below and choose the best answer for questions 5-8.



picture 3.13

- 5. The following are the information you can find from the invitation except ....
  - a. the name of the event
  - b. when the event will be held
  - c. how long the event will last
  - d. where the event will take place
  - e. the old address of Sweet E's bake shop



- 6. Where will the event take place?
  - a. East Hollywood
  - b. West Hollywood
  - c. Los Angeles, California
  - d. 8215 East 3<sup>rd</sup> Street Los Angeles, CA
  - e. 8215 West 3<sup>rd</sup> Street Los Angeles, CA
- 7. Which one is **NOT** true?
  - a. The event will last for three hours.
  - b. The event will be held on Wednesday.
  - c. The guest should confirm his/her attendance.
  - d. It is the first tome for Sweet E's bake shop to establish.
  - e. The new Location of Sweet E's bake shop is in West Hollywood.
- 8. What does the word *valet* mean?
  - a. someone who serves drink
  - b. someone who serves food
  - c. someone who takes care of a public park
  - d. someone who puts your car in a parking space for you
  - e. someone who is doing jobs such as cooking and cleaning

## Read the text below and choose the best answers for questions 9 and 10.



- 9. Which one is true?
  - a. This event is held once a year.
  - b. The event will be held in the morning.
  - c. The event will be held on Wednesday.
  - d. The guest cannot bring his/her friend to the event.
  - e. The guest should confirm his/her attendance to (202) 675-0657.



- 10. What does the word giveaway mean?
  - a. a present
  - b. a souvenir
  - c. something that is given free
  - d. something important and valuable which is difficult to get
  - e. something you keep to help you remember a special event





After learning from this unit, how well can you do these things? Check ( $\checkmark$ ) the boxes.

I can	Very well	ОК	A little
Understand the content of a formal invitation			
Understand the generic structure of a formal invitation			
Understand different opening statements in an invitation			
Understand the different ways of writing the date			
Use the new vocabulary from this unit			
What do you like the most from this unit?			
What do you like the least from this unit?			
How did you feel after accomplishing the tasks in the	is unit?		an Gô
			C C

# F. Let's Sum Up

### 1. Formal Invitation

# What is a formal invitation?

A formal invitation is a written request to somebody to do something or to go somewhere. Its purpose is to invite someone to attend a specific event.

### Generic structure

- 1. Opening statement
- 2. Body of invitation
  - a. Occasion
  - b. Day or date
  - c. Time
  - d. Place
- 3. Closing statement/additional information about the event

# 2. Opening Statement

Some phrases which are usually used in the opening statement of an invitation are:

- You are invited to ...
- · We cordially invite you to ...
- We would like to invite you to ...
- · Would you like to come ...
- We request your presence in ...

# 2. Writing the Date

# British and American English

- In British English, dates are usually written in the order day-month-year
- In American English, dates are usually written in the order month-day-year

# Which Style to Choose?

Whichever style you choose, write the date in the correct format for that style and be consistent.

Notes:			



# G. Vocabulary List

centerpieces (n) /'sen. t.p. .pi;s/ : hiasan (di tengah meja)

exhibition (n) / ek.si'bif. an/ : pameran

fair (n) /fer/ : pameran

occasion (n)  $\frac{1}{3}$  kei.3  $\frac{1}{9}$  n/ : acara

party (n) / pa:r.t j/ : pesta

sample (n) / sæm .pl / : contoh produk

# 5 Things a French Expatriate Wants You to Know about Bakeries



1. They Close on

Monday

Most tourists
learn it the hard
way, but there's
no getting decent
baguette or
croissant in the
country on a
Monday.



3. There are Different Types of Boulangeries

By law, not every bakery can call itself a 'boulangerie'. A bread shop must select its flour, knead its own dough and bake its loaves on premises to claim the title.

The government implemented the measure in 1997 after it became a concern that artisan bakers were not empowered to compete against outlets selling commercial, low-cost baguettes.

4. Paris' Best Boulangerie Gets Awarded A Year Contract With the Elyséee Palace

Every year, the City of Paris organizes a competition to determine which bakery is Paris' finest. A top ten list of bakers is established, in order of merit, and whichever one ranks first receives a medal, a prize of 4,000 euros, and supply the French President with fresh bread and croissants every day for a year.



5. In Paris, The Bakers' Vacations Are Regulated By Law

Heaven forbid the French find their bakeries close when they most need them. With the implementation of the law on paid vacation in the 20th C., the government had to find a solution to prevent that from ever happening.



Adapted from: http://xpatnation.com/10-surprising-facts-about-french-bakeries/

# **Picture Sources**

Cover page www.keyword-suggestions.com

# UNIT 1

Picture 1.1	www.ifthemuumuufits.com
Picture 1.2	www.puffpastry.com
Picture 1.3	spusht.blogspot.co.id
Picture 1.4	www.bridor.com
Picture 1.5	www.lafujimama.com
Picture 1.6	www.glutenfreeb.com
Picture 1.7	www.goodtoknow.co.uk
Picture 1.8	www.cookinglight.com
Picture 1.9	www.pencilandfork.net
Picture 1.10	www.sugar.org
Picture 1.11	peopleof.oureverydaylife.com
Picture 1.12	www.shutterstock.com
Picture 1.13	www.minasgf.com
Picture 1.14	www.junedarville.com
Picture 1.15	www.junedarville.com
Picture 1.16	www.junedarville.com
Picture 1.17	3.bp.blogspot.com
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Picture 1.19	www.junedarville.com
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Picture 1.21	www.mybakingaddiction.com
Picture 1.22	www.finecooking.com
Picture 1.23	de.123rf.com
Picture 1.24	www.clipartsgram.com
Picture 1.25	www.worldartsme.com

# UNIT 2

Picture 2.1	www.damonbanks.com
Picture 2.2	www.hoteliermiddleeast.com
Picture 2.3	kalistein.blogspot.com
Picture 2.4	adailyphotojournal.wordpress.com
Picture 2.5	www.sweetwebdesign.co.uk
Picture 2.6	www.cupcakescatering.com
Picture 2.7	static1.squarespace.com
Picture 2.8	commons.wikimedia.org
Picture 2.9	www.houstonpress.com
Picture 2.10	morphinemcknight.deviantart.com
Picture 2.11	www.starchefs.com
Picture 2.12	blog.cambro.com
Picture 2.13	blog.cambro.com
Picture 2.14	salonpiquant.blogspot.co.id

# UNIT 3

Picture 3.1	www.ourawesomeplanet.com
Picture 3.2	www.bizbash.com
Picture 3.3	www.revamp.com
Picture 3.4	www.thedp.com
Picture 3.5	www.ourawesomeplanet.com
Picture 3.6	www.england-company.com
Picture 3.7	www.martincity.com
Picture 3.8	www.blogjob.com
Picture 3.9	www.linkedin.con
Picture 3.10	www.tastyislandhawaii.com
Picture 3.11	www.hermannsbakeryroyaloak.com
Picture 3.12	www.greenvillechamber-pa.com
Picture 3.13	www.sweetesbakeshop.com



# APPENDIX F The Expert Judgment Questionnaire

### SURAT PERMOHONAN EXPERT JUDGMENT

Hal : Permohonan Kesediaan Expert Judgment

Lampiran : 1 bendel

Yth. Ella Wulandari, M.A. Dosen Jurusan Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni UNY Di tempat

Dengan hormat,

Sebagai salah satu syarat dalam pembuatan Tugas Akhir Skripsi, bersama ini saya

nama : Laely Rachmawati NIM : 12202241017

judul penelitian : Developing Reading Learning Materials for Grade

XI Students of the Patisserie Expertise Program of

Vocational High School

memohon kesediaan Ibu untuk memberikan penilaian atau *Expert Judgment* pada produk yang telah saya buat berupa tiga unit materi Bahasa Inggris khususnya *reading* untuk kelas XI SMK Program Keahlian Patiseri.

Demikian permohonan ini saya sampaikan. Atas bantuan dan kesediaan Ibu saya ucapakan banyak terimakasih.

Yogyakarta, 23 September 2016 Pemohon.

Laely Rachmawati NIM. 12202241017

# ANGKET EVALUASI MATERI PEMBELAJARAN *READING* BAHASA INGGRIS UNTUK SMK KELAS XI PROGRAM KEAHLIAN PATISERI

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

# A. DATA RESPONDEN

Nama	:			
Jenis kelamin	: L/P (coret yang tio	lak 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 "HOW BAKING WORKS"

Dikembangkan berdasarkan Kompetensi Dasar:

- 3.8 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *explanation* lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya
- 4.8 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *explanation* lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI

No.	Pernyataan	SS	S	TS	STS
	KELAYAKAN ISI		•	'	•
1.	Materi yang dikembangan sesuai dengan				
	Kompetensi Inti (KI) dan Kompetensi Dasar				
	(KD) Kurikulum 2013 untuk kelas XI SMK.				
2.	Materi yang dikembangkan mencakup teks				
	yang relevan dengan kehidupan siswa kelas				
	XI SMK Program Keahlian Patiseri.				
3.	Materi mencakup pembelajaran struktur				
	sebuah teks.				
4.	Materi mencakup pembelajaran fungsi sosial				
	sebuah teks.				
5.	Materi mencakup pembelajaran fitur				
	linguistik sebuah teks.				
6.	Materi mencakup pembelajaran kosakata				
	yang relevan dengan topik sebuah unit.				
7.	Materi yang dikembangkan menuntun siswa				
	untuk mengembangkan kemampuan berpikir				
	runtut dan sistematis.				
8.	Materi mencakup aktivitas yang				
	membimbing siswa mengambangkan				
	kompetensi dalam melakukan komunikasi				
	tertulis secara akurat dan berterima.				
9.	Teks-teks yang tercantum dalam materi				
	diambil dari sumber-sumber yang relevan				
	dengan topik yang dibahas.				

No.	Pernyataan	SS	S	TS	STS
	KELAYAKAN BAHASA	I	I .	I	•
10.	Bahasa yang digunakan dalam penjelasan				
	dan instruksi sesuai dengan tingkat				
	perkembangan kognitif siswa.				
11.	Bahasa yang digunakan dalam materi				
	pembelajaran jelas dan dapat dipahami oleh				
	siswa.				
12.	Bahasa yang digunakan dalam materi				
	pembelajaran sesuai dengan kaidah Bahasa				
	Inggris yang tepat.				
13.	Materi pembelajaran menggunakan satu				
	jenis variasi Bahasa Inggris secara				
	konsisten.				
14.	Materi pembelajaran mencerminkan				
	ketertautan makna antarbagian				
	bab/subbab/paragraf/kalimat.				
	KELAYAKAN PENYAJIAN			•	
15.	Materi yang disajikan sudah sesuai dengan				
	langkah-langkah pembelajaran dalam				
	metode saintifik Kurikulum 2013 mulai dari				
	mengamati sampai mengkomunikasikan.				
16.	Materi disajikan dengan pola dan urutan				
	yang teratur.				
17.	Materi berupa teks dan tugas disajikan				
	secara seimbang dalam setiap bab.				
18.	Aktivitas pembelajaran dalam materi yang				
	dikembangkan mendorong siswa untuk				
	berinteraksi dalam Bahasa Inggris dengan				
	sesama siswa, guru, dan lingkungan yang				
	lebih luas.				
19.	Aktivitas pembelajaran dalam materi				
	mendorong siswa untuk berkomunikasi				
	secara lisan dan tertulis secara kreatif dan				
	kritis.				
20.	Materi pembelajaran mendorong siswa				
	untuk mengenali keberhasilan dan				
	kekurangan mereka dalam melaksanakan				
	kegiatan pembelajaran.				

No.	Pernyataan	SS	S	TS	STS
21.	Materi pembelajaran memuat informasi				
	yang memudahkan siswa untuk mencari dan				
	menemukan bab, subbab, serta topik yang				
	ada di dalamnya.				
22.	Setiap unit dalam materi dilengkapi dengan				
	pernyataan tujuan pembelajaran.				
23.	Setiap unit dalam materi dilengkapi dengan				
	ringkasan materi, refleksi, dan pekerjaaan				
	rumah.				
24.	Setiap unit dalam materi dilengkapi dengan				
	intermezzo yang relevan dengan proses				
	pembelajaran.				
25.	Teks dan gambar mempunyai identitas				
	seperti judul, nomor, atau rujukan.				
	KELAYAKAN GRAFIS				
26.	Materi pembelajaran yang dikembangkan				
	dicetak dengan kertas ukuran standar ISO (A4,				
	A5, B5).				
27.	Ilustrasi dan penampilan unsur tata letak				
	pada kulit muka, belakang, dan punggung				
	tampak harmonis dan memiliki kesatuan.				
28.	Penempatan unsur tata letak isi (judul,				
	subjudul, teks, ilustrasi, keterangan gambar,				
	nomor halaman) pada setiap bab konsisten				
	dan seragam.				
29.	Ilustrasi dalam materi pembelajaran				
	membantu memperjelas penyajian materi.				
30.	Penggunaan gambar/ilustrasi relevan dengan				
	topik dan isi materi.				
31.	Materi pembelajaran tidak menggunakan				
	terlalu banyak jenis huruf.				
32.	Penggunaan variasi (bold, italic, underlined,				
	capitalization) tidak berlebihan.				
33.	Spasi antarbaris susunan teks normal.				
34.	Keseluruhan tampilan materi menarik.				

Ta	nggapan terhadap materi pembelajaran:
1.	Secara umum, bagaimana pendapat Bapak/Ibu tentang materi yang telah
	disusun?
2.	Menurut Bapak/Ibu, apa kekurangan materi yang telah disusun?
3.	Apa saran Bapak/Ibu untuk memperbaiki kekurangan-kekurangan dari materi
	yang telah disusun?

# REKOMENDASI

Mengacu pada hasil penilaian yang telah diberikan, materi pembelajaran reading Bahasa Inggris untuk siswa SMK kelas XI Program Keahlian Patiseri UNIT 1 dengan judul "How Baking Works" dinyatakan\*: ☐ Layak tanpa revisi ☐ Tidak layak ☐ Layak dengan revisi sebagai berikut: \*Berilah tanda centang (✓) pada pilihan yang sesuai dengan pendapat Bapak/Ibu. Yogyakarta, ..... 2016 Evaluator materi,

NIP.

# UNIT 2 "ONE SIDE OF AN ISSUE"

Dikembangkan berdasarkan Kompetensi Dasar:

- 3.4 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya
- 4.4 teks eksposisi analitis
- 4.4.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis terkait isu aktual

Pernyataan	SS	S	TS	STS
KELAYAKAN ISI		•	•	•
Materi yang dikembangan sesuai dengan				
Kompetensi Inti (KI) dan Kompetensi Dasar				
(KD) Kurikulum 2013 untuk kelas XI SMK.				
Materi yang dikembangkan mencakup teks				
yang relevan dengan kehidupan siswa kelas				
XI SMK Program Keahlian Patiseri.				
Materi mencakup pembelajaran struktur				
sebuah teks.				
Materi mencakup pembelajaran fungsi sosial				
sebuah teks.				
Materi mencakup pembelajaran fitur				
linguistik sebuah teks.				
Materi mencakup pembelajaran kosakata				
yang relevan dengan topik sebuah unit.				
Materi yang dikembangkan menuntun siswa				
untuk mengembangkan kemampuan berpikir				
runtut dan sistematis.				
Materi mencakup aktivitas yang				
membimbing siswa mengambangkan				
kompetensi dalam melakukan komunikasi				
tertulis secara akurat dan berterima.				
Teks-teks yang tercantum dalam materi				
diambil dari sumber-sumber yang relevan				
dengan topik yang dibahas.				
	Materi yang dikembangan sesuai dengan Kompetensi Inti (KI) dan Kompetensi Dasar (KD) Kurikulum 2013 untuk kelas XI SMK.  Materi yang dikembangkan mencakup teks yang relevan dengan kehidupan siswa kelas XI SMK Program Keahlian Patiseri.  Materi mencakup pembelajaran struktur sebuah teks.  Materi mencakup pembelajaran fitur linguistik sebuah teks.  Materi mencakup pembelajaran fitur linguistik sebuah teks.  Materi mencakup pembelajaran kosakata yang relevan dengan topik sebuah unit.  Materi yang dikembangkan menuntun siswa untuk mengembangkan kemampuan berpikir runtut dan sistematis.  Materi mencakup aktivitas yang membimbing siswa mengambangkan kompetensi dalam melakukan komunikasi tertulis secara akurat dan berterima.  Teks-teks yang tercantum dalam materi diambil dari sumber-sumber yang relevan	Materi yang dikembangan sesuai dengan Kompetensi Inti (KI) dan Kompetensi Dasar (KD) Kurikulum 2013 untuk kelas XI SMK.  Materi yang dikembangkan mencakup teks yang relevan dengan kehidupan siswa kelas XI SMK Program Keahlian Patiseri.  Materi mencakup pembelajaran struktur sebuah teks.  Materi mencakup pembelajaran fungsi sosial sebuah teks.  Materi mencakup pembelajaran fitur linguistik sebuah teks.  Materi mencakup pembelajaran kosakata yang relevan dengan topik sebuah unit.  Materi yang dikembangkan menuntun siswa untuk mengembangkan kemampuan berpikir runtut dan sistematis.  Materi mencakup aktivitas yang membimbing siswa mengambangkan kompetensi dalam melakukan komunikasi tertulis secara akurat dan berterima.  Teks-teks yang tercantum dalam materi diambil dari sumber-sumber yang relevan	Materi yang dikembangan sesuai dengan Kompetensi Inti (KI) dan Kompetensi Dasar (KD) Kurikulum 2013 untuk kelas XI SMK.  Materi yang dikembangkan mencakup teks yang relevan dengan kehidupan siswa kelas XI SMK Program Keahlian Patiseri.  Materi mencakup pembelajaran struktur sebuah teks.  Materi mencakup pembelajaran fungsi sosial sebuah teks.  Materi mencakup pembelajaran fitur linguistik sebuah teks.  Materi mencakup pembelajaran kosakata yang relevan dengan topik sebuah unit.  Materi yang dikembangkan menuntun siswa untuk mengembangkan kemampuan berpikir runtut dan sistematis.  Materi mencakup aktivitas yang membimbing siswa mengambangkan kompetensi dalam melakukan komunikasi tertulis secara akurat dan berterima.  Teks-teks yang tercantum dalam materi diambil dari sumber-sumber yang relevan	KELAYAKAN ISI  Materi yang dikembangan sesuai dengan Kompetensi Inti (KI) dan Kompetensi Dasar (KD) Kurikulum 2013 untuk kelas XI SMK.  Materi yang dikembangkan mencakup teks yang relevan dengan kehidupan siswa kelas XI SMK Program Keahlian Patiseri.  Materi mencakup pembelajaran struktur sebuah teks.  Materi mencakup pembelajaran fitur linguistik sebuah teks.  Materi mencakup pembelajaran fitur linguistik sebuah teks.  Materi mencakup pembelajaran kosakata yang relevan dengan topik sebuah unit.  Materi yang dikembangkan menuntun siswa untuk mengembangkan kemampuan berpikir runtut dan sistematis.  Materi mencakup aktivitas yang membimbing siswa mengambangkan kompetensi dalam melakukan komunikasi tertulis secara akurat dan berterima.  Teks-teks yang tercantum dalam materi diambil dari sumber-sumber yang relevan

No.	Pernyataan	SS	S	TS	STS
	KELAYAKAN BAHASA	I	I	ı	
10.	Bahasa yang digunakan dalam penjelasan				
	dan instruksi sesuai dengan tingkat				
	perkembangan kognitif siswa.				
11.	Bahasa yang digunakan dalam materi				
	pembelajaran jelas dan dapat dipahami oleh				
	siswa.				
12.	Bahasa yang digunakan dalam materi				
	pembelajaran sesuai dengan kaidah Bahasa				
	Inggris yang tepat.				
13.	Materi pembelajaran menggunakan satu				
	jenis variasi Bahasa Inggris secara				
	konsisten.				
14.	Materi pembelajaran mencerminkan				
	ketertautan makna antarbagian				
	bab/subbab/paragraf/kalimat.				
	KELAYAKAN PENYAJIAN				
15.	Materi yang disajikan sudah sesuai dengan				
	langkah-langkah pembelajaran dalam				
	metode saintifik Kurikulum 2013 mulai dari				
	mengamati sampai mengkomunikasikan.				
16.	Materi disajikan dengan pola dan urutan				
	yang teratur.				
17.	Materi berupa teks dan tugas disajikan				
	secara seimbang dalam setiap bab.				
18.	Aktivitas pembelajaran dalam materi yang				
	dikembangkan mendorong siswa untuk				
	berinteraksi dalam Bahasa Inggris dengan				
	sesama siswa, guru, dan lingkungan yang				
	lebih luas.				
19.	Aktivitas pembelajaran dalam materi				
	mendorong siswa untuk berkomunikasi				
	secara lisan dan tertulis secara kreatif dan				
	kritis.				
20.	Materi pembelajaran mendorong siswa				
	untuk mengenali keberhasilan dan				
	kekurangan mereka dalam melaksanakan				
	kegiatan pembelajaran.				

No.	Pernyataan	SS	S	TS	STS
21.	Materi pembelajaran memuat informasi				
	yang memudahkan siswa untuk mencari dan				
	menemukan bab, subbab, serta topik yang				
	ada di dalamnya.				
22.	Setiap unit dalam materi dilengkapi dengan				
	pernyataan tujuan pembelajaran.				
23.	Setiap unit dalam materi dilengkapi dengan				
	ringkasan materi, refleksi, dan pekerjaaan				
	rumah.				
24.	Setiap unit dalam materi dilengkapi dengan				
	intermezzo yang relevan dengan proses				
	pembelajaran.				
25.	Teks dan gambar mempunyai identitas				
	seperti judul, nomor, atau rujukan.				
	KELAYAKAN GRAFIS				
26.	Materi pembelajaran yang dikembangkan				
	dicetak dengan kertas ukuran standar ISO (A4,				
	A5, B5).				
27.	Ilustrasi dan penampilan unsur tata letak				
	pada kulit muka, belakang, dan punggung				
	tampak harmonis dan memiliki kesatuan.				
28.	Penempatan unsur tata letak isi (judul,				
	subjudul, teks, ilustrasi, keterangan gambar,				
	nomor halaman) pada setiap bab konsisten				
	dan seragam.				
29.	Ilustrasi dalam materi pembelajaran				
	membantu memperjelas penyajian materi.				
30.	Penggunaan gambar/ilustrasi relevan dengan				
	topik dan isi materi.				
31.	Materi pembelajaran tidak menggunakan				
	terlalu banyak jenis huruf.				
32.	Penggunaan variasi (bold, italic, underlined,				
	capitalization) tidak berlebihan.				
33.	Spasi antarbaris susunan teks normal.				
34.	Keseluruhan tampilan materi menarik.				

Ta	nggapan terhadap materi pembelajaran:
1.	Secara umum, bagaimana pendapat Bapak/Ibu tentang materi yang telah
	disusun?
2.	Menurut Bapak/Ibu, apa kekurangan materi yang telah disusun?
3.	Apa saran Bapak/Ibu untuk memperbaiki kekurangan-kekurangan dari materi
	yang telah disusun?

# REKOMENDASI

Mengacu pada hasil penilaian yang telah diberikan, materi pembelajaran reading Bahasa Inggris untuk siswa SMK kelas XI Program Keahlian Patiseri UNIT 2 dengan judul "One Side of an Issue" dinyatakan\*: ☐ Layak tanpa revisi ☐ Tidak layak ☐ Layak dengan revisi sebagai berikut: \*Berilah tanda centang (✓) pada pilihan yang sesuai dengan pendapat Bapak/Ibu. Yogyakarta, ..... 2016 Evaluator materi,

NIP.

# UNIT 3 "YOU ARE CORDIALLY INVITED"

Dikembangkan berdasarkan Kompetensi Dasar:

- 3.3 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya
- 4.3 teks undangan resmi
- 4.3.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja

No.	Pernyataan	SS	S	TS	STS
	KELAYAKAN ISI				
1.	Materi yang dikembangan sesuai dengan				
	Kompetensi Inti (KI) dan Kompetensi Dasar				
	(KD) Kurikulum 2013 untuk kelas XI SMK.				
2.	Materi yang dikembangkan mencakup teks				
	yang relevan dengan kehidupan siswa kelas				
	XI SMK Program Keahlian Patiseri.				
3.	Materi mencakup pembelajaran struktur				
	sebuah teks.				
4.	Materi mencakup pembelajaran fungsi sosial				
	sebuah teks.				
5.	Materi mencakup pembelajaran fitur				
	linguistik sebuah teks.				
6.	Materi mencakup pembelajaran kosakata				
	yang relevan dengan topik sebuah unit.				
7.	Materi yang dikembangkan menuntun siswa				
	untuk mengembangkan kemampuan berpikir				
	runtut dan sistematis.				
8.	Materi mencakup aktivitas yang				
	membimbing siswa mengambangkan				
	kompetensi dalam melakukan komunikasi				
	tertulis secara akurat dan berterima.				
9.	Teks-teks yang tercantum dalam materi				
	diambil dari sumber-sumber yang relevan				
	dengan topik yang dibahas.				

No.	Pernyataan	SS	S	TS	STS
	KELAYAKAN BAHASA	I	I	ı	
10.	Bahasa yang digunakan dalam penjelasan				
	dan instruksi sesuai dengan tingkat				
	perkembangan kognitif siswa.				
11.	Bahasa yang digunakan dalam materi				
	pembelajaran jelas dan dapat dipahami oleh				
	siswa.				
12.	Bahasa yang digunakan dalam materi				
	pembelajaran sesuai dengan kaidah Bahasa				
	Inggris yang tepat.				
13.	Materi pembelajaran menggunakan satu				
	jenis variasi Bahasa Inggris secara				
	konsisten.				
14.	Materi pembelajaran mencerminkan				
	ketertautan makna antarbagian				
	bab/subbab/paragraf/kalimat.				
	KELAYAKAN PENYAJIAN				
15.	Materi yang disajikan sudah sesuai dengan				
	langkah-langkah pembelajaran dalam				
	metode saintifik Kurikulum 2013 mulai dari				
	mengamati sampai mengkomunikasikan.				
16.	Materi disajikan dengan pola dan urutan				
	yang teratur.				
17.	Materi berupa teks dan tugas disajikan				
	secara seimbang dalam setiap bab.				
18.	Aktivitas pembelajaran dalam materi yang				
	dikembangkan mendorong siswa untuk				
	berinteraksi dalam Bahasa Inggris dengan				
	sesama siswa, guru, dan lingkungan yang				
	lebih luas.				
19.	Aktivitas pembelajaran dalam materi				
	mendorong siswa untuk berkomunikasi				
	secara lisan dan tertulis secara kreatif dan				
	kritis.				
20.	Materi pembelajaran mendorong siswa				
	untuk mengenali keberhasilan dan				
	kekurangan mereka dalam melaksanakan				
	kegiatan pembelajaran.				

No.	Pernyataan	SS	S	TS	STS
21.	Materi pembelajaran memuat informasi				
	yang memudahkan siswa untuk mencari dan				
	menemukan bab, subbab, serta topik yang				
	ada di dalamnya.				
22.	Setiap unit dalam materi dilengkapi dengan				
	pernyataan tujuan pembelajaran.				
23.	Setiap unit dalam materi dilengkapi dengan				
	ringkasan materi, refleksi, dan pekerjaaan				
	rumah.				
24.	Setiap unit dalam materi dilengkapi dengan				
	intermezzo yang relevan dengan proses				
	pembelajaran.				
25.	Teks dan gambar mempunyai identitas				
	seperti judul, nomor, atau rujukan.				
	KELAYAKAN GRAFIS				
26.	Materi pembelajaran yang dikembangkan				
	dicetak dengan kertas ukuran standar ISO (A4,				
	A5, B5).				
27.	Ilustrasi dan penampilan unsur tata letak				
	pada kulit muka, belakang, dan punggung				
	tampak harmonis dan memiliki kesatuan.				
28.	Penempatan unsur tata letak isi (judul,				
	subjudul, teks, ilustrasi, keterangan gambar,				
	nomor halaman) pada setiap bab konsisten				
	dan seragam.				
29.	Ilustrasi dalam materi pembelajaran				
	membantu memperjelas penyajian materi.				
30.	Penggunaan gambar/ilustrasi relevan dengan				
	topik dan isi materi.				
31.	Materi pembelajaran tidak menggunakan				
	terlalu banyak jenis huruf.				
32.	Penggunaan variasi (bold, italic, underlined,				
	capitalization) tidak berlebihan.				
33.	Spasi antarbaris susunan teks normal.				
34.	Keseluruhan tampilan materi menarik.				

Ta	nggapan terhadap materi pembelajaran:
1.	Secara umum, bagaimana pendapat Bapak/Ibu tentang materi yang telah
	disusun?
2.	Menurut Bapak/Ibu, apa kekurangan materi yang telah disusun?
3.	Apa saran Bapak/Ibu untuk memperbaiki kekurangan-kekurangan dari materi
	yang telah disusun?

# REKOMENDASI

Mengacu pada hasil penilaian yang telah diberikan, materi pembelajaran reading Bahasa Inggris untuk siswa SMK kelas XI Program Keahlian Patiseri UNIT 3 dengan judul "You are Cordially Invited" dinyatakan\*: ☐ Layak tanpa revisi ☐ Tidak layak ☐ Layak dengan revisi sebagai berikut: \*Berilah tanda centang (✓) pada pilihan yang sesuai dengan pendapat Bapak/Ibu. Yogyakarta, ..... 2016 Evaluator materi,

NIP.

# APPENDIX G The Expert Judgment Data

# THE EXPERT JUDGEMENT DATA

# The Results of the Expert Judgment of Unit 1

# The data of the appropriateness of content of Unit 1

No.	Items	Score
1.	The developed materials are in accordance with the core and	4
	basic competences for Grade XI of vocational high schools.	
2.	The developed materials cover texts which are relevant to the Grade XI students of Patisserie Program's daily life.	4
3.	The materials cover the explanation of generic structure of texts.	4
4.	The materials cover the explanation of social function of texts.	4
5.	The materials cover the explanation of linguistic features of texts.	4
6.	The materials cover vocabulary learning tasks which are relevant to the topic of the unit.	4
7.	The developed materials guide students to develop the ability to think chronologically and systematically.	4
8.	The materials cover learning activities that guide students to develop their communicative competence in written language.	3
9.	The texts covered in the materials are taken from sources which are relevant to the topic of the unit.	4
	Mean	3.89

# The data of the appropriateness of language of Unit 1

No.	Items	Score
10.	The language used in the explanation and instruction is appropriate with the students' cognitive development.	
11.	The language used in the materials is clear and can be	
12.	12. The language used in the materials applies the appropriate rule of English.	
13.	The developed materials use a language variation consistently.	3
14.	The materials represent coherence in every unit/sub unit/paragraph/sentences.	4
	Mean	3.4

# The data of the appropriateness of presentation of Unit 1

No.	Items	Score
15.	The developed materials are in accordance with the steps of scientific approach as required by Curriculum 2013.	4

16.	The materials were presented in a well-ordered pattern.	4
17.	Texts and tasks are provided proportionally.	4
18.	The learning activities in the developed materials encourage students to have interaction with other students, teachers, and surroundings.	3
19.	The learning activities encourage students to have communication in spoken and written forms creatively and critically.	3
20.	The developed materials encourage students to have self-awareness of success and lack in the learning process.	4
21.	The materials provide information that helps students to find the units, sub units, and the topics easily.	4
22.	The developed materials are equipped with the learning objectives of each unit.	4
23.	The developed materials are equipped with summary, reflection, and homework.	4
24.	The unit of the materials is equipped with an intermezzo which is relevant to the topic in the learning process.	4
25.	Texts and pictures in the developed materials have identity like titles, numbers, and sources.	4
	Mean	3.82

# The data of the appropriateness of layout of Unit ${\bf 1}$

No.	Items	Score
26.	The developed materials are printed on ISO-standardized size paper (A4, A5, and B5).	4
27.	The illustration in the book cover is aesthetic and uniform.	4
28.	The placement of titles, subtitles, texts, illustrations, pictures, and page numbers in each unit is consistent.	4
29.	The illustrations in the developed materials can help to clarify the presentation of the materials.	4
30.	The use of pictures or illustrations is relevant to the topic and the developed materials.	4
31.	The developed materials do not use too many variations of font types.	4
32.	The use of font variation (bold, italic, underlined, capitalization) is proportional.	4
33.	Texts in the developed materials use normal space.	4
34.	The overall design of the developed materials is interesting.	4
	Mean	4

# The Results of the Expert Judgment of Unit 2

# The data of the appropriateness of 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 cover texts which are relevant to the Grade XI students of Patisserie Program's daily life.	4
3.	The materials cover the explanation of generic structure of texts.	4
4.	The materials cover the explanation of social function of texts.	4
5.	The materials cover the explanation of linguistic features of texts.	4
6.	The materials cover vocabulary learning tasks which are relevant to the topic of the unit.	4
7.	The developed materials guide students to develop the ability to think chronologically and systematically.	4
8.	The materials cover learning activities that guide students to develop their communicative competence in written language.	3
9.	The texts covered in the materials are taken from sources which are relevant to the topic of the unit.	4
	Mean	3.89

# The data of the appropriateness of language of Unit 2

No.	Items	Score
10.	The language used in the explanation and instruction is appropriate with the students' cognitive development.	4
11.	The language used in the materials is clear and can be understood by students.	4
12.	The language used in the materials applies the appropriate rule of English.	3
13.	The developed materials use a language variation consistently.	3
14.	The materials represent coherence in every unit/sub unit/paragraph/sentences.	4
Mean		3.6

# The data of the appropriateness of presentation of Unit 2

No.	Items	Score
15.	The developed materials are in accordance with the steps of scientific approach as required by Curriculum 2013.	4
16.	The materials were presented in a well-ordered pattern.	4
17.	Texts and tasks are provided proportionally.	4

18.	The learning activities in the developed materials encourage students to have interaction with other students, teachers, and surroundings.	4
19.	The learning activities encourage students to have communication in spoken and written forms creatively and critically.	4
20.	The developed materials encourage students to have self-awareness of success and lack in the learning process.	4
21.	The materials provide information that helps students to find the units, sub units, and the topics easily.	4
22.	The developed materials are equipped with the learning objectives of each unit.	4
23.	The developed materials are equipped with summary, reflection, and homework.	4
24.	The unit of the materials is equipped with an intermezzo which is relevant to the topic in the learning process.	4
25.	Texts and pictures in the developed materials have identity like titles, numbers, and sources.	4
Mean		4

# The data of the appropriateness of layout of Unit 2

No.	Items	Score
26.	The developed materials are printed on ISO-standardized	4
20.	size paper (A4, A5, and B5).	4
27.	The illustration in the book cover is aesthetic and uniform.	4
28.	The placement of titles, subtitles, texts, illustrations,	4
20.	pictures, and page numbers in each unit is consistent.	4
29.	The illustrations in the developed materials can help to	4
29.	clarify the presentation of the materials.	4
30.	The use of pictures or illustrations is relevant to the topic	4
30.	and the developed materials.	4
31.	The developed materials do not use too many variations of	4
31.	font types.	4
32.	The use of font variation (bold, italic, underlined,	4
32.	capitalization) is proportional.	4
33.	Texts in the developed materials use normal space.	4
34.	The overall design of the developed materials is interesting.	4
	Mean	4

# The Results of the Expert Judgment of Unit 3

# The data of the appropriateness of content of Unit 3

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 cover texts which are relevant to the Grade XI students of Patisserie Program's daily life.	4
3.	The materials cover the explanation of generic structure of texts.	4
4.	The materials cover the explanation of social function of texts.	4
5.	The materials cover the explanation of linguistic features of texts.	4
6.	The materials cover vocabulary learning tasks which are relevant to the topic of the unit.	4
7.	The developed materials guide students to develop the ability to think chronologically and systematically.	4
8.	The materials cover learning activities that guide students to develop their communicative competence in written language.	4
9.	The texts covered in the materials are taken from sources which are relevant to the topic of the unit.	4
Mean		4

# The data of the appropriateness of language of Unit 3

No.	Items	Score
10.	The language used in the explanation and instruction is appropriate with the students' cognitive development.	4
11.	The language used in the materials is clear and can be understood by students.	4
12.	The language used in the materials applies the appropriate rule of English.	3
13.	The developed materials use a language variation consistently.	3
14.	The materials represent coherence in every unit/sub unit/paragraph/sentences.	4
	Mean	3.6

# The data of the appropriateness of presentation of Unit 3

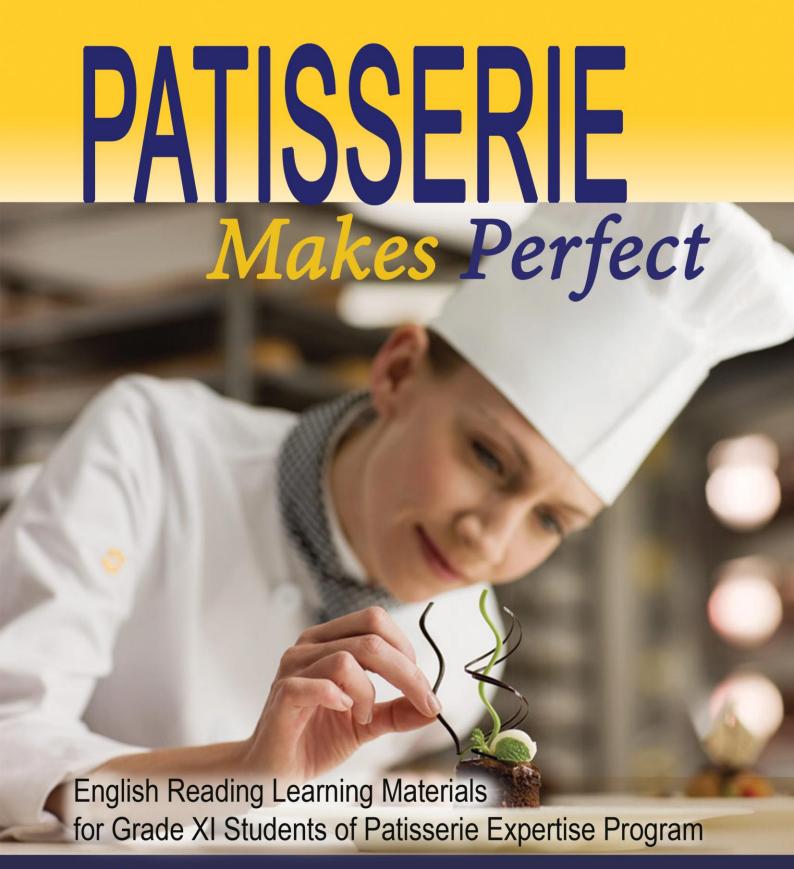
No.	Items	Score
15.	The developed materials are in accordance with the steps of	4
16.	scientific approach as required by Curriculum 2013.  The materials were presented in a well-ordered pattern.	4
17.	Texts and tasks are provided proportionally.	4

18.	The learning activities in the developed materials encourage students to have interaction with other students, teachers, and surroundings.	4
19.	The learning activities encourage students to have communication in spoken and written forms creatively and critically.	4
20.	The developed materials encourage students to have self-awareness of success and lack in the learning process.	4
21.	The materials provide information that helps students to find the units, sub units, and the topics easily.	4
22.	The developed materials are equipped with the learning objectives of each unit.	4
23.	The developed materials are equipped with summary, reflection, and homework.	4
24.	The unit of the materials is equipped with an intermezzo which is relevant to the topic in the learning process.	4
25.	Texts and pictures in the developed materials have identity like titles, numbers, and sources.	4
Mean		4

# The data of the appropriateness of layout of Unit 3

No.	Items	Score
26.	The developed materials are printed on ISO-standardized	4
20.	size paper (A4, A5, and B5).	4
27.	The illustration in the book cover is aesthetic and uniform.	4
28.	The placement of titles, subtitles, texts, illustrations,	4
20.	pictures, and page numbers in each unit is consistent.	4
29.	The illustrations in the developed materials can help to	4
29.	clarify the presentation of the materials.	4
30.	The use of pictures or illustrations is relevant to the topic	4
30.	and the developed materials.	4
31.	The developed materials do not use too many variations of	4
31.	font types.	4
32.	The use of font variation (bold, italic, underlined,	4
32.	capitalization) is proportional.	4
33.	Texts in the developed materials use normal space.	4
34.	The overall design of the developed materials is interesting.	4
	Mean	4

# APPENDIX H The Final Draft of the Materials





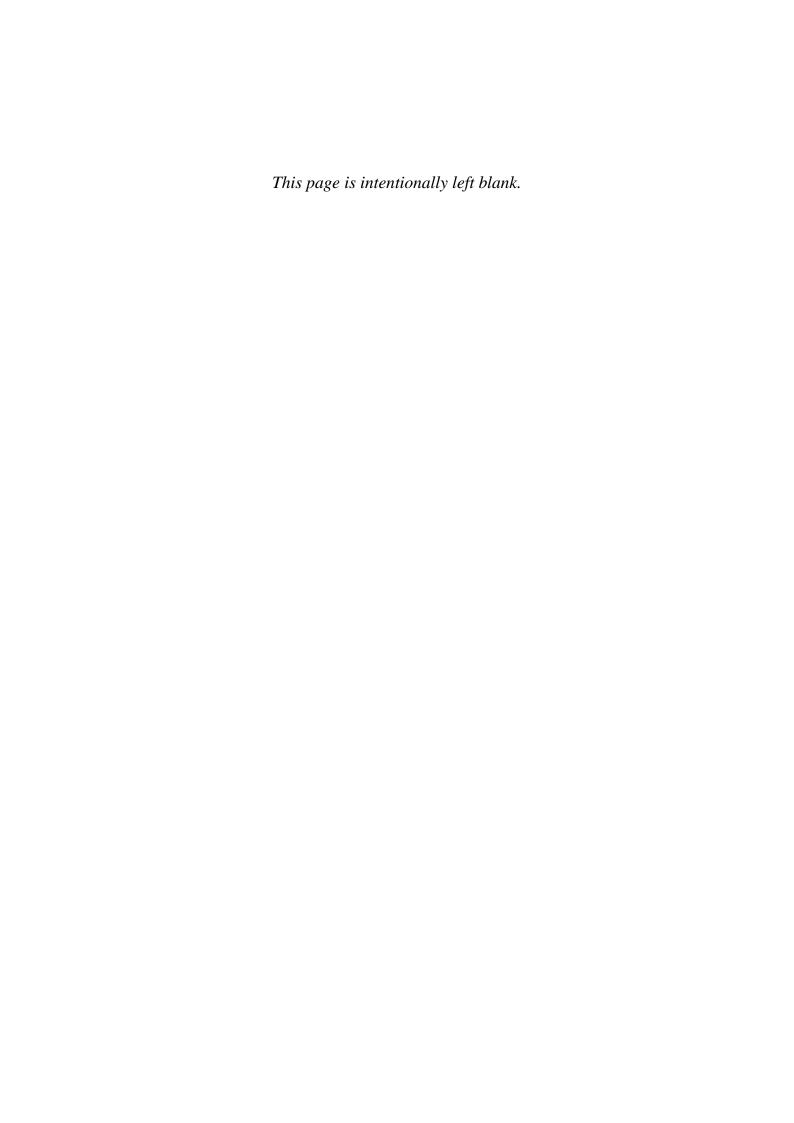
Author: Laely Rachmawati Supervisor: Drs. Suharso, M.Pd. Validator: Ella Wulandari, M.A.

# PATISSERIE Makes Perfect

English Reading Learning Materials for Grade XI Students of Patisserie Expertise Program

Author: Laely Rachmawati Supervisor: Drs. Suharso, M.Pd. Validator: Ella Wulandari, M.A.





## Preface

All praise is to God, the Almighty, for His blessings, the writers could finish this book. This book, entitled Patisserie Makes Perfect, is focused on the reading skill. It was designed for Grade XI students of Patisserie Expertise Program of Vocational High School based on the core and basic competences of Curriculum 2013.

Patisserie Makes Perfect consists of three units with three different topics. They are How Baking Works, One Side of an Issue, and You are Cordially Invited. Each of these units consists of eight sections which are Get Ready, Let's Read, Homework, Evaluation, Reflection, Let's Sum Up, Vocabulary List, and Some Facts. The content chosen for these reading learning materials is based on the students' needs and in line with the students' field of study. Therefore, through this book, students are expected to be able to enrich their knowledge and improve their reading skill.

Hopefully these reading learning materials would be useful especially for the students of Patisserie Expertise Program in their reading learning process. The writer realizes that this book is not perfect. Therefore, any suggestions and advice for improvement of this book are highly expected.

Yogyakarta 2016

Writer

# **Key to Pronunciation**

### Vowels

Symbols	Example	Pronunciation			
i:	tea /ti:/				
I	sit /sɪt/				
e	pen	/pen/			
æ	sad	/sæd/			
a:	art /aːrt/				
υ	got /gpt/				
<b>ɔ</b> :	short	/ʃɔ:rt/			
υ	foot /fut/				
u:	food /fu:d/				
Λ	cup	/kʌp/			

Symbols	Example	Pronunciation		
3.:	bird	/b3::d/		
Э	ago	/əˈgoʊ/		
eı	day /deɪ/			
aı	like	/laɪk/		
əυ	home	/həʊm/		
au	down	/daʊn/		
ΟI	boy	/lcd/		
ıə	hear /hɪə/			
еә	hair	/heə/		
υə	pure	/pjʊə/		

### Consonants

Symbols	Example	Pronunciation	
p	pen	/pen/	
b	bad	/bæd/	
t	time /taɪm/		
d	did	/dɪd/	
k	key	/ki:/	
g	go	/goʊ/	
t∫	chair	/tʃer/	
dз	joke	/d300k/	
f	fine	/faɪn/	
V	view	/vjuː/	
θ	thin	/θɪn/	
ð	they	ney /ðeɪ/	

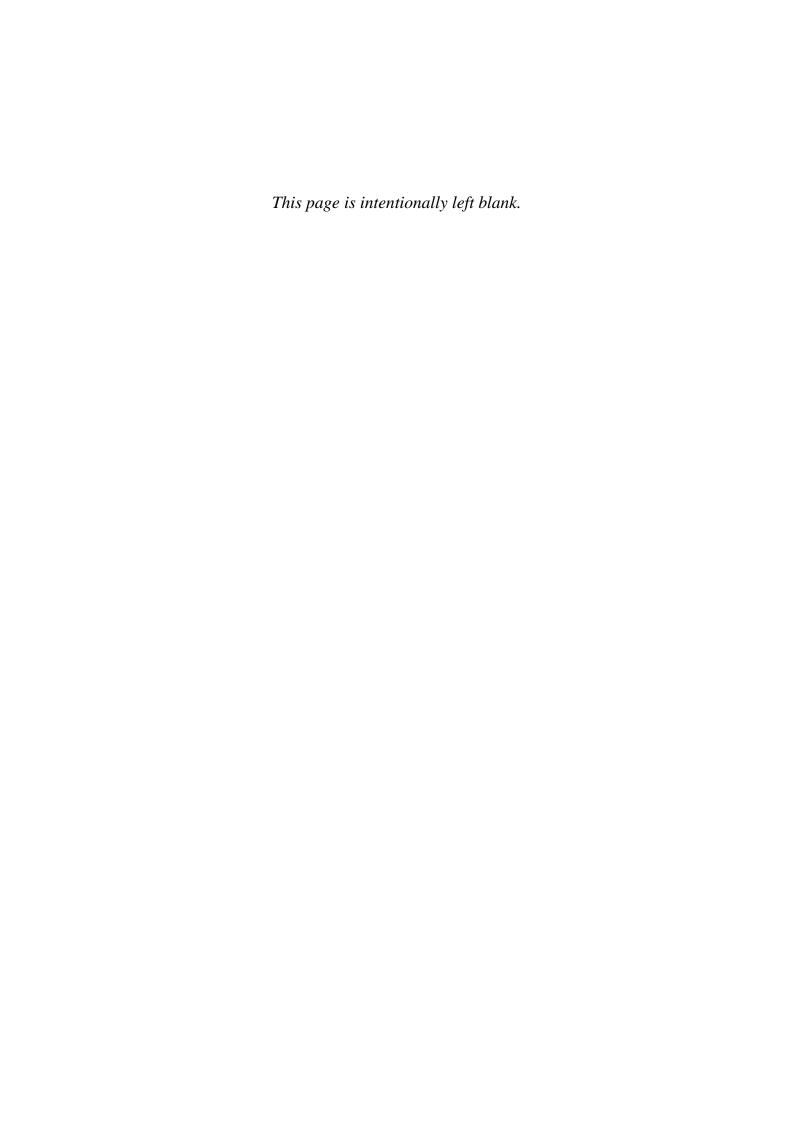
Symbols	Example	Pronunciation	
S	seat	/si:t/	
Z	zero	/ˈzɪr.oʊ/	
ſ	she /ʃi/		
3	measure	/'meʒ.ə/	
h	how	/haʊ/	
m	milk	/mɪlk/	
n	nose	/noʊz/	
ŋ	sing	/sɪŋ/	
1	long	/la:ŋ/	
r	run /rʌn/		
j	young	/jʌŋ/	
w	way	/weɪ/	

# **List of Abbreviations**

v : verb (kata kerja)
n : noun (kata benda)
adj : adjective (kata sifat)
adv : adverb (kata keterangan)

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picture 1.1

In pastry making, you must be familiar with some conditions like what are shown in the pictures below. Can you mention what they are? Have you ever wondered why and how they occur?

Can you explain how they occur?

In this unit, you will learn how to understand explanation texts about how or why something in the pastry making process

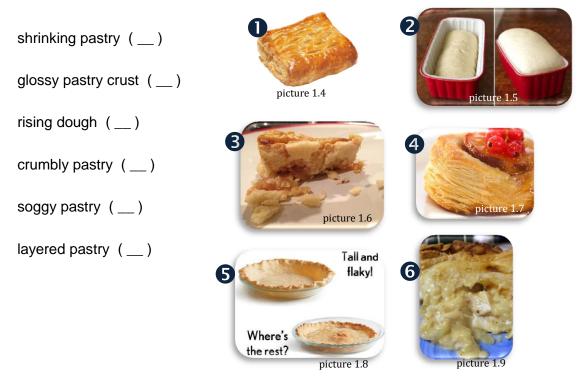




## A. Get Ready

## Task 1

Match the words to the pictures.





Look at the pictures in Task 1 and answer the following questions based on your experience.

- 1. Which condition have you ever experienced?
- 2. What causes that condition?
- 3. Can you explain one of the conditions and how could it happen?

## Task 3

The words in the box will help you understand the texts in this unit. Work in pairs and find the meanings of the words. You may open your dictionary.

```
flour (n) ::
rise (v) ::
liquid (n) ::
puff (v) ::
texture (n) ::
crust (n) ::
```



Read the text below and tick the things that you already know and things that you want to know further in the table. You can write more items if they are not listed.

## **How Sugar Slows Gluten Development**

Sugar is one of the ingredients that are always used in pastry-making. During the mixing process, sugar acts as a tenderizing agent by absorbing water and slowing gluten development.



During the mixing of batter and dough, flour proteins are hydrated (surrounded by water) and gluten strands are formed. The gluten forms thousands of small, balloon-like pockets that trap the gases produced during leavening. These gluten strands are highly elastic and allow the batter to stretch under expansion of gases. However, if too much gluten develops, the dough or batter becomes rigid and tough.

Sugar competes with these gluten-forming proteins for water in the batter and prevents full hydration of the proteins during mixing. As a consequence, less gluten is allowed to develop, preventing the elastic dough or batter from becoming rigid. With the correct proportion of sugar in the recipe, the gluten maintains optimum elasticity, which allows for gases to be held within the dough. These gases, from leavening agents and mixing, expand and allow the batter or dough to rise. By preventing the gluten development, sugar helps give the final baked product tender texture and good volume.

Adapted from: https://www.sugar.org/all-about-sugar/sugar-in-bakery-foods/

No.	Things that I already know	
1.	The content of the text	П
2.	The purpose of the author writing the text	
3.	The structure of the text	
4.	The grammar used in the text	
5.		
6.		
7.		
8.		

Things that I want to know further
ntent of the text
ructure of the text
ammar used in the text

Task !
--------

Based on the things you want to know further in Task 4, formulate relevant questions. Some have been done as the examples. Try to answer those questions based on your knowledge.

Questions	Answers
1. What is the text about?	<b>\</b>
2. What is the purpose of the au	thor
writing the text?	
3	
4	
5	
6	
7	
8	

## Task 6

Read again the text in Task 4. Then, decide whether the statements below are true or false. Put a tick ( $\checkmark$ ) on the provided column.

No.	Statement	True	False
1.	Gluten is formed when flour proteins are mixed with water.		
2.	The dough will be tender when there is too much gluten developing.		
3.	During the mixing process, sugar provokes full hydration of the proteins.		
4.	The dough rising is caused by the gases from the leavening agents.		
5.	Sugar prevents the gluten development so that the final baked products have tender texture.		





Match the words with the meanings by drawing a line. Look at the example. You can open your dictionary to find the meanings.

	Words		Meaning
	gluten (n)	•	difficult to cut or chew
	batter (n) •	•	a soft, thick mixture of dry ingredients such as flour and liquid
	dough (n) •	•	stiff, not changing shape
lea	avening (n) •	\ .	easy to cut or chew
By the way "Dough" is an old- fashioned slang term	rigid (adj) •		a protein which is contained in wheat and some other grains
for money which has survived nearly two centuries.	tough <i>(adj)</i> •	•	a liquid mixture of flour, eggs, milk, and the other ingredients which is used to prepare various food
peopleof.oureveryda ylife.com	ender <i>(adj)</i> •	•	an agent that causes bread or another food to get bigger

## Task 8

Study the explanation below carefully. Discuss it with your friends and ask your teacher if you do not understand.

### **Explanation Text**

#### What is an explanation text?

An explanation text tells how or why something occurs. Its purpose is to tell each step of the process (the *how*) and to give reasons (the *why*) for it.

#### Generic structure

- 1. Description of the subject in the introductory paragraph
- 2. A sequence of sentences that tell how or why
- 3. A conclusion (optional)

#### Grammatical features

- using technical language related to the subject
- using words that show cause and effect
- using the simple present tense

Does the explanation above help you to clarify some of your answers in Task 5?



#### **How Sugar Slows Gluten Development**

Introduction

Sugar is one of the ingredients that are always used in pastry-making. During the mixing process, sugar acts as a tenderizing agent by absorbing water and slowing gluten development.

During the mixing of batter and dough, flour proteins are hydrated (surrounded

Use of technical terms

by water) and gluten strands are formed. The gluten forms thousands of small, balloon-like pockets that trap the gases produced during leavening. These gluten strands are highly elastic and allow the batter to stretch under expansion of gases. However, if too much gluten develops, the dough or batter becomes rigid and tough.

Words showing cause and effect

Explanation sequence

Sugar competes with these gluten-forming proteins for water in the batter and prevents full hydration of the proteins during mixing. As a consequence, less gluten is allowed to develop, preventing the elastic dough or batter from becoming rigid. With the correct proportion of sugar in the recipe, the gluten maintains optimum elasticity, which allows for gases to be held within the dough. These gases, from leavening agents and mixing, expand and allow the batter or dough to rise. By preventing the gluten development, sugar helps give the final baked product tender texture and good volume.

Use of simple present tense



Work in pairs. Read the text below and analyze the text structure. Rewrite the text on the provided space in the next page.

### **What Makes Puff Pastry Puff?**

Puff pastry starts off looking like plain old pie dough, but then, magically, it transforms into crispy clouds of pastry in the oven. There's no yeast, baking soda, or baking powder in puff pastry. So, what makes it ascend to these heights of puffy glory?

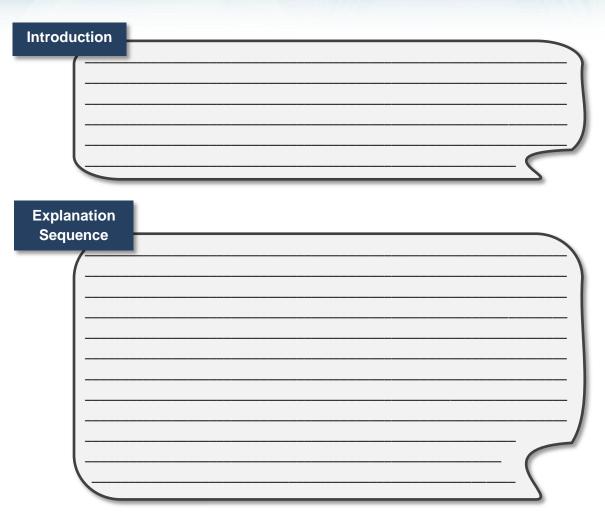
The secret is steam and hundreds of paper-thin layers of dough. Puff pastry starts out as a lean dough of just water and flour. This dough gets rolled, stretched, and folded with a healthy amount of butter again and again until all of those layers are formed. The finished pastry dough looks uniform, but it is actually very thin layers of dough separated by equally thin layers of butter.

In the oven, the water in the layers of dough and some water in the butter turn into steam. This steam has just enough force to puff up each thin sheet of dough before evaporating into the oven. As a result, what is left behind is a delicate shell of airy pastry.

You can also prick the puff pastry all over with a fork before baking. This allows the steam to vent in the oven before puffing the layers, so you end up with compressed, crisp sheets instead.

Adapted from: http://www.thekitchn.com/kitchen-mysteries-what-makes-p-108154



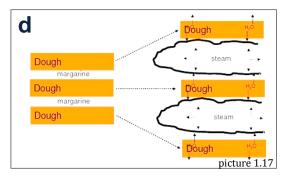


Arrange the pictures below based on the explanation in the text in Task 9. Write the letters on the provided box in the next page.

















1. ... 2. ... 3. ... 4. ... 5. ... 6. ... 7. ...



Study the explanation about the simple present tense below. Discuss it with your friends and ask your teacher if you do not understand the explanation.

## Simple Present Tense >

The simple present tense is used to describe regular actions, facts, habits, and general truth. In writing an explanation text, you should use the simple present tense since you write about facts.

The pattern of the simple present tense:

S 
$$\left(\frac{I/you/we/they}{he/she/it}\right)$$
 +  $\frac{V1}{V1+(s/es)}$  + object/complement

The examples of describing the facts:

Flour **is** one of the main ingredients in pastry making. Croissants and strudel **are** types of pastry products. The puff pastry dough **consists** of many thin layers. Egg whites **contain** slightly more protein than egg yolks.







Read the following text and choose the correct words in the brackets.

### **How Sugar Acts in Gelatinization**

In cakes, the heat of baking causes water and air (become/became) the starch in flour to absorb liquid and entrapped and expand in the air cells. The swell. This process is called gelatinization. result \_\_\_\_\_ (is/are) a fine, uniformly-During baking, sugar tenderizes by grained cake with a soft, smooth and absorbing liquid and delaying crumb texture. gelatinization. As more liquid is absorbed As described above, sugar by the starch, the batter \_\_\_\_\_ (go/goes) (is/are) effective in delaying starch from a fluid to a solid state, "setting" the gelatinization in cakes and cake. Sugar \_\_\_\_ (act/acts) to slow (provide/provides) good texture gelatinization by competing with the starch volume. Little data is available concerning for liquid. By absorbing part of the liquid, sugar's function in delaying gelatinization sugar \_\_\_\_\_ (maintain/maintains) the in breads. Therefore, its influence on viscosity of the batter. As a result, the gelatinization in yeast-leavened breads temperature at which the cake "sets" \_ (is/are) less clear. In theory, as (turning from liquid to solid state) is breads with higher sugar content bake, delayed until the optimum amount of gelatinization is delayed by the same gases are produced by the leavening mechanism described above in cakes. A agents. Carbon dioxide, air and steam bread with more tender crumb texture produced from leavening agents, heated results. Adapted from: https://www.sugar.org/all-

picture 1.21



#### Based on the text above, answer the following questions.

- 1. What is the text about?
- 2. According to the text, what is gelatinization actually?
- 3. How does sugar slow gelatinization?
- 4. Is it completely true that sugar also acts to slow gelatinization in breads? Why?
- 5. Find the meanings of these two words based on the context in the text above. You can open your dictionary.
  - a. starch
  - b. viscosity

about-sugar/sugar-in-bakery-foods/



Read these sentences and decide which one best summarizes the text in Task 12. Discuss your answer with your friends.

- 1. Sugar slows gelatinization by absorbing the liquid and maintains the viscosity of the batter so that cakes will have good texture.
- 2. Sugar delays gelatinization by absorbing the liquid so that cakes and breads with good volume result.
- 3. In breads, sugar acts to slow gelatinization by competing with the starch for liquid and provides good texture and volume.

## Task 15

Study the explanation below carefully. Discuss it with your friends and ask your teacher if you do not understand the explanation.

#### Cause-Effect ▶

The cause-effect relationship is commonly used in exposition texts. There are some ways of expressing cause and effect. We can mention the cause before the effect or mention the effect before the cause.

#### cause → effect

Examples:

- 1. Sugar can influence the texture of the cakes. **For this reason**, it should be measured correctly.
- 2. **Since** sugar can delay gelatinization, the cakes' texture is soft and crumb.

#### effect ← cause

- 1. In puff pastry, the layers are forced to puff up **because** the water and the butter between the layers evaporate during the baking process.
- 2. The crisp sheets are formed **as a result of** the steam which vent before puffing the layers.

Verbs linking cause and effect:

result, cause, produce, allow, enable, prevent

Connectives introducing cause:

due to, as the/a result of, since, because

Connectives introducing result:

so that, thus, therefore, consequently, for this reason, thereby







Read the text and fill in the table about cause and effect in the next page. Share your answers with your friends.

## **How Egg Gives Different Colors on Pastry Crust**

Just before sliding puff pastry, pâte à choux, a double crusted pie, or a loaf of bread into the oven, most bakers brush the top of the pastry with an egg wash. The term egg wash simply means an egg, or a part of an egg, that has been thinned with a bit of water, milk, or cream and is used to promote browning or to create a glossy shine, or both. How



brown or shiny the crust becomes depends on the makeup of the egg wash.

The protein and fat in an egg cause different effects. Protein promotes browning, while the fat in the yolk gives crusts a nice shine. Since there is protein in both the yolk and the white, any whole egg or yolk will make the crust both shiny and brown. The white, on the other hand, will only promote browning without contributing any significant gloss to the crust.

Egg washes may contain water, milk, or cream, and sometimes salt. Since the bestlooking pastries are made by applying a thin, even coat of egg wash, adding a little liquid (1 tablespoon per egg, or 1/2 tablespoon per yolk or white) will help thin it and make it easier to brush.

Besides diluting the egg, milk or cream will also affect the final appearance. Since milk is mostly protein, it will increase the browning when added to an egg yolk. Milk has little effect when added to whites or whole eggs since the protein content is already relatively high. Cream, on the other hand will increase the gloss of the crust because of its high fat content.

Some chefs like to add salt (a scant 1/8 tsp. per egg) to an egg wash because it breaks down the proteins and thins the white, making it easier to brush on. Keep in mind that it must be left till a minute or two for the salt to become effective.

> Adapted from: http://www.finecooking.com/articles/egg-wash-pastry-crustcolor-shine.aspx

#### By the way ...

www.azquotes.com

The biggest challenge of being a pastry chef is that, unlike other types of chefs, you can't throw things together at a farmer's market. When you're working with baking powder and a formula, you have to be exact. If not, things can go wrong. -Carla Hall-



picture 1.23



Cause (Reason)	Effect (Result)	
There is protein in both the yolk and the white.	Any whole egg or yolk will make the crust both shiny and brown.	
The egg whites do not contain fat.		
	Milk will increase the browning when it is added to an egg yolk.	
Cream has high fat content.		
	Adding salt to an egg wash will make it easier to brush on.	

Based on the text in Task 16, complete the table with the correct phrases chosen from the provided list. Check your answers by discussing them with your friends. Tell them from which part of the text you can find your answers.

Content of egg wash	Effect on cooked pastry
	nicely browned, slightly glossy
	nicely browned, more glossy
	evenly browned, slightly less brown than whole egg, very little shine
	browned and shiny, but less so than with cream or milk
	very browned and glossy, but a relatively thick egg wash that's somewhat difficult to spread neatly
	the darkest brown crust and a touch less shiny than yolk with cream

whole egg yolk egg yolk only egg whole egg egg yolk egg with white with or egg yolk with milk with milk water with water only cream



## C. Homework

## Task 18

Find an explanation text about how a certain thing that you are curious about occurs in the pastry making process. You can access the internet or find the text from other sources. Write the summary of the steps of how the thing occurs. Then, make a list of the difficult words and find the meanings.

 אנומנוטרו נ <i>פ</i> ג <i>ד</i> ן	
Source:	
Words	Meanings
Words	Meanings
Words	Meanings



## D. Evaluation

### Task 19

Read the text below and choose the best answers for questions 1-4.

### What Causes Soggy Pastry?

Pies with very wet fillings are particularly difficult to perfect. It's often said that cooking is an art and baking is a science. Pastry is no exception so, to avoid your delicious pies and tarts being spoiled by soggy bases, you need to understand a little of what's happening at a molecular level.

When you cook pastry, it's the gluten that creates the texture and structure, but it's mainly the fat that decides the flavor. The cooking process is a battle between these two elements. If the fat melts before a gluten network has formed the pastry will be soggy. This is why pastry is usually cooked at quite a high temperature and in tins that conduct heat well.

Excess moisture, either in the pastry dough or the filling, also causes problems as the liquid sinks to the bottom of the dish and soaks the pastry.

Adapted from: http://www.bbc.co.uk/guides/z93c4wx#zssrcdm

- 1. The text above tells us about ....
  - a. how to avoid soggy bases
  - b. how soggy pastry looks like
  - c. the definition of soggy pastry
  - d. how pastry bases can be soggy
  - e. the characteristics of soggy pastry
- 2. The second paragraph tells that the pastry will be soggy if ....
  - a. it contains too much fat
  - b. the tins do not conduct heat well
  - c. there is excess moisture in the pastry dough or the filling
  - d. the fat has melted while a gluten network has not formed
  - e. the temperature is quite high and the tins conduct heat well
- 3. Pastry is usually cooked at quite a high temperature in order to ....
  - a. make the fat melt before a gluten network has formed
  - b. form a gluten network before the fat melts
  - c. produce a good flavor and texture
  - d. produce a good flavor
  - e. create a good texture
- 4. What does the word **soak** in the third paragraph mean?
  - a. make something looks nice
  - b. make something broken
  - c. make something wet
  - d. make something rise
  - e. give a bad texture



### Read the text below and choose the best answers for questions 5-10.

#### Why Does Dough Puff Up When You Bake It?

When you think of bread, what comes to mind? Soft, fluffy slices that wrap perfectly around peanut butter and jelly? Warm dinner rolls covered in butter? A fungus fermenting and creating gas and other by-products? The first two suggestions might have come to mind, but we doubt that many of you think of a fungus when you hear the word "bread." Without millions and millions of fungi, though, bakers would never be able to create the delicious breads we love to eat.

It's true! If you've ever baked bread at home, you know that one thing required is patience. After you mix all the ingredients together, you have to wait for a while for the dough to rise before you can bake it into yummy bread. Why do you have to wait? What's going on that causes the bread dough to puff up and rise?

The answers to these questions all revolve around one key ingredient: yeast. You've probably heard of yeast, but you might not know exactly what yeast is. If you've baked bread at home before, you probably know that yeast often comes in small packets you can buy at the grocery store. Those little packets of yeast are filled with billions of single-celled fungi that scientists call *Saccharomyces Cerevisiae* (sugar-eating fungus). That's right! One of the key ingredients in most types of bread is a fungus!

Before you say "Ewww!" though, remember that fungi can be very helpful, as well as tasty. Those mushrooms on your pizza? Those are fungi! Also, some of your favorite cheeses are ripened with the help of certain molds.

Yeast cells that come in those little packets from the grocery store are living organisms. When packaged, they just happen to be in a dormant state, which means they're inactive. Just add them to some warm water, though, and they come alive!

In bread dough, the yeast cells mix with warm water and begin to feed on sugars, such as sucrose, fructose, glucose, or maltose, which come from the sugar and flour in the dough. As yeast cells feed on sugars, they produce carbon dioxide gas and ethyl alcohol in a chemical process known as fermentation. The carbon dioxide gas released by the process of fermentation gets trapped in the sticky, elastic dough, causing it to "puff up" or rise. This can take a while, though, which is why you need patience when you're baking bread! Likewise, the ethyl alcohol produced gives the bread its unique smell and taste.

Heat can speed up the process of fermentation, which explains why bread continues to rise in the first few minutes of baking in the oven. Once the bread gets too hot, though, the yeast cells will die. The pockets of carbon dioxide gas left behind leaves tiny holes all throughout the bread, giving it its unique texture and softness.

Adapted from: http://wonderopolis.org/wonder/why-does-dough-puff-up-when-you-bake-it/

- 5. What is the purpose of the text?
  - a. To describe yeast
  - b. To inform about puffy dough
  - c. To explain how yeast works during the baking process
  - d. To explain why the bread dough puffs up when it is baked
  - e. To explain the reason why yeast is important in the bread making process



- 6. The ingredient that mainly causes the bread dough to puff up is ....
  - a. fungi
  - b. sugar
  - c. yeast
  - d. cheese
  - e. sucrose
- 7. Which one is **NOT** true?
  - a. Yeast cells are actually living organism.
  - b. Yeast consists of billions of single-celled fungi.
  - c. Heat makes the process of fermentation becomes slower.
  - d. In the oven, the yeast cells will die because of the high temperature.
  - e. The process of fermentation produces carbon dioxide gas and ethyl alcohol.
- 8. The bread stop rising in the oven when ....
  - a. it gets too hot
  - b. the heat is getting lower
  - c. the process of fermentation begins
  - d. the yeast cells begin to feed on sugars
  - e. the living organisms in the yeast become active
- 9. Which one of the following sentences shows the cause-effect relationship?
  - a. You've probably heard of yeast, but you might not know exactly what yeast is.
  - b. Heat can speed up the process of fermentation, which explains why bread continues to rise in the first few minutes of baking in the oven.
  - c. In bread dough, the yeast cells mix with warm water and begin to feed on sugars, such as sucrose, fructose, glucose, or maltose, which come from the sugar and flour in the dough.
  - d. Yeast cells that come in those little packets from the grocery store are living organisms.
  - e. When packaged, they just happen to be in a dormant state, which means they're inactive.
- 10. The word *it* in the last paragraph refers to ....
  - a. the hole
  - b. the bread
  - c. the yeast
  - d. the texture
  - e. carbon dioxide



## E. Reflection

After learning from this unit, how well can you do these things? Check ( $\checkmark$ ) the boxes.

l can	Very well	ок	A little
Understand the content of explanation texts			
Understand the generic structure of explanation texts			
Use the new vocabulary from this unit			
Understand the use of the simple present tense			
Understand the relation between cause and effect			
What do you like the most from this unit?			
What do you like the least from this unit?			
How did you feel after accomplishing the tasks in this	s unit?		m Gô
		ni	cture 1.24



## F. Let's Sum Up

#### 1. Explanation Text

#### What is an explanation text?

An explanation text tells how or why something occurs. Its purpose is to tell each step of the process (the *how*) and to give reasons (the *why*) for it.

### Generic structure

- 1. Description of the subject in the introductory paragraph
- 2. A sequence of sentences that tell how or why
- 3. A conclusion (optional)

#### 2. Simple Present Tense

The simple present tense is used to describe regular actions, facts, habits, and general truth.

The pattern of the simple present tense:

S 
$$\left(\frac{I/you/we/they}{he/she/it}\right)$$
 +  $\frac{V1}{V1+(s/es)}$  + object/complement

### 3. Cause-Effect

The cause-effect relationship is commonly used in exposition texts. There are some ways of expressing cause and effect. We can mention the cause before the effect or mention the effect before the cause.

Verbs linking cause and effect:

result, cause, produce, allow, enable, prevent

Connectives introducing cause:

due to, as the/a result of, since, because

Connectives introducing result:

so that, thus, therefore, consequently, for this reason, thereby

Notes:			



## G. Vocabulary List

airy (adj)

steam (n)

layer (n)

prick (v)

/'er.i/

/sti:m/

/ˈleɪ.ə r/

/prik/

delicate (adj) /'del.i.kət/ : lembut glossy (adj) /'glos.i/ : mengkilat gluten (n) /'glu:.t an/ : zat perekat /'spg.i/ : basah soggy (adj) batter (n) /'bæt.ə r/ : adonan (cair) texture (n) /'teks.tsə r/ : tekstur tender (adj) /'ten.də r/ : empuk, lunak tough (adj) /tnf/ : keras rigid (adj) /'rɪd3.ɪd/ : kaku /dəu/ : adonan (padat) dough (n)

: ringan

: menusuk

: uap air

: lapisan

shiny (adj) /'ʃaɪ.ni/ : berkilau, mengkilat

yolk (n) /jəʊk/ : kuning telur

picture 1.25



## H. Some Facts

### 5 Things about Baking

Browning baked goods creates extra layers of flavor.

Through the Maillard reaction, sugars and amino acids are converted into flavor and color molecules; heat helps speed up this reaction.

A chicken egg is one giant cell.

One chicken egg is about 1000 times larger than the average cell in your body.

Fats like butter are solid at room temperature because they are high in saturated fat molecules.



Saturated fat molecules typically pack together better than unsaturated fats and have higher melting temperatures.

Scientific research is full of surprises.

The artificial sweeteners saccharin, cyclamate, and aspartame were accidentally discovered when researchers forgot to wash their hands.

Springy gluten protein networks can make dough tough and chewy.

Low-protein flours form less gluten and therefore create a more tender dough perfect for pies and pastries.



Source: https://scienceandfooducla.wordpress.com/2013/11/19/5-things-about-baking/

picture 2.3

Great pastry chefs are endangered because they are hard to find. On the other hand, baked goods show a potential growth over the period. What do you think about these issues? As a pastry chef-to-be, you must be familiar with many issues related to your field. There are many articles on the internet, newspapers, or magazines which show pros and cons of a certain issue. Have you ever read some of them? Did they convince you as the reader?

In this unit, you will learn how to understand analytical exposition texts about some issues related to the field of patisserie.

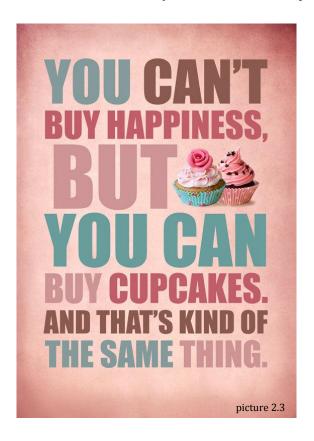




## A. Get Ready



In pairs, study the poster and answer the questions based on your knowledge.



- 1. What does the poster tell you?
- 2. What is the purpose of the poster?
- 3. Do you agree with the statements? Why/why not?

## Task 2

In pairs, read the sentences below and decide whether they are arguments for or against the statement in the poster in Task 1.

- 1. Cupcakes are simple and delicious.
- 2. Cupcakes are not good for our health.
- 3. Cupcakes are not easy to make.
- 4. Cupcakes are boring.
- 5. Cupcakes have the perfect size for a one-person dessert.
- 6. Cupcakes fit any occasion.
- 7. Cupcakes allow you to decorate and make them appealing.



Read the text below and tick the things that you already know and things that you want to know further in the table. You can write more items if they are not listed.

## **Why People Should Eat Cupcakes**



When it comes to sweets, there are hundreds of desserts to choose from. If you want to eat for the moment, however, I think the trendiest, most delicious, and most popular dessert is cupcakes.

First, cupcakes are not only delicious, but they're cute too. They're the perfect size for a one-person dessert you never feel like you've eaten too much. They're not just for kids anymore. They can be dressed up to be served at the fanciest wedding or dressed down for casual get-togethers. They are portable and easy to serve to a crowd.

Secondly, cupcakes are easy to make. When you feel like baking your own quick and tasty dessert, you can make cupcakes just by buying the batter, mixing it up, pouring it in the pan, baking the cupcakes, and finally frosting them. What makes them even better is that you can decorate them any way you want to.

In addition, some people think cupcakes are just for kids, but they are much more than that. They have been creating a buzz in the dessert industry and are suitable for just about every occasion. Cupcakes let you have a



moment of cake but on a personal level. And depending how you decorate them, they can be served at a backyard barbeque or an elegant gala.

So, I do agree that cupcakes shouldn't be missed when it comes to dessert.

Adapted from: http://www.teenink.com/opinion/all/article/48018/Why-People-Should-Eat-Cupcakes/

No.	Things that I already know	
1. 2. 3. 4. 5. 6. 7.	The content of the text The purpose of the author writing the text The structure of the text The grammar used in the text	
No.	Things that I want to know further	
1. 2.	The content of the text  The purpose of the author writing the text	

3. The structure of the text

The grammar used in the text

4.

5.

6.7.8.

.....

## Task 4

Based on the things you want to know further in Task 4, formulate relevant questions. Some have been done as the examples. Try to answer those questions based on your knowledge.

Questions	Answers
1. What is the text about?	<b>/</b>
2. What is the purpose of the author	
writing the text?	
3	
4	
5	
6	
7	
8	

BK.	T	ac	h	_
		as	R	3

giving a tick ( $\checkmark$ ) to the provided boxes.		
Cupcakes are delicious and look cute.		
Cupcakes are easy to eat.		
Cupcakes are easy to serve to a crowd.		
Cupcakes are easy to decorate.		
Cupcakes are suitable for many occasions.		
Cupcakes are not just for kids.		

Study the explanation below carefully. Discuss it with your friends and ask your teacher if you do not understand.

### **Analytical Exposition Text**

### What is an analytical exposition text?

An analytical exposition text is a text which presents the writer's idea about one side of an issue. Its purpose is to persuade the reader that there is something that needs to get attention by presenting one side of argument.

#### Generic structure

- 1. Thesis (stating the important thing the reader should know)
- 2. Arguments (showing and proving the thesis)
- 3. Reiteration (restating the thesis stated previously to be a conclusion)

### **Grammatical features**

- using the simple present tense
- using thinking verbs (e.g. I think, many people believe)
- using words that link arguments (e.g. firstly, however, on the other hand)

Does the explanation above help you to clarify some of your answers in Task 4?



In pairs, read the text below and analyze the text structure according to the previous explanation. Circle the correct parts of the text.

Thesis
Argument
Reiteration

When it comes to sweets, there are hundreds of desserts to choose from. If you want to eat for the moment, however, I think the trendiest, most delicious, and most popular dessert is cupcakes.

Thesis
Argument
Reiteration

First, cupcakes are not only delicious, but they're cute too. They're the perfect size for a one-person dessert you never feel like you've eaten too much. They're not just for kids anymore. They can be dressed up to be served at the fanciest wedding or dressed down for casual get-togethers. They are portable and easy to serve to a crowd.

Secondly, cupcakes are easy to make. When you feel like baking your own quick and tasty dessert, you can make cupcakes just by buying the batter, mixing it up, pouring it in the pan, baking the cupcakes, and finally frosting them. What makes them even better is that you can decorate them any way you want to.

In addition, some people think cupcakes are just for kids, but they are much more than that. They have been creating a buzz in the dessert industry and are suitable for just about every occasion. Cupcakes let you have a moment of cake but on a personal level. And depending how you decorate them, they can be served at a backyard barbeque or an elegant gala.

Thesis
Argument
Reiteration

So, I do agree that cupcakes shouldn't be missed when it comes to dessert.

By the way ...

It was Winston Churchill who first suggested topping cupcakes with sweet sugary icing. They were previously topped with lard which somehow does not have the same appeal.

www.vivabob.co.uk

picture 2.6

26 - One Side of an Issue



Arrange the parts of the text below into the correct order by rewriting them on the provided space. Then, write the name of each part of the text.

### **Luxury Eclairs: Are They the Latest Dessert Trend?**

Eclairs have long been a staple of pastry cases, but a newly elevated version of the classic is making its way onto the plates of lavish dessert-lovers. This grander iteration is made with unexpected flavors and designed to be a treat for the eyes as well as the taste buds.

In addition, New York City is witnessing this eclair emergence as a result of a recent explosion in high-quality French bakeries. The increase in competition has forced French pastry chefs to re-imagine the eclair in new and exciting ways in order to draw more customers. Of course, the fancier the eclair, the higher the price.

Just like the dessert trends of yesteryear, the eclair boom is expected to spread across the country quickly. So, be on the lookout and try a bite to see if this extravagant food trend is worth the fuss and the bucks.

Dessert trends seem to be constantly changing. Cupcakes were king for a hot minute, then they fell to the mighty doughnut, and French macarons also had their moment in the spotlight. All three are now stepping aside to make way for the latest trendy confection: the luxury eclair. I believe that the new food trend is coming.

Adapted from: http://www.refinery29.com/2016/05/111248/eclairs-luxury-food-trend





Read again the text you have arranged in Task 8 and find nine words from the text that represent the meanings listed below. To help you, the first and last letters of each missing word is given.

Words	Meaning
s e	a main product
e d	raised
I h	expensive and luxurious
g r	important
i n	repetition
f y	decorative or complicated
e t	very luxurious
f s	attention
b k	money

## Task 10

Read again the text you have arranged in Task 8. Choose the correct phrases to complete the following statements by giving a tick ( $\checkmark$ ) to the provided boxes.

1.	According to the text, the idea which is proposed is that eclairs will	
	be the new dessert trend	
	☐ constantly change	
2.	The new innovative version of eclairs has	
	unpredictable flavor	
	☐ luxurious design and flavor	
3.	Eclairs become more famous because	
	☐ the price is getting higher	l
	☐ the quality of French bakeries is getting higher	

By the way ...
Éclair means "lightning"
in French. Many people
believe that eclairs got
their name from the
glistening sparkles from
the frosting that
resembles a lightning
bolt.
www.weirdholiday.com



Study the explanation about connectives below. Discuss it with your friends and ask your teacher if you do not understand the explanation.

#### Connectives >

In the texts in Tasks 3 and 8, you find the following words/phrases:

- First, ...
- Secondly, ...
- In addition, ...
- So, ...

Those words are used to link arguments. Here are other words/phrases you can use:

- On the contrary, ...
- · Moreover, ...
- Furthermore, ...
- On the other hand, ...
- Therefore, ...



### Task 12

Read the following text and fill in the blanks with the correct sentences chosen from the box in the next page.

### **Macarons: Are They So Special?**

Do you agree that macarons are really special? You may ask what is so special about
macarons. Such a direct question deserves a direct answer. So, here are the reasons.
Even world-famous <i>macaronier</i> François
Payard says that a serving of macarons should only be two cookies, because the flavors are
so rich and intense that two is enough to leave you completely satisfied.
Richness is not something you'd associate
with meringues, yet that's what macarons are: meringue cookies. Most meringues are noted
for their lightness and complete lack of richness, so it's a shock to find that quality in
a macaron.
The contrast of textures and tastes constantly
surprises and delights the palate. One moment, you taste the almondy-shell; the next, the
rich filling, then both, then either. It's a continuously evolving process of delicious discovery.
So that's why macarons are so special. But the best way to find out is to eat a few and
discover them yourself. Once you do, every other cookie will seem like kids' stuff.

picture 2.9

Adapted from: http://salonpiquant.blogspot.co.id/



- (1) Next, their richness is a complete contrast to their lightness.
- (2) First, there's the surprise that comes in finding such a huge amount of flavor packed into something so tiny.
- (3) In addition, the experience of eating a macaron is utterly unique.

Based on the text in Task 12, answer the questions below. Discuss your answers with your friends.

- 1. What is the idea proposed in the text?
- 2. According to the text, there are three arguments presented. Choose the correct sentence that represents the first, second, and third arguments.

First argument:

- a. Macarons are so tiny but rich of flavor.
- b. Serving only two macarons is not enough because you will not be satisfied.

Second argument:

- a. Macarons' richness is the same as their lightness.
- b. In spite of their lightness, macarons have complete richness.

Third argument:

- a. The taste of macarons is unique.
- b. The macarons' taste and texture are not surprising.
- 3. Find the meanings of these two words based on the context in the text. You can open your dictionary.
  - a. meringue (n)
  - b. palate (n)









Task 14

Read the text in Task 15 and fill in the blanks with the appropriate words you can find in the text.

1.	are people who own and manage a restaurant.
2.	are those who have a high-class catering company.
3.	If something is, it allows you to have something enjoyable or do what you want.
4.	A dessert has a pleasant sweet taste.
5.	If a dessert looks, it makes you feel excited.
6.	A product is a product which is intended to be thrown away after use.



### Read the text below and identify:

- 1. The idea which is proposed by the writer
- 2. The arguments behind the idea

Share your findings with your friends.

### **Mini Dessert: A Smart Trend**



According to US Foods, mini desserts are at the very top of the list of recent dessert trends. I think this is simply a smart trend for all caterers and restaurateurs.

For the first reason, mini desserts are indulgent. Even if they're small, single-serve desserts are typically rich and luscious, and they feel much more like a luxury. Besides, mini desserts are

also convenient. It's hard to walk around and chat at a party with a big crumbly piece of cake or mountainous slice of pie. Sampling an assortment of mini desserts not only looks more sophisticated and elegant but lets others know that you are all about smart indulgence.



With elegant yet practical equipment now readily available, restaurateurs and caterers can easily embrace the convenience of single-serve desserts. Cambro's polycarbonate dessert glasses are designed to be filled with individually sized drinks or desserts. They have the look of glass yet are made of break-resistant plastic that

is 50% lighter. Operators can rest easy knowing their desserts will not only look tantalizing but remain safe from any glass chips or shards. The other bonus? They're re-usable and dishwasher-safe, cutting down on expenses for disposables.



Transporting hundreds of mini desserts to an event can be a tricky task, as is washing and storing them after the event. Using trays to hold the mini dessert glasses does not guarantee their safe and intact arrival at the event. After a bumpy van ride, glasses can tip over and create a mess. The smart way to hold and transport these small glasses would be with Cambro's 49 compartment Camracks®. The small compartments are just the perfect diameter and height to

protect each of the glasses. Camracks can be stacked on a dolly and covered using dish rack cover providing the most food-safe holding and transport system in the market. At the end of the event, the Camracks, filled with now empty dessert glasses, conveniently go right into the dishwasher and are stored in the very same system.

Adapted from: https://blog.cambro.com/2015/11/09/mini-desserts-a-smart-trend/



## C. Homework

## Task 16

Find an analytical exposition text about a certain issue in the field of patisserie that you interested in. You can access the internet or find the text from other sources. Write the idea and the arguments proposed by the writer. Then, share your findings to your friends.

(Write	your analytical exposition text)
	Source:
Γhe id	ea proposed by the writer:
The id	ea proposed by the writer:
The id	ea proposed by the writer:
The id	ea proposed by the writer:
The id	ea proposed by the writer:
The id	ea proposed by the writer:
	ea proposed by the writer:  guments behind the idea:

# D. Evaluation

# Task 17

Read the text below and choose the best answers for questions 1-4.

#### The Bakery Products in Our Daily Life

Nowadays, we can easily find many kinds of bakery products. I think they are becoming prominent day by day.

Bakery products are very popular because of its taste and simple to digest. Bakery items are usually loved by all. Recently, individuals have virtually no time to invest much on making breakfast it is the bread and bun or biscuits which had occurred instead of other sorts of stuff. Honoring any time of pleasure is incomplete with bakery items.

In addition, one of the benefits of bakery products is time saving. By serving bakery products to sudden guests, homemakers save their time and prove their homely skills. It does not require much time in preparing meals if you have ready-made breads or buns at home. Their durability, taste, and eye-catching appearance make the product famous.

Bakery products are used on a daily basis and are liked by all. Whether it is any special occasion or not, bakery products due to their sweetness and attractive colors fills the air with sweet aroma of love.

Adapted from: http://www.sooperarticles.com/food-drinks-articles/importance-bakery-products-our-daily-life-1002624.html

- 1. The text above is called a/an ....
  - a. report text
  - b. narrative text
  - c. exposition text
  - d. descriptive text
  - e. explanation text
- 2. What is the purpose of the text?
  - a. To inform about the famous bakery products
  - b. To describe many kinds of bakery products
  - c. To explain how bakery products become more important day by day
  - d. To convince the reader that there are many kinds of famous bakery products
  - e. To convince the reader that bakery products become more prominent in our daily life
- 3. According to the third paragraph, one of the benefits of bakery products is ....
  - a. we do not require much time in preparing meals
  - b. they can be used for many special occasions
  - c. they are loved by many people
  - d. they are simple to digest
  - e. they are easy to make

- 4. The word *virtually* in the second paragraph has the similar meaning to ....
  - a. only
  - b. really
  - c. surely
  - d. almost
  - e. exactly

#### Read the text below and choose the best answers for questions 5-10.

#### Bigger isn't Always Better



Everything gets bigger in America. Soft drinks, dinners, cars, refrigerators, and many things are getting bigger. This seems especially true of French pastries. Croissants expand by at least a third and eclairs are even bigger. About the only things that haven't grown are: *Madeleines* and baguettes, but that's because most *Madeleine* pans are still made in France, and a *baguette* wouldn't be a baguette, if it got fat.

This all comes to mind because the latest import to catch American gigantism seems to be the Parisian macaron. Macarons here now seem to average 2-3 times the size of their French cousins, and it seems to be an accepted practice.

The other day, I was thumbing through a new cookbook, at the library, and the macaron recipe (from an American chef) instructed that they be piped out to 2-inch diameters. A few days later, I stopped into a shop, and sure enough, the macarons were two inches across. And those were by no means the largest macarons I've had locally. Even some have been closer to three inches across.

This may be an example of culture conflict in action. In the US, a cookie is a cookie. You have a couple with your coffee, and if you're going to have so few, they may as well be large. But the macaron isn't just a cookie. It's more like the cookie equivalent of a bon-bon. Like their confectionary cousins, they're really meant to be enjoyed for their variety. You eat one, savor it, then try another with a different flavor. It's just like tasting bon-bons. But since macarons are so rich, you generally don't eat more than two or three, so if **they** are big, you end up <u>sated</u> after one, and you don't get to relish the range of possibilities.

When I make macarons, I pipe them to only an inch in diameter, and everyone who's tried them has raved, because, while they are rich, they're not overwhelming: You pop one in your mouth, and poof! In a couple of bites, they're gone, and you're off to savor the next one. The size lets you enjoy the variety.

So, please, let's not "super size" the macaron. Let's keep it small, delectable luxury and, filled with surprises. Bigger isn't always better. Sometimes, small is beautiful.

Adapted from: http://salonpiquant.blogspot.co.id/2012/08/bigger-isnt-always-better.html

- 5. What is the idea proposed by the writer in the text?
  - a. Macaron should be bigger.
  - b. Macaron should not be smaller.
  - c. Bigger macarons are not always better.
  - d. Macaron should have big and small sizes.
  - e. Macaron should be kept in their smaller size.

6. Even some have been closer to three inches across. (third paragraph)

From the sentence above, the diameter of some macarons is .....

- e. not three inches
- b. almost three inches
- c. three inches exactly
- d. less than three inches
- e. more than three inches
- 7. Which one is **NOT** true?
  - a. Macarons are rich of flavors.
  - b. Macarons belong to French pastries.
  - c. The original size of macarons is small.
  - d. If macarons are big, it isn't enough for us to eat only two or three.
  - e. In America, we can find macarons which are bigger than their original size.
- 8. What does the underlined word in paragraph four mean?
  - a. satisfied
  - b. confused
  - c. surprised
  - d. depressed
  - e. complicated
- 9. The word *they* in the fourth paragraph refers to ....
  - a. cookies
  - b. bon-bons
  - c. macarons
  - d. macarons and cookies
  - e. macarons and bon-bons
- 10. So, please, let's not "super size" the macaron. (last paragraph)

From the sentence above, we know that the writer persuades the reader ....

- a. not to change the size of the macarons
- b. not to change the big macarons
- c. to eat the super size macarons
- d. not to eat the big macarons
- e. to keep the macarons big



# E. Reflection

After learning from this unit, how well can you do these things? Check ( $\checkmark$ ) the boxes.

l can	Very well	ок	A little	
Understand the content of analytical exposition texts				
Understand the generic structure of analytical exposition texts				
Use the new vocabulary from this unit				
Understand the use of connectives to link the arguments				
What do you like the most from this unit?				
What do you like the least from this unit?				
What do you like the least from this unit?				
How did you feel after accomplishing the tasks in t	his unit?		-m 60	2
				2

# F. Let's Sum Up

## 1. Analytical Exposition Text

#### What is an analytical exposition text?

An analytical exposition text is a text which presents the writer's idea about one side of an issue. Its purpose is to persuade the reader that there is something that needs to get attention by presenting one side of argument.

#### Generic structure

- 1. Thesis (stating the important thing the reader should know)
- 2. Arguments (showing and proving the thesis)
- 3. Reiteration (restating the thesis stated previously to be a conclusion)

#### **Grammatical features**

- using the simple present tense
- using thinking verbs (e.g. I think, many people believe)
- using words that link arguments (e.g. firstly, however, on the other hand)

#### 2. Connectives

Here are the words/phrases you can use to link arguments:

- First, ...
- · Secondly, ...
- In addition, ...
- So, ...
- On the contrary, ...
- Moreover, ...
- Furthermore, ...
- On the other hand, ...
- Therefore, ...

Notes:	



# G. Vocabulary List

buzz (n) /bʌz/ : desas-desus

confection (n) /kənˈfek.∫ ə n/ : manisan, gula-gula

convenience (n) /kən'vi:.ni.ən t s/ : kemudahan

delight (v) /dr'lart/ : memuaskan

emergence (n) /I'm3:.d3 = n t s/ : kemunculan

expense (n) /ik' spen t s/ : pengeluaran

gala (n) / 'geɪ.lə / : pesta besar

intense (adj) /In'ten t s/ : kuat

lightness (n) /'laɪt.nəs/ : keringanan

luscious (adj) /'lʌʃ.əs/ : lezat

portable (adj) /'pɔːr.tə bl / : mudah dibawa

richness (n) /'rɪtʃ.nəs/ : kekayaan (rasa)

shards (n)  $/\int \alpha r d$  : pecahan kaca

sweet (n) /swi:t/ : makanan yang mengandung gula

# H. Some Facts

# macarons **VS** macaroons



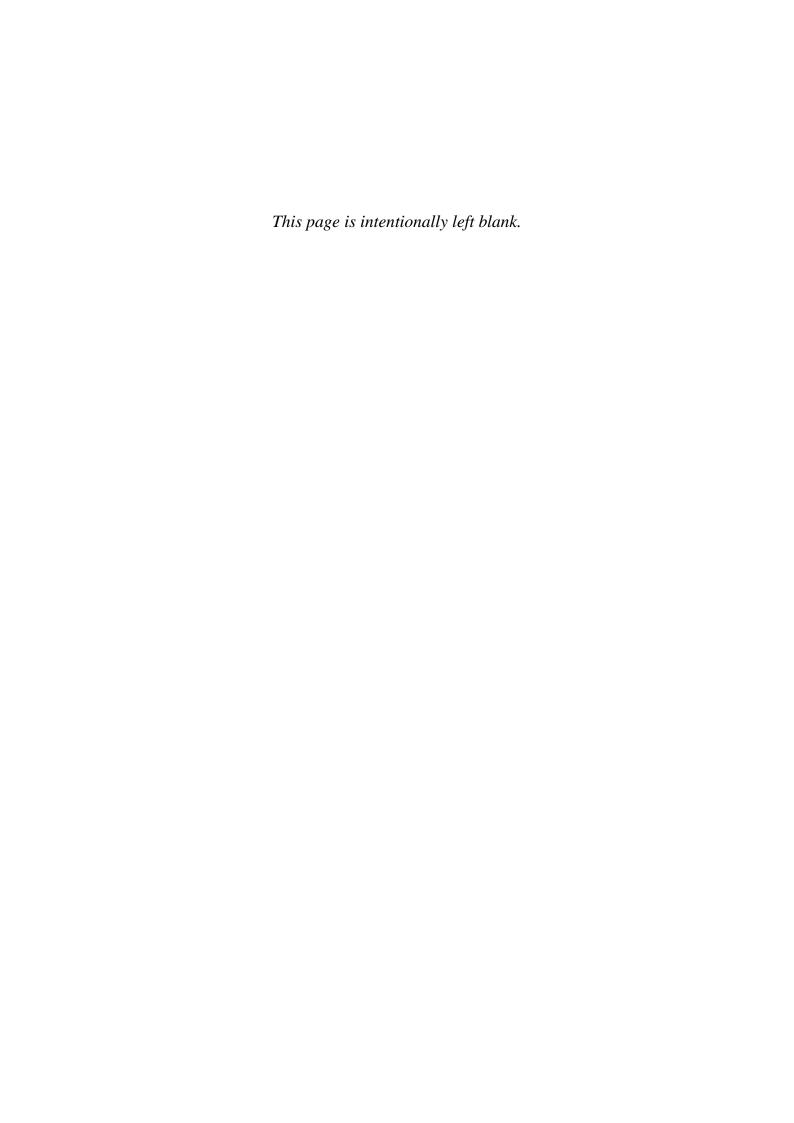


### characteristics



Source: www.berries.com





In your future work, you will not only deal with cooking and serving desserts. You may get invitations to attend some events related to your working field. Have you ever read those kinds of invitations? For what occasion are they?

In this unit, you will learn how to understand formal invitations to some events related to the working field of patisserie.





# A. Get Ready

# Task 1

In pairs, match the pictures to the names of the events.







- a. bakery fair
- b. open house
- c. grand opening

# Task 2

Answer the questions below based on your knowledge and discuss them with your friends.

- 1. Do you know the events which are represented by the pictures in Task 1? Describe them briefly.
- 2. Have you ever read an invitation for one of those events?
- 3. What information can you find from the invitation?





Read the text below and tick the things that you already know and things that you want to know further in the table. You can write more items if they are not listed.

You are invited to celebrate
The Grand Opening Festivities
OF
Or
SweeTea's Bakery
& Tea Room
215 East Franklin Street
Downtown Monroe
<b>November 8, 2016</b>
5:00 p.m 7:00 p.m.
CHAMPAGNE AND A SAMPLING OF OUR SPECIALTIES
AFTER THE RIBBON CUTTING

picture 3.6

No.	Things that I already know	
1.	The content of the text	П
2.	The purpose of the author writing the text	H
3.	The structure of the text	H
4.		_
5.		
6.		
7.		
8.		
No.	Things that I want to know further	
	· ·	_
1.	The content of the text	
	· ·	
1.	The content of the text	
1. 2.	The content of the text The purpose of the author writing the text	
1. 2. 3.	The content of the text The purpose of the author writing the text The structure of the text	
1. 2. 3. 4.	The content of the text The purpose of the author writing the text The structure of the text	
1. 2. 3. 4. 5.	The content of the text The purpose of the author writing the text The structure of the text	





Based on the things you want to know further in Task 4, formulate relevant questions. Some have been done as the examples. Try to answer those questions based on your knowledge.

Questions	Answers
1. What is the text about?	<b>—</b>
2. What is the purpose of the auth	nor
writing the text?	
3	
4	
5	
6	
7	
8	

# Task 5

Read again the invitation in Task 3. Try to find:

- 1. What occasion is the invitation about?
- 2. Who is the host of the event?

# Task 6

According to the invitation in Task 3, match the words and phrase below to the descriptions. You can open your dictionary if you need.

- 1. festivity ( \_\_\_ )
  2. downtown ( \_\_\_ )
  - champagne ( )
- 3. champagne ( \_\_\_)
- 4. specialty ( \_\_\_)
- 5. ribbon cutting ( \_\_\_ )

- a. a food that is unusually good in a particular place
- b. a wine which is often drunk to celebrate something
- c. a party in which people celebrate a special occasion
- d. a part of a public ceremony to declare a building open for business
- e. the central part of a city

By the way ...
The scissors used in a ribbon cutting ceremony are frequently preserved by the institution as a keepsake.

en.wikipedia.org



Study the explanation below carefully. Discuss it with your friends and ask your teacher if you do not understand.

#### **Formal Invitation**

#### What is a formal invitation?

A formal invitation is a written request to somebody to do something or to go somewhere. Its purpose is to invite someone to attend a specific event.

#### Generic structure

- 1. Opening statement
- 2. Body of invitation
  - a. Occasion
  - b. Day or date
  - c. Time
  - d. Place
- 3. Closing statement/additional information about the event



Does the explanation above help you to clarify some of your answers in Task 4?





In pairs, compare the invitations below and complete the table that follows.





Adapted from: www.zazle.com.au

No.	Parts of the invitation	Invitation a	Invitation b
1.	Opening statement		
2.	Occasion		
3.	Day/date		
4.	Time		
5.	Place		
6.	Additional information		



Study the explanation below carefully. Discuss it with your friends and ask your teacher if you do not understand.

#### Opening statement >

In the invitations in Task 8, you find the following phrases:

- You are invited to ...
- We cordially invite you to ...

Those are the opening statements which are usually used in the invitations. Here are other phrases you can use:

- We would like to invite you to ...
- · Would you like to come ...
- We request your presence in ...



Can you mention the other opening statements of an invitation?

# Task 10

In Task 8, there are two invitations which have different ways of writing the dates. Study the explanation about writing the date below carefully. Discuss it with your friends and ask your teacher if you do not understand.

#### Writing the date

#### British and American English

In British English, dates are usually written in the order day-month-year
 These are the possibilities:

13 April

13 April 2016

13<sup>th</sup> April 2016

the 13th of April 2016

Sunday, 13 April 2016

Sunday the 13<sup>th</sup> of April, 2016

In American English, dates are usually written in the order month-day-year
 These are the possibilities:

April 13

April 13, 2016

Sunday, April 13, 2016

The use of ordinal numbers (adding st, nd, rd, th) are not common.

#### Which Style to Choose?

Whichever style you choose, write the date in the correct format for that style and be consistent.





Read the invitations below. Identify the writing of the dates. Determine whether they are correct or incorrect. Give the corrections for the incorrect ones.



3rd APRIL, 2016 | 6 - 9 PM

227B South Main Street Chicago, IL 33785 We cordially invite you to an open house party at

Bonami Bakery

17 May 2016 | 8 AM - 8 PM

58 N. Main Street Greenville 725-588-2154

You are invited to celebrate The Grand Opening of

# **Imperial Bakery**

Friday, 12 August 2016 9 AM - 3 PM

5946 Pacific Blvd. Huntington Park, CA 90255 We cordially invite you to an open house party at

# Brownie Bakery

Thursday March 23, 2016 9 AM - 5 PM

604 Santa Barbara Street 805-965-3334 You are invited to celebrate The Grand Opening of

# **Tedboy Bakery**

FEBRUARY 10 2016 | 3 - 9 PM

850 23rd Street NW Washington, DC



#### Match the following descriptions of some events to the invitations in the next page.

- a. This event is open to general public and allows them to have a look around the bakery. Besides, it also allows bread lovers to see how their daily bread is made, to ask questions, and to taste samples.
- b. It is a special public occasion at which there is a lot of entertainment, usually in the form of different types of performances.
- c. This event facilitates the display of a wide range of products and services offered to the bakery and confectionery industry and enables all categories of bakery, confectionery, sweet-snack producers and food industry to find smarter solutions for their business under one roof.
- d. It is an event in which a new bakery announces its official opening to the public. A party atmosphere is promoted in this event.
- e. This event shows the art of producing artistic centerpieces which are entirely composed of sugar and sugar derivatives. Fabulous sugar arts are also displayed here.





The Academy of Pastry and Bakery Arts Philippines would like to invite you to Sugar Art Showpieces by

#### Hungarian Master Pastry Chef Peter Gyorgyicsek

Date: December 12, 2015
Time: 3pm - 5pm
Venue: Academy of Pastry and Bakery Arts
Philippines
4th Floor Metro House Building
Gil Puyat St., Makati City

picture 3.8



picture 3.9

3

You are invited to celebrate the

# Grand Opening

of the new BREAD + BUTTER
THURSDAY, JULY 30, 2015
5:30pm-8pm

BREAD + BUTTER 1585 Kapiolani Blvd. Next to Shokudo

Simple things. Simple flavors. Simple pleasure.

We request your RSVP no later than Monday, July 27.

Validated parking will be provided | For questions contact events@adstreamz.com

We cordially invite you to the

# Sixth Annual La Farm Bakery Open House

Saturday, June 25, 2016 3-4 p.m

4248 NW Cary Parkway 919-657-0657

RSVP to info@lafarmbakery.com

Z

picture 3.10



According to the invitations in the previous page, answer the following questions. Discuss your answers with your friends.

- 1. What do you know about sugar art showpieces? (invitation 1)
- 2. Please carry the entry pass with your business card (invitation 2). What does this sentence mean?
- 3. What do you know about RSVP? (invitations 3 and 4)
- 4. Validated parking will be provided (invitation 3). What does it mean?
- 5. What does the word annual in invitation 4 mean?

# Task 14

There are five writing mistakes in the invitation below. Underline and correct them.



By the way ...
Though we have come to
associate the word bakery
with a place where baked
goods are made, the word
was originally used to define
the baked goods

themselves.

www.evs-translations.com

picture 3.11

According to the invitation in Task 14, decide whether the statements in the table below are true, false, or not mentioned by giving a tick ( $\checkmark$ ) to the provided boxes.

No.	Statement	True	False	Not Mentioned
1.	The guest needs to confirm his/her attendance.			
2.	The event will last for three hours.			
3.	The guest should bring the invitation to the event.			
4.	The event will be held in the morning.			
5.	Imperial bakery is located at 5648 Pacific Blvd. Huntington Park, California.			
6.	This event is held every month.			
7.	The guest should confirm his/her attendance before April 25, 2016.			
8.	The guest can bring his/her friends to the event.			

# Task 16

Answer the questions according to the following invitation. Share your answers with your friends.

We would like to invite you to

# La Farm Bakery Grand Opening

Saturday, June 25, 2016 2-4 p.m.

424 Santa Barbara Street (202) 657-0657

Food Sampling | Product Giveaways | Music + Entertainment | Door Prizes

RSVP (202) 565-7756 yourself and one guest. Thank you.

- 1. What occasion is the invitation about?
- 2. When will the event be held?
- 3. Where does the event take place?
- 4. How long will the event last?
- 5. To what number the guest should confirm his/her attendance?
- 6. For how many guests is each invitation?
- 7. What will the guest get on the event?





Find two invitations about two different events related to the working field of patisserie. Analyze the structure and write the kinds of events, when and where the events will be held. If you find some new terms, write them and find the meanings. Then, share your findings to your friends.

(Invitation 1)	(Invitation 2)
Source:	
Invitation 1	Invitation 2
Generic structure	Generic structure
- Opening :	Opening :
- Body of invitation :	
- Closing :	
Name of event :	
Day/date :	Davidata
Place :	Place :
Words	Meanings



Read the text below and choose the best answers for questions 1-4.



picture 3.12

- 1. The text above is called a/an ....
  - a. memo
  - b. invitation
  - c. post card
  - d. advertisement
  - e. announcement
- 2. What is the purpose of the text?
  - a. To describe an event in Daisley I Will Rise Bakery
  - b. To inform about an open house in Daisley I Will Rise Bakery
  - c. To invite someone to come to Daisley I Will Rise Bakery in the holiday
  - d. To invite someone to come to an open house in Daisley I Will Rise Bakery
  - e. To convince the reader that there will be an open house in Daisley I Will Rise Bakery



- 3. Which one is true according to the text?
  - a. The open house will last for three hours.
  - b. The guest should pay \$5.00 to join this event.
  - c. The samples of holiday items will be showed.
  - d. The guest should confirm his/her attendance to 724-588-2152.
  - e. There will be a free small Christmas cookie tray for all guests.
- 4. What does the word *refreshment* mean?
  - a. delicious food
  - b. many different kinds of food
  - c. small amount of food and drink
  - d. the food which is eaten on a certain occasion
  - e. the drink which is drunk on a certain occasion

#### Read the text below and choose the best answer for questions 5-8.



picture 3.13

- 5. The following are the information you can find from the invitation except ....
  - a. the name of the event
  - b. when the event will be held
  - c. how long the event will last
  - d. where the event will take place
  - e. the old address of Sweet E's bake shop
- 6. Where will the event take place?
  - a. East Hollywood
  - b. West Hollywood
  - c. Los Angeles, California
  - d. 8215 East 3<sup>rd</sup> Street Los Angeles, CA
  - e. 8215 West 3<sup>rd</sup> Street Los Angeles, CA

- 7. Which one is **NOT** true?
  - a. The event will last for three hours.
  - b. The event will be held on Wednesday.
  - c. The guest should confirm his/her attendance.
  - d. It is the first tome for Sweet E's bake shop to establish.
  - e. The new Location of Sweet E's bake shop is in West Hollywood.
- 8. What does the word *valet* mean?
  - a. someone who serves drink
  - b. someone who serves food
  - c. someone who takes care of a public park
  - d. someone who puts your car in a parking space for you
  - e. someone who is doing jobs such as cooking and cleaning

#### Read the text below and choose the best answers for questions 9 and 10.



- 9. Which one is true?
  - a. This event is held once a year.
  - b. The event will be held in the morning.
  - c. The event will be held on Wednesday.
  - d. The guest cannot bring his/her friend to the event.
  - e. The guest should confirm his/her attendance to (202) 675-0657.
- 10. What does the word giveaway mean?
  - a. a present
  - b. a souvenir
  - c. something that is given free
  - d. something important and valuable which is difficult to get
  - e. something you keep to help you remember a special event





After learning from this unit, how well can you do these things? Check ( $\checkmark$ ) the boxes.

I can	Very well	ок	A little
Understand the content of a formal invitation			
Understand the generic structure of a formal invitation			
Understand different opening statements in an invitation			
Understand the different ways of writing the date			
Use the new vocabulary from this unit			
What do you like the most from this unit?			
What do you like the least from this unit?			
How did you feel after accomplishing the tasks in th	is unit?		an Gô

# F. Let's Sum Up

#### 1. Formal Invitation

#### What is a formal invitation?

A formal invitation is a written request to somebody to do something or to go somewhere. Its purpose is to invite someone to attend a specific event.

#### Generic structure

- 1. Opening statement
- 2. Body of invitation
  - a. Occasion
  - b. Day or date
  - c. Time
  - d. Place
- 3. Closing statement/additional information about the event

#### 2. Opening Statement

Some phrases which are usually used in the opening statement of an invitation are:

- You are invited to ...
- We cordially invite you to ...
- We would like to invite you to ...
- · Would you like to come ...
- We request your presence in ...

#### 2. Writing the Date

#### British and American English

- In British English, dates are usually written in the order day-month-year
- In American English, dates are usually written in the order month-day-year

#### Which Style to Choose?

Whichever style you choose, write the date in the correct format for that style and be consistent.

Notes:			
	Market As		



# G. Vocabulary List

centerpieces (n) /'sen. t.o. .pi:s/ : hiasan (di tengah meja)

exhibition (n) / ek.si'bif. an : pameran

fair (n) /fer/ : pameran

occasion (n)  $\frac{1}{3} \text{ kei.3 a n}$  : acara

party (n) / pa:r.t j/ : pesta

sample (n) / sæm .pl / : contoh produk

# 5 Things a French Expatriate Wants You to Know about Bakeries



1. They Close on

Monday

Most tourists
learn it the hard
way, but there's
no getting decent
baguette or
croissant in the
country on a
Monday.



3. There are Different Types of Boulangeries

By law, not every bakery can call itself a 'boulangerie'. A bread shop must select its flour, knead its own dough and bake its loaves on premises to claim the title.

The government implemented the measure in 1997 after it became a concern that artisan bakers were not empowered to compete against outlets selling commercial, low-cost baguettes.

# 4. Paris' Best Boulangerie Gets Awarded a Year Contract With the Elysée Palace

Every year, the City of Paris organizes a competition to determine which bakery is Paris' finest. A top ten list of bakers is established, in order of merit, and whichever one ranks first receives a medal, a prize of 4,000 euros, and supply the French President with fresh bread and croissants every day for a year.



5. In Paris, the Bakers' Vacations are Regulated by Law

Heaven forbid the French find their bakeries close when they most need them. With the implementation of the law on paid vacation in the 20th C., the government had to find a solution to prevent that from ever happening.



Adapted from: http://xpatnation.com/10-surprising-facts-about-french-bakeries/

# **Picture Sources**

Cover page www.keyword-suggestions.com

#### UNIT 1

Picture 1.1 www.ifthemuumuufits.com Picture 1.2 www.puffpastry.com Picture 1.3 spusht.blogspot.co.id www.bridor.com Picture 1.4 www.lafujimama.com Picture 1.5 Picture 1.6 www.glutenfreeb.com Picture 1.7 www.goodtoknow.co.uk Picture 1.8 www.cookinglight.com Picture 1.9 www.pencilandfork.net Picture 1.10 www.sugar.org Picture 1.11 peopleof.oureverydaylife.com Picture 1.12 www.shutterstock.com Picture 1.13 www.minasgf.com Picture 1.14 www.junedarville.com Picture 1.15 www.junedarville.com Picture 1.16 www.junedarville.com Picture 1.17 3.bp.blogspot.com Picture 1.18 www.junedarville.com Picture 1.19 www.junedarville.com Picture 1.20 www.junedarville.com Picture 1.21 www.mybakingaddiction.com Picture 1.22 www.finecooking.com Picture 1.23 de.123rf.com Picture 1.24 www.clipartsgram.com Picture 1.25 www.worldartsme.com

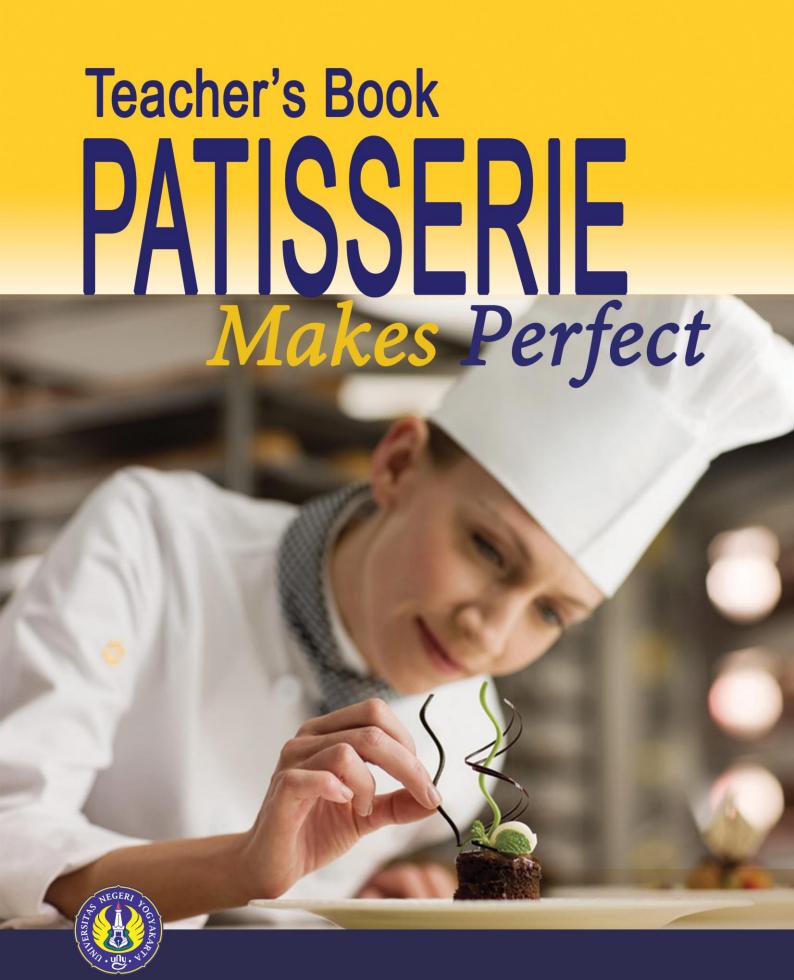
#### **UNIT 2**

Picture 2.1	www.damonbanks.com
Picture 2.2	www.hoteliermiddleeast.com
Picture 2.3	kalistein.blogspot.com
Picture 2.4	adailyphotojournal.wordpress.com
Picture 2.5	www.sweetwebdesign.co.uk
Picture 2.6	www.cupcakescatering.com
Picture 2.7	static1.squarespace.com
Picture 2.8	commons.wikimedia.org
Picture 2.9	www.houstonpress.com
Picture 2.10	morphinemcknight.deviantart.com
Picture 2.11	www.starchefs.com
Picture 2.12	blog.cambro.com
Picture 2.13	blog.cambro.com
Picture 2.14	salonpiquant.blogspot.co.id

# UNIT 3

Picture 3.1	www.ourawesomeplanet.com
Picture 3.2	www.bizbash.com
Picture 3.3	www.revamp.com
Picture 3.4	www.thedp.com
Picture 3.5	www.ourawesomeplanet.com
Picture 3.6	www.england-company.com
Picture 3.7	www.martincity.com
Picture 3.8	www.blogjob.com
Picture 3.9	www.linkedin.con
Picture 3.10	www.tastyislandhawaii.com
Picture 3.11	www.hermannsbakeryroyaloak.com
Picture 3.12	www.greenvillechamber-pa.com
Picture 3.13	www.sweetesbakeshop.com

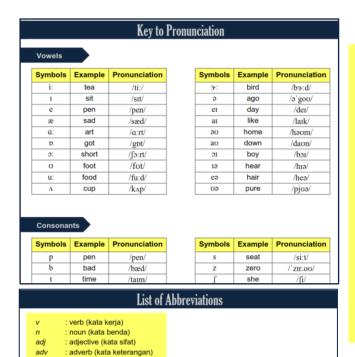




Yogyakarta State Unniversity 2016

# To the Teacher

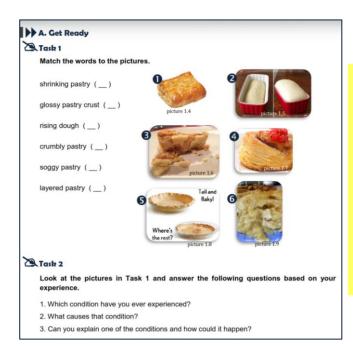
This is a teacher's book for Patisserie Makes Perfect, a textbook for the classroom teaching and learning process of reading for Grade XI students of the Patisserie Expertise Program. With their teacher's guidance, the students are expected to achieve the reading competences stated in Curriculum 2013. The followings are the guidelines on how to use the textbook.



Key to Pronunciation contains a brief explanation of how a particular symbol represents a particular sound in English. The teacher can use it to guide the students to learn how to pronounce words correctly. Then, List of Abbreviations gives the information about the meanings of some abbreviations which are provided in some vocabulary sections. Thus, the teacher is expected to be able to help the students in recognizing parts of speech.

Unit Cover contains the title of the unit and the introduction of the topic. It also gives an overview of what the students are going to learn in the unit. In this part, the teacher should lead the students to the topic they are going to discuss by stimulating them with some questions which are relevant to the topic.





**Get Ready** gives the students some activities which help them build their schemata related to the topic. In this activity, the teacher can ask the students to relate their experience to the topic of discussion and give scaffolding so that the students will be ready for the next main activities.

Let's Read contains the main lesson in the series of reading activities. It consists of the tasks designed to lead the students to achieve the reading competences stated in the curriculum. In carrying out the tasks, the students should be encouraged to respond both to the content of a text and the language. The teacher is also expected to help the students to understand some explanation related to the text.

B. Let's Read

Task 4

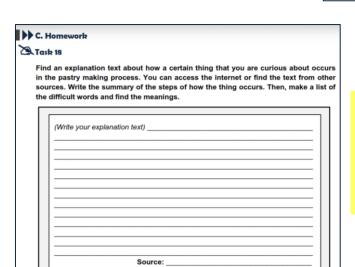
Read the text below and tick the things that you already know and things that you want to know further in the table. You can write more items if they are not listed.

How Sugar Slows Gluten Development

Sugar is one of the ingredients that are always used in pastry-making. During the mixing process, sugar acts as a tenderizing agent by absorbing water and slowing gluten development.

During the mixing of batter and dough, flour proteins are hydrated (surrounded by water) and gluten strands are formed. The gluten forms thousands of small, balloon-like pockets that trap the gases produced during leavening. These gluten strands are highly elastic and allow the batter to stretch under expansion of gases. However, if too much gluten develops, the dough or batter becomes rigid and tough. Sugar competes with these gluten-forming proteins for water in the batter and

Sugar competes with these gluten-forming proteins for water in the batter and prevents full hydration of the proteins during mixing. As a consequence, less gluten is allowed to develop, preventing the elastic dough or batter from becoming rigid. With the correct proportion of sugar in the recipe, the gluten maintains optimum elasticity, which allows for gases to be held within the dough. These gases, from leavening agents and mixing, expand and allow the batter or dough to rise. By preventing the gluten development, sugar helps give the final baked product tender texture and good volume.



**Homework** gives the students a chance to have more reading practices. The teacher needs to explain clearly what the students should do.

**Evaluation** provides an opportunity to measure the students' achievement. In this case, it is expected that the teacher can give some feedback to the students.

D. Evaluation

Read the text below and choose the best answers for questions 1-4.

#### What Causes Soggy Pastry?

Pies with very wet fillings are particularly difficult to perfect. It's often said that cooking is an art and baking is a science. Pastry is no exception so, to avoid your delicious pies and tarts being spoiled by soggy bases, you need to understand a little of what's happening at a molecular level.

When you cook pastry, it's the gluten that creates the texture and structure, but it's mainly the fat that decides the flavor. The cooking process is a battle between these two elements. If the fat melts before a gluten network has formed the pastry will be soggy. This is why pastry is usually cooked at quite a high temperature and in tins that conduct heat well.

Excess moisture, either in the pastry dough or the filling, also causes problems as the liquid sinks to the bottom of the dish and soaks the pastry.

Adapted from: http://www.bbc.co.uk/guides/z93c4wx#zssrcdm

- 1. The text above tells us about ....
  - a. how to avoid soggy bases
  - b. how soggy pastry looks like
  - c. the definition of soggy pastry
  - d. how pastry bases can be soggy
  - e. the characteristics of soggy pastry

I can	Very well	ок	A littl
Understand the content of explanation texts			
Understand the generic structure of explanation texts			
Use the new vocabulary from this unit			
Understand the use of the simple present tense			
Understand the relation between cause and effect			
What do you like the most from this unit?  What do you like the least from this unit?			

**Reflection** provides an activity in which the students can check their own achievement they have made. Through this activity, the teacher can identify whether she or he needs to discuss a certain part of the unit or not.

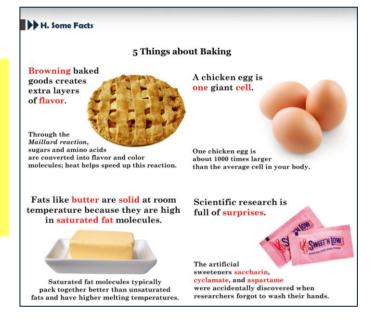
**Let's Sum Up** contains the information about some points that the students have learned in the unit. In this part, the teacher should help the students to recall what they have learned from the unit.

F. Let's Sum Up 1. Explanation Text What is an explanation text? An explanation text tells how or why something occurs. Its purpose is to tell each step of the process (the how) and to give reasons (the why) for it. Generic structure 1. Description of the subject in the introductory paragraph A sequence of sentences that tell how or why
 A conclusion (optional) 2. Simple Present Tense The simple present tense is used to describe regular actions, facts, habits, and general truth. The pattern of the simple present tense:  $S\left(\frac{l/you/we/they}{he/she/lt}\right) + \frac{V1}{V1 + (s/es)} + object/complement$ 3. Cause-Effect The cause-effect relationship is commonly used in exposition texts. There are some ways of expressing cause and effect. We can mention the cause before the effect or mention the effect before the cause.



Vocabulary List helps the students to find the meanings of some words they do not know before. In this case, the teacher should make the students aware that in finding the meaning of a certain word, they need to pay attention to the context.

**Some** Facts provides some interesting information related to the topic of the unit. Apart from the discussion of the unit, the teacher can use these facts to engage the students' interest in reading.



# **APPENDIX I**The Permit Letter



# PEMERINTAHAN KOTA YOGYAKARTA DINAS PERIZINAN

JI Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515865, 515866, 562682 Fax (0274) 555241

E-MAIL : perizinan@jogjakota go.id

HOTLINE SMS: 081227625000 HOT LINE EMAIL: upik@joqjakota.go.id

WEBSITE: www.perizinan.jogjakota.go.id

#### SURAT IZIN

NOMOR: 070/1791

3331/34

Membaca Surat

Dari Surat izin/ Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta Nomor : 070/REG/V/48/5/2016 Tanggal : 3 Mei 2016

Mengingat

- 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.
- Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah,
- Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
- Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
- Peraturan Walikota Yogyakarta Nomor 20 tahun 2014 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;

Diijinkan Kepada

Nama : LAELY RACHMAWATI

No. Mhs/ NIM : 12202241017

Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY Alamat : Jalan Colombo No. 1 Yogyakarta

Penanggungjawab : Drs. Suharso, M.Pd.

Keperluan : Melakukan Penelitian dengan judul Proposal : DEVELOPING

READING LEARNING MATERIALS FOR THE GRADE XI STUDENTS

OF THE PATISSERIE PROGRAM OF VOCATIONAL HIGH

SCHOOLS

Lokasi/Responden

Waktu Lampiran Dengan Ketentuan Kota Yogyakarta

3 Mei 2016 s/d 3 Agustus 2016 Proposal dan Daftar Pertanyaan

- Wajib Memberikan Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
- Wajib Menjaga Tata tertib dan menaati ketentuan-ketentuan yang berlaku setempat
- 3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kesetabilan pemerintahan dan hanya diperlukan untuk keperluan ilmiah
- 4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya

ketentuan-ketentuan tersebut diatas

Kemudian diharap para Pejabat Pemerintahan setempat dapat memberikan bantuan seperlunya

Tanda Tangan Pemegang Izin Dikeluarkan di : Yogy Pada Tanggal : 03

YAKA

Kepala

Drs. HERI KARYAWAN

NIP. 195911141989031004

Yogyakarta 03 Mei 2016

LAELY RACHMAWATI

Tembusan Kepada:

Yth 1.Walikota Yogyakarta (sebagai laporan)

2.Ka. Biro Administrasi Pembangunan Setda DIY

3.Ka. Dinas Pendidikan Kota Yogyakarta

4. Kepala SMK Negeri 6 Yogyakarta

5.Ybs