

APPENDIX A

(Angket Analisis Kebutuhan Siswa)

ANGKET ANALISIS KEBUTUHAN SISWA AKAN MATERI PEMBELAJARAN BAHASA INGGRIS DI SMK N 1 SEWON

1. Perihal Responden

- a. Nama (*optional*, boleh di isi boleh tidak) :
- b. Jenis Kelamin :
- c. Kelas / jurusan :

2. Perihal Kebutuhan Bahan Ajar Siswa

Lingkari jawaban yang anda anggap sangat mewakili diri anda. Jawaban yang dipilih untuk setiap pertanyaan boleh lebih dari satu.

A. Tujuan Pembelajaran

1. Dalam Kelas Bahasa Inggris, saya mengharapkan pembelajaran yang bertujuan menjadikan saya ...
 - a. mampu menguasai kosakata Bahasa Inggris yang berkaitan dengan bidang kejuruan yang saya tekuni (jasa boga)
 - b. mampu menguasai penggunaan tata bahasa yang baik
 - c. mampu merespon ungkapan-ungkapan (ekspresi) yang digunakan sehari-hari baik dalam konteks formal atau informal dengan baik
 - d. mampu membedakan ungkapan-ungkapan dalam situasi formal dan informal
 - e. mampu membedakan ungkapan-ungkapan baik formal atau informal dalam teks lisan monolog atau dialog
 - f. mampu melakukan tindak tutur seperti menyapa, mengakhiri percakapan, memperkenalkan diri dan orang lain, mendeskripsikan benda dan orang, dsb
 - g. mampu berkomunikasi secara lisan dengan menggunakan Bahasa Inggris sederhana dengan baik dalam kehidupan sehari-hari
 - h. Lain-
lain.....
.....

B. Perihal Bahan Ajar

2. *Input* pembelajaran apa yang adik inginkan untuk materi listening?
 - a. model dialog singkat
 - b. model monolog singkat
 - c. macam-macam ungkapan (*expressions*)
 - d. input teks disertai gambar
 - e. Lain-lain

3. Berapa lama durasi input materi mendengarkan Bahasa Inggris (*Listening Skill*) yang adik-adik inginkan?
 - a. < 2 menit
 - b. 2-3 menit
 - c. 3-4 menit
 - d. > 4 menit

4. *Input* pembelajaran apa saja yang adik inginkan untuk materi speaking?
 - a. model monolog sederhana
 - b. model dialog sederhana
 - c. macam-macam ekspresi (*expressions*)
 - d. Lain-lain

5. *Input* pembelajaran apa saja yang adik inginkan untuk materi reading?
 - a. teks bacaan yang sederhana
 - b. teks yang bersifat otentik (biasa kita jumpai dalam kehidupan sehari-hari, seperti di surat kabar atau majalah, brosur, memo, dll)
 - c. input teks disertai gambar
 - d. penjelasan mengenai kata-kata sulit yang terdapat dalam teks
 - e. berkaitan dengan jasa boga
 - f. Lain-lain

6. Berapa panjang teks/ dialog input materi bacaan Bahasa Inggris (*Reading Skill*) yang adik-adik inginkan?
 - a. < 200 kata
 - b. > 400 kata
 - c. 200-300 kata

d. 300-400 kata

7. *Input* pembelajaran apa saja yang adik inginkan untuk materi writing?

- a. contoh atau model text
- b. kosakata yang berkaitan dengan teks yang akan ditulis
- c. struktur kalimat yang berkaitan dengan teks yang akan ditulis
- d. surat formal atau hal-hal yang berkaitan dengan dunia kerja seperti lamaran pekerjaan, pesan singkat atau memo, dsb
- e. Lain-lain

C. Perihal Kegiatan Pembelajaran Di Kelas

8. Dalam kegiatan listening, saya lebih menyukai kegiatan seperti ...

- a. mendiskusikan isi dari monolog atau dialog
- b. mengidentifikasi kosakata kunci yang ada dalam dialog atau monolog yang disimak
- c. mengidentifikasi tempat dan tokoh yang ada di dialog
- d. mengidentifikasi ungkapan-ungkapan yang ada dalam monolog atau dialog
- e. melengkapi respon secara lisan terhadap dialog yang disimak
- f. melengkapi respon secara tulisan terhadap dialog yang disimak
- g. Lain-lain

9. Dalam kegiatan speaking, saya lebih menyukai kegiatan seperti ...

- a. mempraktekkan dialog berpasangan dengan teman didepan kelas
- b. mempraktekkan dialog berdasar gambar yang diberikan guru
- c. bermain peran (role play)
- d. bertukar informasi antar teman dalam kelompok
- e. berdiskusi terhadap topik tertentu
- f. bercerita mengenai kehidupan sehari-hari
- g. mempresentasikan suatu produk (atau topik yang diberikan guru) bersama teman
- h. Lain-lain

10. Dalam kegiatan reading, saya lebih menyukai kegiatan seperti ...

- a. membaca teks reading nyaring dengan pengucapan dan intonasi yang benar
- b. membaca teks reading didalam hati

- c. mendiskusikan tentang isi teks dengan teman sebangku untuk memahaminya
- d. mendiskusikan tentang isi teks dengan kelompok kecil
- e. menganalisa arti kata-kata tertentu dan penggunaan berdasarkan konteks yang dibaca
- f. menganalisa arti ungkapan-ungkapan tertentu dan penggunaan berdasarkan konteks yang dibaca
- g. Lain-lain

.....

.....

11. Dalam kegiatan writing, saya lebih menyukai kegiatan seperti ...

- a. melengkapi kalimat sehingga menjadi satu kalimat yang utuh dan benar
- b. menyusun sebuah kalimat sehingga menjadi satu paragraf yang benar
- c. mengidentifikasi dan memperbaiki kesalahan struktur kalimat
- d. mengidentifikasi dan memperbaiki tanda baca pada teks
- e. menulis teks yang serupa dengan input teks yang diberikan guru
- f. menentukan sendiri input otentik dan menulis teks yang serupa
- g. menulis teks tertentu dengan tata bahasa yang baku
- h. Lain-lain

12. Dalam menambah penguasaan kosa kata, saya lebih menyukai kegiatan seperti ...

- a. mencocokkan kata-kata atau ungkapan bahasa Inggris dengan maknanya yang telah disediakan
- b. mengartikan kalimat atau paragraf dengan kata-kata yang telah disediakan sebelumnya
- c. mengartikan kalimat atau paragraf dengan kata-kata sendiri berdasar pengetahuan yang telah diwakili sebelumnya
- d. mengartikan kata atau ungkapan bahasa Inggris berdasarkan konteks yang dibaca atau diperdengarkan tanpa disediakan maknanya terlebih dahulu
- e. mengidentifikasi kelompok kata dalam teks
- f. menirukan guru dalam mengucapkan kata-kata tertentu dengan benar
- g. Lain – lain

13. Untuk menguji kemampuan penguasaan tata bahasa (grammar), saya lebih menyukai kegiatan seperti ...

- a. mengidentifikasi kesalahan struktur kalimat
- b. membenarkan kesalahan struktur kalimat
- c. menulis kalimat berdasar pola yang telah dipelajari sebelumnya
- d. Lain – lain

D. Peran Siswa

14. Dalam kegiatan belajar mengajar, saya lebih suka menyukai peranan sebagai ...
- a. partisipan yang pasif (siswa kurang memberi respon terhadap penjelasan guru)
 - b. partisipan yang responsif (siswa dapat memberi respon dengan baik terhadap penjelasan guru)
 - c. pendengar dan juga sebagai pelaku (siswa mendengarkan penjelasan guru tetapi juga berperan dalam melakukan kegiatan didalam pembelajaran dikelas)
 - d. partisipan yang aktif dalam berkomunikasi didalam kelas
 - e. Lain – lain

E. Peran Guru

15. Dalam mengerjakan tugas Bahasa Inggris dikelas, saya lebih suka jika guru ...
- a. membahas langsung jawaban tugas tersebut
 - b. memberi contoh terlebih dahulu sebelum minta siswa mengerjakan
 - c. meminta jawaban secara spontan apabila siswa menemui kesulitan dalam mengerjakan tugas
 - d. berkeliling untuk sekedar mengamati siswa dalam mengerjakan tugas
 - e. berkeliling dan membantu siswa dalam mengerjakan tugas
 - f. diam didepan dan memantau siswa mengerjakan tugas
 - g. Lain – lain

F. Setting

16. Pada saat mengerjakan tugas, saya lebih suka apabila ...
- a. mengerjakan secara individu
 - b. berdiskusi dan mengerjakannya dengan teman sebangku
 - c. berdiskusi dan mengerjakannya dengan teman kelompok
 - d. lain-lain

17. Saya lebih senang melakukan pembelajaran di ...

- a. ruang kelas
- b. perpustakaan
- c. luar kelas (lapangan, taman, dll)
- d. ruang praktek
- e. lain – lain

APPENDIX B

(The Result of Need Analysis)

THE RESULT OF NEED ANALYSIS
CULINARY STUDY PROGRAMME OF SMK N 1 SEWON

Aspect	Question Number	Students' Needs	N*	Total Answer per item	Agree
Goal	1	Students expect the English teaching and learning process that allow them to ...			
		master English vocabulary related to students' study programme (culinary programme)	28	20	71,40 %
		master the use of grammar	28	19	67,90 %
		express formal and informal expressions used in daily life	28	14	50,00 %
		differentiate formal and informal expressions	28	1	3,60 %
		differentiate formal and informal expressions in the spoken monologue and dialogue texts	28	6	21,43 %
		speech such as greeting, ending conversation, introducing one self and others, and describing things or people	28	10	35,70 %
		use simple English to communicate orally in daily life	28	20	71,40 %
		understand and answer questions using English	28	1	3,60 %
		speak English fluently	28	1	3,60 %
Input (Listening)	2	What kind of input for listening materials do students expect?			
		simple dialogues	28	11	39,3 %
		simple monologues	28	9	32,1 %
		Expressions	28	4	14,3 %
		texts with pictures	28	11	39,3 %
	3	How long does the listening input that students expect?			
		< 2 minute	28	11	39,3 %
		2-3 minute	28	13	46,4 %
		3-4 minute	28	5	17,9 %

		> 4 minute	28	4	14,3 %
Input (Speaking)	4	What kind of input for speaking materials do students expect?			
		simple monologue	28	12	42,9 %
		simple dialogue	28	13	46,4 %
		Expressions	28	14	50 %
Input (Reading)	5	What kind of input for reading materials do students expect?			
		simple reading texts	28	13	46,4 %
		authentic texts (students often meet the texts in their daily life, such as magazine, brochure, memo etc)	28	14	50 %
		texts with pictures	28	2	7,1 %
		the explanations of difficult vocabularies in the text	28	8	28,6 %
		the text related to culinary	28	16	57,1 %
	6	How long does the input of the reading texts that students expect?			
		< 200 words	28	16	57,1 %
		> 400 words	28	14	50 %
		200-300 words	28	12	42,9 %
		300-400 words	28	7	25 %
Input (writing)	7	What kind of input for writing materials do students expect?			
		Texts	28	12	42,9 %
		vocabularies related to the text will be written	28	7	25 %
		the structures of the sentences in the text that will be written	28	11	39,3 %
		formal letters related to the work field, such as application letter, memo, etc.	28	18	64,3 %
Activity (listening)	8	In listening activities, the students prefer to the activities such as ...			
		discussing the content of monologues or dialogues	28	13	46,4 %
		identifying the vocabulary keywords in the monologues or dialogues that will be heard by the students	28	11	39,3 %

		identifying places and characters in monologues or dialogues	28	8	28,6 %
		identifying the expressions in monologues or dialogues	28	11	39,3 %
		completing spoken response toward the dialogue heard	28	2	7,1 %
		completing written response toward the dialogue heard	28	6	21,43 %
Activity (speaking)	9	In speaking activities, the students prefer to the activities such as ...			
		practicing dialogues in pairs in front of the class	28	2	7,1 %
		practicing dialogues based on the pictures given by the teacher	28	7	25 %
		role-play	28	10	35,7 %
		exchanging the information among friends in a group	28	15	53,6 %
		discussing particular topic	28	-	0 %
		telling about daily activities	28	8	28,6 %
		presenting particular products (or topic given by the teacher) together with friends	28	11	39,3 %
Activity (reading)	10	In reading activities, the students prefer to the activities such as ...			
		reading texts loudly using correct pronunciation and intonation	28	14	50 %
		reading texts silently	28	13	46,4 %
		discussing the content of the text with friends	28	9	32,1 %
		discussing the content of the text in a small group	28	11	39,3 %
		analyzing the meaning and the using of particular vocabularies based on the context	28	15	53,6 %
		analyzing the meaning and the using of particular expressions	28	13	46,4 %

		based on the context			
Activity (writing)	11	In writing activities, the students prefer to the activities such as ...			
		completing sentences to make correct sentences	28	17	60,7 %
		arranging sentences to make a good paragraph	28	13	46,4 %
		identifying and correcting the mistakes of sentences' structures	28	14	50 %
		identifying and correcting the reading signals on the texts	28	5	17,9 %
		writing the texts which are similar to the input texts given by the teacher	28	6	21,4 %
		finding the authentic input by their selves then writing the similar texts	28	1	3,6 %
		writing particular texts by using standard grammar	28	10	35,7 %
Activity (vocabulary)	12	Related to vocabulary, the students prefer to the activities such as...			
		matching the English words or expressions with their provided meanings	28	12	42,9 %
		finding the meanings of sentences or paragraphs by using words provided before	28	13	46,4 %
		finding the meanings of sentences or paragraphs by using own words	28	13	46,4 %
		finding the meanings of English words or expressions based on the context, without providing the meaning first	28	6	21,4 %
		identifying a group of words in a text	28	7	25 %
		imitating the teacher in pronouncing words correctly	28	15	53,6 %
Activity (grammar)	13	Related to grammar, the students prefer to activities such as ...			
		identifying grammar	28	13	46,4 %

		error in a sentence			
		correcting grammar error in a sentence	28	8	28,6 %
		writing sentences based on the structures learnt before	28	15	53,6 %

APPENDIX C

(Course Grid)

APPENDIX D

(First Draft)

UNIT 1

MY DUTIES ARE TO OFFER THE MENU AND TO TAKE ORDERS



Source :
www.southerncruising.com/NewsRelease.aspx?NewsId=155

If you want to apply for a job, you have to be able to ask and tell about job descriptions and educational background. Do you know how to do those politely?

In applying for a job, you have also to be able to write your Curriculum Vitae. Can you make it very well? Learn those in this unit and you will be able to do them effectively.

Let's start



Task 1



Study the picture below. In your opinion, what are the people doing?



Picture 1.1

www.southerncruising.com/NewsRelease.aspx?NewsId=155



Picture 1.2

Source : www.googleimage.co.id

Let's listen & speak



Task 2



Below are some words you are going to find in Task 3. Find their meanings in the dictionary and then repeat after your teacher.

Words	Meanings
chef ☹️💧🍴🔪🌀 (n)	
restaurant ☹️🔪🍴🍷♦️★🍷🍷🍷🍷 (n)	
culinary ☹️🔪🍴🍷🍷🍷🍷🍷🍷 (adj)	
baker ☹️🔪🍴🍷🍷🍷🍷🍷🍷 (n)	

bakery 👁️👂👉👈👊👋👌👍👎👏👐👑👒👓👔👕👖👗👘👙👚👛👜👝👞👟👠👡👢👣👤👥👦👧👨👩👪👫👬👭👮👯👰👱👲👳👴👵👶👷👸👹👺👻👼👽👾👿👽👾👿 (n)	
duty 👁️👂👉👈👊👋👌👍👎👏👐👑👒👓👔👕👖👗👘👙👚👛👜👝👞👟👠👡👢👣👤👥👦👧👨👩👪👫👬👭👮👯👰👱👲👳👴👵👶👷👸👹👺👻👼👽👾👿👽👾👿 (n)	
challenging 👁️👂👉👈👊👋👌👍👎👏👐👑👒👓👔👕👖👗👘👙👚👛👜👝👞👟👠👡👢👣👤👥👦👧👨👩👪👫👬👭👮👯👰👱👲👳👴👵👶👷👸👹👺👻👼👽👾👿👽👾👿 (adj)	
goal 👁️👂👉👈👊👋👌👍👎👏👐👑👒👓👔👕👖👗👘👙👚👛👜👝👞👟👠👡👢👣👤👥👦👧👨👩👪👫👬👭👮👯👰👱👲👳👴👵👶👷👸👹👺👻👼👽👾👿👽👾👿 (n)	
future 👁️👂👉👈👊👋👌👍👎👏👐👑👒👓👔👕👖👗👘👙👚👛👜👝👞👟👠👡👢👣👤👥👦👧👨👩👪👫👬👭👮👯👰👱👲👳👴👵👶👷👸👹👺👻👼👽👾👿👽👾👿 (n)	

Task 3



In this Task, you are going to listen to a conversation twice. Listen to it and take a note for the important information. Then, answer the questions with your partner. (The listening script is in the Appendix)

Questions :

1. What position does the interviewee apply for?
2. What is the interviewee educational background?
3. What is the interviewee last job?
4. What are the duties for that job?
5. What does the interviewer say to ask the interviewee about the interviewee's last job and its duties?
6. What does the interviewee say to tell about his last job and its duties?

Task 4



Study the expressions below.

Asking and Telling about One's Job Description and Educational Background.

1. Job description

Asking about one's job description

Formal	Informal
• Could you tell me what your duties are? • I would like to know whether you know about your responsibility. • Can you tell me what your task is? • I would like to know about what you have to do.	• What are your duties? • What is your responsibility? • What is your task? • What do you have to do?

Telling about one's job description

- My job is to bring the food to customers at their tables in a restaurant.
- My duties are to offer the menu and to take orders.
- My task is to prepares and cooks food.
- I have to sells meat in a shop.

2. Educational Background

Asking about one's educational background

Formal	Informal
• Could you tell me a little about your educational background? • Can you tell me where you graduated from? • I would like to know about your major. • I would like to know where you study.	• What is your educational background? • Where did you graduate from? • What is your major? • Where do you study?

Telling about one's educational background

- I graduated from a vocational school.
- I have a degree in culinary program.
- I majored in culinary.
- My major is
- I study in

Adapted from “Effective Communication” An integrated Course of English for Vocational High School.

Task 5



Listen to the dialogue carefully. Choose one of the expressions you hear from the dialogue. Do it individually.

- Ardi : Rio, (what does your father has to do/ what does your father do) ?
- Rio : He (has to sells/ sells) meat in a shop.
- Ardi : Hummm.. so, is your father a butcher?
- Rio : Yes... He is. What about your father?
- Ardi : My father is a waiter . His (task/ job) is to bring the food to customers at their tables in a restaurant.
- Rio : So, (where does he study/ where did he graduate from) ? Is he graduated from a culinary department of a university?
- Ardi : No.. He is not. He (studied in/ graduated from) the culinary program of a vocational school.
- Rio : Vocational school?
- Ardi : Yes.. just want to let you know that working as a waiter is not always the graduated person of a university.
- Rio : Wow. I see.

Task 6



Complete the following dialogues using the expressions of asking and telling about one's job description. Do it individually.

1. Dewi : (asking one's job description) _____ .
Nur : My task is to cook for customers.
2. Mahardika: Could you tell me what your duties are?
Putra : (telling one's job description) _____ .
3. Cantika : (asking one's educational background) _____ .
Putri : I majored in culinary.
4. Salam : Could you tell me a little about your educational background?
Asep : (telling one's educational background) _____ .

Task 7



Choose one of the following situations. In pairs, make a dialogue based on the situation. After that, act it out with your partner.

Situation :

1. Suppose you are a chef in a restaurant. A new cook asks you about his/ her job working there. You tell him/ her about the job and the responsibility of a cook.
2. Suppose you are doing an interview for applying a new job as a chef in a new restaurant. You have already resigned from your previous job as a waiter/ waitres in a hotel. The interviewer asks you to tell him/her about your job and responsibility of your previous job. You tell him/ her about them.

Let's read & write



Task 8



Read the text below. Then check your comprehension by answering the questions that follow. Do it with your partner.

BEING A WAITRESS IS HARD



Picture 1.3

A waitress is a woman **who** seats the guests, takes the drink orders, and watches to see if the guests need anything. There are many job descriptions for a waitress. Body language lets her know when the guests are ready to order. When they are ready, she takes the order, makes sure that they are served drinks and appetizers.

A waitress is also a woman **whose** job is to clean tables, fill salt, things like that. She also makes silverware rolls for the guests **whom** she serves, if they use those in the establishment. Keep checking on guests to make sure they are happy. Fix whatever drinks need to be fixed and keep the tables going. Besides, she basically keeps the guests happy, and when they aren't happy, she listens to why, and makes them happy. Even when she has a bad day. Nobody should know it. She can't take it out on the guests. Therefore, being a waitress is hard. It is very demanding.

Adapted from wikianswer/What_is_the_job_description_for_a_waitress.htm

Questions :

1. What does paragraph 1 talk about?
2. Who is a waitress?

3. What does paragraph 2 talk about?
4. Mention four jobs of a waitress.

Task 9



Study the explanation below. Discuss with your friends.

In the text in Task 8, you find some sentences such as:

- A waitress is a woman **who** goes to see if the guests need anything.
- A waitress is also a woman **whose** job is to clean tables, fill salt, things like that.
- She also makes silverware rolls for the guests **whom** she serves, if they use those in the establishment.

The italic words above are called adjective clauses. **Adjective clause** is a part of a sentence telling us what kind of person or thing the speaker means. Here are other adjective clauses you can use.

Adjective clause

Adjective. Adjective clauses are generally introduced or preceded by a relative pronoun such as:

who	= for people as subjects
whom	= for people as objects
which	= for things as subjects or objects
whose	= to indicate possession
that	= for people or things as subjects or objects

Here are other examples :

1. He is a butcher.
He sells meat in a shop.
A butcher is a *person* **who** sells meat in a shop.
2. She brings the food to customers.
She serves customers in a restaurant.
She brings the food to customers **whom** she serves in a restaurant.
3. She is a baker.
Her job is to make bread and cakes for sale, or to sell bread and cakes.
A baker is a *person* **whose** job is to make bread and cakes for sale, or to sell bread and cakes.

Adapted from "Effective Communication" An integrated Course of English for Vocational High School.

Task 10



Combine these following sentences using adjective clauses. Number one has been done for you.

1. The woman is our new manager. She always comes to the restaurant at 6 a.m.
The woman who always comes to the restaurant at 6 a.m is our new manager.
2. Andi works as a chef. He graduated from the culinary program of a vocational school.
3. The waitress is very friendly with the customers. The waitress serves the customers in the restaurant.
4. Arini is a cook in Minahasa Hotel. Her job is to prepare and cook food.
5. Salam gets a new job. The job is related to his study.

Task 11



Study this Curriculum Vitae below. Then, answer the questions follow with your partner.

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dek_nunun@yahoo.com

EDUCATION

2005 – 2009	Culinary Program of Yogyakarta State University
2004 - 2005	Culinary Training
2004	English Course
2001 - 2004	Vocational School “Jasa Boga”

OCCUPATION

2011 – present	baker in Mirota Bakery
2009 – 2010	a chef in Lion Restaurant

COMPETENCIES

Good command of English (TOEIC score of 600)

INTERESTS

Reading books

Adapted from “Effective Communication” An integrated Course of English for Vocational High School.

Questions :

1. What is Dewi’s highest education?
2. What kind of training has she taken?
3. What is her present job?
4. What is the function of Curriculum Vitae?

Task 12



Fill the blank spaces of CV format below. Suppose you are writing a CV to apply for a job. Do it individually.

putrisalam@yahoo.com

EDUCATION

2006 - 2010

Language course (English)

2001 - 2004

OCCUPATION

2010 – present

baker in Minahasa Bakery

COMPETENCIES

Sport, Dancing

Task 13



Write a CV of your own. After that, exchange your CV to your partner. Give feedback to each other.

Let's check your competence



Task 14



Describe these pictures using adjective clause.

Reflection



Picture 1.3 A cook
Source :
www.googleimage.co.id



Picture 1.4 a baker
Source :
www.googleimage.co.id



Picture 1.4 a waiter/waitress
Source :
www.googleimage.co.id

Task 15



Suppose you want to apply for a job. Make a CV for applying the job.

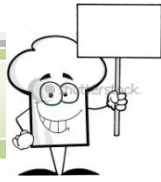
My reflection



How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (✓) in the right columns according to how much you have learnt.

Aspects	very much	much	little
Asking about one's job description			
Telling about one's job description			
Asking about one's educational background			
Telling about one's educational background			
Adjective clause			
Writing CV			
Vocabulary			

Let's summarize



In this unit, you have learnt about asking and telling about one's job description and educational background.

➤ Asking and Telling about One's Job Description and Educational Background.

1. Job description

Asking about one's job description

Formal

- Could you tell me what your duties are?
- I would like to know whether you know about your responsibility.
- Can you tell me what your task is?
- I would like to know about what you have to do.

Informal

- What are your duties?
- What is your responsibility?
- What is your task?
- What do you have to do?

Telling about one's job description

- My job is to bring the food to customers at their tables in a restaurant.
- My duties are to offer the menu and to take orders.
- My tasks are to prepare and cook food.
- I have to sell meat in a shop.

Summarize

2. Educational Background

Asking about one's educational background

Formal	Informal
• Could you tell me a little about your educational background?	• What is your educational background?
• Can you tell me where you graduated from?	• Where did you graduate from?
• I would like to know about your major.	• What is your major?
• I would like to know where you study.	• Where do you study?

Telling about one's educational background

- I graduated from a vocational school.
- I have a degree in culinary program.
- I majored in culinary.
- My major is
- I study in

➤ Adjective clause

Adjective clause

Adjective clause is a part of a sentence telling us what kind of person or thing the speaker means. It is generally introduced or preceded by a relative pronoun such as:

who	= for people as subjects
whom	= for people as objects
which	= for things as subjects or objects
whose	= to indicate possession
that	= for people or things as subjects or objects

Here are other examples :

1. He is a butcher.

He sells meat in a shop.

A butcher is a *person* who sells meat in a shop.

2. She brings the food to customers.

She serves customers in a restaurant.

She brings the food to customers whom she serves in a restaurant.

3. She is a baker.

Her job is to make bread and cakes for sale, or to sell bread and cakes.

A baker is a *person* whose job is to make bread and cakes for sale, or to sell

chef	👨‍🍳🔪🍴🌟 (n)	: juru masak (kepala, koki)
restaurant	🍽️🏠🍷🔱🌟🍴🌟🌟 (n)	: restoran, rumah makan
culinary	🍽️🏠🍷🔱🌟🍴🌟🌟 (adj)	: berhubungan dengan
dapur/ makanan		
baker	👨‍🍳🔪🍴🌟🍴🌟 (n)	: tukang roti
bakery	👨‍🍳🔪🍴🌟🍴🌟🍴🌟 (n)	: toko roti dan kue
duty	👨‍🍳🔪🍴🌟🍴🌟🍴🌟 (n)	: kewajiban
challenging	👨‍🍳🔪🍴🌟🍴🌟🍴🌟 (adj)	: yang menantang
goal	👨‍🍳🔪🍴🌟🍴🌟🍴🌟 (n)	: tujuan
future	👨‍🍳🔪🍴🌟🍴🌟🍴🌟 (n)	: masa depan
guest	👨‍🍳🔪🍴🌟🍴🌟🍴🌟 (n)	: tamu
order	👨‍🍳🔪🍴🌟🍴🌟🍴🌟 (n)	: pesanan
appetizer	👨‍🍳🔪🍴🌟🍴🌟🍴🌟 (n)	: makanan
pembangkit selera		
silverware	(n)	: alat makan; sendok, garpu
demand	👨‍🍳🔪🍴🌟🍴🌟🍴🌟 (n)	: tuntutan

UNIT 2

I'M GOING TO OPEN THE NEW
RESTAURANT ON APRIL 1ST.



Source : <http://en.wikipedia.org/wiki/Restaurant>

In this unit, you are going to tell about your past time job and your working plans in the future. You are also going to learn how to write an application letter.

Let's start



Task 1



Answer the following questions with your partner based on your experience.

1. What did your parents do?
2. Where did they work?
3. How long did they work there?
4. What do your parents' plans probably about future jobs?

Let's listen & repeat



Task 2



Below are some words you are going to find in Task 3. Find their meanings in the dictionary and then repeat after your teacher.

English	Indonesian
problem ☹️👉👉👉👉👉👉👉👉 (n)	
resign ☹️👉👉👉👉👉👉👉 (v)	
waiter ☹️👉👉👉👉👉👉👉 (n)	
customer ☹️👉👉👉👉👉👉👉 (n)	
plan ☹️👉👉👉👉👉👉👉 (n)	
future ☹️👉👉👉👉👉👉👉 (n)	
excellent ☹️👉👉👉👉👉👉👉 (adj)	
health ☹️👉👉👉👉👉👉👉 (n)	

Task 3



In this Task, you are going to listen the conversation twice. Listen to them and take a note for the important information. Then, answer the questions with your partner. (The listening script is in the appendix)

Questions :

1. What was Surya's problem?
2. What happened with Surya's father?
3. What did Surya father's previous job?
4. Why did Surya's father resign from his job?
5. What is Surya's father's plans probably about his future jobs?

Task 4



Study the expressions below.

PAST TENSE

The **past tense** shows the past events and past activities. The affirmative form of simple past tense uses the verb II form. In the simple past tense, regular verbs end in *-ed*.

e.g. *monitor – monitored stir – stirred*
supply – supplied include – included

The **past continuous tense** describes a past action at some point between its beginning and its end.

In the past continuous tense, the subject is followed by the auxiliary *was/were* and the verb is added with the *-ing* form.

Remember: I/She/He/It **was serving** the food when she saw the manager.

You/They/We **were serving** the food when she saw the manager.

FUTURE TENSE

1. The use of “Will”

We use “will” in these situations.

- a) Statements of future facts
e.g.: The order will be finished tomorrow.
- b) Decisions made at the time of speaking
e.g.: I have served all of the customers. I will take a rest for a moment.
- c) To express a prediction
e.g.: I will probably be late to the restaurant this morning.
- d) To show willingness
e.g.: I will help you making this cake.
- e) Promising to do something
e.g.: Thank you for helping me making this cake. I will give a half of the cake to you.

2. The use of “Be Going To”

- a) Planned future actions or events
e.g.: I am going to open the new restaurant on April 1st.
- b) Future events in a neutral way
e.g.: Mr. Salam is going to be the new chef in this restaurant.
- c) Future events evident from something in the present
e.g.: I'm tired of being a baker. I am going to resign from the bakery.

3. The use of “The present continuous tense”

We use “the present continuous tense” to express planned actions or events.

e.g.: I am not working tomorrow.

Adapted from “Effective Communication” An integrated Course of English for Vocational High School.

Task 5



A. Choose the correct words to complete the questions and answers. Number one has been done for you.

cut cook lose cook
wash clean find

1. A : How did Andi break those glasses?
B : He broke them while he was serving the customers.
2. A : How did you _____ you finger?
B : I _____ it while I _____ for dinner.
3. A : How did Lisa _____ the knife?
B : She _____ it while she _____ in the kitchen.
4. A : How did you _____ the plates in the desk?
B : I _____ them while I _____ the kitchen.
5. A : How did your father _____ this new recipe?
B : He _____ it while he _____ a cooking program in the television.

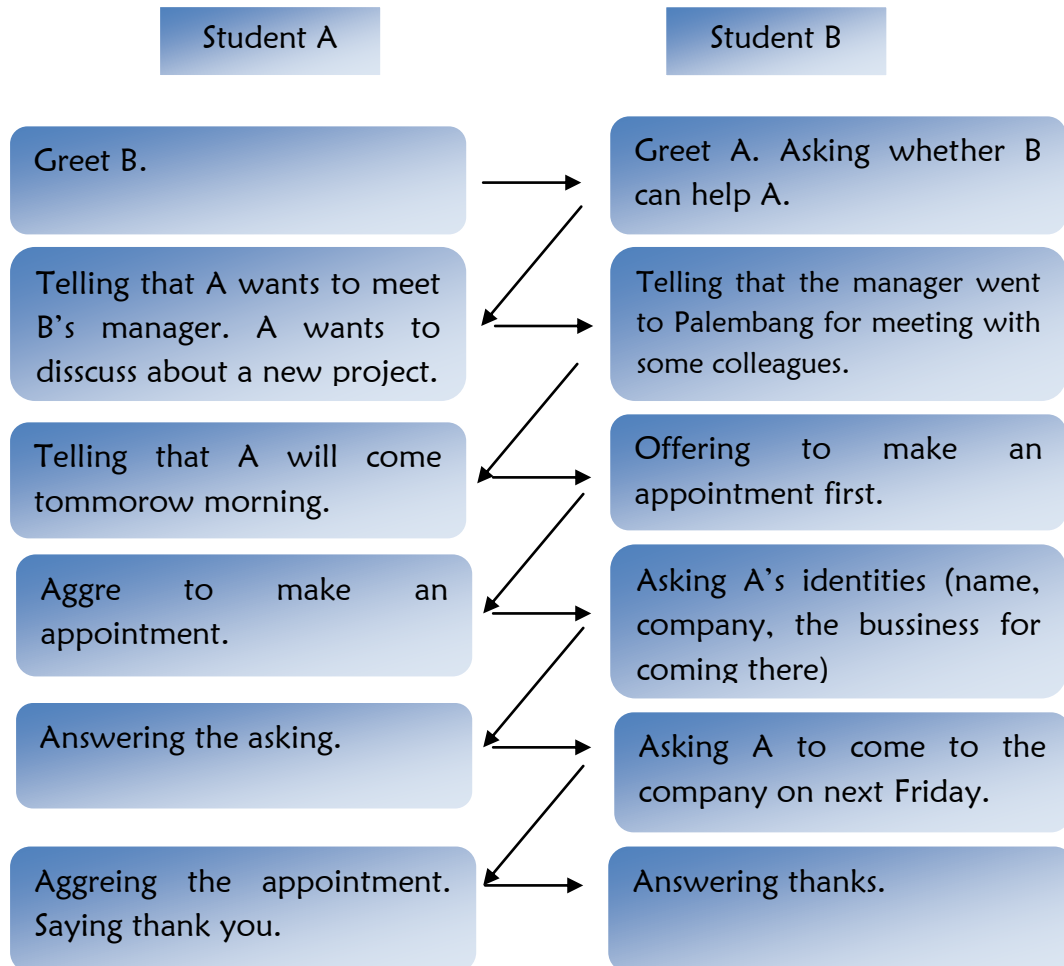
B. Put the verb into the correct form using “will” or “going to”. Number one has been done for you as an example.

1. Rio : Ardi, how about Mr. Hanif's order? Have you made the cake?
Ardi : Yes, I have. The cake (finish) tomorrow.
Ardi : Yes, I have. The cake will be finished tomorrow.
2. Asep : You look so tired, Salam. I (help) you making this soup.
Salam : Thank you so much.
3. Mahardika : Putra, what is your plan after graduating from this college?
Putra : I (open) a big bakery in this city.
4. Cantika : Do you have any plan about your future job?
Putri : Yes, I have. I (help) my father in his new restaurant.
5. Surya : Rizky, this cake is for you. I made the cake by myself.
Rizky : Oh. Thank you so much. I (not give) the cake to anyone. I (eat) it.

Task 6



In pairs, take turns to ask and answer with your classmates the following plans below.



Task 7



Let's do a role play. Choose one of the following situations below. Work in pairs and make a simple dialogue based on the situation. Then, perform it with your partner.

1. Suppose you and your friend are having a dinner. Your friend has already resign from his/ her job because he/ she wants to have his/ her own company. He/ she has a plan to open a new big bakery. Then he/ she asks you to be one of the partners who establish the company. Finally, you and your friend get an agreement to open the new bakery next year.
2. Suppose your friend is a new employee in a company. You and your new friend are having lunch together. You asks your friend to tell about his/ her previous job and his/ her plan for having work in the new company. Your friend answers and tells you about his/ her previous job and his/ her future plan about his/ her new job.

Let's read & write



Task 8



Study this job advertisement then answer the questions that follow with your partner.

URGENTLY NEEDED

A developing restaurant invites applicants for the following positions :

1. Chef
2. Waiter/ waitress

Qualifications :

- a. Hard working (1,2)
- b. Have the same experience at least 1 year (1,2)
- c. Good looking (1,2)
- d. Mastering spoken and written English (1,2)

Send your application letter and CV to :

P.O BOX 55573

Yogyakarta

Questions :

1. Who invite the applicants?
2. What posisitons does the restaurant offer?
3. What are the qualifications for being a chef?
4. Where do the applicants have to send their application letter and CV?

Task 9



The application letter below is based on the advertisement in Task 8. Study it then answer the questions with your partner.

August 06, 2011 → **date**

Personal Manager
P.O BOX 55573
Sleman, Yogyakarta } **Inside address**

Dear Sir/ Madam → **salutation**

I am applying for the position of a chef, advertised in *Kompas* on August 05, 2011. My name is Mahardika Putra Salam and I am 25 years old. I have a Sarjana Degree from the Culinary Department of Yogyakarta State University. } **Opening paragraph**

I have worked for some restaurants as a cook and chef. I have more than four years of work experience. I joined training and apprenticeship while I was in the vocational school and university. I also have good ability in spoken and written English. } **Body of letter**

I would like to add that I have high motivation and loyalty. I am also ready to work hard. I am able to work independently and in a team. }

I enclose my CV, a recent photo, and copies of some documents. I am looking forward to hearing from you. } **Closing paragraph**

Sincerely yours, } **closing**

Mahardika Putra Salam

Jln. Wonosari km 09
Yogyakarta 55579 } **Sender's address**

Adapted from "Effective Communication" An integrated Course of English for Vocational High School.

Questions :

1. When does the applicant send the letter?
2. What position does the applicant want to apply?
3. What is the educational background of the applicant?
4. What is the work experience of the applicant?
5. Where is the applicant's address?

Task 10



Study this advertisement then complete the application letter that follows. Do it individually.

URGENTLY NEEDED

**New Newspaper,
August 05, 2011**

A developing restaurant invites 5 applicants for the position of :

- Waiter/ waitress

Qualifications :

- a. Hard working
- b. Good looking
- c. Mastering spoken and written English
- d. Having at least 1,5 year's of experience in a similar capacity

Send your applications and CV to :

P.O. BOX 44455
Palembang

The application letter :

November __, _____

P.O. BOX 44455

Dear Sir/ Madam,

I am applying for the position _____ , advertised in _____ on _____ , 2011. My name is _____ and _____. I have a _____ .

I have worked for _____. I have more than _____ years of work experience. I _____ while I was in the vocational school. I also _____.

I would like to add that I have _____ , _____, _____. I am also _____. I am able to work independently and in a team.

I enclose _____ , _____, _____. I am looking forward to hearing from you.

Sincerely yours,

Task 11



Arrange the jumbled paragraphs below into a good order of an application letter and then rename the part of each paragraph. Number one has been done for you.

1. September 18, 2011 } date

2. Dear Sir / Madam, }

8. Jln. Kenari 40
Yogyakarta 55668 }

Reading & writing

3. Your faithfully,
Muhammad Ilham

9. Personal Manager,
P.O. BOX 180989
Bengkulu

4. I am 21 years of age and I graduated from Culinary Department of SMK N 1 Sewon.

5. I have an excellent health, high motivation, good communication of English skill, high loyalty, integrity. I am also ready to work hard.

6. I am seeing your fast growing restaurant and I heard that your restaurant has a good reputation, so I would like to join with your restaurant as a waiter.

7. Hopefully, you could to consider my application and I am looking forward to hearing from you.

Task 12



Write an application letter based on the advertisement below. Do it individually.

URGENTLY NEEDED

A new restaurant invites applicants for the following positions :

1. Chef
2. Waiter/ waitress
3. Cook

Qualification :

- a. Hard working (1,2,3)
- b. High motivation (1,2,3)
- c. Good looking (3)
- d. Can work individually/ in a team (2,3)
- e. At least 3 year's experience of work in a simila capacity (1, 2,3)
- f. Mastering spoken and written English (2)

Send your application letter to:

P.O. BOX 345345
Jakarta

Let's check your competence



Task 13



Complete the following paragraph by using appropriate verbs of past and future tenses.

Anisa was a baker in “Delicious Bakery”. She _____ (make) bread and cakes for sale or _____ (sell) bread and cakes. She _____ (is) one of the diligent bakers there. One day, when the owner of the bakery _____ (come) to the shop, Anisa _____ (take) a serious conversation with a costumer. The costumers _____ (complain) about Anisa’s service. He _____ (tell) her that her service _____ (is) so slow. Anisa _____ (try) to ask for apology but the costumer _____ (reject) it. Seeing the situation, the owner of the bakery _____ (come) to them. He _____ (ask) for the apology for the costumer. He _____ (promise) that he _____ (give) her a warning.

Task 14



Look for a job vacancie related to your study programme advertised in the newspaper. Then make your own application letter based on the advertisement.

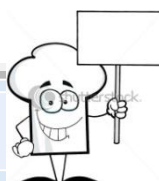
My reflection



How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (✓) in the right columns according to how much you have learnt.

Aspects	very much	much	little
Telling past time job			
Telling working plan in the future			
Writing application letters			
Vocabulary			

Let's summarize



In this unit, you have learnt about telling your past time job and working plan in the future.

PAST TENSE

The **past tense** shows the past events and past activities. The affirmative form of simple past tense uses the verb II form. In the simple past tense, regular verbs end in *-ed*.

e.g. monitor – monitored stir – stirred

supply – supplied

include – included

The **past continuous tense** describes a past action at some point between its beginning and its end.

In the past continuous tense, the subject is followed by the auxiliary *was/were* and the verb is added with the *-ing* form.

Remember: I/She/He/It **was serving** the food when she saw the manager.

You/They/We **were serving** the food when she saw the manager.

FUTURE TENSE

1. The use of “*Will*”

We use “will” in these situations.

a) Statements of future facts

e.g.: The order will be finished tomorrow.

b) Decisions made at the time of speaking

e.g.: I have served all of the customers. I will take a rest for a moment.

c) To express a prediction

e.g.: I will probably be late to the restaurant this morning.

d) To show willingness

e.g.: I will help you making this cake.

e) Promising to do something

e.g.: Thank you for helping me making this cake. I will give a half of the cake to you.

2. The use of “*Be Going To*”

a) Planned future actions or events

e.g.: I am going to open the new restaurant on April 1st.

b) Future events in a neutral way

e.g.: Mr. Salam is going to be the new chef in this restaurant.

c) Future events evident from something in the present

Vocabulary

Vocabulary list



problem	☹️🔍📦🔢🔴🟡🟢 (n)	: soal, masalah, persoalan
resign	🙋📦👉🔴🟡🟢 (v)	: berhenti, meletakkan
waiter	👤🔍📦👉🔴🟡🟢 (n)	: pelayan (laki-laki)
customer	👤🔍📦👉🔴🟡🟢 (n)	: pelanggan, nasabah
plan	🙋📦👉🔴🟡🟢 (n)	: rencana
future	👤🔍📦👉🔴🟡🟢 (n)	: masa depan
excellent	👤🔍📦👉🔴🟡🟢 (adj)	: unggul, baik sekali
health	👤🔍📦👉🔴🟡🟢 (n)	: kesehatan

*There is more treasure in books
than in all the pirates' loot on the
Treasure Island.*

Walt Disney



**SORRY, THIS STEAK IS
OVERCOOKED!**



Source: <http://blog.opentable.com/tag/complaints/>

In your daily life, sometimes you want to express your dissatisfaction with something or someone. Do you know how to express it well? And do you know how to answer your friends when they express it to you?

When you do not know how to do or use something, what will you do?

Will you find any sources available around you? Can you follow the instructions well? Learn them in this unit.

Let's start



Task 1



Study the pictures below. In your opinion, what are the people doing?



Source :
http://www.shinyshiny.tv/2010/05/toptable_restaurant_site_deletes.html



Source: <http://scoobydr3w.wordpress.com/2010/02/22/handling-customer-complaints-in-restaurants/>



Source: <http://blog.opentable.com/tag/complaints/>

Let's listen & repeat



Task 2



Below are some words you are going to find in Task 3. Find their meanings in the dictionary and then repeat after your teacher.

Listening & speaking

English	Indonesian
cake 🍰🍰🍰🍰🍰 (n)	
ticket 🎫🎫🎫🎫🎫 (n)	
fortnight 📅📅📅📅📅 (n)	
factory 🏭🏭🏭🏭🏭 (n)	
delay ⏸️⏸️⏸️⏸️⏸️ (v)	
expect 🕒🕒🕒🕒🕒 (v)	
business 🏢🏢🏢🏢🏢 (n)	

Task 3



In this Task, you are going to listen the conversation twice. Listen to them and take a note for the important information. Then, answer the questions with your partner. (The listening script is in the appendix)

Questions :

1. Who are having the conversation in the dialogue?
2. What does the customer offer?
3. What does the customer say to express her complaint when she knows that the cake is delayed?
4. What does the customer say to express her complaint when she knows that the bakery can not change her son's name?
5. What does the baker say to reply the complaint?

Task 4



Study the expressions below.

In the dialogue in Task 3, you find the expressions, such as :

- ... but I really don't think that is good enough. (**expressing complaint**)
- I am sorry ma'am. (**replying complaint/ expressing apology/ refuse**)
- Why did not you read carefully first ... (**expressing complaint**)
- You can not expect me to pay that much. (**expressing complaint**)

Here are some other expressions you can use to express and reply complaint.

COMPLAINT

Here are some ways of expressing your dissatisfaction with something or someone.

A

Complaint

I'm afraid the soup is cold.

Sorry, this steak is overcooked.

I don't think this fish is fresh.

B

Apology/ Excuse

Yes, I know but ...

I'm sorry, but ...

Sorry, there's nothing I/ we can do about it, I'm afraid.

Well, sir/madam, you ...

A

(Well, I'm sorry, but) ...

I (really) don't think that's good enough.

It/That (just) isn't good enough.

It / That Oust) won't do.

That's no excuse.

Why don't / didn't you ... ?

I'm (really) very annoyed/ angry about it.

Adapted from : "Survival English" Practice in Everyday Communication

Task 5



Complete the following dialogues using the expressions of complaint and apology/ excuse for the complaint. Do it individually.

1. A : (*complains*) _____ .
B : I know but I can do nothing.
A : Why don't you change the meat?
2. A : I don't think this cake is sweet.
B : Yes, I am sorry. I know but we make it based on the recipe.
A : (*does not accept the excuse*) _____ .
3. A : (*complains*) _____ .
B : (*excuses*) _____ .
A : I am very annoyed about it.
4. A : I don't think the fruit is fresh.
B : (*excuses*) _____ .
A : (*does not accept the excuse*) _____ .

Task 6



Work in pairs. Choose one of the following situations then make a dialogue. Act it out with your partner.

1. Suppose you and your partner are a costumer and a waiter/waitress. The costumer complains to the waiter/ waitress because the soup served is cold, the meat is overcooked and the fruit is not fresh. The waiter/ waitress finds excuses which the costumer does not accept.
2. Suppose you and your partner are a costumer and a butcher. The costumer complains to the butcher because the price of the meat on the advertisement is different with the cashier. The butcher explains that the price has gone up. The butcher finds excuses which the costumer does not accept.

Let's read & write



Task 7



This text is a manual to use a blender. Can you use this blender? Find out the steps by reading this text and then answer the questions with your friend to check your comprehension.

Vocabulary :

blender	☺☞☺●●■☹★☼ (n)	: alat tempat pencampur
retain	☹☐☞☞☞◆☞☞☞☼(v)	: menahan
pitcher	☹☞☐☞☞◆◆★☼(n)	: kendi/ tempa
blender		
crumbs	☹☞☐☞☐☐☼ (n)	: remah-remah
lumpy	☹☞☐☐☐☐☐☐☼ (ks)	: tidak hai
kental		



How to Use A Blender

First, choose a flat, dry surface on which to operate your blender. Put the blender together. Place the blades in the retaining ring, then set the gasket over the blades and inside the ring. Screw the retaining ring firmly to the bottom of the pitcher. Be sure the retaining ring is seated correctly or you will have a leak.



Then, set the pitcher onto the base and plug the blender in. Put the recipe ingredients in the pitcher. Put lid on firmly.

Next, use the Ice or Chop setting to make milkshakes, smoothies or frozen drinks. Make baby food by adding a small amount of liquid to a cup of fruit or vegetables and blending it for 15 seconds on the Puree setting. Five seconds on this setting also will smooth out lumpy gravy.

Latter, take advantage of the Pulse setting to make bread crumbs, grate chocolate, chop vegetables and make cracker crumbs. Add food to the blender through the secondary lid while the blender is running. Clean the pitcher after each use. Put a little bit of dishwashing detergent in, add enough water to fill it halfway, put the lid on, and run the blender - with lid on - on a low speed for a few seconds.

Finally, rinse the blender thoroughly. Take it apart and dry off the blades.

source : [//www.eHow.com/how_16279_blender.html](http://www.eHow.com/how_16279_blender.html)

Questions :

1. What do you have to do first when you want to use a blender?
2. Why do we have to be sure that the retaining ring is seated correctly?
3. What do you do after you put the recipe ingredients in the pitcher?
4. How do you make baby food?
5. How do you clean the pitcher?

Task 8



Study the rules below.

In the text in Task 7, you find words, such as :

- First, then, next, latter, finally (These words are called **transitional signals**)
- Choose, set, use, take, rinse (These words are called **imperative words**)

Here are the explanations and other words you can use for transitional signal and imperative.

TRANSITIONAL SIGNALS

When you want to describe how something is completed through a sequence of steps, you use some transitional signals.

Here are examples of transitional signals:

Firstly	Then	Finally
Secondly	Next	
Thirdly	After that	
First of all	Later	

IMPERATIVE FORM

Besides using the transitional signals, you can also use the imperative form to give instructions.

Example:

Chill the cake for 5 minutes.

Pour the batter into the pie crust.

Put cherries on the top of the cake.

Adapted from “Effective Communication” An integrated Course of English for Vocational High School.

Task 9



Complete the following text of how to make a yellow cake by using transitional signals and imperative words provided in the box.

HOW TO MAKE A YELLOW CAKE

Make a yellow cake for a birthday party, tea party or just something to bring in to the office one day when you're feeling generous.

1. _____ oven to 375 degrees F.



2. _____ flour two round 8-inch cake pans and set aside

3. _____ Combine flour, baking powder and salt in a small mixing bowl and set aside.



4. _____ butter or margarine with a hand mixer at medium speed for 30 seconds in a large mixing bowl.

5. _____, add sugar and vanilla and beat well.

6. Add eggs, one at a time, beating well after each addition.

7. _____ dry flour mixture and milk alternately, beating on low speed after each addition until just combined.



8. _____ batter into prepared cake pans.



9. Bake 30 to 35 minutes or until a toothpick inserted in the center of the cake comes out clean.

10. Cool cakes in pans on a wire rack for 10 minutes

11. Remove cakes from pans and cool thoroughly on racks

12. _____ Frost with your favorite frosting

preheat

finally

pour

add

third

next

beat

grease and lightly

Adapted from : [//www.ehow.com/how to make yellow cake/how_11464_make-yellow-cake.html](http://www.ehow.com/how_to_make_yellow_cake/how_11464_make-yellow-cake.html)

Task 10



You have jumbled paragraphs about how to make your own whipped cream. Match the instructions and the pictures below.

How to make your own whipped cream



Imagine having fresh home made whipped cream to put on top of your cakes and candies! Discover the perfect recipe to making a frothy, dessert-like sweet topping for anything from puddings to jello without the extra fat and sugars, or preservatives.

1. Pour the 1/2 pint of heavy cream into a large bowl.



2. Add in about a 1/3 cup of sugar and a tiny pinch of salt. Adding more sugar will help thicken the mixture, but don't add too much. 3/4 a cup to a cup is too much.



3. Using a wire whisk or beater, whip the mixture together until you get soft peaks.



4. Let sit in fridge to cool, then enjoy.



Adapted from : [//www.eHow.com/Make-Your-Own-Whipped-Cream.htm](http://www.eHow.com/Make-Your-Own-Whipped-Cream.htm)

Task 11



Write a short instruction based on the text below. Use the imperative form and transitional signals you have learnt. Do it individually.

How to Use Different Types of Cream



There is quite a variety of fresh cream types available on the market and you may not be sure what to do with each type. It can help to understand the types and their uses when seeking to diversify your use of cream in cooking and daily culinary use.

Note that there are two types of cream - fresh cream and long-life cream. Both types of cream have different characteristics. Fresh cream is rich, smooth and velvety. Fresh cream has uses in many different dishes, including as a source of thickening [soups](#), making sauces taste richer and garnishing [desserts](#). Naturally, cream also makes a substantial ingredient in its own right for some dessert dishes such as syllabubs and [ice cream](#).

Choose quality fresh cream. When purchasing fresh cream, it is wise to follow some guidelines. Learn the different varieties of fresh cream available. Finally, Note that some of these cream varieties may be named differently in your region.

Adapted from : [//www.eHow.com/Use-Different-Types-of-Cream.htm](http://www.eHow.com/Use-Different-Types-of-Cream.htm)

Let's check your competence



Task 11



Work in pairs. Choose one of the following situations then take turns with your partner to give the instructions based on the situation.

1. You want to introduce one of traditional foods to your friend who comes from another region. You have to explain how to make that food.
2. You have already bought a new oven. Your mother asks you to explain how to use it as she cannot use the oven. You explain to your mother how to use an oven.

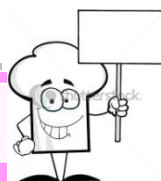
My reflection



How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (✓) in the right columns according to how much you have learnt.

Aspects	very much	much	little
Expressing complaint			
Expressing apology/ refuse of complaint			
Transitional signal			
Imperative form			
Writing instructions			
Vocabulary			

Let's summarize



In this unit, you have learnt about (1) expressing complaint and apology, refusing of complaint and (2) transitional signal and imperative form.

COMPLAINT

Here are some ways of expressing your dissatisfaction with something or someone.

A

Complaint

I'm afraid the soup is cold.

Sorry, this steak is overcooked.

I don't think this fish is fresh.

B

Apology/ Excuse

Yes, I know but ...

I'm sorry, but ...

Sorry, there's nothing I/ we can do about it, I'm afraid.

Well, sir/madam, you ...

A

(Well, I'm sorry, but) ...

I (really) don't think that's good enough.

It/That (just) isn't good enough.

It / That Oust) won't do.

That's no excuse.

Why don't / didn't you ... ?

I'm (really) very annoyed/ angry about it.

You can't expect me to ...

TRANSITIONAL SIGNALS

When you want to describe how something is completed through a sequence of steps, you use some transitional signals.

Here are examples of transitional signals:

Firstly	Then	Finally
Secondly	Next	
Thirdly	After that	
First of all	Later	

IMPERATIVE FORM

Besides using the transitional signals, you can also use the imperative form to give instructions.

Example:

Chill the cake for 5 minutes.

Pour the batter into the pie crust.

Put cherries on the top of the cake.



Vocabulary List



cake	🍰👉👉👉👉👉 (n)	: kue
fortnight	📅👉👉👉👉👉👉👉👉 (n)	: dua minggu
ticket	🎫👉👉👉👉👉👉 (n)	: tiket
factory	🏭👉👉👉👉👉👉 (n)	: pabrik
delay	🕒👉👉👉👉👉👉 (v)	: menunda
expect	👉👉👉👉👉👉👉👉 (v)	: mengharapkan
business	💼👉👉👉👉👉👉 (n)	: urusan, perusahaan
blender	🍹👉👉👉👉👉👉 (n)	: alat tempat pencampur
retain	👉👉👉👉👉👉👉👉 (v)	: menahan
pitcher	🍶👉👉👉👉👉👉 (n)	: kendi/ tempat blender
crumbs	🍪👉👉👉👉👉👉 (n)	: remah-remah
lumpy	🍌👉👉👉👉👉👉 (ks)	: tidak halus, kental

APPENDIX E

(Second Draft)

MY DUTIES ARE TO PREPARE AND COOK FOOD



Source :
www.southerncruising.com/NewsRelease.aspx?NewsId=155

If you want to apply for a job, you have to be able to ask and tell about job descriptions and educational background. Do you know how to do those politely?

In applying for a job, you have also to be able to write your Curriculum Vitae. Can you make it very well? Learn those in this unit and you will be able to do them effectively.

Let's start



Task 1



Study the picture below. In your opinion, what are the people doing?



Picture 1.1

www.southerncruising.com/NewsRelease.aspx?NewsId=155



Picture 1.2

Source : www.googleimage.co.id

Let's listen & repeat



Task 2



Below are some words you are going to find in Task 3. Find their meanings in the dictionary and then repeat after your teacher.

English	Indonesian
chef ☹️💧♣️✂️❄️ (n)	
restaurant ☹️👉☐♣️♦️★☐①■♦️❄️ (n)	
culinary ☹️👉&👉👉●☐★☐✂️❄️ (adj)	

Listening & Speaking

baker	☹️👉🍞👤&★🌟 (r)
bakery	☹️👉🍞👤&★📦🌟 (n)
duty	☹️👉⚖️🇬🇧🔷🔶🔸🌟 (n)
challenging	☹️👉💎💧➡️●★■⚖️☾👤💀🌟 (adj)
goal	☹️👉🏆★✝️●🌟 (n)
future	☹️👉🗨️🇬🇧🔷🔶🔸★🌟 (n)

Task 3



In this Task, you are going to listen to a conversation twice. Listen to it and take a note for the important information. Then, answer the questions with your partner. (The listening script is in the Appendix)

Questions :

7. What position does the interviewee apply for?
8. What is the interviewee educational background?
9. What is the interviewee last job?
10. What are the duties for that job?
11. What does the interviewer say to ask the interviewee about the interviewee's last job and its duties?
12. What does the interviewee say to tell about his last job and its duties?

Task 4



Study the expressions below.

In the dialogue in Task 3, you find expressions, such as :

- Can you tell me what school you graduated from?
(to ask about one's educational background)
- I graduated from a culinary department of Yogyakarta State University.
(to tell about one's educational background)
- Could you tell me what your duties are?
(to ask about one's job description)
- I would like to know whether you know about your responsibilities if
(to ask about one's job description)
- My duties are to make bread and cakes for sale, or to sell bread and cakes.
(to tell about one's job description)

Here are some other expressions you can use to ask and tell about one's job description and educational backgrounds.

Asking and Telling about One's Job Description and Educational Background.

3. Job description

Asking about one's job description

Formal	Informal
• Could you tell me what your duties are? • I would like to know whether you know about your responsibility. • Can you tell me what your task is? • I would like to know about what you have to do.	• What are your duties? • What is your responsibility? • What is your task? • What do you have to do?

Telling about one's job description

- My job is to bring the food to customers at their tables in a restaurant.
- My duties are to offer the menu and to take orders.
- My task is to prepares and cooks food.
- I have to sells meat in a shop.

4. Educational Background

Asking about one's educational background

Formal	Informal
• Could you tell me a little about your educational background? • Can you tell me where you graduated from? • I would like to know about your major. • I would like to know where you study.	• What is your educational background? • Where did you graduate from? • What is your major? • Where do you study?

Telling about one's educational background

- I graduated from a vocational school.
- I have a degree in culinary program.
- I majored in culinary.
- My major is
- I study in

Adapted from "Effective Communication" An integrated Course of English for Vocational High School.

Task 5



Listen to the dialogue carefully. Choose one of the expressions you hear from the dialogue. Do it individually.

- Ardi : Rio, (what does your father has to do/ what does your father do) ?
- Rio : He (has to sell/ sells) meat in a shop.
- Ardi : Hummm.. so, is your father a butcher?
- Rio : Yes... He is. What about your father?

Listening & Speaking

- Ardi : My father is a waiter . His (task/ job) is to bring the food to customers at their tables in a restaurant.
- Rio : So, (where does he study/ where did he graduate from) ? Did he graduate from a culinary department of a university?
- Ardi : No.. He is not. He (studied in/ graduated from) the culinary program of a vocational school.
- Rio : Vocational school?
- Ardi : Yes.. just want to let you know that working as a waiter is not always a university graduate.
- Rio : Wow. I see.

Task 6



Complete the following dialogues using the expressions of asking and telling about one's job description. Do it individually.

5. Dewi : (asking one's job description) _____ .
Nur : My task is to cook for customers.
6. Mahardika: Could you tell me what your duties are?
Putra : (telling one's job description) _____ .
7. Cantika : (asking one's educational background) _____ .
Putri : I majored in culinary.
8. Salam : Could you tell me a little about your educational background?
Asep : (telling one's educational background) _____ .

Task 7



Choose one of the following situations. In pairs, make a dialogue based on the situation. After that, act it out with your partner.

Situation :

3. Suppose you are a chef in a restaurant. A new cook asks you about his/ her job working there. You tell him/ her about the job and the responsibility of a cook.
4. Suppose you are doing an interview for applying a new job as a chef in a new restaurant. You have already resigned from your previous job as a waiter/ waitres in a hotel. The interviewer asks you to tell him/her about your job and responsibility of your previous job. You tell him/ her about them.

Let's read & write



Task 8



Read the text below. Then check your comprehension by answering the questions that follow. Do it with your partner.

Vocabulary

guest	☺👤👤👤👤👤 (n)	: tamu
order	☺👤👤👤👤👤 (n)	: pesanan
appetizer	☺👤👤👤👤👤 (n)	: makanan perangsang/ pembangkit selera
silverware	(n)	: alat makan; sendok, garpu

BEING A WAITRESS IS HARD



Picture 1.3

A waitress is a woman **who** seats the guests, takes the drink orders, and watches to see if the guests need anything. There are many job descriptions for a waitress. Body language lets her know when the guests are ready to order. When they are ready, she takes the order, makes sure that they are served drinks and appetizers.

A waitress is also a woman **whose** job is to clean tables, fill salt, things like that. She also makes silverware rolls for the guests **whom** she serves, if they use those in the establishment. Keep checking on guests to make sure they are happy. Fix whatever drinks need to be fixed and keep the tables going. Besides, she basically keeps the guests happy, and when they aren't happy, she listens to why, and makes them happy. Even when she has a bad day. Nobody should know it. She can't take it out on the guests. Therefore, being a waitress is hard. It is very demanding.

Adapted from wikianswer/What_is_the_job_description_for_a_waitress.htm

Questions :

5. What does paragraph 1 talk about?
6. Who is a waitress?
7. What does paragraph 2 talk about?
8. Mention four jobs of a waitress.

Task 9



Study the explanation below. Discuss with your friends.

In the text in Task 8, you find some sentences, such as :

- A waitress is a woman **who** seats the guests, takes the drink orders, and watches to see if the guests need anything.

- A waitress is also a woman **whose** job is to clean tables, fill salt, things like that.
- She also makes silverware rolls for the guests **whom** she serves, if they use those in the establishment.

The italic words above are called adjective clauses. **Adjective clause** is a part of a sentence telling us what kind of person or thing the speaker means. Here are other adjective clauses you can use.

Adjective clause

Adjective. Adjective clauses are generally introduced or preceded by a relative pronoun such as:

who	= for people as subjects
whom	= for people as objects
which	= for things as subjects or objects
whose	= to indicate possession
that	= for people or things as subjects or objects

Here are other examples :

1. He is a butcher.

He sells meat in a shop.

A butcher is a *person* who sells meat in a shop.

2. She brings the food to customers.

She serves customers in a restaurant.

She brings the food to customers whom she serves in a restaurant.

3. She is a baker.

Her job is to make bread and cakes for sale, or to sell bread and cakes.

A baker is a *person* whose job is to make bread and cakes for sale, or to sell bread and cakes.

Adapted from “Effective Communication” An integrated Course of English for Vocational High School.

Task 10



Combine these following sentences using the relative pronouns. Number one has been done for you.

6. The woman is our new manager. She always comes to the restaurant at 6 a.m.

The woman who always comes to the restaurant at 6 a.m is our new manager.

7. Andi works as a chef. He graduated from the culinary program of a vocational school.

8. The waitress is very friendly with the customers. The waitress serves the customers in the restaurant.

9. Arini is a cook in Minahasa Hotel. Her job is to prepare and cook food.

10. Salam gets a new job. The job is related to his study.

Task 11



Study this Curriculum Vitae below. Then, answer the questions follow with your partner.

Dewi Nur Widiyati
+62856 4363 1887
dek_nunun@yahoo.com

EDUCATION

2005 – 2009	Culinary Program of Yogyakarta State University
2004 - 2005	Culinary Training
2004	English Course
2001 - 2004	Vocational School “Jasa Boga”

OCCUPATION

2011 – present	baker in Mirota Bakery
2009 – 2010	a chef in Lion Restaurant

COMPETENCIES

Good command of English (TOEIC score of 600)

INTERESTS

Reading books

Adapted from “Effective Communication” An integrated Course of English for Vocational High School.

Questions :

5. What is Dewi’s highest education?
6. What kind of training has she taken?
7. What is her present job?
8. What is the function of Curriculum Vitae?

Task 12



Fill in the blank spaces of CV format below. Suppose you are writing a CV to apply for a job. Do it individually.

<u>putrisalam@yahoo.com</u>	
EDUCATION	
2006 - 2010	
	Language course (English)
2001 - 2004	
OCCUPATION	
2010 – present	
	baker in Minahasa Bakery
COMPETENCIES	
Sport, Dancing	

Task 13



Write a CV of your own. After that, exchange your CV to your partner. Give feedback to each other.

Let's check your competence



Task 14



Describe these pictures using adjective clause.



Picture 1.3 A cook
Source :
www.googleimage.co.id



Picture 1.4 a baker
Source :
www.googleimage.co.id



Picture 1.4 a waiter/waitress
Source :
www.googleimage.co.id

Task 15



Suppose you want to apply for a job. Make a CV to apply for the job.

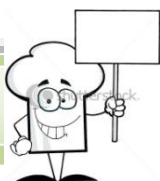
My reflection



How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (✓) in the right columns according to how much you have learnt.

Aspects	very much	much	little
Asking about one's job description			
Telling about one's job description			
Asking about one's educational background			
Telling about one's educational background			
Adjective clause			
Writing CV			
Vocabulary			

Let's summarize



In this unit, you have learnt about asking and telling about one's job description and educational background.

➤ Asking and Telling about One's Job Description and Educational Background.

3. Job description

Asking about one's job description

Formal

- Could you tell me what your duties are?
- I would like to know whether you know about your responsibility.
- Can you tell me what your task is?
- I would like to know about what you have to do.

Informal

- What are your duties?
- What is your responsibility?
- What is your task?
- What do you have to do?

Telling about one's job description

- My job is to bring the food to customers at their tables in a restaurant.
- My duties are to offer the menu and to take orders.
- My tasks are to prepare and cook food.
- I have to sell meat in a shop.

4. Educational Background

Asking about one's educational background

Formal	Informal
• Could you tell me a little about your educational background? • Can you tell me where you graduated from? • I would like to know about your major. • I would like to know where you study.	• What is your educational background? • Where did you graduate from? • What is your major? • Where do you study?

Telling about one's educational background

- I graduated from a vocational school.
- I have a degree in culinary program.
- I majored in culinary.
- My major is
- I study in

➤ Adjective clause

Adjective clause

Adjective clause is a part of a sentence telling us what kind of person or thing the speaker means. It is generally introduced or preceded by a relative pronoun such as:

who	= for people as subjects
whom	= for people as objects
which	= for things as subjects or objects
whose	= to indicate possession
that	= for people or things as subjects or objects

Here are other examples :

1. He is a butcher.

He sells meat in a shop.

A butcher is a *person* who sells meat in a shop.

2. She brings the food to customers.

She serves customers in a restaurant.

She brings the food to customers whom she serves in a restaurant.

3. She is a baker.

Her job is to make bread and cakes for sale, or to sell bread and cakes.

A baker is a *person* whose job is to make bread and cakes for sale, or to sell

Vocabulary list



chef	👨‍🍳 (n)	: juru masak (kepala, koki)
restaurant	🍽️ (n)	: restoran, rumah makan
culinary	👨‍🍳 (adj)	: berhubungan dengan dapur/ makanan
baker	👨‍🍳 (n)	: tukang roti
bakery	🍞 (n)	: toko roti dan kue
duty	👮 (n)	: kewajiban
challenging	👨‍🍳 (adj)	: yang menantang
goal	🎯 (n)	: tujuan
future	📅 (n)	: masa depan
guest	👤 (n)	: tamu
order	📋 (n)	: pesanan
appetizer	🍽️ (n)	: makanan pembangkit selera
silverware		: alat makan; sendok, garpu
demand	👤 (n)	: tuntutan



You have to endure caterpillars if you want to see butterflies.



UNIT 2

I'M GOING TO OPEN THE NEW
RESTAURANT ON APRIL 1ST.



Source : <http://en.wikipedia.org/wiki/Restaurant>

In this unit, you are going to tell about your past time job and your working plans in the future. You are also going to learn how to write an application letter.

Let's start



Task 1



Answer the following questions with your partner based on your experience.

5. What did your parents do?
6. Where did they work?
7. How long did they work there?
8. What do your parents' plans probably about future jobs?

Let's listen & repeat



Task 2



Below are some words you are going to find in Task 3. Find their meanings in the dictionary and then repeat after your teacher.

English	Indonesian
problem ☯☞☐☐①㊦●★○☼ (n)	
resign ☯☐☞☼☞☞☞☞☞☞ (v)	
waiter ☯☞◆☞☞☞◆★☼ (n)	
customer ☯☞☞☞☞◆★○★☼ (n)	
plan ☯☐●☞☐☼ (n)	
future ☯☞☞☞☞◆☐◆◆★☼ (n)	
excellent ☯☞☞☞☞◆★●★☐◆☼ (adj)	
health ☯☞☞☞☞●☼☼ (n)	

Task 3



In this Task, you are going to listen to the conversation twice. Listen to them and take a note for the important information. Then, answer the questions with your partner. (The listening script is in the Appendix)

Questions :

6. What was Surya's problem?
7. What happened with Surya's father?
8. What did Surya father's previous job?
9. Why did Surya's father resign from his job?
10. What is Surya's father's plans probably about his future jobs?

Task 4



Study the explanations below.

In the dialogue in Task 3, you find some explanations, such as :

- I prepared and cooked the food in a restaurant. (To tell a past time job)
- He is going to open the restaurant on April 1st. (To tell a working plan in the future)

Here are the explanations about past time jobs and working plans in the future.

PAST TENSE

The past tense shows the past events and past activities. The affirmative form of simple past tense uses the verb II form. In the simple past tense, regular verbs end in *-ed*.

e.g. *monitor – monitored stir – stirred*
supply – supplied include – included

The past continuous tense describes a past action at some point between its beginning and its end.

In the past continuous tense, the subject is followed by the auxiliary *was/were* and the verb is added with the *-ing* form.

Remember: I/She/He/It **was serving** the food when she saw the manager.

You/They/We **were serving** the food when she saw the manager.

FUTURE TENSE

1. The use of “*Will*”

We use “will” in these situations.

a) Statements of future facts

e.g.: The order will be finished tomorrow.

b) Decisions made at the time of speaking

e.g.: I have served all of the customers. I will take a rest for a moment.

c) To express a prediction

e.g.: I will probably be late to the restaurant this morning.

d) To show willingness

e.g.: I will help you making this cake.

e) Promising to do something

e.g.: Thank you for helping me making this cake. I will give a half of the cake to you.

2. The use of “*Be Going To*”

a) Planned future actions or events

e.g.: I am going to open the new restaurant on April 1st.

b) Future events in a neutral way

e.g.: Mr. Salam is going to be the new chef in this restaurant.

c) Future events evident from something in the present

e.g.: I'm tired of being a baker. I am going to resign from the bakery.

3. The use of “*The present continuous tense*”

We use “the present continuous tense” to express planned actions or events.

e.g.: I am not working tomorrow.

Adapted from “Effective Communication” An integrated Course of English for Vocational High School.

Task 5



C. Choose the correct words to complete the questions and answers. Number one has been done for you.

cut cook lose cook
wash clean find

6. A : How did Andi break those glasses?
B : He broke them while he was serving the customers.
7. A : How did you _____ you finger?
B : I _____ it while I _____ for dinner.
8. A : How did Lisa _____ the knife?
B : She _____ it while she _____ in the kitchen.
9. A : How did you _____ the plates in the desk?
B : I _____ them while I _____ the kitchen.
10. A : How did your father _____ this new recipe?
B : He _____ it while he _____ a cooking program in the television.

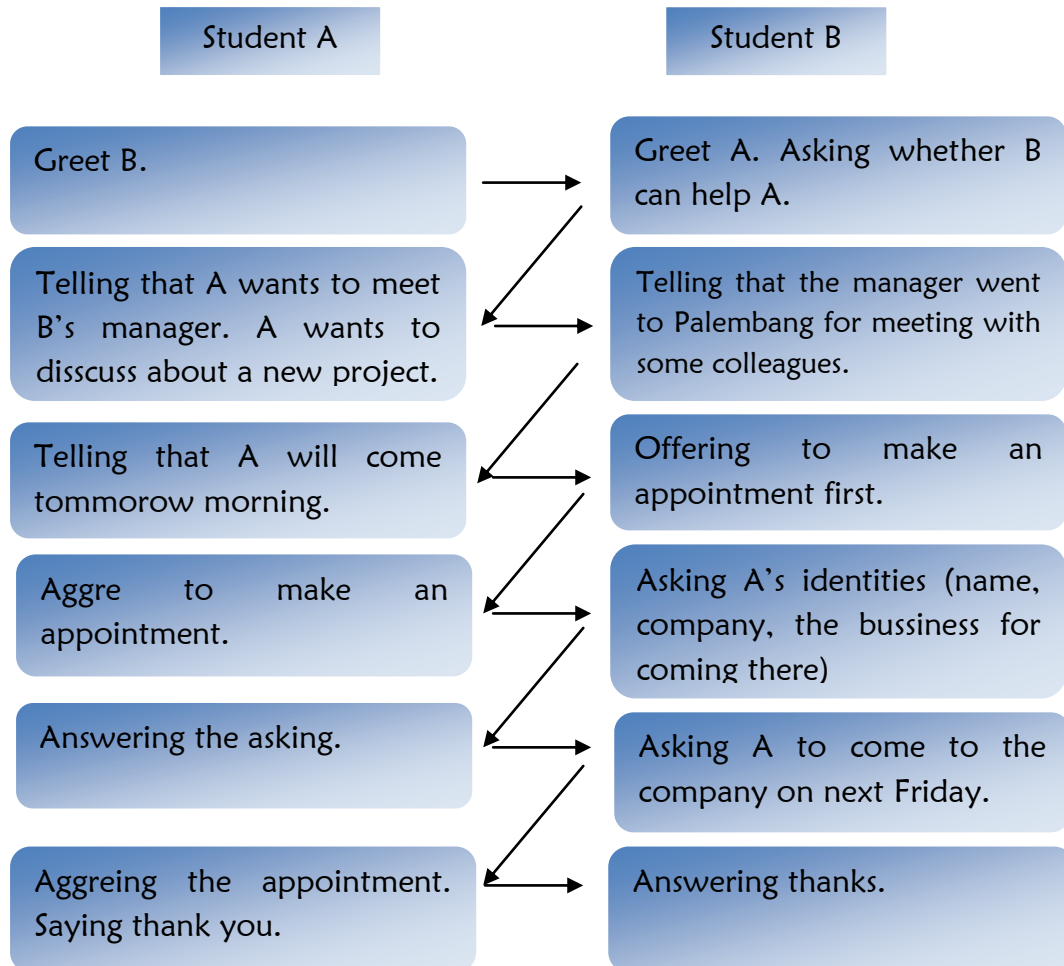
D. Put the verb into the correct form using “will” or “going to”. Number one has been done for you as an example.

6. Rio : Ardi, how about Mr. Hanif's order? Have you made the cake?
Ardi : Yes, I have. The cake (finish) tomorrow.
Ardi : Yes, I have. The cake will be finished tomorrow.
7. Asep : You look so tired, Salam. I (help) you making this soup.
Salam : Thank you so much.
8. Mahardika : Putra, what is your plan after graduating from this college?
Putra : I (open) a big bakery in this city.
9. Cantika : Do you have any plan about your future job?
Putri : Yes, I have. I (help) my father in his new restaurant.
10. Surya : Rizky, this cake is for you. I made the cake by myself.
Rizky : Oh. Thank you so much. I (not give) the cake to anyone. I (eat) it.

Task 6



In pairs, take turns to ask and answer the following plans.



Task 7



Let's do a role play. Choose one of the following situations below. Work in pairs and make a simple dialogue based on the situation. Then, perform it with your partner.

3. Suppose you and your friend are having a dinner. Your friend has already resigned from his/ her job because he/ she wants to have his/ her own company. He/ she has a plan to open a new big bakery. Then he/ she asks you to be one of the partners who establishes the company. Finally, you and your friend get an agreement to open the new bakery next year.
4. Suppose your friend is a new employee in a company. You and your new friend are having lunch together. You ask your friend to tell about his/ her previous job and his/ her plan for having work in the new company. Your friend answers and tells you about his/ her previous job and his/ her future plan about his/ her new job.

Let's read & write



Task 8



Study this job advertisement then answer the questions that follow with your partner.

URGENTLY NEEDED

A developing restaurant invites applicants for the following positions :

3. Chef
4. Waiter/ waitress

Qualifications :

- e. Hard working (1,2)
- f. Have the same experience at least 1 year (1,2)
- g. Good looking (1,2)
- h. Mastering spoken and written English (1,2)

Send your application letter and CV to :

P.O BOX 55573

Yogyakarta

Questions :

5. Who's invite the applicants?
6. What position does the restaurant offer?
7. What are the qualifications for being a chef?
8. Where do the applicants have to send their application letter and CV?

Task 9



The application letter below is based on the advertisement in Task 8. Study it, then answer the questions with your partner.

August 06, 2011 → **date**

Personal Manager
P.O BOX 55573
Sleman, Yogyakarta } **Inside address**

Dear Sir/ Madam → **salutation**

I am applying for the position of a chef, advertised in *Kompas* on August 05, 2011. My name is Mahardika Putra Salam and I am 25 years old. I have a Sarjana Degree from the Culinary Department of Yogyakarta State University. } **Opening paragraph**

I have worked for some restaurants as a cook and chef. I have more than four years of work experience. I joined training and apprenticeship while I was in the vocational school and university. I also have good ability in spoken and written English. } **Body of letter**

I would like to add that I have high motivation and loyalty. I am also ready to work hard. I am able to work independently and in a team. }

I enclose my CV, a recent photo, and copies of some documents. I am looking forward to hearing from you. } **Closing paragraph**

Sincerely yours, } **closing**

Mahardika Putra Salam

Jln. Wonosari km 09 } **Sender's address**
Yogyakarta 55579

Adapted from "Effective Communication" An integrated Course of English for Vocational High School.

Questions :

6. When does the applicant send the letter?
7. What position does the applicant want to apply?
8. What is the educational background of the applicant?
9. What is the work experience of the applicant?
10. Where is the applicant's address?

Task 10



Study this advertisement then complete the application letter that follows. Do it individually.

URGENTLY NEEDED

**New Newspaper,
August 05, 2011**

A developing restaurant invites 5 applicants for the position of :

- Waiter/ waitress

Qualifications :

- e. Hard working
- f. Good looking
- g. Mastering spoken and written English
- h. Having at least 1,5 year's of experience in a similar capacity

Send your applications and CV to :

P.O. BOX 44455
Palembang

Reading & writing

The application letter :

November __, ____

P.O. BOX 44455

Dear Sir/ Madam,

I am applying for the position _____ , advertised in _____ on _____ , 2011. My name is _____ and _____. I have a _____ .

I have worked for _____. I have more than ____ years of work experience. I _____ while I was in the vocational school. I also _____.

I would like to add that I have _____ , _____ , _____. I am also _____. I am able to work independently and in a team.

I enclose _____ , _____ , _____. I am looking forward to hearing from you.

Sincerely yours,

Task 11



Arrange the jumbled paragraphs below into a good order of an application letter and then rename the part of each paragraph. Number one has been done for you.

8. September 18, 2011 } date

9. Dear Sir / Madam, }

8. Jln. Kenari 40
Yogyakarta 55668 }

Reading & writing

10. Your faithfully,
Muhammad Ilham

9. Personal Manager,
P.O. BOX 180989
Bengkulu

11. I am 21 years of age and I graduated from Culinary Department of SMK N 1 Sewon.

12. I have an excellent health, high motivation, good communication of English skill, high loyalty, integrity. I am also ready to work hard.

13. I am seeing your fast growing restaurant and I heard that your restaurant has a good reputation, so I would like to join your restaurant as a waiter.

14. Hopefully, you are willing to consider my application and I am looking forward to hearing from you.

Task 12



Write an application letter based on the advertisement below. Do it individually.

URGENTLY NEEDED

A new restaurant invites applicants for the following positions :

4. Chef
5. Waiter/ waitress
6. Cook

Qualification :

- g. Hard working (1,2,3)
- h. High motivation (1,2,3)
- i. Good looking (3)
- j. Can work individually/ in a team (2,3)
- k. At least 3 year's experience of work in a simila capacity (1, 2,3)
- l. Mastering spoken and written English (2)

Send your application letter to:

P.O. BOX 345345
Jakarta

Let's check your competence



Task 13



Complete the following paragraph by using appropriate verbs of past and future tenses.

Anisa was a baker in “Delicious Bakery”. She _____ (make) bread and cakes for sale or _____ (sell) bread and cakes. She _____ (is) one of the diligent bakers there. One day, when the owner of the bakery _____ (come) to the shop, Anisa _____ (take) a serious conversation with a costumer. The costumers _____ (complain) about Anisa’s service. He _____ (tell) her that her service _____ (is) so slow. Anisa _____ (try) to ask for apology but the costumer _____ (reject) it. Seeing the situation, the owner of the bakery _____ (come) to them. He _____ (ask) for the apology for the costumer. He _____ (promise) that he _____ (give) her a warning.

Task 14



Look for a job vacancy related to your program advertised in the newspaper. Then make your own application letter based on the advertisement.

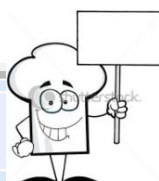
My reflection



How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (✓) in the right columns according to how much you have learnt.

Aspects	very much	much	little
Telling past time job			
Telling working plan in the future			
Writing application letters			
Vocabulary			

Let's summarize



In this unit, you have learnt about telling your past time job and working plan in the future.

PAST TENSE

The **past tense** shows the past events and past activities. The affirmative form of simple past tense uses the verb II form. In the simple past tense, regular verbs end in *-ed*.

e.g. monitor – monitored stir – stirred

supply – supplied

include – included

The **past continuous tense** describes a past action at some point between its beginning and its end.

In the past continuous tense, the subject is followed by the auxiliary *was/were* and the verb is added with the *-ing* form.

Remember: I/She/He/It **was serving** the food when she saw the manager.

You/They/We **were serving** the food when she saw the manager.

FUTURE TENSE

1. The use of “*Will*”

We use “will” in these situations.

a) Statements of future facts

e.g.: The order will be finished tomorrow.

b) Decisions made at the time of speaking

e.g.: I have served all of the customers. I will take a rest for a moment.

c) To express a prediction

e.g.: I will probably be late to the restaurant this morning.

d) To show willingness

e.g.: I will help you making this cake.

e) Promising to do something

e.g.: Thank you for helping me making this cake. I will give a half of the cake to you.

2. The use of “*Be Going To*”

a) Planned future actions or events

e.g.: I am going to open the new restaurant on April 1st.

b) Future events in a neutral way

e.g.: Mr. Salam is going to be the new chef in this restaurant.

c) Future events evident from something in the present

Vocabulary list



problem	☹️🔍📦📦①🕒●★○❄️ (n)	: soal, masalah, persoalan
resign	☹️📦👉🔍🔍👉📦❄️ (v)	: berhenti, meletakkan
waiter	☹️🔍♦️👤👉♦️★❄️ (n)	: pelayan (laki-laki)
customer	☹️🔍&🔍👉♦️★○★❄️ (n)	: pelanggan, nasabah
plan	☹️📦●➡️📦❄️ (n)	: rencana
future	☹️🔍✕🔍♦️📦♦️♦️★❄️ (n)	: masa depan
excellent	☹️🔍👤&♦️★●★📦♦️❄️ (adj)	: unggul, baik sekali
health	☹️👤👤●❄️❄️ (n)	: kesehatan

*There is more treasure in books
than in all the pirates' loot on the
Treasure Island.*

Walt Disney



**SORRY, THIS STEAK IS
OVERCOOKED!**



Source: <http://blog.opentable.com/tag/complaints/>

In your daily life, sometimes you want to express your dissatisfaction with something or someone. Do you know how to express it well? And do you know how to answer your friends when they express it to you?

When you do not know how to do or use something, what will you do?

Will you find any sources available around you? Can you follow the instructions well? Learn them in this unit.

Let's start



Task 1



Study the picture below. In your opinion, what are the people doing?



Source :
http://www.shinyshiny.tv/2010/05/toptable_restaurant_site_deletes.html



Source: <http://scoobydr3w.wordpress.com/2010/02/22/handling-customer-complaints-in-restaurants/>



Source: <http://blog.opentable.com/tag/complaints/>

Let's listen & repeat



Task 2



Below are some words you are going to find in Task 3. Find their meanings in the dictionary and then repeat after your teacher.

Listening & speaking

English	Indonesian
cake 🍰 (n)	
ticket 🎫 (n)	
fortnight 📅 (n)	
factory 🏭 (n)	
delay 🕒 (v)	
expect 🕒 (v)	
business 🏢 (n)	

Task 3



In this Task, you are going to listen to the conversation twice. Listen to them and take a note for the important information. Then, answer the questions with your partner. (The listening script is in the appendix)

Questions :

- Who are having the conversation in the dialogue?
- What does the customer offer?
- What does the customer say to express her complaint when she knows that the cake is delayed?
- What does the customer say to express her complaint when she knows that the bakery can not change her son's name?
- What does the baker say to reply the complaint?

Task 4



Study the expressions below.

In the dialogue in Task 3, you find the expressions, such as :

- ... but I really don't think that is good enough. (**expressing complaint**)
- I am sorry ma'am. (**replying complaint/ expressing apology/ refuse**)
- Why did not you read carefully first ... (**expressing complaint**)
- You can not expect me to pay that much. (**expressing complaint**)

Here are some other expressions you can use to express and reply complaint.

COMPLAINT

Here are some ways of expressing your dissatisfaction with something or someone.

A

Complaint

I'm afraid the soup is cold.

Sorry, this steak is overcooked.

I don't think this fish is fresh.

B

Apology/ Excuse

Yes, I know but ...

I'm sorry, but ...

Sorry, there's nothing I/ we can do about it, I'm afraid.

Well, sir/madam, you ...

A

(Well, I'm sorry, but) ...

I (really) don't think that's good enough.

It/That (just) isn't good enough.

It / That Out) won't do.

That's no excuse.

Why don't / didn't you ... ?

I'm (really) very annoyed/ angry about it.

Adapted from : "Survival English" Practice in Everyday Communication

Task 5



Complete the following dialogues using the expressions of complaint and apology/ excuse for the complaint. Do it individually.

2. A : (*complains*) _____ .
B : I know but I can do nothing.
A : Why don't you change the meat?
2. A : I don't think this cake is sweet.
B : Yes, I am sorry. I know but we make it based on the recipe.
A : (*does not accept the excuse*) _____ .
3. A : (*complains*) _____ .
B : (*excuses*) _____ .
A : I am very annoyed about it.
4. A : I don't think the fruit is fresh.
B : (*excuses*) _____ .
A : (*does not accept the excuse*) _____ .

Task 6



Work in pairs. Choose one of the following situations then make a dialogue. Act it out with your partner.

3. Suppose you and your partner are a costumer and a waiter/waitress. The costumer complains to the waiter/ waitress because the soup served is cold, the meat is overcooked and the fruit is not fresh. The waiter/ waitress finds excuses which the costumer does not accept.
4. Suppose you and your partner are a costumer and a butcher. The costumer complains to the butcher because the price of the meat on the advertisement is different with the cashier. The butcher explains that the price has gone up. The butcher finds excuses which the costumer does not accept.

Next, use the Ice or Chop setting to make milkshakes, smoothies or frozen drinks. Make baby food by adding a small amount of liquid to a cup of fruit or vegetables and blending it for 15 seconds on the Puree setting. Five seconds on this setting also will smooth out lumpy gravy.

Latter, take advantage of the Pulse setting to make bread crumbs, grate chocolate, chop vegetables and make cracker crumbs. Add food to the blender through the secondary lid while the blender is running. Clean the pitcher after each use. Put a little bit of dishwashing detergent in, add enough water to fill it halfway, put the lid on, and run the blender - with lid on - on a low speed for a few seconds.

Finally, rinse the blender thoroughly. Take it apart and dry off the blades.

source : [//www.eHow.com/how_16279_blender.html](http://www.eHow.com/how_16279_blender.html)

Questions :

6. What do you have to do first when you want to use a blender?
7. Why do we have to be sure that the retaining ring is seated correctly?
8. What do you do after you put the recipe ingredients in the pitcher?
9. How do you make baby food?
10. How do you clean the pitcher?

Task 8



Study the rules below.

In the text in Task 7, you find words, such as :

- First, then, next, latter, finally (These words are called transitional signal)
- Choose, set, use, take, rinse (These words are called imperative words)

Here are the explanation and other words you can use for transitional signal and imperative.

TRANSITIONAL SIGNALS

When you want to describe how something is completed through a sequence of steps, you use some transitional signals.

Here are the examples of transitional signals:

Firstly	Then	Finally
Secondly	Next	
Thirdly	After that	
First of all	Later	

IMPERATIVE FORM

Besides using the transitional signals, you can also use the imperative form to give instructions.

Example:

Chill the cake for 5 minutes.

Pour the batter into the pie crust.

Put cherries on the top of the cake.

Adapted from “Effective Communication” An integrated Course of English for Vocational High School.

Task 9



Complete the following text of how to make a yellow cake by using transitional signals and imperative words provided in the box.

HOW TO MAKE A YELLOW CAKE

Make a yellow cake for a birthday party, tea party or just something to bring in to the office one day when you're feeling generous.

2. _____ oven to 375 degrees F.



2. _____ flour two round 8-inch cake pans and set aside

4. _____ Combine flour, baking powder and salt in a small mixing bowl and set aside.



5. _____ butter or margarine with a hand mixer at medium speed for 30 seconds in a large mixing bowl.

6. _____, add sugar and vanilla and beat well.

7. Add eggs, one at a time, beating well after each addition.

8. _____ dry flour mixture and milk alternately, beating on low speed after each addition until just combined.



9. _____ batter into prepared cake pans.



10. Bake 30 to 35 minutes or until a toothpick inserted in the center of the cake comes out clean.

11. Cool cakes in pans on a wire rack for 10 minutes

12. Remove cakes from pans and cool thoroughly on racks

13. _____ Frost with your favorite frosting

preheat

finally

pour

add

third

next

beat

grease and lightly

Adapted from : [//www.ehow.com/how to make yellow cake/how_11464_make-yellow-cake.html](http://www.ehow.com/how_to_make_yellow_cake/how_11464_make-yellow-cake.html)

Task 10



You have jumbled paragraphs about how to make your own whipped cream. Match the instructions and the pictures below.

How to make your own whipped cream



Imagine having fresh home made whipped cream to put on top of your cakes and candies! Discover the perfect recipe to making a frothy, dessert-like sweet topping for anything from puddings to jello without the extra fat and sugars, or preservatives.

3. Pour the 1/2 pint of heavy cream into a large bowl.



4. Add in about a 1/3 cup of sugar and a tiny pinch of salt. Adding more sugar will help thicken the mixture, but don't add too much. 3/4 a cup to a cup is too much.



3. Using a wire whisk or beater, whip the mixture together until you get soft peaks.



5. Let sit in fridge to cool, then enjoy.



Adapted from : [//www.eHow.com/Make-Your-Own-Whipped-Cream.htm](http://www.eHow.com/Make-Your-Own-Whipped-Cream.htm)

Task 11



Write a short instruction based on the text below. Use the imperative form and transitional signals you have learnt. Do it individually.

How to Use Different Types of Cream



There is quite a variety of fresh cream types available on the market and you may not be sure what to do with each type. It can help to understand the types and their uses when seeking to diversify your use of cream in cooking and daily culinary use.

Note that there are two types of cream - fresh cream and long-life cream. Both types of cream have different characteristics. Fresh cream is rich, smooth and velvety. Fresh cream has uses in many different dishes, including as a source of thickening [soups](#), making sauces taste richer and garnishing [desserts](#). Naturally, cream also makes a substantial ingredient in its own right for some dessert dishes such as syllabubs and [ice cream](#).

Choose quality fresh cream. When purchasing fresh cream, it is wise to follow some guidelines. Learn the different varieties of fresh cream available. Finally, Note that some of these cream varieties may be named differently in your region.

Adapted from : [//www.eHow.com/Use-Different-Types-of-Cream.htm](http://www.eHow.com/Use-Different-Types-of-Cream.htm)

Let's check your competence



Task 11



Work in pairs. Choose one of the following situations then take turns with your partner to give the instructions based on the situation.

3. You want to introduce one of traditional foods to your friend who comes from another region. You have to explain how to make that food.
4. You have already bought a new oven. Your mother asks you to explain how to use it as she cannot use the oven. You explain to your mother how to use an oven.

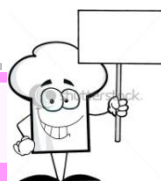
My reflection



How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (✓) in the right columns according to how much you have learnt.

Aspects	very much	much	little
Expressing complaint			
Expressing apology/ refuse of complaint			
Transitional signal			
Imperative form			
Writing instructions			
Vocabulary			

Let's summarize



In this unit, you have learnt about (1) expressing complaint and apology, refusing of complaint and (2) transitional signal and imperative form.

COMPLAINT

Here are some ways of expressing your dissatisfaction with something or someone.

A

Complaint

I'm afraid the soup is cold.

Sorry, this steak is overcooked.

I don't think this fish is fresh.

B

Apology/ Excuse

Yes, I know but ...

I'm sorry, but ...

Sorry, there's nothing I/ we can do about it, I'm afraid.

Well, sir/madam, you ...

A

(Well, I'm sorry, but) ...

I (really) don't think that's good enough.

It/That (just) isn't good enough.

It / That Oust) won't do.

That's no excuse.

Why don't / didn't you ... ?

I'm (really) very annoyed/ angry about it.

You can't expect me to ...

TRANSITIONAL SIGNALS

When you want to describe how something is completed through a sequence of steps, you use some transitional signals.

Here are examples of transitional signals:

Firstly	Then	Finally
Secondly	Next	
Thirdly	After that	
First of all	Later	

IMPERATIVE FORM

Besides using the transitional signals, you can also use the imperative form to give instructions.

Example:

Chill the cake for 5 minutes.

Pour the batter into the pie crust.

Put cherries on the top of the cake.



Vocabulary List



cake	🍰 (n)	: kue
fortnight	📅 (n)	: dua minggu
ticket	🎫 (n)	: tiket
factory	🏭 (n)	: pabrik
delay	⌚ (v)	: menunda
expect	👁️ (v)	: mengharapkan
business	💼 (n)	: urusan, perusahaan
blender	🥤 (n)	: alat tempat pencampur
retain	👉 (v)	: menahan
pitcher	🍷 (n)	: kendi/ tempat blender
crumbs	🍪 (n)	: remah-remah
lumpy	🍌 (ks)	: tidak halus, kental

APPENDIX E

(Final Draft)

MY RESPONSIBILITIES ARE TO PREPARE AND COOK FOOD



Source :
www.southerncruising.com/NewsRelease.aspx?NewsId=155

If you want to apply for a job, you have to be able to ask and tell about job descriptions and educational background. Do you know how to do those politely?

In applying for a job, you have also to be able to write your Curriculum Vitae. Can you make it very well? Learn those in this unit and you will be able to do them effectively.

Let's start



Task 1



Study the pictures below. In your opinion, what are the people doing?



Picture 1.1

www.southerncruising.com/NewsRelease.aspx?NewsId=155



Picture 1.2

Source : www.googleimage.co.id

Let's listen & repeat



Task 2



Below are some words you are going to find in Task 3. Find their meanings in the dictionary and then repeat after your teacher.

English	Indonesian
chef /ʃef/ (n)	
restaurant /ˈres.trɒnt/ (n)	
culinary /ˈkʌl.ɪ.n ə r.i/ (adj)	
baker /ˈbeɪ.kə r/ (n)	

bakery /'beɪ.kə.rɪ/ (n)	
responsibility /rɪˌspɒn.tə'sɪ.bɪl.ɪ.ti/ (n)	
challenging /'tʃæl.ɪŋ.dʒɪŋ/ (adj)	
goal /ɡəʊl/ (n)	
future /'fjuː.tʃə.r / (n)	

Task 3



In this Task, you are going to listen to a conversation twice. Listen to it and take a note for the important information. Then, answer the questions individually. (The listening script is in the Appendix)

Questions :

13. What position does the interviewee apply for?

- a. a chef c. a cook
- b. a waiter d. a waitress

14. What is the interviewee's educational background?

- a. He graduated from Culinary Department of Yogyakarta State University.
- b. He graduated from Boutique Department of Yogyakarta State University.
- c. He graduated from Beauty Department of Yogyakarta State University.
- d. He graduated from English Department of Yogyakarta State University.

15. What is the interviewee's last job?

- a. a chef c. a waiter
- b. a baker d. a waitress

16. What are the responsibilities for that job?

- a. The responsibilities are to make bread and cakes for sale, or to sell bread and cakes.

- b. The responsibilities are to prepare and cook food.
- c. The responsibilities are to deliver food and serve the customers.
- d. The responsibilities are to make and deliver bread or cake.

17. What does the interviewer say to ask the interviewee about the interviewee's last job and his responsibilities?

- a. Can you tell me about your last job and what your responsibilities are?
- b. Could you tell me about your last job and what your responsibilities are?
- c. Do you mind telling me about your last job and what your responsibilities are?
- d. Would you tell me about your last job and what your responsibilities are?

18. What does the interviewee say to tell about his last job and his responsibilities?

- a. I'm a baker in Mandala Bakery. My responsibilities are to make bread and serve the customers.
- b. I'm a baker in Mandala Bakery. My responsibilities are to make bread and cakes for sale, or to sell bread and cakes.
- c. I'm a chef in Mandala Bakery. My responsibilities are to prepare and cook food.
- d. I'm a waiter in Mandala Bakery. My responsibilities are to prepare food and serve the customers.

Task 4



Study the expressions below.

In the dialogue in Task 3, you find expressions, such as :

- Can you tell me what school you graduated from?
(to ask about one's educational background)
- I graduated from a culinary department of Yogyakarta State University.
(to tell about one's educational background)
- Could you tell me what your responsibilities are?
(to ask about one's job description)
- I would like to know whether you know about your responsibilities if
(to ask about one's job description)
- My responsibilities are to make bread and cakes for sale, or to sell bread and cakes.
(to tell about one's job description)

Here are some other expressions you can use to ask and tell about one's job description and educational background.

Asking and Telling about One's Job Description and Educational Background.

5. Job description

Asking about one's job description

Formal

- Could you tell me what your responsibilities are?
- I would like to know whether you know about your responsibility.
- Can you tell me what your task is?
- I would like to know about what you have to do.

Informal

- What are your responsibilities?
- What is your responsibility?
- What is your task?
- What do you have to do?

Telling about one's job description

- My job is to bring the food to customers at their tables in a restaurant.
- My responsibilities are to offer the menu and to take orders.
- My task is to prepare and cook food.
- I have to sell meat in a shop.

6. Educational Background

Asking about one's educational background

Formal	Informal
• Could you tell me a little about your educational background?	• What is your educational background?
• Can you tell me where you graduated from?	• Where did you graduate from?
• I would like to know about your major.	• What is your major?
• I would like to know where you studied.	• Where did you study?

Telling about one's educational background

- I graduated from a vocational school.
- I have a degree in culinary program.
- I majored in culinary.
- My major is
- I studied in

Adapted from “Effective Communication” An integrated Course of English for Vocational High School.

Listening & Speaking

Task 5



Listen to the dialogue carefully. Choose one of the expressions you hear from the dialogue. Do it individually.

- Ardi : Rio, (what does your father have to do/ what does your father do) ?
Rio : He (has to sell/ sells) meat in a shop.
Ardi : Hummm.. so, is your father a butcher?
Rio : Yes... He is. What about your father?
Ardi : My father is a waiter . His (task/ job) is to bring the food to customers at their tables in a restaurant.
Rio : So, (where does he study/ where did he graduate from) ? Did he graduate from a culinary department of a university?
Ardi : No.. He did not. He (studied in/ graduated from) the culinary program of a vocational school.
Rio : Vocational school?
Ardi : Yes.. just want to let you know that a waiter is not always a university graduate.
Rio : Wow. I see.

Task 6



Complete the following dialogues using the expressions of asking and telling about one's job description. Do it individually.

9. Dewi : _____ you tell me _____ task is?
Nur : My task is to cook for customers.
10. Mahardika: Could you tell me what your responsibilities are?
Putra : My responsibilities are to _____ and _____ .
11. Cantika : (asking one's educational background) _____ .

- Putri : I majored in culinary.
12. Salam : Could you tell me a little about your educational background?
- Asep : (telling one's educational background) _____ .

Task 7



Choose one of the following situations. In pairs, make a dialogue based on the situation. After that, practice it out with your partner.

Situation :

5. Suppose you are a chef in a restaurant. A new cook asks you about his/ her job working there. You tell him/ her about the job and the responsibility of a cook.
6. Suppose you are doing an interview for applying for a new job as a chef in a new restaurant. You have already resigned from your previous job as a chef in a five star hotel. The interviewer asks you to tell him/her about your job and responsibility of your previous job. Tell the interview about your last job and responsibility.

Let's read & write



Task 8



When you eat in a restaurant or cafe, who serves your drink or food? Read the text below. Then check your comprehension by answering the questions that follow. Do it with your partner.

Vocabulary

guest /gest/ (n)	: tamu
order /'ɔ:.də r/ (n)	: pesanan
appetizer /'æp.i.taɪ.zə r/ (n)	: makanan perangsang/ pembangkit selera
silverware /'sɪl.və.weə r/ (n)	: alat makan; sendok, garpu
demand /dɪ'mɑ:nd/ (n)	: tuntutan

BEING A WAITRESS IS HARD



Picture 1.3

A waitress is a woman **who** seats the guests, takes the drink orders, and watches to see if the guests need anything. There are many job descriptions for a waitress. Body language lets her know when the guests are ready to order. When they are ready, she takes the order, makes sure that they are served drinks and appetizers.

A waitress is also a woman **whose** job is to clean tables, fill salt, things like that. She also makes silverware rolls for the guests **whom** she serves, if they use those in the establishment. Keep checking on guests to make sure they are happy. Fix whatever drinks need to be fixed and keep the tables going. Besides, she basically keeps the guests happy, and when they aren't happy, she listens to why, and makes them happy. Even when she has a bad day, nobody should know it. She can't take it out on the guests. Therefore, being a waitress is hard. It is very demanding.

Adapted from wikianswer/What_is_the_job_description_for_a_waitress.htm

Questions :

9. What does paragraph 1 talk about?
10. Who is a waitress?
11. What does paragraph 2 talk about?

12. Mention four jobs of a waitress.

Task 9



Study the explanation below. Discuss it with your friends.

In the text in Task 8, you find some sentences, such as :

- A waitress is a woman **who** seats the guests, takes the drink orders, and watches to see if the guests need anything.
- A waitress is also a woman **whose** job is to clean tables, fill salt, things like that.
- She also makes silverware rolls for the guests **whom** she serves, if they use those in the establishment.

The bold words above are called adjective clauses. **Adjective clause** is a part of a sentence telling us what kind of person or thing the speaker means. Here are the other adjective clauses you can use.

Adjective clause

Adjective. Adjective clauses are generally introduced or preceded by a relative pronoun such as:

who	= for people as subjects
whom	= for people as objects
which	= for things as subjects or objects
whose	= to indicate possession
that	= for people or things as subjects or objects

Here are other examples :

1. He is a butcher.

He sells meat in a shop.

A butcher is a *person* **who** sells meat in a shop.

2. She brings the food to customers.

She serves customers in a restaurant.

She brings the food to customers whom she serves in a restaurant.

3. She is a baker.

Her job is to make bread and cakes for sale, or to sell bread and cakes.

A baker is *a person* whose job is to make bread and cakes for sale, or to sell bread and cakes.

Adapted from “Effective Communication” An integrated Course of English for Vocational High School.

Task 10



Combine these following sentences using the relative pronouns. Number one has been done for you.

11. The woman is our new manager. She always comes to the restaurant at 6 a.m.

The woman who always comes to the restaurant at 6 a.m is our new manager.

12. Andi works as a chef. He graduated from the culinary program of a vocational school.

Andi who works as a chef.

13. The waitress is very friendly with the customers. The waitress serves the customers in the restaurant.

..... who serves the customers in the restaurant is

14. Arini is a cook in Minahasa Hotel. Her job is to prepare and cook food.

Arini whose is

15. Salam gets a new job. The job is related to his study.

Task 11



Study this Curriculum Vitae below. Then, answer the following questions with your partner.

Dewi Nur Widiyati

+62856 4363 1887

dek_nunun@yahoo.com

EDUCATION

2005 – 2009	Culinary Program of Yogyakarta State University
2004 - 2005	Culinary Training
2004	English Course
2001 - 2004	Vocational School “Jasa Boga”

WORK EXPERIENCES

2011 – present	baker in Mirota Bakery
2009 – 2010	a chef in Lion Restaurant

QUALIFICATION

Good command of English (TOEIC score of 600)

PERSONAL INTERESTS

Reading books

Adapted from “Effective Communication” An integrated Course of English for Vocational High School.

Questions :

9. What is Dewi’s highest education?
10. What kind of training has she taken?
11. What is her present job?
12. Why do we have to make a CV?

Task 12



Fill in the blank spaces of CV format below. Suppose you are writing a CV to apply for a job. Do it individually.

<u>putrisalam@yahoo.com</u>	
EDUCATION	
2006 - 2010	
	Language course (English)
2001 - 2004	
WORK EXPERIENCES	
2010 – present	
	baker in Minahasa Bakery
QUALIFICATION	
Sport, Dancing	

Task 13



Write a CV of your own. After that, exchange your CV to your partner. Give feedback to each other.

Let's check your competence



Task 14



Describe these pictures using adjective clause.



Picture 1.3 A cook
Source :
www.googleimage.co.id



Picture 1.4 a baker
Source :
www.googleimage.co.id



Picture 1.4 a waiter/waitress
Source :
www.googleimage.co.id

Task 15



Suppose you want to apply for a job. Make a CV to apply for the job.

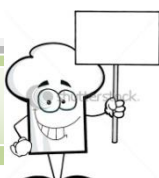
My reflection



How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (✓) in the right columns according to how much you have learnt.

Aspects	very much	much	little
Asking about one's job description			
Telling about one's job description			
Asking about one's educational background			
Telling about one's educational background			
Adjective clause			
Writing CV			
Vocabulary			

Let's summarize



In this unit, you have learnt about how to ask and tell one's job description and educational background.

➤ Asking and Telling about One's Job Description and Educational Background.

5. Job description

Asking about one's job description

Formal

Informal

- Could you tell me what your responsibilities are?
- I would like to know whether you
- What are your responsibilities?
- What is your responsibility?

- know about your responsibility.
- Can you tell me what your task is?
- I would like to know about what you have to do.
- What is your task?
- What do you have to do?

Telling about one's job description

- My job is to bring the food to customers at their tables in a restaurant.
- My responsibilities are to offer the menu and to take orders.
- My tasks are to prepare and cook food.
- I have to sell meat in a shop.

6. Educational Background

Asking about one's educational background

Formal	Informal
• Could you tell me a little about your educational background? • Can you tell me where you graduated from? • I would like to know about your major. • I would like to know where you study.	• What is your educational background? • Where did you graduate from? • What is your major? • Where do you study?

Telling about one's educational background

- I graduated from a vocational school.
- I have a degree in culinary program.
- I majored in culinary.
- My major is
- I study in

➤ Adjective clause

Adjective clause is a part of a sentence telling us what kind of person or thing the speaker means. It is generally introduced or preceded by a relative pronoun such as:

who	= for people as subjects
whom	= for people as objects
which	= for things as subjects or objects
whose	= to indicate possession
that	= for people or things as subjects or objects

Vocabulary list



chef /ʃef/ (n)	: juru masak (kepala, koki)
restaurant /ˈres.trɒnt/ (n)	: restoran, rumah makan
culinary /ˈkʌl.ɪ.n ə r.i/ (adj)	: berhubungan dengan dapur/ makanan
baker /ˈbeɪ.kə r/ (n)	: tukang roti
bakery /ˈbeɪ.k ə r.i/ (n)	: toko roti dan kue
responsibility /rɪˌspɒn t .sɪˈbɪl.ɪ.ti/ (n)	: kewajiban
challenging /ˈtʃæl.ɪn.dʒɪŋ/ (adj)	: yang menantang
goal /ɡəʊl/ (n)	: tujuan
future /ˈfjuː.tʃə r/ (n)	: masa depan
guest /ɡest/ (n)	: tamu
order /ˈɔː.də r/ (n)	: pesanan



You have to endure caterpillars if you want to see butterflies.



UNIT 2

I'M GOING TO OPEN THE NEW
RESTAURANT ON APRIL 1ST.



Source : <http://en.wikipedia.org/wiki/Restaurant>

In this unit, you are going to tell about your past time job and your working plans in the future. You are also going to learn how to write an application letter.

Let's start



Task 1



Answer the following questions with your partner based on your experience.

9. What did your parents do?
10. Where did they work?
11. How long did they work there?
12. What do your parents' plans probably about future jobs?

Let's listen & repeat



Task 2



Below are some words you are going to find in Task 3. Find their meanings in the dictionary and then repeat after your teacher.

English	Indonesian
problem /'prɒb.ləm/ (n)	
resign /rɪ'zaɪn/ (v)	
waiter /'weɪ.tər/ (n)	
customer /'kʌs.tə.mər/ (n)	
plan /plæn/ (n)	
future /'fjuː.tʃər/ (n)	
excellent /'ek.səl.ənt/ (adj)	
health /helθ/ (n)	

Task 3



In this Task, you are going to listen to the conversation twice. Listen to them and take a note for the important information. Then, answer the questions individually. (The listening script is in the Appendix)

Questions :

11. What was Surya's problem?
 - a. The problem was about his school.
 - b. The problem was about his father.
 - c. The problem was about his mother.
 - d. The problem was about his brother.
12. What happened with Surya's father?
 - a. He sick.
 - b. He resigned from his job.
 - c. He found a new job.
 - d. He wanted to have a new restaurant.
13. What did Surya father's previous job?
 - a. a waiter c. a baker
 - b. a waitress d. a chef
14. Why did Surya's father resign from his job?
 - a. He found a new job.
 - b. After getting sick, he was not strong enough to work as usual.
 - c. He wanted to look for a new job.
 - d. After getting sick, he did not want to work anymore.
15. What is Surya's father's plans about his future jobs?
 - a. He is going to open a new restaurant.
 - b. He is going to buy a new restaurant.
 - c. He is going to work in a new restaurant.
 - d. He is going to sell a new restaurant.

Task 4



Study the explanation below.

In the dialogue in Task 3, you find some explanation, such as :

- I prepared and cooked the food in a restaurant. (To tell a past time job)
- He is going to open the restaurant on April 1st. (To tell a working plan in the future)

Here are the explanation about past time jobs and working plans in the future.

PAST TENSE

The **past tense** shows the past events and past activities. The affirmative form of simple past tense uses the verb II form. In the simple past tense, regular verbs end in *-ed*.

e.g. *monitor – monitored stir – stirred*
supply – supplied include – included

The **past continuous tense** describes a past action at some point between its beginning and its end.

In the past continuous tense, the subject is followed by the auxiliary *was/were* and the verb is added with the *-ing* form.

Remember: I/She/He/It **was serving** the food when she saw the manager.

You/They/We **were serving** the food when she saw the manager.

FUTURE TENSE

1. The use of “Will”

We use “will” in these situations.

a) Statements of future facts

e.g.: The order will be finished tomorrow.

b) Decisions made at the time of speaking

e.g.: I have served all of the customers. I will take a rest for a moment.

c) To express a prediction

e.g.: I will probably be late to the restaurant this morning.

d) To show willingness

e.g.: I will help you making this cake.

e) Promising to do something

e.g.: Thank you for helping me making this cake. I will give a half of the cake to you.

2. The use of “*Be Going To*”

a) Planned future actions or events

e.g.: I am going to open the new restaurant on April 1st.

b) Future events in a neutral way

e.g.: Mr. Salam is going to be the new chef in this restaurant.

c) Future events evident from something in the present

e.g.: I'm tired of being a baker. I am going to resign from the bakery.

3. The use of “*The present continuous tense*”

We use “the present continuous tense” to express planned actions or events.

e.g.: I am not working tomorrow.

Adapted from “Effective Communication” An integrated Course of English for Vocational High School.

Task 5



E. Choose the correct words to complete the questions and answers. Number one has been done for you.

cut cook lose cook
wash clean find

11. A : How did Andi break those glasses?

B : He broke them while he was serving the customers.

12. A : How did you _____ you finger?

B : I _____ it while I _____ for dinner.

13. A : How did Lisa _____ the knife?

B : She _____ it while she _____ in the kitchen.

14. A : How did you _____ the plates in the desk?

B : I _____ them while I _____ the kitchen.

15. A : How did your father _____ this new recipe?

B : He _____ it while he _____ a cooking program in the television.

F. Put the verb into the correct form using “will” or “going to”. Number one has been done for you as an example.

11. Rio : Ardi, how about Mr. Hanif's order? Have you made the cake?

Ardi : Yes, I have. The cake (finish) tomorrow.

Ardi : Yes, I have. The cake will be finished tomorrow.

12. Asep : You look so tired, Salam. I (help) you making this soup.

Salam : Thank you so much.

13. Mahardika : Putra, what is your plan after graduating from this college?

Putra : I (open) a big bakery in this city.

14. Cantika : Do you have any plan about your future job?

Putri : Yes, I have. I (help) my father in his new restaurant.

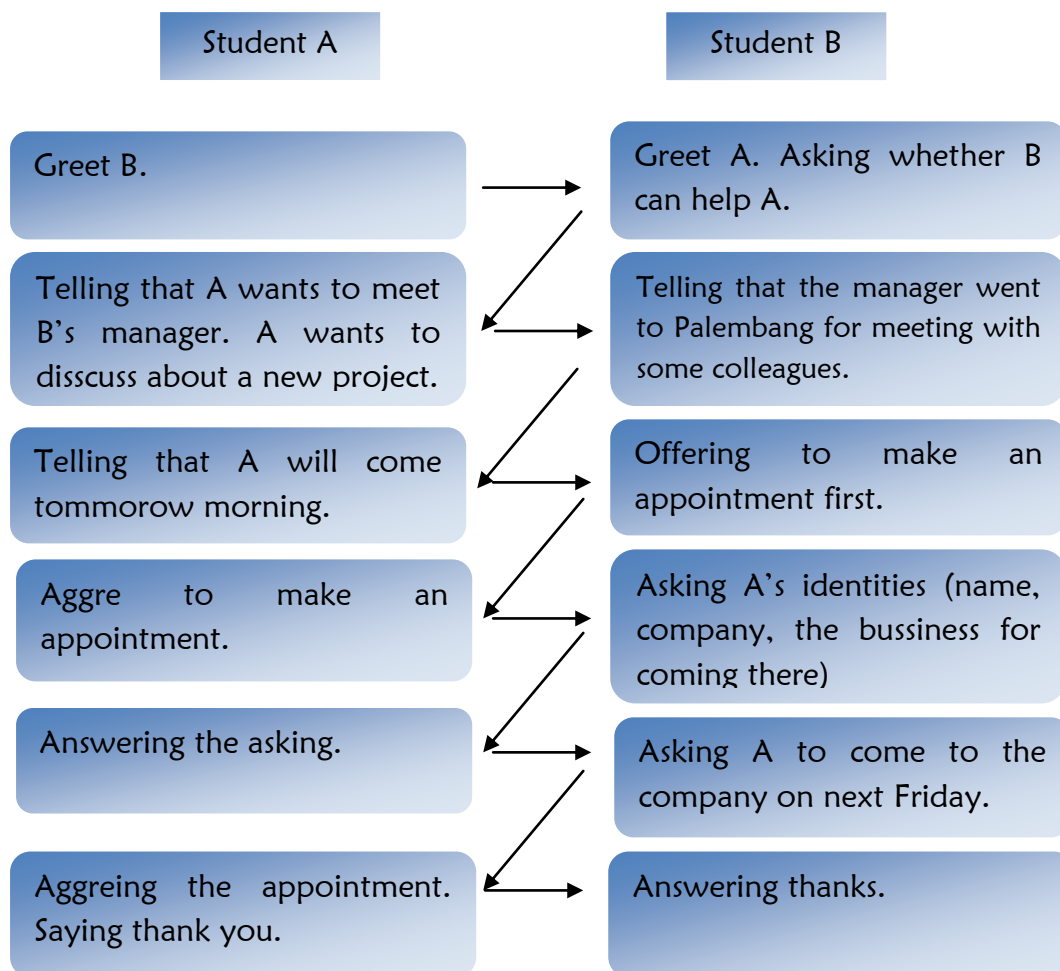
15. Surya : Rizky, this cake is for you. I made the cake by myself.

Rizky : Oh. Thank you so much. I (not give) the cake to anyone. I (eat) it.

Task 6



In pairs, take turns asking and answering the following



Task 7



Let's do a role play. Choose one of the following situations below. Work in pairs and make a simple dialogue based on the situation. Then, perform it with your partner.

5. Suppose you and your friend are having a dinner. Your friend has already resigned from his/ her job because he/ she wants to have his/ her own company. He/ she has a plan to open a new big bakery. Then he/ she asks you to be one of the partners who establishes the company. Finally, you and your friend get an agreement to open the new bakery next year.
6. Suppose your friend is a new employee in a company. You and your new friend are having lunch together. You ask your friend to tell about his/ her previous job and his/ her plan for having work in the new company. Your friend answers and tells you about his/ her previous job and his/ her future plan about his/ her new job.

Let's read & write



Task 8



Study this job advertisement. Then answer the questions that follow with your partner.

URGENTLY NEEDED

A developing restaurant invites applicants for the following positions :

- 5. Chef
- 6. Waiter/ waitress

Qualifications :

- i. Hard working (1,2)
- j. Having the same experience at least 1 year (1,2)
- k. Good looking (1,2)
- l. Mastering spoken and written English (1,2)

Send your application letter and CV to :

P.O BOX 55573

Yogyakarta

Questions :

9. Who invites the applicants?
10. What position does the restaurant offer?
11. What are the qualifications for being a chef?
12. Where do the applicants have to send their application letter and CV?

Task 9



The application letter below is based on the advertisement in Task 8. Study it, then answer the questions with your partner.

August 06, 2011 → **date**

Personal Manager
P.O BOX 55573
Sleman, Yogyakarta } **Inside address**

Dear Sir/ Madam → **salutation**

I am applying for the position of a chef advertised in *Kompas* on August 05, 2011. My name is Mahardika Putra Salam and I am 25 years old. I have a Sarjana Degree from the Culinary Department of Yogyakarta State University. } **Opening paragraph**

I have worked for some restaurants as a cook and chef. I have more than four years of work experience. I joined training and apprenticeship while I was in the vocational school and university. I also have good ability in spoken and written English. } **Body of letter**

I would like to add that I have high motivation and loyalty. I am also ready to work hard. I am able to work independently and in a team. }

I enclose my CV, a recent photo, and copies of some documents. I am looking forward to hearing from you. } **Closing paragraph**

Sincerely yours, } **closing**

Mahardika Putra Salam

Jln. Wonosari km 09
Yogyakarta 55579 } **Sender's address**

Adapted from "Effective Communication" An integrated Course of English for Vocational High School.

Questions :

11. When does the applicant send the letter?
12. What position does the applicant want to apply?
13. What is the educational background of the applicant?
14. What is the work experience of the applicant?
15. Where is the applicant's address?

Task 10



Study this advertisement. Then complete the application letter that follows. Do it individually.

URGENTLY NEEDED

New Newspaper,
August 05, 2011

A developing restaurant invites 5 applicants for the position of :

- Waiter/ waitress

Qualifications :

- i. Hard working
- j. Good looking
- k. Mastering spoken and written English
- l. Having at least 1,5 year's of experience in a similar capacity

Send your applications and CV to :

P.O. BOX 44455
Palembang

The application letter :

November __, _____

P.O. BOX 44455

Dear Sir/ Madam,

I am applying for the position _____ , advertised in _____ on _____ , 2011. My name is _____ and _____. I have a _____ .

I have worked for _____. I have more than _____ years of work experience. I _____ while I was in the vocational school. I also _____.

I would like to add that I have _____ , _____, _____. I am also _____. I am able to work independently and in a team.

I enclose _____ , _____, _____. I am looking forward to hearing from you.

Sincerely yours,

Task 11



Arrange the jumbled paragraphs below into a good order of an application letter and then rename the part of each paragraph. Number one has been done for you.

15. September 18, 2011 } date

16. Dear Sir / Madam,

Reading & writing

Your faithfully,
Muhammad Ilham

Personal Manager,
P.O. BOX 180989
Bengkulu

11

17.

9.

18. I am 21 years of age and I graduated from Culinary Department of SMK N 1 Sewon.

19. I have an excellent health, high motivation, good communication of English skill, high loyalty, integrity. I am also ready to work hard.

20. I am seeing your fast growing restaurant and I heard that your restaurant has a good reputation, so I would like to join your restaurant as a waiter.

21. Hopefully, you are willing to consider my application and I am looking forward to hearing from you.

Task 12



Write an application letter based on the advertisement below. Do it individually.

URGENTLY NEEDED

A new restaurant invites applicants for the following positions :

7. Chef
8. Waiter/ waitress
9. Cook

Qualification :

- m. Hard working (1,2,3)
- n. High motivation (1,2,3)
- o. Good looking (3)
- p. Being able to work individually/ in a team (2,3)
- q. Having at least 3 year experiences of work in a similar capacity (1, 2,3)
- r. Mastering spoken and written English (2)

Send your application letter to:

P.O. BOX 345345
Jakarta

Let's check your competence



Task 13



Complete the following paragraph by using appropriate verbs of past and future tenses.

Anisa was a baker in “Delicious Bakery”. She _____ (make) bread and cakes for sale or _____ (sell) bread and cakes. She _____ (is) one of the diligent bakers there. One day, when the owner of the bakery _____ (come) to the shop, Anisa _____ (take) a serious conversation with a costumer. The costumers _____ (complain) about Anisa’s service. He _____ (tell) her that her service _____ (is) so slow. Anisa _____ (try) to ask for apology but the costumer _____ (reject) it. Seeing the situation, the owner of the bakery _____ (come) to them. He _____ (ask) for the apology for the costumer. He _____ (promise) that he _____ (give) her a warning.

Task 14



Look for a job vacancy related to your program advertised in the newspaper. Then make your own application letter based on the advertisement.

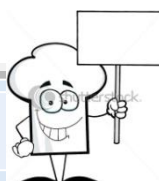
My reflection



How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (✓) in the right columns according to how much you have learnt.

Aspects	very much	much	little
Telling past time job			
Telling working plan in the future			
Writing application letters			
Vocabulary			

Let's summarize



In this unit, you have learnt about telling your past time job and working plan in the future.

PAST TENSE

The **past tense** shows the past events and past activities. The affirmative form of simple past tense uses the verb II form. In the simple past tense, regular verbs end in *-ed*.

The **past continuous tense** describes a past action at some point between its beginning and its end.

In the past continuous tense, the subject is followed by the auxiliary *was/were* and the verb is added with the *-ing* form.

FUTURE TENSE

1. The use of “*Will*”

We use “will” in these situations.

- a) Statements of future facts
- b) Decisions made at the time of speaking
- c) To express a prediction
- d) To show willingness
- e) Promising to do something

2. The use of “*Be Going To*”

- a) Planned future actions or events
- b) Future events in a neutral way
- c) Future events evident from something in the present

3. The use of “*The present continuous tense*”

We use “the present continuous tense” to express planned actions or events.

Vocabulary list



problem	/ˈprɒb.ləm/ (n)	: soal, masalah, persoalan
resign	/rɪˈzaɪn/ (v)	: berhenti, meletakkan
waiter	/ˈweɪ.tə r/ (n)	: pelayan (laki-laki)
customer	/ˈkʌs.tə.mə r/ (n)	: pelanggan, nasabah
plan	/plæn/ (n)	: rencana
future	/ˈfjuː.tʃə r/ (n)	: masa depan
excellent	/ˈek.s ə l. ə nt/ (adj)	: unggul, baik sekali
health	/helθ/ (n)	: kesehatan

*There is more treasure in books
than in all the pirates' loot on the
Treasure Island.*

Walt Disney



**SORRY, THIS STEAK IS
OVERCOOKED!**



Source: <http://blog.opentable.com/tag/complaints/>

In your daily life, sometimes you want to express your dissatisfaction with something or someone. Do you know how to express it well? And do you know how to answer your friends when they express it to you?

When you do not know how to do or use something, what will you do?

Will you find any sources available around you? Can you follow the instructions well? Learn them in this unit.

Let's start



Task 1



Study the picture below. In your opinion, what are the people doing?



Source :
http://www.shinyshiny.tv/2010/05/toptable_restaurant_site_deletes.html



Source: <http://scoobydr3w.wordpress.com/2010/02/22/handling-customer-complaints-in-restaurants/>



Source: <http://blog.opentable.com/tag/complaints/>

Let's listen & repeat



Task 2



Below are some words you are going to find in Task 3. Find their meanings in the dictionary and then repeat after your teacher.

English	Indonesian
cake /keɪk/ (n)	
ticket /'tɪk.ɪt/ (n)	
fortnight /'fɔːt.naɪt/ (n)	
factory /'fæk.tər.i/ (n)	
delay /dɪ'leɪ/ (v)	
expect /ɪk'spekt/ (v)	
business /'bɪz.nɪs/ (n)	

Task 3



In this Task, you are going to listen to the conversation twice. Listen to them and take a note for the important information. Then, answer the questions individually. (The listening script is in the appendix)

Questions :

11. Who are the speakers of the conversation?
 - a. a baker and a manager
 - b. a baker and a customer
 - c. a customer and a manager
 - d. a baker and a waiter

12. What does the customer offer?
 - a. birthday cake
 - b. meat
 - c. bread
 - d. cake

13. What does the customer say to express her complaint when she knows that the cake is delayed?
- I am sorry, but I really don't think that it is good enough.
 - I am sorry, I think that is not good enough.
 - I am sorry, that is not enough.
 - I am sorry, but I really don't think that is not good enough.
14. What does the customer say to express her complaint when she knows that the bakery can not change her son's name?
- That is no excuse. Why did not you read carefully first before writing the name?
 - That is no excuse. Why did you read carefully first before writing the name?
 - I am sorry, but I really don't think that is good enough.
 - I am sorry, but I really think that is not good enough.
15. What does the baker say to reply the complaint?
- I am sorry ma'am.
 - Sorry.
 - Yes, sorry.
 - Sorry ma'am.

Task 4



Study the expressions below.

In the dialogue in Task 3, you find the expressions, such as :

- ... but I really don't think that is good enough. (expressing complaint)
- I am sorry ma'am. (replying complaint/ expressing apology/ refuse)
- Why did not you read carefully first ... (expressing complaint)
- You can not expect me to pay that much. (expressing complaint)

Here are some other expressions you can use to express and reply complaint.

COMPLAINT

Here are some ways of expressing your dissatisfaction with something or someone.

A

Complaint

I'm afraid the soup is cold.

Sorry, this steak is overcooked.

I don't think this fish is fresh.

B

Apology/ Excuse

Yes, I know but ...

I'm sorry, but ...

Sorry, there's nothing I/ we can do about it, I'm afraid.

Well, sir/madam, you ...

A

(Well, I'm sorry, but) ...

I (really) don't think that's good enough.

It/That (just) isn't good enough.

It / That Oust) won't do.

That's no excuse.

Why don't / didn't you ... ?

I'm (really) very annoyed/ angry about it.

Adapted from : "Survival English" Practice in Everyday Communication

Task 5



Complete the following dialogues using the expressions of complaint and apology/ excuse for the complaint. Do it individually.

3. A : (*complains*) _____ .
B : I know but I can do nothing.
A : Why don't you change the meat?
2. A : I don't think this cake is sweet.
B : Yes, I am sorry. I know but we make it based on the recipe.
A : (*does not accept the excuse*) _____ .
3. A : (*complains*) _____ .
B : (*excuses*) _____ .
A : I am very annoyed about it.
4. A : I don't think the fruit is fresh.
B : (*excuses*) _____ .
A : (*does not accept the excuse*) _____ .

Task 6



Work in pairs. Choose one of the following situations and make a dialogue. Practice it with your partner.

5. Suppose you and your partner are a costumer and a waiter/waitress. The costumer complains to the waiter/ waitress because the soup served is cold, the meat is overcooked and the fruit is not fresh. The waiter/ waitress finds excuses which the costumer does not accept.
6. Suppose you and your partner are a costumer and a butcher. The costumer complains to the butcher because the price of the meat on the advertisement is different with the cashier. The butcher explains that the price has gone up. The butcher finds excuses which the costumer does not accept.

Let's read & write



Task 7



This text is a manual to use a blender. Can you use this blender? Find out the steps by reading this text and then answer the questions with your friend to check your comprehension.

Vocabulary :

blender /'blen.də r / (n)	: alat tempat pencampur
retain /rɪ'teɪn/ (v)	: menahan
pitcher /'pɪtʃ.ə r / (n)	: kendi/ tempat blender
crumbs /krʌm/ (n)	: remah-remah
lumpy /'lʌm.pi/ (ks)	: tidak halus, kental
rinse /rɪn t s/ (kkt)	: membilas
cracker /'kræk.ə r / (n)	: kue, biskuit



How to Use A Blender

First, choose a flat, dry surface on which to operate your blender. Put the blender together. Place the blades in the retaining ring, then set the gasket over the blades and inside the ring. Screw the retaining ring firmly to the bottom of the pitcher. Be sure the retaining ring is seated correctly or you will have a leak.



Then, set the pitcher onto the base and plug the blender in. Put the recipe ingredients in the pitcher. Put lid on firmly.

Next, use the Ice or Chop setting to make milkshakes, smoothies or frozen drinks. Make baby food by adding a small amount of liquid to a cup of fruit or vegetables and blending it for 15 seconds on the Puree setting. Five seconds on this setting also will smooth out lumpy gravy.

Latter, take advantage of the Pulse setting to make bread crumbs, grate chocolate, chop vegetables and make cracker crumbs. Add food to the blender through the secondary lid while the blender is running. Clean the pitcher after each use. Put a little bit of dishwashing detergent in, add enough water to fill it halfway, put the lid on, and run the blender - with lid on - on a low speed for a few seconds.

Finally, rinse the blender thoroughly. Take it apart and dry off the blades.

source : [//www.eHow.com/how_16279_blender.html](http://www.eHow.com/how_16279_blender.html)

Questions :

11. What do you have to do first when you want to use a blender?
12. Why do we have to be sure that the retaining ring is seated correctly?
13. What do you do after you put the recipe ingredients in the pitcher?
14. How do you make baby food?
15. How do you clean the pitcher?

Task 8



Study the rules below.

In the text in Task 7, you find words, such as :

- First, then, next, latter, finally (These words are called **transitional signal**)
- Choose, set, use, take, rinse (These words are called **imperative words**)

Here are the explanation and other words you can use for transitional signal and imperative.

TRANSITIONAL SIGNALS

When you want to describe how something is completed through a sequence of steps, you use some transitional signals.

Here are the examples of transitional signals:

Firstly	Then	Finally
Secondly	Next	
Thirdly	After that	
First of all	Later	

IMPERATIVE FORM

Besides using the transitional signals, you can also use the imperative form to give instructions.

Example:

Chill the cake for 5 minutes.

Pour the batter into the pie crust.

Put cherries on the top of the cake.

Adapted from “Effective Communication” An integrated Course of English for Vocational High School.

Task 9



Complete the following text of how to make a yellow cake by using transitional signals and imperative words provided in the box. Do it with your partner.

HOW TO MAKE A YELLOW CAKE

Make a yellow cake for a birthday party, tea party or just something to bring in to the office one day when you're feeling generous.

3. _____ oven to 375 degrees F.



2. _____ flour two round 8-inch cake pans and set aside

5. _____ Combine flour, baking powder and salt in a small mixing bowl and set aside.



6. _____ butter or margarine with a hand mixer at medium speed for 30 seconds in a large mixing bowl.

7. _____, add sugar and vanilla and beat well.

8. Add eggs, one at a time, beating well after each addition.

9. _____ dry flour mixture and milk alternately, beating on low speed after each addition until just combined.



10. _____ batter into prepared cake pans.



11. Bake 30 to 35 minutes or until a toothpick inserted in the center of the cake comes out clean.

12. Cool cakes in pans on a wire rack for 10 minutes

13. Remove cakes from pans and cool thoroughly on racks

14. _____ Frost with your favorite frosting

preheat

finally

pour

add

third

next

beat

grease and lightly

Adapted from : [//www.ehow.com/how to make yellow cake/how_11464_make-yellow-cake.html](http://www.ehow.com/how_to_make_yellow_cake/how_11464_make-yellow-cake.html)

Task 10



You have jumbled paragraphs about how to make your own whipped cream. Match the instructions and the pictures below.

How to make your own whipped cream



Imagine having fresh home made whipped cream to put on top of your cakes and candies! Discover the perfect recipe to making a frothy, dessert-like sweet topping for anything from puddings to jello without the extra fat and sugars, or preservatives.

5. Pour the 1/2 pint of heavy cream into a large bowl.



6. Add in about a 1/3 cup of sugar and a tiny pinch of salt. Adding more sugar will help thicken the mixture, but don't add too much. 3/4 a cup to a cup is too much.



3. Using a wire whisk or beater, whip the mixture together until you get soft peaks.



6. Let sit in fridge to cool, then enjoy.



Adapted from : [//www.eHow.com/Make-Your-Own-Whipped-Cream.htm](http://www.eHow.com/Make-Your-Own-Whipped-Cream.htm)

Task 11



Write a short instruction based on the text below. Use the imperative form and transitional signals you have learnt. Do it individually.

How to Use Different Types of Cream



There is quite a variety of fresh cream types available on the market and you may not be sure what to do with each type. It can help to understand the types and their uses when seeking to diversify your use of cream in cooking and daily culinary use.

Note that there are two types of cream - fresh cream and long-life cream. Both types of cream have different characteristics. Fresh cream is rich, smooth and velvety. Fresh cream has uses in many different dishes, including as a source of thickening [soups](#), making sauces taste richer and garnishing [desserts](#). Naturally, cream also makes a substantial ingredient in its own right for some dessert dishes such as syllabubs and [ice cream](#).

Choose quality fresh cream. When purchasing fresh cream, it is wise to follow some guidelines. Learn the different varieties of fresh cream available. Finally, Note that some of these cream varieties may be named differently in your region.

Adapted from : [//www.eHow.com/Use-Different-Types-of-Cream.htm](http://www.eHow.com/Use-Different-Types-of-Cream.htm)

Let's check your competence



Task 12



Work in pairs. Choose one of the following situations and then take turns with your partner to give the instructions based on the situation.

5. You want to introduce one of traditional foods to your friend who comes from another region. You have to explain how to make that food.
6. You have already bought a new oven. Your mother asks you to explain how to use it as she cannot use the oven. You want to explain to your mother how to use an oven.

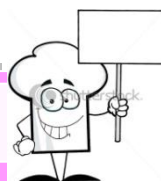
My reflection



How much improvement have you made after learning English in this unit? Write down your reflection in the space below. Put a tick (✓) in the right columns according to how much you have learnt.

Aspects	very much	much	little
Expressing complaint			
Expressing apology/ refuse of complaint			
Transitional signal			
Imperative form			
Writing instructions			
Vocabulary			

Let's summarize



In this unit, you have learnt about (1) expressing complaint and apology, refusing complaint and (2) transitional signal and imperative form.

COMPLAINT

Here are some ways of expressing your dissatisfaction with something or someone.

A

Complaint

I'm afraid the soup is cold.

Sorry, this steak is overcooked.

I don't think this fish is fresh.

B

Apology/ Excuse

Yes, I know but ...

I'm sorry, but ...

Sorry, there's nothing I/ we can do about it, I'm afraid.

Well, sir/madam, you ...

A

(Well, I'm sorry, but) ...

I (really) don't think that's good enough.

It/That (just) isn't good enough.

It / That Oust) won't do.

That's no excuse.

Why don't / didn't you ... ?

I'm (really) very annoyed/ angry about it.

You can't expect me to ...

TRANSITIONAL SIGNALS

When you want to describe how something is completed through a sequence of steps, you use some transitional signals.

Here are the examples of transitional signals:

Firstly	Then	Finally
Secondly	Next	
Thirdly	After that	
First of all	Later	

IMPERATIVE FORM

Besides using the transitional signals, you can also use the imperative form to give instructions.

Example:

Chill the cake for 5 minutes.

Pour the butter into the pie crust.

Put cherries on the top of the cake.



Vocabulary List



cake /keɪk/ (n)	: kue
fortnight /'fɔ:t.naɪt/ (n)	: dua minggu
ticket /'tɪk.ɪt/ (n)	: tiket
factory /'fæk.tə.rɪ/ (n)	: pabrik
delay /dɪ'leɪ/ (v)	: menunda
expect /ɪk'spekt/ (v)	: mengharapkan
business /'bɪz.nɪs/ (n)	: urusan, perusahaan
blender /'blen.də.r/ (n)	: alat tempat pencampur
retain /rɪ'teɪn/ (v)	: menahan
pitcher /'pɪtʃ.ə.r/ (n)	: kendi/ tempat blender
crumbs /krʌm/ (n)	: remah-remah
lumpy /'lʌm.pi/ (ks)	: tidak halus, kental
rinse /rɪn t s/ (kkt)	: membilas
cracker /'kræk.ə.r/ (n)	: kue, biskuit

APPENDIX

TASK 3

- Customer : Excuse me, I want to take my birthday cake.
- Baker : Are you Mrs. Hani?
- Customer : Yes, I am.
- Baker : I am sorry Ma'am. Do you mind waiting for a minute, please?
- Customer : But, I am in a hurry. I ordered it in a fortnight ago. Here is the bill. It says that I can take the cake at 7a.m.
- Baker : I know but there has been a go-slow at the factory and everything is delayed.
- Customer : Well, I am sorry, but I really don't think that is good enough.
- Baker : OK. Wait a minute, please. (after a few moments). Yes, your cake is ready.
- Customer : OK..Umm.. Oh, God. But look. The name of my son is wrong. It should be Mahardika, not Nahandika.
- Baker : Yes, but I don't think they can change the name of your son Ma'am.
- Customer : Oh, no. That is no excuse. Why did not you read carefully first before writing the name?
- Baker : I am sorry ma'am. You can come back if you like. But it will take 3 hours.
- Customer : Three hours? But I need it at 8 a.m. No, I will take it as it is. How much is it?
- Baker : one hundred thousand rupiah.
- Customer : One hundred thousand rupiah? For that job? Oh no, you cannot expect me to pay that much.
- Baker : I am sorry Ma'am, but business is business.

TASK 5

1. A : Sorry, this meat is overcooked.
B : I know but I can do nothing.
A : Why don't you change the meat?
2. A : I don't think this cake is sweet.

- B : Yes, I know but we make it based on the recipe.
- A : I don't think that is good enough.
3. A : I am afraid the egg is cooked.
- B : Sorry, there is nothing I can do about it. I am afraid.
- A : I am very annoyed about it.
4. A : I don't think the fruit is fresh.
- B : Yes, I know but it's all we have.
- A : Why don't you change it?

The Organisation of the Try Out Questionnaire (for students' agreement of evaluation materials and for the implementations)

No	The purpose of the questions	Item number	references
1.	To find out the effectiveness of the task's goal	1	Nunan 2004 : 174
2.	To find out the students' agreement toward the input of the task, whether the input effective or not	2,3	Nunan 2004 : 174
3.	To find out the effectiveness of the procedure engaged in the tasks, whether or not the students agreed on the teaching	4,5,6	Nunan 2004 : 174
4.	To find out whether or not the students could accomplish the task in a particular setting	7	Nunan 2004 : 174
5.	To find out whether the students' role is effective or not	8	Nunan 2004 : 174
6.	To find out whether the teacher' role is effective or not in the task	9	Nunan 2004 : 174

APPENDIX G

(Try-Out Questionnaires)

ANGKET TRY OUT UNIT 1
KELAS 2 JASA BOGA SMK N 1 SEWON

NO.	PERNYATAAN	SS	S	TS	STS
Task 1					
1.	Task1 memberi gambaran mengenai topik yang akan dibahas di Unit 1 ini.				
2.	Gambar yang diberikan dapat dipahami maksudnya.				
3.	Gambar yang diberikan memudahkan saya dalam memahami task ini.				
4.	Setelah mengerjakan latihan di task ini, saya mendapatkan gambaran mengenai tugas atau profesi suatu pekerjaan di bidang jasa boga.				
5.	Task 1 ini memotivasi saya untuk belajar bahasa Inggris sesuai dengan bidang keahlian saya (Jasa Boga)				
6.	Setelah mengerjakan latihan di dalam Task 1 ini saya menjadi kreatif.				
7.	Saya dapat mengerjakan task ini dalam waktu 5 menit.				
8.	Saya dapat mengerjakan task ini secara mandiri.				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

.....

NO.	PERNYATAAN	SS	S	TS	STS
Task 2					
1.	Task 2 ini membantu meningkatkan kemampuan kosakata (<i>vocabulary</i>) saya dalam bahasa Inggris.				
2.	Kosakata yang saya pelajari didalam task ini sesuai dengan bidang keahlian saya (Jasa Boga)				
3.	Saya dapat memahami input materi (bahan) dalam Task 2 ini dengan mudah.				
4.	Saya dapat belajar kosakata dalam bahasa Inggris yang berhubungan dengan Jasa Boga melalui task 2 ini.				
5.	Saya dapat menyimak lebih baik pengucapan kosakata (<i>vocabulary</i>) dalam bahasa Inggris dengan benar.				
6.	Melalui task ini saya dapat belajar pengucapan (<i>pronounciation</i>) dalam bahasa Inggris dengan benar.				

7.	Saya aktif mengerjakan dan mengikuti kegiatan di Task 2 ini.				
8.	Saya dapat mengerjakan task ini secara aktif di kelas.				
9.	Guru berperan sebagai pengendali nara sumber (<i>resource</i>) dan kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

.....

NO.	PERNYATAAN	SS	S	TS	STS
Task 3					
1.	Saya terbantu dalam meningkatkan kemampuan mendengarkan (<i>listening</i>) melalui Task 3 ini.				
2.	Isi percakapan pada Task 3 yang diperdengarkan ini dapat dipahami.				
3.	Pengucapan pada percakapan pada task ini dapat dipahami.				
4.	Task ini dapat diikuti.				
5.	Soal pada latihan dalam task ini tersusun dari yang mudah ke yang lebih sulit.				
6.	Melalui latihan pada Task3 ini, saya dapat belajar mendengarkan (<i>lntening</i>) lebih baik.				
7.	Saya berperan aktif dalam mengerjakan latihan pada Task 3.				
8.	Saya dapat mengerjakan Task 3 secara berpasangan (<i>in pairs</i>)				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

.....

NO.	PERNYATAAN	SS	S	TS	STS
Task 4					
1.	Task 4 membantu saya memahami mengenai bagaimana bertanya dan menjawab tentang latar belakang pendidikan dan tugas dari suatu pekerjaan.				
2.	Bahasa dalam materi yang digunakan dalam Task 4 ini				

	dapat dipahami.				
3.	Perintah (instruksi) dapat dipahami				
4.	Saya dapat memahami ekspresi bertanya dan menjawab tentang latar belakang pendidikan dan tugas dari suatu pekerjaan pada task ini.				
5.	Saya dapat belajar mengucapkan ekspresi bertanya dan menjawab tentang latar belakang pendidikan dan tugas dari suatu pekerjaan pada task ini.				
6.	Task ini dapat diikuti.				
7.	Saya dapat memahami penjelasan pada task ini dalam waktu kurang dari 7 menit.				
8.	Saya ikut aktif di dalam kelas dalam mengikuti task ini.				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

.....

NO.	PERNYATAAN	SS	S	TS	STS
Task 5					
1.	Task 5 membantu saya meningkatkan kemampuan berbahasa Inggris dalam mendengarkan (<i>listening</i>)				
2.	Isi percakapan pada Task 5 yang diperdengarkan ini dapat dipahami.				
3.	Pengucapan pada percakapan pada task ini dapat dipahami.				
4.	Saya dapat mengikuti task ini.				
5.	Melalui latihan pada Task 5 ini, saya dapat belajar mendengarkan (<i>lintering</i>) lebih baik.				
6.	Melalui latihan dalam Task 5 ini, saya menjadi lebih kreatif.				
7.	Saya dapat mengerjakan task ini secara mandiri (<i>individually</i>)				
8.	Saya dapat berperan aktif di dalam proses pembelajaran.				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

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.....

NO.	PERNYATAAN	SS	S	TS	STS
Task 6					
1.	Task 6 dapat membantu pemahaman saya dalam menggunakan ekspresi-ekspresi dalam bertanya dan menjawab tentang latar belakang pendidikan dan tugas dari suatu pekerjaan.				
2.	Perintah (instruksi) yang digunakan dapat dipahami.				
3.	Materi yang digunakan dapat dipahami dan diikuti.				
4.	Saya dapat menggunakan ekspresi bertanya dan menjawab tentang latar belakang pendidikan dan tugas dari suatu pekerjaan secara tepat.				
5.	Task 6 ini dapat diikuti.				
6.	Soal pada latihan dalam task ini tersusun dari yang mudah ke yang lebih sulit.				
7.	Saya mengerjakan task ini secara mandiri (<i>individually</i>).				
8.	Saya berperan aktif dalam proses pembelajaran.				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

.....

.....

.....

NO.	PERNYATAAN	SS	S	TS	STS
Task 7					
1.	Saya dapat meningkatkan kemampuan saya dalam berbicara (<i>speaking</i>) dengan cara mempraktekkan ekspresi-ekspresi yang telah dipelajari pada Task 4.				
2.	Pemilihan kata pada task ini dapat dipahami.				
3.	Bahan (<i>input</i>) yang digunakan pada task ini sesuai dengan bidang keahlian saya (Jasa Boga)				
4.	Situasi yang telah diberikan, memudahkan saya dalam membuat dialog atau percakapan.				
5.	Task 7 ini menjadikan saya lebih kreatif.				
6.	Task ini dapat diikuti.				

7.	Saya dapat mengerjakan Task 7 ini secara berpasangan (<i>in pairs</i>)				
8.	Saya dapat berperan aktif dalam proses pembelajaran dikelas.				
9.	Guru berperan sebagai <i>prompter</i> (membantu saya memproduksi kata-kata dalam berbicara pada kegiatan role-play pada task ini)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

.....

NO.	PERNYATAAN	SS	S	TS	STS
Task 8					
1.	Task 8 membantu saya untuk meningkatkan kemampuan dalam membaca (<i>reading</i>)				
2.	Kosakata (<i>vocabulary</i>) yang diberikan sebelum bacaan atau teks membantu saya dalam memahami teks yang akan dibaca.				
3.	Gambar diberikan dapat dimengerti dan mendukung pemahaman saya dalam mengerjakan Task 8.				
4.	Task 8 dapat diikuti.				
5.	Teks yang diberikan berhubungan dengan kehidupan sehari-hari.				
6.	Isi dari teks yang diberikan pada Task 8 ini dapat dipahami.				
7.	Saya dapat mengerjakan task ini secara berpasangan (dengan partner)				
8.	Saya berperan aktif dalam proses pembelajaran di kelas.				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

.....

NO.	PERNYATAAN	SS	S	TS	STS
Task 9					
1.	Task 9 dapat membantu saya memahami mengenai <i>adjective clause</i> .				
2.	Bahasa yang digunakan dapat dipahami.				
3.	Penjelasan yang diberikan didalam Task 9 ini dapat diikuti.				
4.	Setelah mengerjakan task ini, saya menjadi lebih kreatif.				
5.	Saya dapat mengikuti task 9 ini.				
6.	Kegiatan dalam task ini memotivasi saya untuk lebih giat belajar bahasa Inggris.				
7.	Saya mengerjakan task ini dengan berdiskusi aktif dengan teman secara berpasangan (<i>in pairs</i>)				
8.	Saya dapat berpartisipasi aktif didalam proses pembelajaran.				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

.....

NO.	PERNYATAAN	SS	S	TS	STS
Task 10					
1.	Saya dapat menggunakan <i>adjective clause</i> secara tepat dengan mengerjakan latihan pada Task 10 ini.				
2.	Perintah (instruksi) yang digunakan dapat dipahami.				
3.	Soal pada latihan dalam task ini tersusun dari yang mudah ke yang lebih sulit.				
4.	Task 10 ini dapat diikuti.				
5.	Task ini menjadikan saya untuk berfikir lebih kreatif.				
6.	Setelah mengerjakan task ini, saya menjadi termotivasi untuk belajar bahasa Inggris.				
7.	Saya dapat mengerjakan task ini secara mandiri (individu).				
8.	Saya berperan aktif didalam proses pembelajaran.				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

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.....

NO.	PERNYATAAN	SS	S	TS	STS
Task 11					
1.	Task ini memberikan gambaran secara umum tentang penulisan <i>Curriculum Vitae</i> .				
2.	Bahan yang digunakan pada task ini mudah dipahami.				
3.	Bahan yang digunakan sesuai dengan bidang keahlian saya (Jasa Boga)				
4.	Task ini menjadikan saya berfikir lebih kreatif.				
5.	Task ini dapat menarik minat saya dalam menuliskan <i>Curriculum Vitae</i> .				
6.	Task 11 ini dapat diikuti.				
7.	Saya dapat mengerjakan task ini dengan berdiskusi secara aktif dengan pasangan (partner) saya.				
8.	Saya dapat berperan secara aktif didalam proses pembelajaran dalam mengerjakan task ini.				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

.....

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NO.	PERNYATAAN	SS	S	TS	STS
Task 12					
1.	Task ini dapat membantu pemahaman saya tentang bagaimana menulis <i>Curriculum Vitae</i> secara benar.				
2.	Bahan (<i>input</i>) dalam task ini sesuai dengan contoh <i>Curriculum Vitae</i> yang telah dijelaskan pada task sebelumnya.				
3.	Perintah (instruksi) yang digunakan dapat dipahami.				
4.	Saya dapat mengikuti task ini.				
5.	Saya menjadi lebih kreatif dalam menuliskan <i>Curriculum Vitae</i> setelah mengerjakan task ini.				
6.	Kegiatan pada Task 12 ini sesuai dengan keahlian saya pada bidang Jasa Boga.				
7.	Saya dapat mengerjakan task ini secara mandiri (<i>individu</i>)				

8.	Saya berperan aktif dalam proses pembelajaran dalam task ini.				
9.	Guru berperan sebagai narasumber (<i>resource</i>) dan pemantau (<i>monitor</i>) dalam mengerjakan Task 12 ini.				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

.....

NO.	PERNYATAAN	SS	S	TS	STS
Task 13					
1.	Saya dapat mempraktekkan pemahaman saya dalam menuliskan <i>Curriculum Vitae</i> pada task ini.				
2.	Perintah (instruksi) yang diberikan dapat dipahami.				
3.	Bahasa yang digunakan dapat dipahami.				
4.	Kegiatan pada Task 13 ini sesuai dengan bidang keahlian saya (Jasa Boga)				
5.	Setelah mengerjakan task ini, saya bisa menjadi kreatif dalam menuliskan <i>Curriculum Vitae</i> .				
6.	Kegiatan ini dapat diikuti.				
7.	Saya mampu mengerjakan task ini secara mandiri (individu).				
8.	Dalam mengerjakan task ini, saya dapat berdiskusi secara aktif dengan partner saya dalam memberikan koreksi.				
9.	Guru berperan sebagai <i>tutor</i> (membantu saya dalam memproduksi tulisan dan sebagai narasumber)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

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NO.	PERNYATAAN	SS	S	TS	STS
Task 14					
1.	Task 14 ini membantu saya dalam memahami <i>adjective clause</i> .				
2.	Gambar yang diberikan dapat dipahami.				
3.	Gambar yang digunakan berhubungan dengan bidang keahlian saya (Jasa Boga).				
4.	Setelah mengerjakan task ini, saya menjadi termotivasi untuk mempelajari bahasa Inggris.				

5.	Setelah mengerjakan task ini, saya lebih kreatif didalam menggunakan <i>adjective clause</i> .				
6.	Task ini dapat diikuti.				
7.	Saya dapat mengerjakan task ini secara mandiri (individu)				
8.	Saya berperan aktif didalam pembelajaran pada task 14 ini.				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

.....

NO.	PERNYATAAN	SS	S	TS	STS
Task 15					
1.	Saya dapat mempraktikkan pemahaman saya dalam menuliskan <i>Curriculum Vitae</i> pada task ini.				
2.	Perintah (instruksi) yang diberikan dapat dipahami.				
3.	Bahasa yang digunakan dapat dipahami.				
4.	Kegiatan pada Task 15 ini sesuai dengan bidang keahlian saya (Jasa Boga)				
5.	Setelah mengerjakan task ini, saya bisa menjadi kreatif dalam menuliskan <i>Curriculum Vitae</i> .				
6.	Kegiatan ini dapat diikuti.				
7.	Saya mampu mengerjakan task ini secara mandiri (individu).				
8.	Dalam mengerjakan task ini, saya dapat aktif mengikuti pembelajaran.				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

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ANGKET TRY OUT UNIT 2
KELAS 2 JASA BOGA SMK N 1 SEWON

NO.	PERNYATAAN	SS	S	TS	STS
Task 1					
1.	Task1 memberikan gambaran mengenai topik yang akan dibahas pada Unit 2 ini.				
2.	Pertanyaan yang diberikan dapat dipahami maksudnya.				
3.	Latar belakang (<i>background</i>) pertanyaan berhubungan dengan bidang keahlian saya (Jasa Boga)				
4.	Pertanyaan tersusun dari yang mudah ke yang lebih sulit.				
5.	Task 1 ini memotivasi saya untuk belajar bahasa Inggris sesuai dengan bidang keahlian saya (Jasa Boga)				
6.	Setelah mengerjakan latihan di dalam Task 1 ini saya menjadi kreatif.				
7.	Saya dapat mengerjakan task ini dalam waktu 5 menit.				
8.	Saya dapat mengerjakan task ini dengan teman atau partner saya.				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

.....

NO.	PERNYATAAN	SS	S	TS	STS
Task 2					
1.	Task 2 ini membantu meningkatkan kemampuan kosakata (<i>vocabulary</i>) saya dalam bahasa Inggris.				
2.	Kosakata yang saya pelajari didalam task ini sesuai dengan bidang keahlian saya (Jasa Boga)				
3.	Saya dapat memahami input materi (bahan) dalam Task 2 ini dengan mudah.				
4.	Saya dapat belajar kosakata dalam bahasa Inggris yang berhubungan dengan Jasa Boga melalui task 2 ini.				
5.	Saya dapat menyimak lebih baik pengucapan kosakata (<i>vocabulary</i>) dalam bahasa Inggris dengan benar.				
6.	Melalui task ini saya dapat belajar pengucapan				

	(<i>pronunciation</i>) dalam bahasa Inggris dengan benar.				
7.	Saya dapat mengerjakan task ini dengan teman saya.				
8.	Saya dapat mengerjakan task ini secara aktif di kelas.				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

.....

NO.	PERNYATAAN	SS	S	TS	STS
Task 3					
1.	Saya terbantu dalam meningkatkan kemampuan mendengarkan (<i>listening</i>) melalui Task 3 ini.				
2.	Isi percakapan pada Task 3 yang diperdengarkan ini dapat dipahami.				
3.	Pengucapan pada percakapan pada task ini dapat dipahami.				
4.	Task ini dapat diikuti.				
5.	Soal pada latihan dalam task ini tersusun dari yang mudah ke yang lebih sulit.				
6.	Melalui latihan pada Task3 ini, saya dapat belajar mendengarkan (<i>listening</i>) lebih baik.				
7.	Saya berperan aktif dalam mengerjakan latihan pada Task 3.				
8.	Saya dapat mengerjakan Task 3 secara berpasangan (<i>in pairs</i>)				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

.....

NO.	PERNYATAAN	SS	S	TS	STS
Task 4					
1.	Task 4 membantu saya memahami mengenai <i>past tense</i> dan <i>future tense</i> .				
2.	Bahasa dalam materi yang digunakan dalam Task 4 ini dapat dipahami.				
3.	Perintah (instruksi) dapat dipahami				

4.	Saya dapat memahami penggunaan <i>past tense</i> dan <i>future tense</i> .				
5.	Saya dapat belajar menggunakan <i>past tense</i> dan <i>future tense</i> pada task ini.				
6.	Task ini dapat diikuti.				
7.	Saya dapat memahami penjelasan pada task ini dalam waktu kurang dari 10 menit.				
8.	Saya ikut aktif di dalam kelas dalam mengikuti task ini.				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

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NO.	PERNYATAAN	SS	S	TS	STS
Task 5					
1.	Task 5 membantu saya meningkatkan kemampuan berbahasa Inggris dalam tata bahasa (<i>grammar</i>).				
2.	Bahan (input) pertanyaan pada task ini sesuai dengan bidang keahlian saya (Jasa Boga).				
3.	Pertanyaan-pertanyaan pada task ini dapat dipahami.				
4.	Saya dapat mengikuti task ini.				
5.	Melalui latihan pada Task3 ini, saya dapat belajar tata bahasa (<i>grammar</i>) lebih baik.				
6.	Melalui latihan dalam Task 5 ini, saya menjadi lebih kreatif.				
7.	Saya dapat mengerjakan task ini secara mandiri (<i>individual</i>)				
8.	Saya dapat berperan aktif di dalam proses pembelajaran.				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>) dan juga memantau dan membantu saya ketika saya mengerjakan latihan (<i>monitor</i>).				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

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NO.	PERNYATAAN	SS	S	TS	STS
Task 6					
1.	Task 6 dapat membantu pemahaman saya dalam menggunakan <i>past tense</i> dan <i>future tense</i> .				
2.	Perintah (instruksi) yang digunakan dapat dipahami.				
3.	Materi yang digunakan dapat dipahami dan diikuti.				
4.	Saya dapat menggunakan <i>past tense</i> dan <i>future tense</i> didalam kalimat secara tepat.				
5.	Task 6 ini dapat diikuti.				
6.	Soal pada latihan dalam task ini tersusun dari yang mudah ke yang lebih sulit.				
7.	Saya mengerjakan task ini secara berpasangan (<i>in pairs</i>).				
8.	Saya berperan aktif dalam proses pembelajaran.				
9.	Guru berperan sebagai narasumber (<i>resource</i>) dalam mengerjakan Task 6 ini.				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

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NO.	PERNYATAAN	SS	S	TS	STS
Task 7					
1.	Saya dapat meningkatkan kemampuan saya dalam berbicara (<i>speaking</i>) dengan cara mempraktikkan penjelasan yang telah dipelajari pada Task 4.				
2.	Pemilihan kata pada task ini dapat dipahami.				
3.	Bahan (<i>input</i>) yang digunakan pada task ini sesuai dengan bidang keahlian saya (Jasa Boga)				
4.	Situasi yang telah diberikan, memudahkan saya dalam membuat dialog atau percakapan.				
5.	Task 7 ini menjadikan saya lebih kreatif.				
6.	Task ini dapat diikuti.				
7.	Saya dapat mengerjakan Task 7 ini secara berpasangan (<i>in pairs</i>)				
8.	Saya dapat berperan aktif dalam proses pembelajaran dikelas.				
9.	Guru berperan sebagai <i>prompter</i> (membantu saya memproduksi kata-kata dalam berbicara pada kegiatan role-play pada task ini)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

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NO.	PERNYATAAN	SS	S	TS	STS
Task 8					
1.	Task 8 memberi gambaran umum tentang lowongan pekerjaan (<i>job vaccancy</i>)				
2.	Teks yang diberikan berkaitan dengan lapangan pekerjaan dibidang keahlian saya (Jasa Boga)				
3.	Teks yang diberikan mudah dipahami.				
4.	Task 8 dapat diikuti.				
5.	Pertanyaan tersusun dari yang mudah ke yang lebih sulit.				
6.	Task ini menjadikan saya lebih kreatif.				
7.	Saya dapat mengerjakan task ini secara berpasangan (dengan partner)				
8.	Saya berperan aktif dalam proses pembelajaran di kelas.				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

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NO.	PERNYATAAN	SS	S	TS	STS
Task 9					
1.	Task 9 dapat membantu saya untuk mempraktikkan pengetahuan saya tentang surat lamaran kerja (<i>application letter</i>).				
2.	Teks yang diberikan berkaitan dengan lapangan pekerjaan dibidang keahlian saya (Jasa Boga).				
3.	Penjelasan yang diberikan didalam Task 9 ini dapat diikuti.				
4.	Setelah mengerjakan task ini, saya menjadi lebih kreatif.				
5.	Saya dapat mengikuti task 9 ini.				
6.	Kegiatan dalam task ini memotivasi saya untuk lebih giat belajar bahasa Inggris.				
7.	Saya mengerjakan task ini dengan berdiskusi aktif dengan teman secara berpasangan (<i>in pairs</i>)				
8.	Saya dapat berpartisipasi aktif didalam proses				

	pembelajaran.				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

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NO.	PERNYATAAN	SS	S	TS	STS
Task 10					
1.	Task 10 ini memberikan kesempatan kepada saya untuk mempraktikkan pengetahuan yang saya dapat didalam task sebelumnya.				
2.	Perintah (instruksi) yang digunakan dapat dipahami.				
3.	Teks yang diberikan berkaitan dengan lapangan pekerjaan dibidang keahlian saya (Jasa Boga).				
4.	Task 10 ini dapat diikuti.				
5.	Task ini menjadikan saya untuk berfikir lebih kreatif.				
6.	Setelah mengerjakan task ini, saya menjadi termotivasi untuk belajar bahasa Inggris.				
7.	Saya dapat mengerjakan task ini secara mandiri (individu).				
8.	Saya berperan aktif didalam proses pembelajaran.				
9.	Guru guru membantu saya ketika saya menemukan kesulitan dan juga berperan sebagai pengendali kegiatan dikelas (<i>controller</i>).				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

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NO.	PERNYATAAN	SS	S	TS	STS
Task 11					
1.	Task ini dapat membantu saya untuk mempraktekkan pengetahuan saya tentang penulisan surat lamaran kerja (<i>application letter</i>).				
2.	Bahan yang digunakan pada task ini dapat dipahami.				
3.	Bahan (materi) yang digunakan sesuai dengan bidang keahlian saya (Jasa Boga).				
4.	Task ini menjadikan saya berfikir lebih kreatif.				
5.	Setelah mengerjakan task ini, saya menjadi termotivasi				

	untuk belajar bahasa Inggris.				
6.	Task 11 ini dapat diikuti.				
7.	Saya dapat mengerjakan task ini secara mandiri (<i>individually</i>).				
8.	Saya dapat berperan secara aktif didalam proses pembelajaran dalam mengerjakan task ini.				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

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NO.	PERNYATAAN	SS	S	TS	STS
Task 12					
1.	Task ini dapat membantu saya untuk mempraktekkan pengetahuan saya tentang penulisan surat lamaran kerja (<i>application letter</i>).				
2.	Bahan yang digunakan pada task ini dapat dipahami.				
3.	Bahan (materi) yang digunakan sesuai dengan bidang keahlian saya (Jasa Boga).				
4.	Saya dapat mengikuti task ini.				
5.	Saya menjadi lebih kreatif dalam menuliskan surat lamaran kerja (<i>application letter</i>) setelah mengerjakan task ini.				
6.	Kegiatan pada Task 12 ini sesuai dengan minat saya pada bidang Jasa Boga.				
7.	Saya dapat mengerjakan task ini secara mandiri (individu)				
8.	Saya berperan aktif dalam proses pembelajaran dalam task ini.				
9.	Guru berperan sebagai <i>tutor</i> (membantu saya dalam memproduksi tulisan dan sebagai narasumber)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

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NO.	PERNYATAAN	SS	S	TS	STS
Task 13					
1.	Saya dapat mempraktekkan pemahaman saya mengenai penggunaan <i>past tense</i> dan <i>future tense</i> .				
2.	Perintah (instruksi) yang diberikan dapat dipahami.				
3.	Bahasa yang digunakan dapat dipahami.				
4.	Kegiatan pada Task 13 ini sesuai dengan bidang keahlian saya (Jasa Boga)				
5.	Setelah mengerjakan task ini, saya bisa menjadi kreatif dalam menggunakan <i>past tense</i> dan <i>future tense</i> .				
6.	Kegiatan ini dapat diikuti.				
7.	Saya mampu mengerjakan task ini secara mandiri (individu).				
8.	Saya berperan aktif dalam mengerjakan task ini.				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

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NO.	PERNYATAAN	SS	S	TS	STS
Task 14					
1.	Task ini dapat membantu saya untuk mempraktekkan pengetahuan saya tentang penulisan surat lamaran kerja (<i>application letter</i>).				
2.	Bahasa yang digunakan pada task ini dapat dipahami.				
3.	Instruksi atau perintah pada task ini dapat dipahami.				
4.	Saya dapat mengikuti task ini.				
5.	Saya menjadi lebih kreatif dalam menuliskan surat lamaran kerja (<i>application letter</i>) setelah mengerjakan task ini.				
6.	Kegiatan pada Task 14 ini sesuai dengan minat saya pada bidang Jasa Boga.				
7.	Saya dapat mengerjakan task ini secara mandiri (individu)				
8.	Saya berperan aktif dalam proses pembelajaran dalam task ini.				
9.	Guru berperan sebagai <i>tutor</i> (membantu saya dalam memproduksi tulisan dan sebagai narasumber)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

ANGKET TRY OUT UNIT 3
KELAS 2 JASA BOGA SMK N 1 SEWON

NO.	PERNYATAAN	SS	S	TS	STS
Task 1					
1.	Task1 memberi gambaran mengenai topik yang akan dibahas di Unit 3 ini.				
2.	Gambar yang diberikan dapat dipahami maksudnya.				
3.	Gambar yang diberikan memudahkan saya dalam memahami task ini.				
4.	Task 1 ini sesuai dengan bidang keahlian saya.				
5.	Task 1 ini memotivasi saya untuk belajar bahasa Inggris sesuai dengan bidang keahlian saya (Jasa Boga)				
6.	Setelah mengerjakan latihan di dalam Task 1 ini saya menjadi kreatif.				
7.	Saya dapat mengerjakan task ini dalam waktu 5 menit.				
8.	Saya dapat mengerjakan task ini secara mandiri.				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

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NO.	PERNYATAAN	SS	S	TS	STS
Task 2					
1.	Task 2 ini membantu meningkatkan kemampuan kosakata (<i>vocabulary</i>) saya dalam bahasa Inggris.				
2.	Kosakata yang saya pelajari didalam task ini sesuai dengan bidang keahlian saya (Jasa Boga)				
3.	Saya dapat memahami input materi (bahan) dalam Task 2 ini dengan mudah.				
4.	Saya dapat belajar kosakata dalam bahasa Inggris yang berhubungan dengan Jasa Boga melalui task 2 ini.				
5.	Saya dapat menyimak lebih baik pengucapan kosakata (<i>vocabulary</i>) dalam bahasa Inggris dengan benar.				
6.	Melalui task ini saya dapat belajar pengucapan (<i>pronunciation</i>) dalam bahasa Inggris dengan benar.				
7.	Saya dapat mengerjakan task ini dengan teman saya.				
8.	Saya dapat mengerjakan task ini secara aktif di kelas.				

9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				
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Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

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NO.	PERNYATAAN	SS	S	TS	STS
Task 3					
1.	Saya terbantu dalam meningkatkan kemampuan mendengarkan (<i>listening</i>) melalui Task 3 ini.				
2.	Isi percakapan pada Task 3 yang diperdengarkan ini dapat dipahami.				
3.	Pengucapan pada percakapan pada task ini dapat dipahami.				
4.	Task ini dapat diikuti.				
5.	Soal pada latihan dalam task ini tersusun dari yang mudah ke yang lebih sulit.				
6.	Melalui latihan pada Task3 ini, saya dapat belajar mendengarkan (<i>lntening</i>) lebih baik.				
7.	Saya berperan aktif dengan partner saya dalam mengerjakan latihan pada Task 3.				
8.	Saya dapat mengerjakan Task 3 secara berpasangan (<i>in pairs</i>)				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

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NO.	PERNYATAAN	SS	S	TS	STS
Task 4					
1.	Task 4 membantu saya memahami mengenai bagaimana mengungkapkan dan menjawab keluhan (<i>complaint</i>).				
2.	Bahasa dalam materi yang digunakan dalam Task 4 ini dapat dipahami.				
3.	Teks yang diberikan sesuai dengan bidang keahlian saya (Jasa Boga).				
4.	Saya dapat memahami ekspresi mengungkapkan dan				

	menjawab keluhan (<i>complaint</i>) pada task ini.				
5.	Saya dapat belajar mengucapkan ekspresi mengungkapkan dan menjawab keluhan (<i>complaint</i>) pada task ini.				
6.	Task ini dapat diikuti.				
7.	Saya dapat memahami penjelasan pada task ini dalam waktu kurang dari 10 menit.				
8.	Saya ikut aktif di dalam kelas dalam mengikuti task ini.				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

.....

NO.	PERNYATAAN	SS	S	TS	STS
Task 5					
1.	Task 5 membantu saya meningkatkan kemampuan berbahasa Inggris dalam mendengarkan (<i>listening</i>)				
2.	Isi percakapan pada Task 5 yang diperdengarkan ini dapat dipahami.				
3.	Pengucapan pada percakapan pada task ini dapat dipahami.				
4.	Saya dapat mengikuti task ini.				
5.	Melalui latihan pada Task 5 ini, saya dapat belajar mendengarkan (<i>lintering</i>) lebih baik.				
6.	Melalui latihan dalam Task 5 ini, saya menjadi lebih kreatif.				
7.	Saya dapat mengerjakan task ini secara mandiri (<i>individually</i>)				
8.	Saya dapat berperan aktif di dalam proses pembelajaran.				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

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NO.	PERNYATAAN	SS	S	TS	STS
Task 6					
1.	Saya dapat meningkatkan kemampuan saya dalam berbicara (<i>speaking</i>) dengan cara mempraktekkan ekspresi-ekspresi yang telah dipelajari pada Task 4.				
2.	Pemilihan kata pada task ini dapat dipahami.				
3.	Bahan (<i>input</i>) yang digunakan pada task ini sesuai dengan bidang keahlian saya (Jasa Boga)				
4.	Situasi yang telah diberikan, memudahkan saya dalam membuat dialog atau percakapan.				
5.	Task 6 ini menjadikan saya lebih kreatif.				
6.	Task ini dapat diikuti.				
7.	Saya dapat mengerjakan Task 6 ini secara berpasangan (<i>in pairs</i>)				
8.	Saya dapat berperan aktif dalam proses pembelajaran dikelas.				
9.	Guru berperan sebagai <i>prompter</i> (membantu saya memproduksi kata-kata dalam berbicara pada kegiatan role-play pada task ini)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

.....

NO.	PERNYATAAN	SS	S	TS	STS
Task 7					
1.	Task 7 membantu saya untuk meningkatkan kemampuan dalam membaca (<i>reading</i>)				
2.	Kosakata (<i>vocabulary</i>) yang diberikan sebelum bacaan atau teks membantu saya dalam memahami teks yang akan dibaca.				
3.	Gambar dapat dimengerti dan mendukung pemahaman saya dalam mengerjakan Task 7.				
4.	Pertanyaan dalam task ini tersusun dari yang mudah ke yang lebih sulit.				
5.	Task 7 dapat diikuti.				
6.	Saya termotivasi untuk belajar bahasa Inggris lebih baik melalui task ini.				
7.	Saya dapat mengerjakan task ini secara berpasangan				

	(dengan partner)				
8.	Saya berperan aktif dalam proses pembelajaran di kelas.				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

.....

NO.	PERNYATAAN	SS	S	TS	STS
Task 8					
1.	Task 8 dapat membantu saya memahami mengenai <i>transitional signal</i> dan <i>imperative form</i> .				
2.	Bahan (<i>input</i>) dalam task ini berbuhungan dengan bidang keahlian saya (Jasa Boga).				
3.	Penjelasan yang diberikan didalam Task 8 ini dapat diikuti.				
4.	Setelah mengerjakan task ini, saya menjadi lebih kreatif.				
5.	Saya dapat mengikuti task 8 ini.				
6.	Kegiatan dalam task ini memotivasi saya untuk lebih giat belajar bahasa Inggris.				
7.	Saya mengerjakan task ini dengan berdiskusi aktif dengan teman secara berpasangan (<i>in pairs</i>)				
8.	Saya dapat berpartisipasi aktif didalam proses pembelajaran.				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

.....

NO.	PERNYATAAN	SS	S	TS	STS
Task 9					
1.	Saya dapat menggunakan <i>transitional signal</i> dan <i>imperative verb</i> secara tepat dengan mengerjakan latihan pada Task 9 ini.				
2.	Perintah (instruksi) yang digunakan dapat dipahami.				
3.	Bahan (<i>input</i>) yang digunakan sesuai dengan bidang keahlian saya (Jasa Boga).				
4.	Task 9 ini dapat saya ikuti.				

5.	Task ini menjadikan saya untuk berfikir lebih kreatif.				
6.	Setelah mengerjakan task ini, saya menjadi termotivasi untuk belajar bahasa Inggris.				
7.	Saya dapat mengerjakan task ini secara mandiri (individu).				
8.	Saya berperan aktif didalam proses pembelajaran.				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

.....

NO.	PERNYATAAN	SS	S	TS	STS
Task 10					
1.	Saya dapat mempraktekkan pemahaman saya mengenai <i>transitional signal</i> dan <i>imperative verb</i> pada task ini.				
2.	Bahan yang digunakan pada task ini dapat dipahami.				
3.	Bahan yang digunakan sesuai dengan bidang keahlian saya (Jasa Boga)				
4.	Task ini menjadikan saya berfikir lebih kreatif.				
5.	Setelah mengerjakan task ini, saya menjadi termotivasi untuk belajar bahasa Inggris.				
6.	Task 10 ini dapat saya ikuti.				
7.	Saya dapat mengerjakan task ini secara mandiri (<i>individually</i>).				
8.	Saya dapat berperan secara aktif didalam proses pembelajaran dalam mengerjakan task ini.				
9.	Guru berperan sebagai pengendali kegiatan dikelas (<i>controller</i>)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

.....

NO.	PERNYATAAN	SS	S	TS	STS
Task 11					
1.	Task ini memberi saya kesempatan untuk mempraktekkan secara bebas pengetahuan yang saya dapat mengenai <i>transitional signal</i> dan <i>imperative verb</i> .				

2.	Bahan (<i>input</i>) dalam task ini sesuai dengan contoh yang telah dijelaskan pada task sebelumnya.				
3.	Perintah (instruksi) yang digunakan dapat dipahami.				
4.	Saya dapat mengikuti task ini.				
5.	Saya menjadi lebih kreatif dalam menuliskan instruksi sederhana dengan menggunakan <i>transitional signal</i> dan <i>imperative verb</i> .				
6.	Kegiatan pada Task 11 ini sesuai dengan keahlian saya pada bidang Jasa Boga.				
7.	Saya dapat mengerjakan task ini secara mandiri (individu)				
8.	Saya berperan aktif dalam proses pembelajaran dalam task ini.				
9.	Guru berperan sebagai narasumber (<i>resource</i>) dalam mengerjakan Task 11 ini.				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

.....

NO.	PERNYATAAN	SS	S	TS	STS
Task 12					
1.	Saya dapat mempraktekkan pengetahuan saya mengenai instruksi sederhana dengan menggunakan <i>transitional signal</i> dan <i>imperative verb</i> secara bebas.				
2.	Pemilihan kata pada task ini dapat dipahami.				
3.	Bahan (<i>input</i>) yang digunakan pada task ini sesuai dengan bidang keahlian saya (Jasa Boga)				
4.	Situasi yang telah diberikan, memudahkan saya dalam membuat dialog atau percakapan.				
5.	Task 12 ini menjadikan saya lebih kreatif.				
6.	Task ini dapat diikuti.				
7.	Saya dapat mengerjakan Task 12 ini secara berpasangan (<i>in pairs</i>)				
8.	Saya dapat berperan aktif dalam proses pembelajaran dikelas.				
9.	Guru berperan sebagai <i>tutor</i> (membantu saya dalam memproduksi tulisan/ mempraktekkan percakapan dan sebagai narasumber)				

Bila anda memilih jawaban TIDAK untuk setiap nomer, tuliskan alasannya dibawah ini :

.....

APPENDIX I

(Try-Out Questionnaire Results)

Try-Out Questionnaire Results

UNIT 1

Table 4.10: The mean and category of the try-out of Task 1 Unit 1

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	13	16	0	0	3.45	Agree
2.	Input	12	17	0	0	3.41	Agree
3.		10	19	0	0	3.34	Agree
4.	Procedure	8	21	0	0	3.28	Agree
5.		13	16	0	0	3.45	Agree
6.		6	23	0	0	3.21	Agree
7.	Learner role	4	25	0	0	3.14	Agree
8.	Teacher role	18	11	0	0	3.62	Very agree
9.	Setting	24	27	0	0	3.07	Agree

Table 4.12: The mean and category of the try-out of Task 2 Unit 1

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	15	14	0	0	3.52	Agree
2.	Input	9	20	0	0	3.31	Agree
3.		9	20	0	0	3.31	Agree
4.	Procedure	11	18	0	0	3.38	Agree
5.		12	16	0	0	3.43	Agree
6.		6	23	0	0	3.21	Agree
7.	Learner role	4	24	0	0	3.14	Agree
8.	Teacher role	17	11	0	0	3.61	Very agree
9.	Setting	7	21	0	0	3.27	Agree

Table 4.14: The mean and category of the try-out of Task 3 Unit 1

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	8	10	11	0	2.90	Disagree
2.	Input	8	10	11	0	2.90	Disagree
3.		9	10	10	0	2.97	Disagree
4.	Procedure	11	11	7	0	3.13	Disagree
5.		10	18	1	0	3.31	Agree

6.		4	25	0	0	3.21	Agree
7.	Learner role	6	12	11	0	2.83	Agree
8.	Teacher role	21	8	0	0	3.72	Very agree
9.	Setting	7	11	11	0	2.87	Disagree

Table 4.16: The mean and category of the try-out of Task 4 Unit 1

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	14	15	0	0	3.48	Agree
2.	Input	4	25	0	0	3.14	Agree
3.		7	22	0	0	3.24	Agree
4.	Procedure	10	19	0	0	3.34	Agree
5.		5	24	0	0	3.17	Agree
6.		11	18	0	0	3.38	Agree
7.	Learner role	9	19	0	0	3.21	Agree
8.	Teacher role	19	9	0	0	3.69	Very agree
9.	Setting	5	17	7	0	2.93	Disagree

Table 4.18: The mean and category of the try-out of Task 5 Unit 1

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	12	17	0	0	3.41	Agree
2.	Input	11	18	0	0	3.38	Agree
3.		10	19	0	0	3.34	Agree
4.	Procedure	7	22	0	0	3.24	Agree
5.		7	22	0	0	3.24	Agree
6.		7	22	0	0	3.24	Agree
7.	Learner role	6	23	0	0	3.21	Agree
8.	Teacher role	21	8	0	0	3.72	Very agree
9.	Setting	7	22	0	0	3.24	Agree

Table 4.20: The mean and category of the try-out of Task 6 Unit 1

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	12	17	0	0	3.41	Agree
2.	Input	10	19	0	0	3.34	Agree
3.		8	21	0	0	3.28	Agree
4.		8	21	0	0	3.28	Agree
5.	Procedure	8	21	0	0	3.28	Agree
6.		11	18	0	0	3.38	Agree
7.	Learner role	7	21	0	0	3.25	Agree
8.	Teacher role	25	3	0	0	3.90	Very agree
9.	Setting	8	21	0	0	3.28	Agree

Table 4.22: The mean and category of the try-out of Task 7 Unit 1

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	13	16	0	0	3.45	Agree
2.	Input	8	21	0	0	3.28	Agree
3.		18	11	0	0	3.62	Very agree
4.		10	19	0	0	3.34	Agree
5.	Procedure	12	17	0	0	3.41	Agree
6.		8	21	0	0	3.28	Agree
7.	Learner role	4	25	0	0	3.14	Agree
8.	Teacher role	20	9	0	0	3.67	Very agree
9.	Setting	7	22	0	0	3.24	Agree

Table 4.24: The mean and category of the try-out of Task 8 Unit 1

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	10	19	0	0	3.34	Agree
2.	Input	14	15	0	0	3.48	Agree
3.		8	21	0	0	3.28	Agree
4.		5	24	0	0	3.17	Agree
5.	Procedure	9	20	0	0	3.31	Agree
6.		11	18	0	0	3.38	Agree
7.	Learner role	6	22	0	0	3.21	Agree
8.	Teacher role	20	8	0	0	3.71	Very agree
9.	Setting	15	14	0	0	3.52	Very agree

Table 4.26: The mean and category of the try-out of Task 9 Unit 1

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	12	17	0	0	3.41	Agree
2.	Input	10	19	0	0	3.34	Agree
3.		8	20	1	0	3.24	Agree
4.	Procedure	8	21	0	0	3.28	Agree
5.		10	19	0	0	3.34	Agree
6.		10	18	1	0	3.31	Agree
7.	Learner role	8	20	1	0	3.24	Agree
8.	Teacher role	19	9	1	0	3.62	Very agree
9.	Setting	12	16	1	0	3.38	Agree

Table 4.28: The mean and category of the try-out of Task 10 Unit 1

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	13	16	0	0	3.45	Agree
2.	Input	7	22	0	0	3.24	Agree
3.		7	22	0	0	3.24	Agree
4.	Procedure	9	20	0	0	3.31	Agree
5.		8	21	0	0	3.28	Agree
6.		9	20	1	0	3.31	Agree
7.	Learner role	6	23	1	0	3.45	Agree
8.	Teacher role	20	9	1	0	3.69	Very agree
9.	Setting	9	20	1	0	3.31	Agree

Table 4.30: The mean and category of the try-out of Task 11 Unit 1

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	15	14	0	0	3.52	Agree
2.	Input	8	21	0	0	3.28	Agree
3.		12	17	0	0	3.41	Agree
4.	Procedure	8	21	0	0	3.28	Agree
5.		9	20	0	0	3.31	Agree
6.		4	25	0	0	3.14	Agree
7.	Learner role	7	21	1	0	3.21	Agree
8.	Teacher role	21	7	1	0	3.67	Very agree
9.	Setting	6	22	1	0	3.17	Agree

Table 4.32: The mean and category of the try-out of Task 12 Unit 1

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	10	19	0	0	3.34	Agree
2.	Input	12	17	0	0	3.41	Agree
3.		12	17	0	0	3.41	Agree
4.	Procedure	10	19	0	0	3.34	Agree
5.		7	22	0	0	3.24	Agree
6.		10	19	0	0	3.34	Agree
7.	Learner role	15	13	1	0	3.48	Agree
8.	Teacher role	18	10	0	0	3.64	Very agree
9.	Setting	7	21	1	0	3.21	Agree

Table 4.34: The mean and category of the try-out of Task 13 Unit 1

No.	Components	Score				Mean Value	Category
		4	3	2	1		

1.	Goal	13	16	0	0	3.49	Agree
2.	Input	9	20	0	0	3.31	Agree
3.		10	19	0	0	3.34	Agree
4.	Procedure	14	15	0	0	3.48	Agree
5.		9	20	0	0	3.31	Agree
6.		10	19	0	0	3.34	Agree
7.	Learner role	9	19	1	0	3.28	Agree
8.	Teacher role	12	16	1	0	3.38	Agree
9.	Setting	20	8	1	0	3.65	Very agree

Table 4.36: The mean and category of the try-out of Task 14 Unit 1

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	12	17	0	0	3.41	Agree
2.	Input	11	17	1	0	3.34	Agree
3.		14	14	1	0	3.45	Agree
4.	Procedure	12	17	0	0	3.41	Agree
5.		15	14	0	0	3.52	Agree
6.		7	22	0	0	3.24	Agree
7.	Learner role	7	22	0	0	3.24	Agree
8.	Teacher role	25	4	0	0	3.86	Very agree
9.	Setting	11	18	0	0	3.38	Agree

Table 4.38: The mean and category of the try-out of Task 15 Unit 1

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	13	16	0	0	3.45	Agree
2.	Input	9	19	1	0	3.28	Agree
3.		12	16	1	0	3.38	Agree
4.		11	18	0	0	3.38	Agree
5.	Procedure	10	19	0	0	3.34	Agree
6.		9	19	0	0	3.32	Agree
7.	Learner role	5	24	0	0	3.17	Agree
8.	Teacher role	21	8	0	0	3.72	Very agree
9.	Setting	11	18	0	0	3.38	Agree

Try-Out Questionnaire Results

UNIT 2

Table 4.41: The mean and category of the try-out of Task 1 Unit 2

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	3	24	0	0	3.11	Agree
2.	Input	9	18	0	0	3.33	Agree
3.		9	19	0	0	3.32	Agree
4.		6	22	0	0	3.21	Agree
5.	Procedure	11	16	1	0	3.36	Agree
6.		6	22	0	0	3.21	Agree
7.	Learner role	7	20	1	0	3.21	Agree
8.	Teacher role	16	12	0	0	3.57	Very agree
9.	Setting	-	16	12	0	2.57	Disagree

Table 4.43: The mean and category of the try-out of Task 2 Unit 2

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	8	20	0	0	3.29	Agree
2.	Input	11	17	0	0	3.39	Agree
3.		4	24	0	0	3.14	Agree
4.	Procedure	7	21	0	0	3.25	Agree
5.		7	21	0	0	3.25	Agree
6.		5	23	0	0	3.19	Agree
7.	Learner role	1	27	0	0	3.04	Agree
8.	Teacher role	8	20	0	0	3.29	Agree
9.	Setting	1	27	0	0	3.04	Agree

Table 4.45: The mean and category of the try-out of Task 3 Unit 2

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	3	25	0	0	3.11	Agree
2.	Input	3	25	0	0	3.11	Agree
3.		3	25	0	0	3.11	Agree
4.		5	23	0	0	3.18	Agree
5.	Procedure	2	26	0	0	3.07	Agree

6.		5	23	0	0	3.19	Agree
7.	Learner role	2	26	0	0	3.07	Agree
8.	Teacher role	15	13	0	0	3.54	Very agree
9.	Setting	2	26	0	0	3.07	Agree

Table 4.47: The mean and category of the try-out of Task 4 Unit 2

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	9	19	0	0	3.32	Agree
2.	Input	4	24	0	0	3.14	Agree
3.		2	26	0	0	3.07	Agree
4.	Procedure	4	24	0	0	3.14	Agree
5.		5	23	0	0	3.18	Agree
6.		4	24	0	0	3.14	Agree
7.	Learner role	1	27	0	0	3.04	Agree
8.	Teacher role	13	15	0	0	3.46	Agree
9.	Setting	2	26	0	0	3.07	Agree

Table 4.49: The mean and category of the try-out of Task 5 Unit 2

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	7	20	0	0	3.26	Agree
2.	Input	4	23	0	0	3.07	Agree
3.		6	21	0	0	3.22	Agree
4.	Procedure	5	22	0	0	3.19	Agree
5.		5	22	0	0	3.19	Agree
6.		2	25	0	0	3.07	Agree
7.	Learner role	3	24	0	0	3.11	Agree
8.	Teacher role	14	13	0	0	3.52	Agree
9.	Setting	4	23	0	0	3.07	Agree

Table 4.51: The mean and category of the try-out of Task 6 Unit 2

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	7	20	0	0	3.26	Agree
2.	Input	2	25	0	0	3.07	Agree
3.		3	24	0	0	3.11	Agree
4.		5	22	0	0	3.19	Agree
5.	Procedure	3	24	0	0	3.11	Agree
6.		4	23	0	0	3.15	Agree
7.	Learner role	3	24	0	0	3.11	Agree
8.	Teacher role	15	12	0	0	3.55	Very agree
9.	Setting	3	24	0	0	3.11	Agree

Table 4.53: The mean and category of the try-out of Task 7 Unit 2

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	7	21	0	0	3.25	Agree
2.	Input	5	23	0	0	3.18	Agree
3.		5	23	0	0	3.18	Agree
4.		6	22	0	0	3.21	Agree
5.	Procedure	4	24	0	0	3.14	Agree
6.		2	26	0	0	3.07	Agree
7.	Learner role	4	24	0	0	3.14	Agree
8.	Teacher role	16	12	0	0	3.57	Very agree
9.	Setting	5	23	0	0	3.18	Agree

Table 4.55: The mean and category of the try-out of Task 8 Unit 2

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	9	19	0	0	3.32	Agree
2.	Input	11	17	0	0	3.39	Agree
3.		5	23	0	0	3.18	Agree
4.		3	25	0	0	3.11	Agree
5.	Procedure	4	24	0	0	3.14	Agree
6.		2	26	0	0	3.07	Agree
7.	Learner role	3	25	0	0	3.11	Agree
8.	Teacher role	15	13	0	0	3.54	Very agree
9.	Setting	3	24	1	0	3.07	Agree

Table 4.57: The mean and category of the try-out of Task 9 Unit 2

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	8	19	0	0	3.30	Agree
2.	Input	8	19	0	0	3.30	Agree
3.		4	23	0	0	3.15	Agree
4.	Procedure	2	25	0	0	3.07	Agree
5.		5	22	0	0	3.19	Agree
6.		6	21	0	0	3.22	Agree
7.	Learner role	3	24	0	0	3.11	Agree
8.	Teacher role	16	11	0	0	3.59	Very agree
9.	Setting	3	24	0	0	3.11	Agree

Table 4.59: The mean and category of the try-out of Task 10 Unit 2

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	8	18	0	0	3.31	Agree
2.	Input	4	22	0	0	3.15	Agree
3.		8	18	0	0	3.31	Agree
4.	Procedure	3	23	0	0	3.12	Agree
5.		6	20	0	0	3.23	Agree
6.		11	15	0	0	3.42	Agree
7.	Learner role	3	23	0	0	3.12	Agree
8.	Teacher role	14	12	0	0	3.54	Very agree
9.	Setting	3	23	0	0	3.12	Agree

Table 4.59: The mean and category of the try-out of Task 11 Unit 2

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	9	19	0	0	3.45	Agree
2.	Input	6	22	0	0	3.21	Agree
3.		9	19	0	0	3.45	Agree
4.	Procedure	5	23	0	0	3.18	Agree
5.		8	20	0	0	3.29	Agree
6.		4	24	0	0	3.14	Agree
7.	Learner role	2	26	0	0	3.07	Agree
8.	Teacher role	17	11	0	0	3.61	Very agree
9.	Setting	4	24	0	0	3.14	Agree

Table 4.63: The mean and category of the try-out of Task 12 Unit 2

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	10	18	0	0	3.36	Agree
2.	Input	7	21	0	0	3.25	Agree
3.		9	19	0	0	3.32	Agree
4.	Procedure	4	24	0	0	3.14	Agree
5.		7	21	0	0	3.25	Agree
6.		6	22	0	0	3.21	Agree
7.	Learner role	4	24	0	0	3.14	Agree
8.	Teacher role	19	9	0	0	3.68	Very agree
9.	Setting	6	22	0	0	3.21	Agree

Table 4.65: The mean and category of the try-out of Task 13 Unit 2

No.	Components	Score				Mean Value	Category
		4	3	2	1		

1.	Goal	9	19	0	0	3.32	Agree
2.	Input	4	24	0	0	3.14	Agree
3.		3	25	0	0	3.11	Agree
4.		6	22	0	0	3.21	Agree
5.	Procedure	4	24	0	0	3.14	Agree
6.		3	25	0	0	3.11	Agree
7.	Learner role	2	26	0	0	3.07	Agree
8.	Teacher role	17	11	0	0	3.61	Very agree
9.	Setting	6	22	0	0	3.21	Agree

Table 4.67: The mean and category of the try-out of Task 14 Unit 2

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	9	19	0	0	3.32	Agree
2.	Input	5	23	0	0	3.18	Agree
3.		4	24	0	0	3.14	Agree
4.	Procedure	4	24	0	0	3.14	Agree
5.		5	23	0	0	3.18	Agree
6.		4	24	0	0	3.14	Agree
7.	Learner role	4	24	0	0	3.14	Agree
8.	Teacher role	20	8	0	0	3.71	Very agree
9.	Setting	4	24	0	0	3.14	Agree

Try-Out Questionnaire Results

UNIT 3

Table 4.70: The mean and category of the try-out of Task 1 Unit 3

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	12	13	0	0	3.48	Agree
2.	Input	8	17	0	0	3.32	Agree
3.		5	20	0	0	3.20	Agree
4.	Procedure	4	21	0	0	3.16	Agree
5.		7	17	1	0	3.24	Agree
6.		5	18	2	0	3.04	Agree
7.	Learner role	4	20	1	0	3.12	Agree
8.	Teacher role	14	10	1	0	3.52	Very agree
9.	Setting	6	15	4	0	3.08	Agree

Table 4.72: The mean and category of the try-out of Task 2 Unit 3

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	13	12	0	0	3.52	Agree
2.	Input	8	17	0	0	3.32	Agree
3.		3	21	1	0	3.08	Agree
4.	Procedure	8	17	0	0	3.32	Agree
5.		9	16	0	0	3.36	Agree
6.		10	15	0	0	3.40	Agree
7.	Learner role	6	19	0	0	3.24	Agree
8.	Teacher role	12	13	0	0	3.48	Agree
9.	Setting	5	19	0	0	3.08	Agree

Table 4.74: The mean and category of the try-out of Task 3 Unit 3

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	9	16	0	0	3.36	Agree
2.	Input	7	18	0	0	3.28	Agree
3.		6	19	0	0	3.24	Agree

4.		8	16	1	0	3.28	Agree
5.	Procedure	6	18	1	0	3.20	Agree
6.		11	13	1	0	3.40	Agree
7.	Learner role	3	21	1	0	3.08	Agree
8.	Teacher role	19	5	1	0	3.72	Very agree
9.	Setting	6	18	1	0	3.20	Agree

Table 4.76: The mean and category of the try-out of Task 4 Unit 3

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	10	15	0	0	3.40	Agree
2.	Input	8	17	0	0	3.32	Agree
3.		9	16	0	0	3.36	Agree
4.	Procedure	11	14	0	0	3.44	Agree
5.		4	21	0	0	3.16	Agree
6.		10	15	0	0	3.40	Agree
7.	Learner role	6	19	0	0	3.24	Agree
8.	Teacher role	16	9	0	0	3.64	Very agree
9.	Setting	3	21	1	0	3.08	Disagree

Table 4.78: The mean and category of the try-out of Task 5 Unit 3

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	8	17	0	0	3.32	Agree
2.	Input	8	17	0	0	3.32	Agree
3.		3	22	0	0	3.12	Agree
4.	Procedure	5	20	0	0	3.20	Agree
5.		8	17	0	0	3.32	Agree
6.		7	18	0	0	3.28	Agree
7.	Learner role	12	13	0	0	3.48	Agree
8.	Teacher role	11	14	0	0	3.44	Agree
9.	Setting	10	15	0	0	3.40	Agree

Table 4.80: The mean and category of the try-out of Task 6 Unit 3

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	12	13	0	0	3.48	Agree
2.	Input	8	17	0	0	3.32	Agree
3.		5	19	1	0	3.16	Agree
4.		6	18	1	0	3.20	Agree
5.	Procedure	8	17	0	0	3.32	Agree
6.		9	16	0	0	3.36	Agree
7.	Learner role	7	17	1	0	3.24	Agree

8.	Teacher role	14	10	1	0	3.52	Agree
9.	Setting	5	20	0	0	3.20	Agree

Table 4.82: The mean and category of the try-out of Task 7 Unit 3

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	8	17	0	0	3.32	Agree
2.	Input	6	19	0	0	3.24	Agree
3.		3	22	0	0	3.12	Agree
4.		7	18	0	0	3.28	Agree
5.	Procedure	5	20	0	0	3.20	Agree
6.		6	19	0	0	3.24	Agree
7.	Learner role	5	20	0	0	3.20	Agree
8.	Teacher role	15	9	1	0	3.56	Very agree
9.	Setting	4	21	0	0	3.16	Agree

Table 4.84: The mean and category of the try-out of Task 8 Unit 3

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	9	16	0	0	3.36	Agree
2.	Input	10	15	0	0	3.40	Agree
3.		6	18	1	0	3.20	Agree
4.	Procedure	5	19	1	0	3.16	Agree
5.		4	20	1	0	3.12	Agree
6.		7	17	1	0	3.24	Agree
7.	Learner role	9	15	1	0	3.32	Agree
8.	Teacher role	16	8	1	0	3.60	Very agree
9.	Setting	8	16	1	0	3.28	Agree

Table 4.86: The mean and category of the try-out of Task 9 Unit 3

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	9	16	0	0	3.36	Agree
2.	Input	5	20	0	0	3.20	Agree
3.		8	17	0	0	3.32	Agree
4.	Procedure	7	17	1	0	3.24	Agree
5.		4	21	0	0	3.16	Agree
6.		10	15	0	0	3.40	Agree
7.	Learner role	7	18	0	0	3.28	Agree
8.	Teacher role	14	11	0	0	3.56	Very agree
9.	Setting	8	15	2	0	3.24	Agree

Table 4.88: The mean and category of the try-out of Task 10 Unit 3

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	7	18	0	0	3.28	Agree
2.	Input	7	18	0	0	3.28	Agree
3.		7	18	0	0	3.28	Agree
4.	Procedure	2	23	0	0	3.08	Agree
5.		6	18	1	0	3.20	Agree
6.		8	16	1	0	3.28	Agree
7.	Learner role	6	19	0	0	3.24	Agree
8.	Teacher role	16	9	0	0	3.64	Very agree
9.	Setting	5	20	0	0	3.20	Agree

Table 4.90: The mean and category of the try-out of Task 11 Unit 3

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	9	16	0	0	3.36	Agree
2.	Input	10	15	0	0	3.40	Agree
3.		9	16	0	0	3.36	Agree
4.	Procedure	6	19	0	0	3.24	Agree
5.		11	14	0	0	3.44	Agree
6.		5	20	0	0	3.20	Agree
7.	Learner role	7	17	1	0	3.24	Agree
8.	Teacher role	19	5	1	0	3.72	Very agree
9.	Setting	6	19	0	0	3.24	Agree

Table 4.92: The mean and category of the try-out of Task 12 Unit 3

No.	Components	Score				Mean Value	Category
		4	3	2	1		
1.	Goal	9	16	0	0	3.36	Agree
2.	Input	8	17	0	0	3.32	Agree
3.		12	12	1	0	3.44	Agree
4.		7	17	1	0	3.24	Agree
5.	Procedure	7	18	0	0	3.28	Agree
6.		8	17	0	0	3.32	Agree
7.	Learner role	7	17	1	0	3.24	Agree
8.	Teacher role	15	10	0	0	3.60	Very agree
9.	Setting	3	22	0	0	3.26	Agree

APPENDIX H

(Field Notes)

Implementation of UNIT 1 (Cycle Listening & Speaking)

Day	: Tuesday
Date	: November 01, 2011
Time	: 07.15 – 08.35
Place	: Ruang Dapur 4
Class	: 2 Jasa Boga 1
Number of Students	: 31 Students

It was the third time for the students learning English with the researcher. The class began at 7.15 am. When the teacher came to the class, the students were doing their homework. She greeted them and visa verse. After doing prayer, the teacher had to wait the students to finish their homework for about 10 minutes. After 10 minutes, the teacher continued the lesson. She asked about the materials they had learned last Friday. Then she continued the topic in Unit 1.

In the beginning of the lesson, the teacher asked the students about what they would learn in Unit 1. By reading the title, looking at the picture, and reading the description in the cover of the unit, the students knew about the topic they would learn. It was about “Asking and telling about job description and educational background, and writing Curriculum Vitae.”

The teacher and the students moved to Task 1. In the task, they studied the pictures provided and then gave their opinion about the people doing. Most of the students could answer the questions and follow the task. They were very enthusiastic by answering the questions in English, “chef, Miss. He is cooking. And waiter Miss. They bring or deliver food.” The students answered the questions quickly. The teacher then asked the students whether they knew about the topic that would be discussed in that day. They then answered, “pekerjaan seseorang Miss.” “Pekerjaan di restoran.”, etc. After the teacher knew that her students had already understood about the topic they would learn, she asked the students to move to Task 2.

In Task 2, the students found the meaning of some words provided in the table by searching them in their dictionary. After that, the teacher

pronounced the words and the students repeated after her. They followed the task seriously. Some of them asked the teacher about how to read the phonetic transcript of the words. Thus, the teacher explained the answer by giving some examples of letters and how to spell them. They then practiced it until they pronounced the letters and words correctly. After doing Task 2, they moved to Task 3.

In Task 3, they listened to a conversation twice. They took a note for the important information and then had to answer the questions with their partner. However, they did the task by themselves. In this task, the students seemed very enthusiastic. However, the teacher had to play the audio three times as they could not understand the idea in the conversation. After playing the audio, the teacher asked them about the answer of the questions follow but they could not answer. Therefore, the teacher played the audio once again. She stopped playing the audio in every sentence in the conversation then discussed the sentence with the students. The teacher then asked them to move to the next task.

The teacher then asked the students to move in Task 4. In this task, the students had to study the expressions in table. The expressions were about asking and telling about job descriptions and educational background. ... In this task, the students had to study the expressions in table. The expressions were about asking and telling about job descriptions and educational background. In this task, the teacher let the students to read the explanations first. After ten minutes left, the teacher then gave the explanation to the students about the expression. They could follow the task very well. The students tried to practice the expression. The teacher then asked the students to move to the task.

To determine the students' understanding about the expression, the teacher then asked the students to move in Task 5. In this task, they had to listen to a dialogue then chose one of the expressions they heard. There were five questions in this task. All of the students could answer the questions very well. They answered the questions individually. The teacher controlled the class when the students were doing the task. After knowing that the students had already finished answering the questions, she then discussed the answer with the students. After that, she asked the students to move to the next task.

In Task 6 the students had to complete the dialogue by using the expressions they learned in the previous task. Nobody could answer the

questions. All of the students answer the questions individually. The teacher then discussed the answered together with the students. After that, the teacher asked the students to move to the next task

In Task 7, the students chose one of the situations given. In pairs, they made a dialogue and then acted it out with their partner. In this task, some students followed the task very well. However some students being passive as they still confused in making the dialogue. In this task, the researcher monitored the students and also helped them in making and acting the dialogue.

Then, since the time had reached its limit, the researcher ended the lesson. Before ending the class, the researcher recalled the students about what they had learnt in the day. The researcher then asked them whether they had understood the materials and whether they could follow the tasks or not. Most of them answered that they had understood the materials given and could follow the tasks. This answer was also shown by their answers in doing the tasks.

Implementation of UNIT 1 (Cycle Reading & Writing)

Day	: Friday
Date	: November 04, 2011
Time	: 08.00 – 09.30
Place	: Ruang teori 6
Class	: 2 Jasa Boga 1
Number of Students	: 29 Students

The day was the fourth meeting for the researcher taught English to the students. There were 29 students came to the class. The class started at 8 am. The teacher came to the class then greeted the students, and vice versa. She then asked the leader of the class to lead a prayer. The teacher asked the students about the previous lesson. She then continued to the next lesson. It was about using adjective clause and writing Curriculum Vitae (CV). The teacher then asked the students reading the text in Task 8. They could find the meaning of some difficult word in the table above the text. After that, the students answered the questions. Before answering the questions, the teacher discussed the text together with the students. The teacher asked 3 students to read the text loudly then she and the students discussed together the idea of every sentence they read. All of the students could answer the questions very well

After answering the questions in Task 8, the teacher tried to move to the next task. She took some adjective clauses from Task 8 then explained them to the students. She then asked the students to read the explanation in Task 9. They then read and discussed the explanation with their friend. The teacher monitored the students. Some students asked the teacher to explain once again about adjective clause. She then explained the students the way of describing people or things by using adjective clause. After explaining the topic discussed, the teacher asked them whether they still being confused about the clause or not. They answered that they understood about adjective clause. Therefore, in order to check the students' understanding about the topic, the teacher asked them to move to Task 10.

In that task, the students had to combine some sentences using adjective clauses. There were five questions that had to be answered by the students. It needed about 10 minutes for the students to finish the task. They did the task individually. In doing the task, the teacher controlled the class. Sometimes, she had to explain about the topic again to some students. After monitoring the students, the teacher then discussed the answer together with the students. All of the students could follow the task and answer all of the questions correctly.

The teacher then asked the students to move to the next task. Task 11 provided an example of Curriculum Vitae. In this task, they had to study Curriculum Vitae then answered the questions with their partner. In this task, the teacher explained first to the students about CV, including the parts of CV and how to write it. After the teacher explained it, the students answered the questions with their partner. They could answer all of the questions very well. They then moved to Task 12.

In doing the task, the students filled the blank spaces of CV format provided, by supposing that they were writing CV to apply for a job. The teacher monitored the students' activity. All of the students did the exercise individually. The teachers sometimes also gave explanation about CV and help the students in doing the task. However, in the end, all of the students could finish the task. They could fill the blank spaces correctly.

Task 13 asks the students to make their own CV by supposing that they were applying for a job. Therefore, the CV they made should related to their study programme. All of the students made CV individually. They were very enthusiastic in doing the task. The teacher controlled the activity in the class. However, sometimes the teacher help the students in production their writing. After making CV, every student changed her or his work to their partner. They then gave feedback to each other. The students followed the task very well.

The teacher then asked the students to move to the next task. Task 14 asks the students to describe some pictures provided by using adjective clause that they have learned in the previous task. The students accomplished the task individually. It only needed about 10 minutes for the students to accomplish the task. In order to check the students' answers, the teacher called the students' name and then asked

her or him to answer orally. They were very enthusiastic to follow the activity. All of the students actively followed the activity in this task. The teacher controlled the activity in the class.

The teacher then asked the students to move to the next task. Task 15 asks the students to write their own CV by supposing that they were applying for a job. The students accomplished the task individually. As the time reached its limit, it only took for about 10 minutes for the students to accomplish the task. After 10 minutes left, the teacher asked the students to finish the task in home and then submitted the work in the next day. However, in 10 minutes doing the task in the class, the students wrote the CV seriously and teacher controlled the students' activity in doing the task.

Implementation of UNIT 2 (Cycle Listening & Speaking)

Day	: Tuesday
Date	: October 25, 2011
Time	: 07.15 – 08.35
Place	: Ruang Dapur 4
Class	: 2 Jasa Boga 1
Number of Students	: 30 Students

It was the first meeting for the students to get the English lesson from the researcher. It should be 07.15 to start the class though it was begun at 07.40. The students had to finish then submit their homework to the English teacher. The unit being implemented first by the researcher was UNIT 2. The last lesson taught by the English teacher was based on Basic Competence 2.4. By this reason, the researcher decided to continue the lesson by implementing UNIT 2 first then UNIT 1. (UNIT 2 was also based on Basic Competence 2.4).

There was 30 students came to the class. Firstly, the teacher greeted the students, and vice versa. In that meeting, the researcher introduced herself first because that was the second time for the students met the researcher after the researcher doing need analysis. After introducing herself, the researcher gave the students the material then they began the teaching and learning.

In the beginning of doing Task 1, the students did not want to answer the questions. They read and understood the questions individually. It took more than 5 minutes for them to understand the questions. They felt a little bit shy as the questions were related to their parents' job and their study programme. After that, the researcher explained the meaning of each question. The students understood the explanation and they knew about the topic that would be discussed. The researcher then asked them whether they had understood the questions and could follow the tasks or not. Most of them answered that they had understood the questions given and could follow the tasks.

Task 2 are listening and speaking section. The students were asked to find the meaning of some words provided in the table by searching the words in the dictionary. They were then asked to repeat the pronunciation of the words after the teacher. In fact, some of the students did not need to search the meaning of

the words in the dictionary as the students were familiar with the words. Therefore, they wrote the meaning of the words based on their knowledge. Sometimes, they discussed the answers with their friends. The researcher had to repeat in pronouncing some words to the students, for example the words “future, excellent and health”. The students found difficulties in pronouncing the words even they had only to repeat after the teacher and also read the phonetic transcript on the table. However, the teacher handled the students so that they could pronounce the words correctly. They could follow the task very well.

Task 3 was listening section. The students listened to a conversation twice. After that, they answered the questions with their partner. When the audio was played, the students listened and tried to answer the questions individually. However, they could not understand almost idea in the conversation even the teacher played the conversation twice. Thus, they could not answer all of the questions in Task 3. Understanding the situation, the teacher played the conversation one again. She stopped in every sentences told by the speaker then discussed the idea of the sentence with the students. It needed more times but the researcher taught that it was the better method in teaching the task to the students. As the result, the students understood the idea of the conversation.

Task 4 taught the students about telling a past time jobs and working plans in the future. Therefore, the grammar explained were past tense, past continuous tense, future tense and present continuous tense. The students read the explanation for ten minutes. After ten minutes left, the teacher asked the students whether they had understood the explanation or not. Some of them could not understand so that the teacher needed to explain the explanation one again. After explaining to the students, the teacher asked them whether they had understood the explanation or not and they answered that they had understood it. Therefore, after explaining the tenses, the teacher moved to Task 5 in order to know the students understanding by practicing the theory.

Task 5 consists of two parts; part A is about past and past continuous tense and part B is about future tense. The questions in the task are related to their study programme. All of the students tried to accomplish the task individually. The students finished Task 5A in less than 10 minutes. However, it needed 20 minutes for the students to finish Task 5B. The students still confused to

differentiate the use of “will and be going to”. Therefore, the teacher explained about the tense one again. In doing the task, the teacher monitored the students. As the result, the students could answer the questions correctly and they could follow the task very well.

The teacher then asked the students to move to Task 6. In this task, the students took turns to ask and answer the plans provided in the table. All of the students accomplished the task with their partner. They actively discussed the answer with partner. Sometimes the students asked the teacher when they found difficulty in doing the task. Therefore, the teacher helped the students by giving examples or information to the students. As a result, the students could follow the task very well.

After doing Task 6, the teacher then asked the students to move to Task 7. In this task, the students chose one of the situations provided then make a simple dialogue based on the situation. They then performed it with their partner. All of the students tried to make a simple dialogue by looking at the example in the previous task. They discussed it with their partner. The teacher monitored the students activities and she helped them in producing words when they were making the dialogue. All of the students actively tried to make the dialogue. However, as the time reached its limit, only one pairs of the students performed the dialogue in front of the class. While, other students practiced the dialogue with their friend in their chairs.

Implementation of UNIT 2 (Cycle Reading & Writing)

Day : Friday
Date : October 28, 2011
Time : 08.00 – 09.30
Place : Ruang teori 6
Class : 2 Jasa Boga 1
Number of Students : 29 Students

The day was the second meeting for the researcher taught English to the students. There were 29 students came to the class. The class started at 8 am. The teacher came to the class then greeted the students, and visa versa. She then asked the leader of the class to lead a prayer. The teacher asked the students about the previous lesson. She then continued to the next lesson. It was about Writing Application Letter. They then did Task 8.

In this task, the students had to study a job advertisement then answered the questions with their partner. In this task, the teacher explained first to the students what advertisements was and the parts of an advertisement. They then answered the questions orally. Sometimes they discussed the answer with their friends before answering the questions orally. Nobody being passive in this task. The teacher controlled the activities in the class. The students could follow the task very well. Thus, the teacher then asked them to move to the next task.

The students then moved to Task 9. In this task, the students learned an application letter and its part based on the example of the job advertisement in the previous tasks. They then answered the questions that follow. Sometimes they needed to discuss the answers with their partner. The teacher controlled the activities in this task. All of the students were active in answering the questions orally. The students could follow the task. After following the task, the students were then asked to move to the next task.

In Task 10, the students studied an advertisement about the job vacancy in a developing restaurant. After studying it, they then completed the application letter that follows based on the advertisement. They accomplished the task individually. The teacher controlled the students' activities. Sometimes, the students asked the

teacher when they found any difficulty. The teacher then helped them. They were very enthusiastic in following the task so that they could follow the task very well.

The teacher then asked the students to move to the next task. In Task 11, the students arranged jumbled paragraphs into the good order of an application letter and then renamed the part of each paragraph. The application letter that they accomplished was about a graduate student of culinary programme who applied for a job as the waiter in a restaurant. The task was quite easy for the students as they could accomplish the task individually in less than seven minutes. All of the students were active in accomplishing the task so that the teacher only controlled the activities in the class. The teacher then asked the students to move to Task 12. Task 12 asks the students to write an application letter individually based on the advertisement provided. They made an application letter by supposing that they were applying for a position in a restaurant as a chef, waiter/ waitress, or cook. The students then made the application letter individually. In making it, some of the students looked at the example of the application letter in the previous task. Even though many of them made a simple application letter, they were active in following the activity. The students asked the teacher when they found any difficulty. The teacher then gave the explanation or information to them. She helped the students in writing the application letter.

After accomplishing Task 13 very well the teacher then asked the students to move to the next task. In this task, the students completed a paragraph by using appropriate verbs of past and future tenses. The paragraph talks about a baker's experience in the past and future time in a restaurant. The students needed to open the explanation about past and future tense in Task 4 for a while. After that, they could accomplish the task individually for about ten minutes. The teacher only controlled the students' activities in the class for they were active in doing the task. After ten minutes left, the teacher discussed the answers together with the students. Almost students answered correctly. They could follow the task very well.

The teacher asked the students whether the students wanted to ask something about the materials or not. As none of them asked to the teacher, she then asked them to move to the last task of Unit 2. In this task, the students had to look for a job vacancy related to their study programme advertised in the newspaper. They then made their own application letter based on the

advertisement. As they had to look for a job vacancy in the newspaper and also the time reached its limit, the teacher asked the students to do the task as their homework which then they had to submit the work in the next meeting. (In the day they submitted the work, all of the students submitted it and they made correct application letters). Before closing the lesson, the students actively asked the teacher about the work. The teacher then explained again about the work. She also explained that they could make an application letter based on the examples given in the previous tasks.

After explaining about the work to the students, she then asked them whether they still being confused about the materials or not. As all of the students had already understood the materials, she then ended the class by leading the students to have pray.

Implementation of UNIT 3 (Cycle Listening & Speaking, reading)

Day	: Tuesday
Date	: November 11, 2011
Time	: 08.00 – 09.30
Place	: Ruang Teori 6
Class	: 2 Jasa Boga 1
Number of Students	: 28 Students

It was the fifth time for the students learning English with the researcher. The class began at 8.00 am. The researcher came to the class. She greeted them and visa verse. After doing prayer, the teacher presented the students. There were 3 students who didnot come to the class. Therefore there are only 28 students followed the class. The teacher continued the lesson. She asked about the materials they had learned last Friday. Then she continued the topic in Unit 3.

In the beginning of the lesson, the teacher asked the students about what they would be learned in Unit 3. By reading the title, looking at the picture, and reading the description in the cover of the unit, the students knew about the topic they would learn. It was about “Expressing and replying dissatisfaction with someone or something and giving instructions.”

The students then read Task 1. In this task they studied three pictures provided and then gave their opinion about the pictures. The pictures were about people’s activities in restaurants. The teacher asked them about the pictures. The students then enthusiastically answered it by saying,” Angry Miss. Costumer is angry”, “Costumer complain Miss”,etc. The students did not need to discuss the answers with their friends. The teacher controlled the students’ activities in this task. It took less than 5 minutes for the students to follow the task as they answered the question orally and fast. The teacher then asked the students whether they knew about the topic they would dissused in that day. The students then answered,”Pembeli complain, Miss.”, “Pembeli marah.”, etc. The teacher then explained that in that day they would learn about “Expressing and replying dissatisfaction.” The sudents could follow the task very well. Thus, the teacher asked them to move to the next task, Task 2.

Task 2 are listening and speaking section. The students were asked to find the meaning of some words provided in the table by searching the words in the dictionary. They were then asked to repeat the pronunciation of the words after the teacher. The words were related to the things and activities in a baker. The students actively found the meaning of the words in their dictionary. They sometimes discussed the answers with their friends. After that, the teacher discussed the answers with the students. She then asked them to pronounce the words after her. The students found difficulties in pronouncing the words even they had only to repeat after the teacher and also read the phonetic transcript on the table. However, the teacher handled the students so that they could pronounce the words correctly. The teacher controlled the activities in the class so that the students could follow the task very well.

They then moved to the next task. In Task 3, the students listened to a conversation twice and then answered the questions with their partner. When the teacher played the audio, the students tried to take a note for the important information individually. After the audio was played twice, the teacher asked the students whether they could answer all of the questions or not. All of the students answered that they could not. They could only answer some questions. Therefore, the teacher played the audio one again. However, the students could not answer all of the questions. They could answer some. The teacher then played the audio once again and discussed the conversation and the answers together with the students. The students then could understand the whole idea in the conversation by this way. The teacher tried hard to control the students' activities in this task.

The teacher and the students then moved to the next task. In the task, the students studied the expressions of asking and replying complaint. Most of the examples in the explanations they learned were related to culinary. The students learned the explanation and sometimes they actively discussed the explanation with their friends. It needed around 7 minutes for the students to understand the explanation. The teacher controlled the students activities. They could follow the task very well. When 7 minutes left, she asked the students whether they had already understood the explanations or not. They answered that they had already understood the explanation very well. The teacher then asked them to practice

the expressions and repeat after the teacher. Therefore, in order to check the students' understanding, the teacher asked them to move to the next task.

In this task, the students listened to an audio. They completed four dialogues by using the expressions of asking for complaint and replying complaint by giving apology or excuse. The teacher only needed to play the audio twice. The students listened to the audio carefully and they completed the questions individually. The teacher controlled the students' activity in this task. When the teacher asked them whether they could complete all of the questions, they answered that they could. The teacher then discussed the answers with the students. All of the students could answer correctly. The teacher then asked the students to move to the last task of spoken cycle.

In this task, the students chose one of the situations provided then make a simple dialogue based on the situation with their partner. They then performed it with the partner. All of the students tried to make a simple dialogue by looking at the example in the previous task. They discussed it with their partner. The teacher monitored the students activities and she helped them in producing words when they were making the dialogue. All of the students actively tried to make the dialogue. However, as the time reached its limit, only one pairs of the students performed the dialogue in front of the class. While, other students practiced the dialogue with their friend in their chairs. The teacher then ended the lesson by asking the students to have prayer.

Implementation of UNIT 3 (Cycle Reading & Writing)

Day	: Tuesday
Date	: November 15, 2011
Time	: 07.15 – 08.35
Place	: Ruang Teori 6
Class	: 2 Jasa Boga 1
Number of Students	: 25 Students

It was the last meeting for the students learning English with the researcher. The class began at 7.15 am. The researcher came to the class. She greeted them and visa verse. After doing prayer, the teacher presented the students. There were 3 students who didnot come to the class. Therefore there are only 28 students followed the class. The teacher continued the lesson. She asked about the materials they had learned last Friday. Then she continued the topic in Unit 3.

The teaching and learning process in that day was begun from Task 7. It was reading skill. In this task the students read the text of the steps in using a blender. There is a list of vocabularies related to the text that would be read before the text. The students read the vocabularies then the text and then answered the questions that follow with their partner. The students were active in accomplishing the task. They actively discussed the text and the answers with their partner. The teacher controlled the students' activities in accomplishing the task. The teacher then asked the students whether they had already understood the text and answered the questions or not. They answered that they could understand the text and answer all of the questions. However, the teacher disscused the text together with the students. After that she discussed the answer with them. All of the students could follow the task very well.

The teacher then asked the students to move to the next task. In Task 8, the students studied the explanation of imperative verbs and transitional signals. The students read the explanation by themselves for about 5minutes. Sometimes they needed to disscus the explanation with their friends. The students actively asked the teacher about explanation. Therefore, the teacher explained it to the students. In explaining it to the students, the teacher gave some examples related to culinary in order to make them understand. After that, the teacher asked the students

whether they had understood about the explanation or not. They answered that they understood the explanation. They could follow the task very well. The teacher then asked them to move to the next task to check their understanding.

In task 9, the students completed the text on how to make a yellow cake by using imperative verbs and transitional signals provided in a box. It needed around 7 minutes for the students to complete the text. The students needed to discuss the answers with their partner. After 7 minutes left, the teacher asked the students whether they could answer or not. They answered they they could answer all of the missing gaps. She then discussed the answers with the students. All of the students could answer correctly. In conclusion, they could follow the task very well.

They then moved to the next task. Task 10 is reading skill. In this task the students had jumbled paragraphs about how to make whipped cream. They matched the instructions and the pictures provided. It only took around 5 minutes for the students to accomplish the task individually. They actively matched the instructions and the pictures. They did not need to discuss the answer with their friends or the teacher. After 5 minutes left, the teacher asked the students whether they could finish the task or not and they answered that they could finish it. The teacher then discussed the answers with the students. All of the students could answer correctly. They could follow the task very well.

After following Task 10 successfully, the students then moved to Task 11. In this task, they took the instructions from the text provided. The text was about how to use different types of cream. They used the imperative verbs and transitional signals that they had learnt in the previous task. In this task, the students needed to discuss the answers with their friends. Sometimes, they asked the teacher about the text. The teacher then gave information and explanation to them. The students actively found the instructions with their friends. After 5 minutes left, the teacher discussed the answers with the students. All of the students answered correctly. The students could follow the task very well.

The teacher then asked the students to move to the last task of Unit 3. In this task, they chose one of the situations provided then made a simple dialogue and then practiced it with their partner. The situations given are related to culinary. The students then tried to make the simple dialogue with their partner. Some students sometimes asked the teacher about the dialogue they wanted to make.

Some of them asked about the vocabularies. The teacher then helped them in making the dialogue. She walked around the students in the class. As the time reached its limit, only one pairs that practiced the dialogue in front of the class. However, the other practiced it on their chairs. The teacher also helped them in praacticing the dialogue.

The teacher then asked the students about the materials they had learnt in that day. They thought that they could follow the task. The teacher then ended the class by leading a prayer.

APPENDIX J

(Interview Transcripts)

INTERVIEW FOR TRY OUT QUESTIONNAIRE

UNIT 1

Day & Date : Friday, November 18, 2011

Time : 11 am – 1 pm.

Place : Ruang Teori 6

Researcher (R) : Dewi Nur Widiyati

Students 1 (S1) : Wiwik widayati

2 (S2) : Zusi Sri Rejeki

3 (S3) : Garneta Indra F.

TASK 1

R : *OK. Sekarang kita ke Task 1. Apakah Task 1 ini memberikan gambaran mengenai topik yang akan dibahas di Unit 1?* (OK. Let's move to Task 1. Does the task give you opinion about the topic that will be discussed in Task 1?)

S1 : *Iya.* (Yes, it does.)

R : *Kalau Zusi?* (How about you Zusi?)

S2 : *Iya, mbak.* (Yes, it does, Miss.)

R : *Neta?* (Neta?)

S3 : *Iya.* (Yes, it does.)

R : *OK. Masih Task 1 ya. Gambar di Task 1 ini bisa dipahami nggak maksudnya?* (OK. Still in Task 1. Did you understand the pictures given in this task?)

S1 : *Yang ini, mbak?* (Is it, Miss?)

R : *Iya.* (Yes, it is)

S1,S2,S3 : *Bisa, bisa mbak.* (Yes, I did, Miss)

R : *OK. Kemudian, apakah gambar yg diberikan memudahkan kalian dalam memahami task ini?* (OK. Then, do the pictures given help you in understanding the task?)

S1 : *Mmm.. Maksudnya gimana mbak?* (Mmm... What did you mean, Miss?)

R : *Maksudnya, apakah dengan melihat gambar ini, kalian itu bisa paham maksudnya itu apa.* (I meant, did you understand the task by looking at the pictures?)

S2 & S3 : *O, Bisa mbak.* (O, I did, Miss)

R : *Kalau Wiwik?* (How about you Wiwik?)

S1 : *Bisa , bisa mbak.* (Yes, I did.)

R : *OK. Setelah mengerjakan task ini, kalian mendapatkan gambaran nggak mengenai tugas atau profesi suatu pekerjaan dibidang Jasa Boga?* (OK. After doing the task, did you get an idea about job descriptions in Culinary Programme?)

S2 : *Maksudnya memasak, menjadi waiter?* (Did you mean cooking or being a waiter?)

R : *Iya.. Zusi bisa?* (Yes, Could you?)

S2 : *Bisa, bisa mbak.* (Yes, I could, Miss.)

R : *Yang lainnya?* (How about the others?)

- S1 & S3 : *Iya, bisa.* (Yes, I could.)
- R : *Trus, Apakah Task 1 ini memotivasi kalian untuk belajar bahasa Inggris sesuai dengan bidang keahlian kalian?* (Then, does the task motivate you to learn English which suits your study programme?)
- S2 & S3 : *Iya, mbak.* (Yes, It does.)
- S1 : *Tentu mbak.* (Sure, Miss.)
- R : *OK. Terus, Setelah mengerjakan latihan didalam Task 1 ini apakah kalian menjadi kreatif? Maksudnya, kalian menjadi kreatif nggak menjabarkan tugas suatu pekerjaan.* (OK. Then, did you become creative after doing the excersises in Task 1? I meant, did you become creative in describing one's job description?)
- S1 : *Mendeskripsikan gitu mbak?* (Only describing, Miss?)
- R : *Iya, mendeskripsikan. Bisa Wiwik?* (Yes, it is. Could you?)
- S1 : *Bisa.* (Yes, I could.)
- R : *Zusi?Neta?* (How about you, Zusi and Neta?)
- S2 & S3 : *Bisa.* (Yes, I could.)
- R : *Dalam mengerjakan Task 1 ini, sampai 5 menit nggak kemarin?* (Did you do it in five minutes?)
- S1 : *Cuma buat kata-kata menjawab langsung pertanyaan ini to mbak?* (It only made words then answer the questions orally, did it?)
- R : *Iya. Sampai 5 menit? Lebih dari 5 menit?* (Yes. It did. Did you need 5 minutes or more than 5 minutes?)
- S1, S2 & S3 : *Enggak, mbak.* (No, I didn't.)
- S2 : *Nggak sampai 5 menit.* (It needed less than 5 minutes.)
- R : *Dalam mengerjakan task ini, kalian mengerjakan sendiri atau bersama teman?* (Did you do the task individually or with your partner?)
- S3 : *Sendiri.* (Individually)
- R : *OK. Artinya mengerjakannya tidak perlu sama partner kan? (OK. So, it means that you did not need to do with your partner, is it?*
- S1 : *Iya. Sendiri.* (Yes, it is. I did it individually.)
- R : *OK. Didalam mengerjakan task ini, apakah guru berperan sebagai pengendali kegiatan dikelas?* (OK. In doing the task, did the teacher act as a controller in the class?)
- S1, S2 & S3 : *Iya mbak. Jelas.* (Yes, Sure.)

TASK 2

- R : *Sekarang, dilihat Task 2, yang tentang vocabulary. Apakah Task 2 ini membantu meningkatkan kemampuan kosakata kalian dalam belajar bahasa Inggris?* (Now, see Task 2. It is about Vocabulary. Does the task help you in improving your vocabulary?)
- S2 : *Iya.* (Yes, it does.)
- R : *Kalau Wiwik, Neta?* (How about you, Wiwik and Neta?)
- S1 & S3 : *Iya.* (Yes, it does.)
- R : *OK. Kosakata dalam task ini sesuai dengan bidang keahlian kalian, Jasa Boga, nggak?* (OK. Does the vocabulary given in this task suit your study programme, Culinary Programme?)
- S1,S2 & S3: *Sesuai, mbak.* (Yes,it does , Miss.)

- R : *OK. Terus, materi di dalam task ini mudah nggak sih dipahami? Kata-katanya bisa dipahami?* (OK. Then, are the materials in this task understandable? Are the words understandable?)
- S1 : *Masih mudah mbak.* (Yes, they are understandable, Miss.)
- S2 & S3 : *Iya mbak. Mudah.* (Yes. They are understandable.)
- R : *Apakah kalian dapat belajar pengucapan dalam bahasa Inggris dengan benar? Maksudnya, kemarin ketika Miss Dewi mengucapkan kata-katanya, kalian bisa paham dan bisa mengikuti mengucapkannya tidak?* (Did you learn pronouncing the words correctly? I meant, when I was pronouncing the words, you understood and then followed pronouncing them, did you?)
- S1, S2 & S3 : *Bisa mbak.* (Yes, I did.)
- R : *Apakah kalian bisa mengucapkannya dengan benar?* (Could you pronounce them correctly?)
- S1, S2 & S3 : *Bisa. Bisa.* (Yes.)
- S1 : *Tetapi juga kadang ada yang tidak mbak.* (However sometimes, I couldn't pronounce, Miss.)
- R : *OK. Apakah kalian aktif didalam mengerjakan dan mengikuti kegiatan di Task 2 ini?* (OK. Did you actively do and follow the activity in Task 2?)
- S1 : *Iya, mbak.* (Yes, I did, Miss.)
- S2 : *Iya mbak aktif.* (Yes, I did.)
- S3 : *Iya.* (Yes, I did.)
- R : *OK. Didalam mengerjakan task ini, apakah guru berperan narasumber dan sebagai pengendali kegiatan dikelas?* (OK. In doing the task, did the teacher act as a resource and controller in the class?)
- S1, S2 & S3 : *Iya mbak. Jelas.* (Yes, Sure.)

TASK 3

- R : *Nah, sekarang kita ke Task 3. Apakah Task 3 ini meningkatkan kemampuan listening kalian?* (Now, take a look at Task 3. Does the task improve your ability in Listening?)
- S2 : *Nggak mbak. Hmm.. Susah kemarin mbak.* (No. It does not. Err.. It was difficult, Miss.)
- S3 : *Iya susah.* (Yes, it was difficult.)
- R : *Susahnya dibagian yang mana?* (In which part the difficulties are?)
- S1 : *Kan biasanya kalo ada soal listening kaya gini, ada pilihan jawabannya mbak.* (There are usually some options when the listening questions like this, Miss.)
- S2 : *Iya mbak. Kalau langsung mengisi kaya gini susah mbak. Biasanya ada pilihannya. Biasa nya ada pilihan A-B-C-D nya, atau kalau tidak TRUE-FALSE gitu mbak.* (Yes, they are. It is difficult to answer the questions like this. Usually there are some options for the answer, such as A-B-C-D or True-False.)
- R : *Apakah percakapannya di Task 3 ini bisa dipahami?* (Is the conversation in this task understandable?)
- S1 : *Enggak. Susah mbak.* (No, it is not. It is difficult, Miss.)
- R : *Kenapa? Apa terlalu cepat atau apa?* (Why? Is it too fast, or what?)
- S2 : *Iya, terlalu terburu-buru.* (Yes, it is too fast.)
- R : *OK. Terus, apakah pengucapan setiap kata pada percakapan ini dapat dipahami?* (OK. Then, is the pronunciation of every single word or sentence understandable?)

- S1 : *Mmm. Sebagian bisa, sebagian tidak mbak.* (Mmm.. Yes, some.)
- R : *Kalau Zusi? Neta?* (How about you Zusi and Neta?)
- S2 & S3 : *Iya mbak, ada yang bisa ada yang tidak.* (Yes. Some of them are understandable but some of them are not.)
- R : *Apa kalian bisa mengikuti Task 3 ini?* (Could you follow the task?)
- S1 : *Tidak mbak. Terlalu susah tasknya.* (No, I could not. The task is too difficult.)
- S2 : *Terlalu cepat mbak percakapannya.* (The conversation is also too fast, Miss.)
- R : *Kalau Neta?* (How about you Neta?)
- S3 : *Mm.. sama mbak, susah.* (Mmm.. Same with them. It was difficult to follow the task.)
- R : *OK, apakah soal pada task ini tersusun dari yang mudah ke yang susah?* (OK. Are the questions in this task arranged from the easier to the more difficult?)
- S1, S2 & S3 : *Iya mbak. Sudah.* (Yes. They are.)
- R : *Tapi, tetap susah ya kalian mengerjakannya?* (However, it was too difficult to do it, wasn't it?)
- S1, S2 & S3: *Hehe.. Iya mbak.* (Hehe.. Yes, It was.)
- R : *OK. Melalui task ini, apakah kalian belajar listening lebih baik?* (OK. Did you learn English better through this task?)
- S1 : *Harusnya iya mbak.* (It should be yes, Miss.)
- R : *Terus, kenyataan nya?* (Then, in fact?)
- S1, S2 & S3: *Hehe.. Enggak.* (Hehe. No, I did not.)
- R : *OK. Apakah kalian berperan aktif dalam mengikuti task ini?* (OK. Did you actively follow the task?)
- S1, S2, & S3 : *Mmm. Enggak.* (Emm... No, I did not.)
- S1 : *Susah mbak. Hehe.* (It was difficult to follow the task.)
- R : *Apakah kalian mengerjakan task ini dengan partner atau teman kalian?* (Did you do the task with your partner or your friends?)
- S2 : *Tidak mbak.* (No, I did not.)
- S1 : *Tidak, malah sendiri.* (No, I did not. I did it by myself.)
- R : *Kalau Neta?* (How about you, Neta?)
- S3 : *Sendiri mbak. Kalau sama teman malah susah.* (Yes, I did it by myself. It is difficult to do the task with partner.)
- R : *Apakah guru berperan sebagai pengendali dikelas?* (Did the teacher take the role of a controller?)
- S1, S2 & S3: *Iya mbak. Tentu.* (Yes, Miss. Sure.)

TASK 4

- R : *Nah, melalui Task 4 ini apakah kalian terbantu mengenai pemahaman terhadap "job description and educational background"?* (Does the task help you in understanding job description and educational background?)
- S1, S2 & S3: *Iya mbak.* (Yes, it does, Miss.)
- S1 : *Terbantu sekali.* (Yes, it really helps me.)
- R : *OK. Bahasa yang digunakan didalam task ini bisa dipahami tidak?* (Is the language used in this task understandable?)
- S1, S2 & S3: *Bisa, bisa mbak.* (Yes, it is.)
- R : *Kata-kata yang digunakan sering kalian jumpai tidak dalam kehidupan sehari-hari?* (Do you often hear the words used in this task in your daily life?)
- S1, S2 & S3: *Iya mbak.* (Yes, I do.)

- R : *Terus, instruksinya dalam task ini bisa dipahami tidak?* (Then is the instruction in this task understandable?)
- S1 : *Bisa mbak.* (Yes, it is, Miss.)
- S2 : *Mudah dipahami kok mbak.* (It is easy to understand.)
- R : *Kalau Neta?* (How about you, Neta?)
- S3 : *Bisa mbak, bisa kok.* (Ye, it is , Miss.)
- R : *Apakah kalian dapat memahami ekspresi mengenai bertanya dan menjawab deskripsi pekerjaan dan latar belakang pendidikan seseorang pada task ini?* (Could you understand the expression of asking and telling one's job description in this task?)
- S1 : *Bisa , bisa mbak.* (Yes, I could, Miss.)
- R : *Neta bisa?* (Could you, Neta?)
- S3 : *Bisa.* (Yes, I could.)
- R : *Apakah kalian bisa belajar mempraktekkan ekspresi-ekspresi tadi?* (Could you practice those expressions?)
- S1, S2 & S3: *Bisa mbak.* (Yes, I could.)
- R : *OK. Task 4 ini bisa kalian ikuti tidak?* (OK. Could you follow the task?)
- S1, S2 & S3: *Bisa, bisa.* (Yes, I could.)
- S1 : *Bisa mbak. Gampang.* (Yes, I could. It was easy.)
- R : *Nah, kira-kira kalian kemarin memahami penjelasan pada task ini samapi 7 menit tidak? Wiwik?*
- R : *Nah, kira-kira kalian kemarin memahami penjelasan pada task ini lebih dari 7 menit tidak? Wiwik?* (Did you understand the explanation in this task more than 7 minutes? How about you Wiwik?)
- S1 : *Mmm.. kayaknya lebih mbak.* (Mmm. I think yes, I did.)
- R : *Kalau Zusi?* (How about you Zusi?)
- S2 : *Lebih juga mbak.* (Yes, I did.)
- R : *Neta? (Neta?)*
- S3 : *Lebih juga.* (Yes, I did.)
- R : *OK. Apakah kalian aktif dikelas dalam mengikuti task ini?* (OK. Did you actively follow the task?)
- S1, S2 & S3: *Aktif mbak, aktif.* (Yes, I did, Miss.)
- R : *Terus, apakah guru berperan sebagai pengendali dikelas?* (Then, did the teacher perform a role of a controller?
- S1, S2 & S3: *Iya mbak, pasti.* (Yes, she did. Sure.)

TASK 5

- R : *Sekarang, ke Task 5 ya. Apakah Task 5 ini membantu meningkatkan kemampuan kalian dalam listening?* (Now, we move to Task 5. Does the task help you to improve your listening skill?)
- S1, S2 & S3: *Iya.* (Yes, it does.)
- R : *Apakah percakapan pada task ini mudah dipahami?* (Is the conversation in the task understandable?)
- S1 : *Mudah mbak.* (Yes, it is, Miss.)
- S2 : *Mudah.* (Yes, it is.)
- R : *Neta?* (How about you Neta?)
- S3 : *Mmm.. mudah juga mbak.* (Mmm. Yes, It is understandable.)

- R : *Ok. Terus, apakah pengucapan pada task ini bisa dipahami?* (OK. Then, are the pronunciations in this task understandable?)
- S1, S2 & S3: *Bisa mbak. Bisa.* (Yes, they are.)
- R : *OK. Apakah kalian bisa mengikuti Task 5 ini?* (OK. Could you follow the task?)
- S1, S2 & S3: *Bisa mbak.* (Yes, I could.)
- R : *OK. Terus apakah melalui latihan pada task ini kalian belajar listening lebih baik?* (OK. Then, did you learn listening better after doing the task?)
- S1, S2 & S3: *Iya.* (Yes, I did.)
- S1 : *Tentu mbak.* (Sure.)
- R : *OK. Apakah setelah mengerjakan task ini kalian menjadi lebih kreatif ? Wiwik?* (OK. Are you being more creative after doing the task? How about you Wiwik?)
- S1 : *Iya.* (Yes, I am.)
- R : *Iya. Kalau Zusi?* (Yes. How about you Zusi?)
- S2 : *Iya juga.* (So do I.)
- R : *Mmm. Kalau Neta?* (Mmm. How about you Neta?)
- S3 : *Tentu.* (Yes, sure.)
- R : *OK. Terus, dalam mengerjakan Task 5 ini kalian lebih nyaman sendiri atau sama teman?* (OK. In doing the task, were you being more comfortable to do individually or with your partner?)
- S1, S2 & S3: *Sendiri mbak.* (Individually.)
- S2 : *Kalau sama temannya malah susah mbak.* (It was more difficult to do the task with partner.)
- R : *Mmm. OK. Apakah kalian aktif didalam mengerjakan task ini?* (Mmm. OK. Did you actively do the task?)
- S1, S2 & S3: *Iya mbak.* (Yes, I did, Miss.)
- S1 : *Iya, aktif.* (Yes, I did.)
- R : *OK. Terus, apakah didalam mengerjakan task ini, guru berperan sebagai pengendali kegiatan dikelas?* (OK. In doing the task, did the teacher perform as a controller?)
- S1, S2 & S3: *Iya. Jelas.* (Yes. Sure.)

TASK 6

- R : *OK. Sekarang ke Task 6. Apakah task ini membantu pemahaman kalian didalam menggunakan ekspresi didalam bertanya dan menjawab mengenai deskripsi pekerjaan seseorang?* (OK. Now we move to Task 6. Does the task help your knowledge in using the expression of asking and telling one's job description?)
- S1, S2 & S3: *Iya, membantu mbak.* (It does, Miss.)
- R : *OK. Apakah instruksi didalam task ini dapat dipahami?* (OK. Is the instruction in this task understandable?)
- S1, S2 & S3 : *Iya.* (Yes, it is.)
- R : *Apakah materi didalam task ini dapat dipahami?* (Are the materials in this task understandable?)
- S1, S2 & S3 : *Iya. Iya mbak.* (Yes, they are.)
- R : *OK. Terus soal didalam Task 6 ini sudah tersusun dari yang mudah ke yang sulit belum?* (OK. Then, have the questions in this task arranged from the easier to the more difficult?)
- S1 : *Mmm.. Iya mbak.* (Mmm. Yes, they have.)

- R : *Kalo Zusi? Neta?* (How about you, Zusi and Neta?)
 S2 : *Iya mbak.* (Yes, they have, Miss.)
 S3 : *Udah mbak.* (Yes, they have.)
 R : *Ummm.. OK. Apakah kalian dapat menggunakan ekspresi bertanya dan menjawab latar belakang pendidikan dan tugas suatu pekerjaan didalam task ini secara tepat? Wiwik?* (Umm. OK. Could you use the expressions of asking and telling one's job description and educational background correctly in this task? How about you Wiwik?)
 S1 : *Bisa mbak.* (Yes, I could.)
 R : *Zusi?* (How about you Zusi?)
 S2 : *Kadang.* (Sometime I could.)
 R : *Kalau Neta?* (How about you Neta?)
 S3 : *Bisa juga mbak.* (Yes, I could, Miss.)
 R : *Terus, task ini dapat diikuti tidak?* (Then, Can the task be followed?)
 S1, S2 & S3 : *Bisa mbak.* (Yes, it can be followed).
 R : *Apakah kalian mengerjakan task ini secara mandiri?* (Did you do the task individually?)
 S1, S2 & S3 : *Iya mbak.* (Yes, I did.)
 R : *Terus, apakah kalian aktif didalam mengerjakan task ini?* (Then, did you do the task actively?)
 S1 : *Saya iya mbak.* (Yes, I did, Miss.)
 S2 & S3 : *Saya juga mbak.* (Yes, I did.).
 R : *Terus, apakah guru berperan sebagai pengendali kegiatan dikelas?* (Then, did the teacher take a role as a controller in the class?)
 S1, S2 & S3 : *Iya mbak.* (Yes, she did, Miss.)
 S1 : *Jelas.* (Sure.)

TASK 7

- R : *Terus kita ke Task 7. Apakah task ini meningkatkan kemampuan kalian dalam berbicara bahasa Inggris?* (Let's move to Task 7. Does the task improve your speaking ability?)
 S1, S2 & S3 : *Iya mbak.* (Yes, it does.)
 R : *OK. Terus, apakah penggunaan kata pada situasi yang diberikan pada task ini dapat dipahami?* (OK. Are the vocabularies given in this task understandable?)
 S1 : *Nggak terlalu susah kok mbak. Dapat dipahami.* (It is not too difficult to understand. They are understandable.)
 S3 : *Ada beberapa yang susah mbak kata – katanya.* (There are some difficult words, Miss.)
 R : *OK. Kalo Zusi?* (OK. How about you, Zusi?)
 S2 : *Mmm.. Bisa paham kok mbak.* (Mmm. I could understand, Miss.)
 R : *Apakah inputnya, materinya pada Task 7 ini sesuai dengan bidang keahlian kalian, Jasa Boga?* (Does the material in Task 7 suit your skill, culinary programme?)
 S1, S2 & S3 : *Iya, iya mbak.* (Yes, it does.)
 R : *OK. Ketika kalian akan membuat dialog, lebih mudah ada situasinya atau tidak?* (OK. When you would make a dialogue, was it easier when there were the situations or not?)

- S1 : *Lebih mudah ada situasinya gitu mbak. (It was easier when there were the situations.)*
- R : *Mm.. gitu. Kalo Zusi sama Neta? (Mmm. How about you Zusi and Neta?)*
- S2 & S3 : *Sama mbak. (Yes, same with Wiwik.)*
- R : *Terus, apakah task ini menjadikan kalian lebih kreatif menulis dan berbicara? (Then, does the task make you creative in writing and speaking?)*
- S3 : *Ya. iya si mbak. (Yes, it does.)*
- R : *OK. Kalo Wiwik sama Zusi? (OK. How about you Wiwik and Zusi?)*
- S2 & S1 : *Iya mbak. (Yes, it does, Miss.)*
- R : *OK. Terus apakah kalian bisa mengikuti task ini? (OK. Then could you follow the task?)*
- S1 & S3 : *Hehe.. bisa mbak. (Yes, I could.)*
- S2 : *Agak susah mbak. Tapi bisa juga kok. (It was rather difficult. However, I could.)*
- R : *OK. Terus, kalian lebih mudah mengerjakan task ini secara berpasangan atau sendiri? (OK. Then, was it easier for you to accomplish the task individually or in pairs?)*
- S1 : *Berpasangan mbak. (In pairs.)*
- S2 & S3 : *Iya mbak. Sama. (Yes, so did I.)*
- R : *OK. Pada task ini kalian aktif tidak? (OK. Did you actively follow the task?)*
- S1 : *Kayaknya iya mbak. (I think, yes I did.)*
- R : *Kalau Zusi sama Neta? (How about you Zusi and Neta?)*
- S2 : *Iya mbak. (Yes, I did.)*
- S3 : *bisa mbak. (Yes, I could, Miss.)*
- R : *OK. Dalam task ini apa guru membantu kalian dalam memproduksi kata-kata dalam berbicara? (OK. Did the teacher help you producing the words in speaking?)*
- S1, S2 & S3 : *Iya mbak. (Yes, she did.)*

TASK 8

- R : *OK. Sekarang kita ke Task 8. Task 8 itu tentang reading ya. Apakah Task 8 ini membantu kalian dalam meningkatkan kemampuan reading? (OK. Let's move to Task 8. It is reading section. Does the task help you in improving your reading skill?)*
- S2 & S3 : *Iya mbak. (Yes, it does, Miss.)*
- R : *Kalau Wiwik Iya nggak? (How about you Wiwik, yes or not?)*
- S1 : *Hu'um mbak. (Yes, it does.)*
- R : *Terus, apakah kosakatanya yang diberikan sebelum bacaan, membantu kalian dalam memahami bacaan? (Then, does the vocabulary given before the text help u in understanding the text?)*
- S2 : *Iya mbak. (Yes, it does.)*
- R : *Kalau Neta? (How about you Neta?)*
- S3 : *Sama, iya juga. (So do I.)*
- R : *Wiwik? (How about you Wiwik?)*
- S1 : *Iya, iya mbak. Membantu. (Yes, it does. It really helps.)*
- R : *Apakah gambar pada task ini dapat dimengerti dan mendukung pemahaman kalian terhadap bacaannya? (Is the picture given understandable? Does it help your understanding toward the text?)*

- S1, S2 & S3 : *Iya.* (Yes, it does.)
- S1 : *Jelas mbak.* (Sure.)
- R : *Terus, apakah text yang diberikan berhubungan dengan kehidupan sehari-hari kalian?* (Then, does the text given relate to your daily life?)
- S1 : *Berhubungan mbak, tapi dalam keadaan tertentu.* (Yes, it does. However it is in a particular situation.)
- R : *Ow gitu, misalnya keadaan apa?* (Umm. I know. In what situation?)
- S1 : *Misalkan pas praktek mbak.* (For example, when we have practice class.)
- R : *Kalau Zusi sama Neta?* (How about you, Zusi and Neta?)
- S2 : *Berhubungan mbak kalo besok pas kerja.* (Yes, it related to our daily life in the future job.)
- S3 : *Iya.* (Yes, it does.)
- R : *OK. Terus, apakah kalian bisa mengikuti task ini?* (OK. Then, could you follow the task?)
- S1 : *Bisa, mbak.* (Yes, I could.)
- S2 : *Bisa.* (Yes, I could.)
- R : *Neta?* (How about you Neta?)
- S3 : *Iya, bisa mengikuti mbak.* (Yes, I could.)
- R : *Apakah kalian bisa memahami isi dari text itu?* (Could you understand the idea of the text?)
- S1, S2 & S3: *Bisa.* (Yes, I could.)
- S1 : *Jelas bisa sekali mbak.* (Yes, sure I could.)
- R : *Apakah kalian ketika kemarin mengerjakan bisa dengan teman atau partner?* (Could you accomplish the task with your partner?)
- S1 : *Iya mbak, bisa. Saya sama Neta.* (Yes, I could. I did it with Neta.)
- R : *Kalo Zusi?* (How about you Zusi?)
- S2 : *Iya mbak, sama.* (So did I, Miss.).
- R : *Terus, apakah kalian berperan aktif dikelas dalam mengerjakan task ini?* (OK. In doing the task, did you actively in the teaching and learning process?)
- S1, S2 & S3 : *Iya mbak.* (Yes, I did.)
- R : *OK. Terus, apakah guru berperan sebagai conroller atau pengendali kegiatan dikelas?* (OK. Then, did the teacher act as a controller?)
- S1, S2 & S3 : *Iya, mbak.* (Yes, she did.)
- S1 : *Jelas.* (Sure.)

TASK 9

- R : *OK. Sekarang kita ke Task 9 ya. Apakah task ini membantu pemahaman kalian mengenai adjective clause?* (OK. Let's move to Task 9. Does the task help your understanding about adjective clause?)
- S1 : *Iya mbak.hehe* (Ye, it does. Hehe)
- R : *OK. Kalau Zusi?* (OK. How about you Zusi?)
- S2 : *Kadang masih bingung mbak.* (Sometime, i am a bit confused, Miss.)
- R : *Kalau Neta?* (How about you Neta?)
- S3 : *Emmm. Paham kok mbak.* (Emmm. I understood, Miss.)
- R : *Terus, apakah bahasa didalam task ini mudah dipahami?* (Then, does the language used in this task easy to understand?)
- S1 : *Enggak susah kok mbok.* (It is not difficult to understand.)
- R : *Kalau Zusi?* (How about you Zusi?)

- S2 : *Mudah kok mbak.* (It is easy to understand.)
 S3 : *Iya, mudah.* (Yes, it does.)
 R : *Terus, penjelasannya bisa diikuti nggak?* (Then does the explanation easy to follow?)
 S1, S2 & S3 : *Bisa mbak.* (Yes, it does.)
 R : *Terus, setelah membaca penjelasan ini, kalian menjadi lebih kreatif nggak?* (Then, after reading the explanation, do you become more creative?)
 S1 : *Mmm. Iya mbak.* (Mmm. Yes, I do, Miss.)
 S2 : *Iya mbak.* (Yes, I do.)
 R : *Kalau Neta?* (How about you Neta?)
 S3 : *Mudeng mbak, menjadi kreatif.* (I understood the explanation and i become more creative.)
 R : *OK, terus apakah kalian bisa mengikuti task ini?* (OK. Then, could you follow the task?)
 S1 : *Mmm..bisa mbak.* (Mmm. Yes, I did.)
 R : *Kalo Zusi?* (How about you Zusi?)
 S2 : *Bisa.* (Yes, I did.)
 R : *Kalo Neta?* (How about you Neta?)
 S3 : *Mmm.. Bisa kok mbak.* (Mmm. Yes, I did, Miss.)
 R : *OK. Terus, apakah kegiatan dalam task ini memotivasi kalian untuk belajar Bahasa Inggris?* (OK. Then, do the activities in the task motivate you to learn English better?)
 S1, S2 & S3 : *Iya mbak.* (Yes, they do.)
 S1 : *Jelas mbak.* (Sure.)
 R : *OK. Apakah kalian bisa mengerjakan task ini secara berpasangan?* (OK. Could you accomplish the task in pairs?)
 S1, S2 & S3 : *Iya mbak.* (Yes, I could.)
 R : *OK. Apakah kalian berpartisipasi aktif didalam kegiatan pembelajaran pada task ini?* (OK. Did you participate actively in doing the task?)
 S1, S2 & S3 : *Iya mbak.* (Yes, I did.)
 R : *Terus, apakah guru berperan sebagai pengendali kegiatan dikelas pada task ini?* (Then, did the teacher take a role as a controller?)
 S1, S2 & S3 : *Iya,mbak.* (Yes, she did, Miss.)
 S1 : *Jelas mbak.hehe* (Sure. Hehe.)

TASK 10

- R : *OK.Sekarang kita ke Task10. Melalui task ini, apakah kalian bisa menggunakan adjective clause secara tepat?* (OK. Let's move to Task 10. Could you use adjective clause in this task corectly?)
 S1 : *Bisa mbak.* (Yes, I could.)
 R : *Kalau Zusi dan Neta?* (How abou you Zusi and Neta?)
 S2 : *Bisa mbak.* (Yes, I could, Miss.)
 S3 : *Bisa.* (Yes, I could.)
 R : *Terus, instruksinya bisa dipahami tidak?* (Then, is the instruction understandable?)
 S1, S2 & S3 : *Iya mbak.* (Yes, it is.)

R : *OK. Terus, soal-soalnya pada task ini sudah tersusun dari yang mudah ke yang susah tidak?* (Ok. Then, have the questions in this task arranged from the easier to the more difficult?)

S2 & S3 : *Iya mbak.* (Yes, they have.)

S1 : *Tidak mbak.* (Yes, they have.)

R : *OK. Terus, kalian bisa mengikuti task ini tidak?* (OK. Could you follow the task?)

S1, S2 & S3 : *Bisa mbak.* (Yes, I could.)

R : *Apakah Task 10 ini membuat kalian berfikir lebih kreatif?* (Does the task make you think more creative?)

S1 : *Iya.* (Yes, it does.)

S2 : *Mmm. Iya mbak.* (Mmm. Yes, it does, Miss.)

S3 : *Iya.* (Yes, it does.)

R : *Terus, apakah setelah mengerjakan task ini kalian termotivasi untuk belajar bahasa Inggris?* (Then, are you motivated to learn English after doing the task?)

S1, S2 & S3 : *Iya, iya.* (Yes, I am.)

R : *Terus, apakah kalian bisa mengerjakan task ini mandiri?* (Then, could you accomplish the task individually?)

S1, S2 & S3 : *Iya.Sendiri.* (Yes, I could.)

R : *OK. Terus, apakah kalian berperan aktif dalam proses pembelajaran dalam mengerjakan task ini?* (OK. Then, did you actively participate in the learning process in doing the task?)

S1 : *Iya.* (Yes, I did.)

R : *Zusi? Neta?* (How about you Zusi and Neta?)

S2 : *Mm. Iya, mbak.* (Mmm. Yes, I did.)

S3 : *Sama, iya mbak.* (So did I.)

R : *Apakah guru berperan sebagai pengendali kegiatan dikelas atau controller?* (Did the teacher control the activities in the class?)

S1, S2 & S3 : *Iya.* (Yes, she did.)

Task 11

R : *Apakah Task 11 ini memberikan gambaran secara umum tentang Curriculum Vitae (CV) ?* (Does Task 11 give the general example of Curriculum Vitae?)

S1, S2 & S3 : *Iya.* (Yes, it does.)

S1 : *Banget mbak.* (Sure.)

R : *OK. Terus, bahan yang digunakan dalam task ini mudah dipahami tidak?* (OK. The, is the material understandable?)

S1, S2 & S3 : *Iya.* (Yes, it is.)

R : *Nah, terus bahan yang digunakan, seperti kata-kata yang digunakan, sesuai dengan bidang keahlian kalian tidak, bidang jasa boga? Wiwik?* (Then, does the material used, for example the vocabulary, suit your study programme? Wiwik?)

S1 : *Iya mbak.* (Yes, it does.)

R : *Zusi sama Neta?* (How about you Zusi and Neta?)

S2 : *Mmm.. Iya juga mbak.* (Mmm. So do I.)

S3 : *Iya.* (Yes, it does.)

R : *OK. Terus apakah task ini menjadikan kalian berfikir lebih kreatif?* (OK. Then, does the task make you thinking more creative?)

- S1, S2 & S3 : Mmmm.. Iya. (Mmm.. Yes, it does.)
- R : *OK. Terus, apakah task ini menarik minat kalian dalam menulis CV? (OK. Then, does the task interest you in writing CV?)*
- S1 : *Maksudnya mbak? (What did you mean, Miss?)*
- R : *Maksudnya, setelah mengerjakan task ini, apakah kalian tertarik untuk menuliskan CV? (I mean, after doing the task, do you interest to write CV?)*
- S1 : *Oh...iya mbak. (Oh, I do.)*
- R : *Zusi? Neta? (Zusi and Neta?)*
- S3 : *Iya mbak. (Yes, I do, Miss.)*
- S2 : *Mmm. Iya. (Mmm. Yes, I do.)*
- R : *Terus, apakah kalian bisa mengikuti task ini? (Then, could you follow the task?)*
- S1, S2 & S3 : *Bisa, bisa. (Yes, I could.)*
- R : *Dalam mengerjakan task ini, apakah kalian berdiskusi secara aktif dengan teman? (In doing the task, did you actively discuss with your partner?)*
- S1, S2 & S3 : *Iya. (Yes, I did.)*
- R : *OK. Terus apakah kalian berperan aktif dalam proses pembelajaran pada task ini? (OK. Then, did you participate actively in learning process in doing the task?)*
- S1, S2 & S3 : *Iya. Iya. (Yes, I did.)*
- R : *OK. Terus, apakah guru berperan sebagai pengendali kegiatan dikelas? (OK. Then, did the teacher participate as a controller?)*
- S1, S2 & S3 : *Iya. (Yes, she did.)*
- S1 : *Jelas.hehe. (Sure.)*

TASK 12

- R : *Sekarang ke Task 12 ya. Apakah task 12 ini membantu pemahaman kalian tentang bagaimana menuliskan CV? (Let's move to Task 12. Does the task help your understanding on how to write CV?)*
- S1, S2 & S3 : *Iya, iya mbak. (Yes, it does, Miss.)*
- R : *Apakah bahannya di Task 12 ini sama atau sesuai dengan contoh pada task sebelumnya, yaitu Task 11? (Does the material in this task same or almost same with the example in the previous task?)*
- S1 : *Sama mbak. (Yes, it does.)*
- S2 & S3 : *Iya,sama. (Yes, it does.)*
- R : *Instruksinya bisa dipahami tidak pada task ini? (Is the instruction easy to understand?)*
- S1, S2 & S3 : *Bisa, bisa. (Yes, it is.)*
- R : *OK. Terus, apakah kalian bisa mengikuti task ini? (OK. Then, could you follow the task?)*
- S1, S2 & S3 : *Bisa. (Yes, I could.)*
- S1 : *Jelas bisa. Hehe (Sure. Hehe)*
- R : *Terus, apakah kalian menjadi lebih kreatif setelah mengerjakan task ini? (Then, did you become more creative in writing CV after doing the task?)*
- S1 : *Iya. (Yes, I did.)*
- S2 : *Iya,iya.(Yes, I did.)*
- S3 : *Mmm. Iya mbak.(Mmm.. Yes, I did, Miss.)*

- R : Semua jawab “iya” ya? Terus, apakah Task 12 ini sesuai dengan bidang keahlian kalian, yaitu Jasa Boga? (So, all answered yes, didn’t you? Then, does Task 12 suit your study programme?)
- S1 : Iya. (Yes, it does.)
- R : Zusi sama Neta, sesuai tidak? (How about you Zusi and Neta? Does it suit?)
- S2 & S3 : Iya mbak. (Yes, it does.)
- R : Terus, apakah kalian bisa mengerjakan task ini secara mandiri? (Then, could you accomplish the task individually?)
- S1, S2 & S3 : Bisa, bisa. (Yes, i could.)
- R : OK. Terus, kalian berperan aktif tidak dalam mengerjakan task ini? (OK. Then, did you actively participate in following the task?)
- S1, S2 & S3 : Iya mbak. (Yes, I did, Miss.)
- R : OK. Terus apakah guru memantau kegiatan kalian dan juga berperan sebagai narasumber? Maksudnya, ketika kalian tidak paham kalian bertanya kepada guru kemudian guru memberikan informasi? (OK. Then, did the teacher monitor your activity and also take a role as a resource? I mean, if you found difficulty then asked the teacher, she then gave you information or data?)
- S1 : Iya mbak. (Yes, she did, Miss.)
- S2 & S3 : Mmm. Iya. (Mmm.. Yes, she did.)

TASK 13

- R : OK, sekarang Task 13. Apakah task ini memberikan kesempatan kepada kalian untuk mempraktekkan pemahaman kalian tentang menulis CV? (OK. Let’s move to Task 13. Does the task give you oppotunity to practice your knowledge in writing CV?)
- S3 : Iya. (Yes, it does.)
- R : Kalau Zusi sama Wiwik? (How about you Zusi and Wiwik?)
- S1 & S2 : Iya mbak. (Yes, it does, Miss.)
- R : OK. Terus, instruksinya bisa dipahami tidak? (OK. Then does the instruction easy to follow?)
- S1, S2 & S3 : Bisa, bisa. (Yes, it does.)
- R : Bahasa nya bisa dipahami tidak? (Is the language used understandable?)
- S1, S2 & S3 : Iya. Bisa. (Yes, it is.)
- R : OK. Terus apakah kegiatan di task ini sesuai dengan bidang keahlian kalian? (OK. Then, does the activity in this task suit your study programme?)
- S1 : Jelas. (Sure.)
- S2 & S3 : Iya. iya mbak. (Yes, it does.)
- R : OK, Setelah membuat CV tadi apakah kalian menjadi lebih kreatif? (OK. After writing CV, are you being more creative?)
- S2 & S3 : Iya. (Yes, I am.)
- R : Kalau Wiwik? (How about you Wiwik?)
- S1 : Mmm.. Iya. (Mmm. Yes, I am.)
- R : Terus, apakah kalian bisa mengikuti task ini? (Then, could you follow the task?)
- S1, S2 & S3 : Bisa. (Yes, I could.)
- S1 : Gampang kok mbak. hehe. (It was easy. hehe)

- R : *OK. Terus, apakah kalian mampu mengerjakan task ini secara mandiri?* (OK. Then could you accomplish the task individually?)
- S1, S2 & S3 : *Mampu.* (Yes, I could.)
- S1 : *Kan tadi udah bilang gampang mbak.hehe.* (I've told you that it was easy, Miss. Hehe.)
- R : *Terus apakah kalian berdiskusi aktif dengan teman kalian untuk saling mengoreksi kerjaan kalian?* (Did you actively discuss with your partner in giving feedback for your work?)
- S1 : *Iya.* (Yes, I did.)
- S2 : *Hehe. Tidak mbak.* (Hehe. No, I did not.)
- S3 : *Iya.* (Yes, I did.)
- R : *Terus, apakah guru membantu kalian dalam memproduksi kata-kata ketika kalian membuat CV itu?* (Then, did the teacher help you in producing words when you were writing CV?)
- S1, S2 & S3 : *Iya mbak.* (Yes, she did, Miss.)
- S1 : *Jelas.* (Sure.)

TASK 14

- R : *Apakah Task 14 ini membantu pemahaman kalian mengenai adjective clause?* (Does the task help your understanding on adjective clause?)
- S1 : *Mmm. nggak terlalu.* (Mmm. Not really.)
- S2 : *Iya mbak.* (Yes, it does, Miss.)
- R : *Neta? Membantu tidak?* (Neta? Does it help you?)
- S3 : *mmm.. Membantu mbak.* (Mmm. Yes, it does.)
- R : *OK. Terus kalau gambarnya itu bisa dipahami tidak?* (OK. Then, are the pictures understandable?)
- S1, S2 & S3 : *Iya. Iya.* (Yes, they do.)
- S3 : *Gambarnya jelas kok mbak.* (The pictures are clear enough.)
- S1 : *Iya.* (Yes, they are.)
- R : *Terus, apakah gambar yang digunakan pada task ini sesuai dengan bidang keahlian kalian?* (Then, do the pictures in this task suit your study programme?)
- S1, S2 & S3 : *Iya.* (Yes, they do.)
- S1 : *Sesuai sekali.* (Sure.)
- R : *Terus, setelah mengerjakan latihan pada task ini, apakah kalian termotivasi untuk belajar Bahasa Inggris lebih baik? Wiwik?* (Then, after doing the task, were you motivated to learn English better? How about you Wiwik?)
- S1 : *Iya.* (Yes, I did.)
- R : *Zusi sama Neta?* (How about you Zusi and Neta?)
- S2 : *Mmm.. Iya mbak.* (Mmm. Yes, I did, Miss.)
- S3 : *Iya juga.* (So did I)
- R : *Terus, setelah mengerjakan task ini, apakah kalian menjadi lebih kreatif dalam menggunakan adjective clause?* (Then, after doing the task, are you being more creative in using adjective clause?)
- S2 & S3 : *Mmm.. Iya.* (Mmmm. Yes, I am.)
- R : *Kalau Wiwik?* (How about you Wiwik?)
- S1 : *Mmm.. Enggak masih bingung.hehe* (Mmm. A little bit confused.)
- R : *OK, terus apakah kalian bisa mengikuti task ini?* (OK. Then, could you follow the task?)

- S1 : *Enggak mbak.* (I could not.)
 S2 : *mmm. Bisa mbak.* (Mmm. Yes, I could.)
 S3 : *Saya bisa kok mbak.* (Yes, I could.)
 R : *Terus, apakah kalian bisa mengerjakan task ini secara individu?* (Then, could you accomplish the task individually?)
 S1, S2 & S3 : *Iya, iya.* (Yes, I could.)
 R : *OK. Terus, apakah kalian berperan aktif didalam mengerjakan task ini? Wiwik?* (OK. Then did you actively participate in doing the task? How about you Wiwik?)
 S1 : *Iya.* (Yes, I did.)
 R : *Kalau Zusi?* (How about you Zusi?)
 S2 : *Mmm. Iya mbak.* (Mmm. Yes, I did.)
 S3 : *Saya bisa mbak.hehe* (Yes, I could, Miss. Hehe)
 R : *Apakah guru berperan sebagai controller?* (Did the teacher perform as a controller?)
 S1, S2 & S3 : *Iya.Jelas.* (Yes, she did. Sure.)

TASK 15

- R : *Sekarang Task 15. Task ini hampir sama kaya yang Task 13 ya. Membuat CV. Terus, apakah task ini membantu mempraktekkan pemahaman kalian tentang menuliskan CV?* (Let's move to Task 15. It is almost same with Task 13, that is writing CV. Then, does the task help you to practice your understanding in writing CV?)
 S1, S2 & S3 : *Iya, iya.* (Yes, it does.)
 R : *Terus, instruksinya di Task 15 itu bisa dipahami tidak?* (Then, is the instruction comprehensible?)
 S1, S2 & S3 : *Bisa.* (Yes, it is.)
 S1 : *Gampang kok mbak perintahnya.hehe* (The instruction is easy to understand.Hehe)
 R : *Kalau bahasa yang digunakan bisa dipahami tidak?* (How about the language? Is it easy to understand)
 S1, S2 & S3 : *Bisa.* (Yes, it is.)
 S3 : *Apa itu mbak, mmmm.. kita sering mendengar kata-katanya kok.* (What it is? mmmm.. We often hear the words used in the instruction.)
 R : *OK. Terus, aktivitas Task 15 ini sesuai dengan bidang keahlian kalian tidak?* (OK. Then, does the activity in Task 15 suit your study programme?)
 S1 : *Sesuai.* (Yes, it does.)
 S2 & S3 : *Iya, sesuai.* (Yes, it does.)
 R : *Setelah menulis CV, apakah kalian bisa menjadi lebih kreatif?* (After writing CV, do you being more creative?)
 S1, S2 & S3 : *Mmm.Iya.* (Mmm. Yes, I do.)
 R : *Apakah kalian bisa mengikuti task ini?* (Could you follow the task?)
 S1, S2 & S3 : *Bisa, bisa.* (Yes, I could.)
 S1 : *Jelas bisa.hehe* (Sure.)
 R : *Kalian ketika menulis CV itu, sendiri atau sama teman?* (When you wrote CV, did you make it individually or with partner?)
 S1 : *Sendiri.* (Individually.)
 S2 : *Iya, sendiri.* (Yes, individually.)

- S3 : *Kalau sama teman malah susah mbak.* (It would be difficult when we did it with partner.)
- R : *OK. Dalam mengikuti task ini, apakah kalian berperan aktif?* (OK. In following the task, did you actively participate?)
- S1, S2 & S3: *Iya, iya.* (Yes, I did.)
- S1 : *Aktif mbak.* (Yes, I did, Miss.)
- R : *Apakah didalam mengikuti task ini, guru berperan sebagai pengendali kegiatan dikelas?* (Then, in doing the task, did the teacher participate as a controller?)
- S1, S2 & S3 : *Iya, iya mbak.* (Yes, she did.)

INTERVIEW FOR TRY OUT QUESTIONNAIRE UNIT 2

Day & Date : Friday, November 18, 2011

Time : 11 am – 1 pm.

Place : Ruang Teori 6

Researcher (R) : Dewi Nur Widiyati

Students 1 (S1) : Wiwik widayati

2 (S2) : Zusi Sri Rejeki

3 (S3) : Garneta Indra F.

TASK 1

R : *OK. Sekarang kita pindah ke Unit 2, yang task 1. Apakah task 1 ini memberikan gambaran kepada kalian mengenai topik apa yang akan dibahas di Unit 2 ini?* (OK. Let's move to Unit 2 Task 1. Does the task give you the idea about what would you learn in this unit?)

S1, S2 & S3 : *Iya, iya.* (Yes, it does.)

R : *OK, jadi dengan mengerjakan task ini kalian jadi tahu ya, nanti mau membicarakan apa di Unit 2 ini?* (OK. So, by doing the task, you knew what would be discussed in this topic, didn't you?)

S1, S2 & S3 : *Iya, Iya.* (Yes, I did.)

R : *Terus, pertanyaan-pertanyaan pada task ini mudah dipahami maksudnya tidak?* (Then, are the questions in the task understandable?)

S1 : *Mmm...mudah mbak.* (Mmm.. Yes, they are.)

S2 : *Iya mudah.* (Yes, they are.)

S3 : *Belum mbak.hehe.* (No, they are not.)

R : *OK. Terus, apakah latar belakang dari pertanyaan pada task ini sudah sesuai dengan bidang kalian di Jasa Boga?* (OK. Then, do the questions in the task suit your study programme?)

S1 : *Mmm. Iya.* (Mmm. Yes, they do.)

R : *Kalau Zusi?* (How about you Zusi?)

S2 : *Iiiiya.* (Yes, they do.)

R : *Kalau Neta?* (. How about you Neta?)

S3 : *Iya.* (Yes, they do.)

R : *Apakah pertanyaan-pertanyaannya tersusun dari yang mudah ke yang sulit?* (Have the questions arranged from the easier to the more difficult?)

S1, S2 & S3 : *Iya.Iya.* (Yes, they have.)

R : *OK. Terus, apakah Task 1 ini memotivasi kalian untuk belajar Bahasa Inggris sesuai dengan bidang keahlian kalian?* (OK. Then, does the task motivate you to learn English related to your study programme?)

S1, S2 & S3 : *Iya, iya.* (Yes, it does.)

S1 : *Jelas mbak.* (Sure.)

R : *Setelah mengerjakan Task 1 itu, apakah kalian menjadi lebih kreatif?* (After doing the task, do you become more creative?)

S1 : *Iya.* (Yes, I do.)

- S2 & S3 : *Mmm. Iya. (Mmm. Yes, I do.)*
- R : *Dalam mengerjakan Task 1 ini, sampai 5 menit nggak kemarin? (Did you accomplish it in five minutes?)*
- S1, S2 & S3 : *Enggak, mbak. (No, I didn't.)*
- S2 : *Lebih dari 5 menit. (It needed more than 5 minutes.)*
- R : *OK. Terus, apakah kalian bisa mengerjakan task ini dengan teman atau partner kalian? (OK. Then, could you accomplish the task with your friends or partner?)*
- S1 : *Sendiri. (Individually.)*
- S2 : *Sendiri. (Individually.)*
- S3 : *Ya mbak. Sendiri. (Yes, Miss. Individually.)*
- R : *OK. Didalam mengerjakan task ini, apakah guru berperan sebagai pengendali kegiatan dikelas? (OK. In doing the task, did the teacher act as a controller in the class?)*
- S1, S2 & S3 : *Iya mbak. Jelas. (Yes, Sure.)*

TASK 2

- R : *Sekarang beralih ke Task 2 ya. Tentang vocabulary. Apakah Task 2 ini membantu kalian meningkatkan kemampuan vocabulary kalian? (Now, let's move to Task 2. It is about vocabulary. Does the task help you to improve your vocabulary?)*
- S1, S2 & S3 : *Mmm. Iya, iya mbak. (Mmmm. Yes, it does.)*
- R : *OK. Kosakata dalam task ini sesuai dengan bidang keahlian kalian, Jasa Boga, nggak? (OK. Does the vocabulary given in this task suit your study programme, Culinary Programme?)*
- S1, S2 & S3 : *Sesuai, mbak. (Yes, it does, Miss.)*
- R : *OK. Terus, materi di dalam task ini mudah nggak sih dipahami? Kata-katanya bisa dipahami? (OK. Then, are the materials in this task understandable? Are the words understandable?)*
- S1 : *Masih mudah mbak. (Yes, they are understandable, Miss.)*
- S2 & S3 : *Iya mbak. Mudah. (Yes. They are understandable.)*
- R : *Terus, apakah melalui Task 2 ini kalian belajar kosakata Bahasa Inggris yang berhubungan dengan Jasa Boga? (Then, did you learn vocabularies related to your study programme through this task?)*
- S1 : *Iya. (Yes, I did.)*
- S2 : *Mmm. Iya. (Mmm. Yes, I did.)*
- R : *Neta? (How about you Neta?)*
- S3 : *Mmm. Iya juga mbak. (Mmm. So did I.)*
- R : *OK. Terus, apakah kalian bisa menyimak lebih baik tentang pengucapan vocabulary? (OK. Then, could you learn better the pronunciation of the vocabulary given?)*
- S2 & S3 : *Iya. (Yes, I could.)*
- R : *Wiwik? (How about you Wiwik?)*
- S1 : *Iya, mbak. (Yes, I could.)*
- R : *Terus, apakah melalui task 2 ini kalian belajar mempraktekkan mengucapkan kata-kata tadi? (Then, did you learn to practice pronouncing the vocabulary?)*
- S1, S2 & S3 : *Iya. Iya. (Yes, I did.)*

- R : *OK. Apakah kalian aktif didalam mengerjakan dan mengikuti kegiatan di Task 2 ini?* (OK. Did you actively do and follow the activity in Task 2?)
- S1 : *Iya, mbak.* (Yes, I did, Miss.)
- S2&S3 : *Iya mbak aktif.* (Yes, I did.)
- R : *OK. Didalam mengerjakan task ini, apakah guru berperan sebagai pengendali kegiatan dikelas?* (OK. In doing the task, did the teacher act as a controller in the class?)
- S1, S2 &S3 : *Iya mbak. Jelas.* (Yes, Sure.)
- R : *OK. Apakah kalian aktif didalam mengikuti kegiatan di Task 2 ini?* (OK. Did you actively follow the activities in Task 2?
- S1, S2, S3 : *Iya. Iya.* (Yes, I did.)

TASK 3

- R : *Sekarang yang Task 3, Listening. Apakah melalui Task 3 ini kalian terbantu dalam meningkatkan kemampuan kalian dalam listening?* (Now, let's move to Task 3. It is listening section. Does the task help you to improve your listening skill?)
- S1 : *Tidak.*(No, it does not.)
- R : *Kalau Zusi sama Neta?* (How about you Zusi and Neta?)
- S2 : *Mmm. Tidak.* (Mmm. No, it does not.)
- S3 : *Enggak.* (No, it does not.)
- R : *Apakah isi percakapan pada task ini dapat dipahami?* (Is the idea in the conversation understandable?)
- S3 : *Sedikit.* (A little bit.)
- R : *Kalau Zusi sama Wiwik?*(How about you Zusi and Wiwik?)
- S2 : *Sebagian.* (A half.)
- S1 : *Sebagian juga.* (So did I.)
- R : *OK. Terus, apakah pengucapan pada task ini dapat dipahami?* (OK. Then are the pronunciations easy to understand?)
- S1 : *Enggak.* (No. They are not.)
- S3 : *Ada yang bisa ada yang enggak.* (Yes, some of them are easy to understand but some are not.)
- S2 : *Iya mbak, beberapa bisa beberapa tidak.* (Yes, miss. So did I.)
- R : *Apakah soal pada task ini tersusun dari yang mudah ke yang susah?* (Have the questions in the task arranged from the easier to the more difficult?)
- S1 : *Iya.* (Yes, they have.)
- S2 : *Iya.* (Yes, they have.)
- R : *Kalo Neta?* (How about you Neta?)
- S3 : *Iya juga.* (So do I.)
- R : *OK. Apakah kalian bisa mengikuti task ini?* (OK. Could you follow the task?)
- S1 : *Mmm. Tidak.* (Mmm. No, I could not)
- R : *Neta sama Zusi?* (How about you Neta and Zusi/)
- S3 : *Mmm. Enggak.* (mmm. No, I could not.)
- S2 : *Enggak juga.* (So did I.)
- R : *Apakah melalui Task 3 ini, kalian belajar listening lebih baik?* (Did you learn listening better in this task?)
- S2 & S3 : *Iya.* (Yes, I did.)

- R : *Kalau Wiwik?* (How about you Wiwik?)
- S1 : *Mmm. Enggak.* (Mmm.. No, I did not.)
- R : *Apakah kalian berperan aktif ketika mengerjakan task ini?* (Did you actively participate in doing the task?)
- S1 : *Iya. Mbak.* (Yes, I did Miss.)
- S2 & S3 : *Iya.* (Yes, I did.)
- R : *Apakah kalian mengerjakan task ini dengan partner atau teman kalian?* (Did you do the task with your partner or your friends?)
- S2 : *Tidak mbak.* (No, I did not.)
- S1 : *Tidak, malah sendiri.* (No, I did not. I did it by myself.)
- R : *Kalau Neta?* (How about you, Neta?)
- S3 : *Sendiri mbak. Kalau sama teman malah susah.* (Yes, I did it by myself. It is difficult to do the task with partner.)
- R : *Apakah guru berperan sebagai pengendali dikelas?* (Did the teacher take the role of a controller?)
- S1, S2 & S3 : *Iya mbak.Tentu.* (Yes, Miss. Sure.)

UNIT 4

- R : *Sekarang kita ke Task 4 ya. Apakah penjelasan pada task ini membantu pemahaman kalian tentang past tense dan future tense?* (Let's move to Task 4. Do the explanation in Task 4 help your understanding on past and future tense?)
- S1, S2 & S3 : *Iya. Iya.* (Yes, they do.)
- R : *Terus, bahasa didalam task ini dapat dipahami tidak?* (Then, are the languages understandable?)
- S1, S2 & S3 : *Bisa, bisa.* (Yes, they are.)
- R : *Sulit tidak dipahami?* (Are they difficult to understand?)
- S1, S2 & S3 : *Tidak, tidak kok mbak.* (No, they are not, Miss.)
- R : *Trus, apakah instruksinya bisa dipahami?* (Then, can the instruction be understood?)
- S1 : *Bisa.* (Yes, it can be.)
- S2 & S3 : *Iya, bisa. Bisa.* (Yes, it can be.)
- R : *Apakah kalian bisa memahami penggunaan past tense dan future tense?* (Could you understand the using of past and future tense?)
- S2 : *Bisa, bisa.* (Yes, I could.)
- R : *Yang lainnya?* (How about others?)
- S1 & S3 : *Iya, bisa.* (Yes, I could.)
- R : *Apakah kalian bisa belajar mempraktekkan penggunaan past and future tense?* (Could you practice those explanation?)
- S1, S2 & S3 : *Bisa.* (Yes, I could.)
- R : *OK. Task 4 ini bisa kalian ikuti tidak?* (OK. Could you follow Task 4?)
- S1, S2 & S3 : *Bisa, bisa.* (Yes, I could.)
- R : *Terus, apakah kalian bisa memahami penjelasan pada Task 4 itu kurang dari 10 menit?* (Then, could you understand the explanation in Task 4 less than 10 minutes?)
- S1 & S2 : *Bisa, bisa.* (Yes, I could.)
- R : *Kalau Neta?*(How about you Neta?)

- S3 : Bisa, kan dulu kelas 1 pernah mbak. (Yes, I could. I ever learned it when i was in class X.)
- R : *OK. Apakah kalian aktif dikelas dalam mengikuti task ini?* (OK. Did you actively follow the task?)
- S1, S2 &S3 : *Aktif mbak, aktif.* (Yes, I did, Miss.)
- R : Terus, apakah guru berperan sebagai pengendali dikelas? (Then, did the teacher perform a role of a controller?)
- S1, S2 &S3 : Iya mbak, pasti. (Yes, she did. Sure.)

TASK 5

- R : *Sekarang, ke Task 5 ya. Di situ ada 5A dan 5B. Apakah Task 5 ini membantu meningkatkan kemampuan kalian dalam listening?* (Now, we move to Task 5. In that task, there are 5A and 5B. Does the task help you to improve your grammar?)
- S2 & S3 : *Iya.Iya.* (Yes, it does.)
- R : *Kalau Wiwik?*(How about Wiwik?)
- S1 : *Iya juga mbak.* (Yes. It does.)
- R : *OK. Apakah input dari pertanyaan – pertanyaan pada task ini sesuai dengan bidang keahlian kalian?* (OK. Do the inputs of the questions suit your study programme?)
- S1, S2 &S3 : *Iya.* (Yes, they do.)
- R : *Jadi soal-soal latihannya berhubungan dengan Jasa Boga?* (The questions are related to culinary, aren't they?)
- S1, S2 &S3 : *Iya, iya.* (Yes, they are.)
- S1 : *Berhubungan mbak.* (They are related to culinary.)
- R : *Terus pertanyaan – pertanyaan pada task ini bisa dipahami tidak?* (Then, are the questions in the task understandable?)
- S2 &S3 : *mmm.. Bisa.* (Yes, they are.)
- S1 : *Iya, bisa kok mbak.* (Yes, they are, Miss.)
- R : *Apakah kalian bisa mengikuti task ini?* (Could you follow the task?)
- S1 : *Iya bisa.* (Yes, I could.)
- R : *Neta sama Zusi?* (How about you Neta and Zusi?)
- S2 & S3 : *Iya, bisa mbak.* (Yes, I could , Miss.)
- R : *OK. Apakah melalui latihan pada Task 5 ini, kalian belajar grammar lebih baik?* (OK. Then, did you learn grammar better through this task?)
- S1 : *Iya.* (Yes, I did.)
- S2 : *Iya mbak.Jelas.* (Yes, I did Miss. Sure.)
- S3 : *Mmm. Iya mbak.* (Mmm. Yes, I did.)
- R : *Apakah melalui task ini, mengenai grammar, kalian menjadi lebih kreatif?* (Then, does the task make you being more creative?)
- S1, S2 &S3 : *Mmmm....* (Mmmmm...)
- R : *Maksudnya grammar, tentang past tense dan future tense.* (I mean, you are being more creative using past and future tense.)
- S1, S2 &S3 : *Ow, iya iya mbak.* (Oh, Yes, It does.)
- R : *OK. Terus, dalam mengerjakan Task 5 ini kalian lebih nyaman sendiri atau sama teman?* (OK. In accomplishing the task, were you being more comfortable individually or with your partner?)

- S1, S2 & S3 : *Sendiri mbak. (Individually.)*
 S2 : *Kalau sama temannya malah susah mbak. (It was more difficult to accomplish the task with partner.)*
 R : *Mmm. OK. Apakah kalian aktif didalam mengerjakan task ini? (Mmm. OK. Did you actively do the task?)*
 S1, S2 & S3 : *Iya mbak. (Yes, I did, Miss.)*
 R : *OK. Terus, apakah didalam mengerjakan task ini, guru berperan sebagai pengendali kegiatan dikelas dan juga memantau dan membantu kalian ketika kalian mengerjakan latihan? (OK. In doing the task, did the teacher perform as a controller and also monitor?)*
 S1, S2 & S3 : *Iya. Jelas. (Yes. Sure.)*

TASK 6

- R : *OK. Sekarang ke Task 6. Apakah task ini membantu pemahaman kalian didalam menggunakan past and future tense? (OK. Now we move to Task 6. Does the task help your knowledge in using past and future tense?)*
 S1, S2 & S3 : *Iya, membantu mbak. (It does, Miss.)*
 S1 : *Jelas. Hehe (Sure. Hehe.)*
 R : *OK. Apakah instruksi didalam task ini dapat dipahami? (OK. Is the instruction in this task understandable?)*
 S1, S2 & S3 : *Iya, iya mbak. (Yes, it is, Miss.)*
 R : *Apakah materi didalam task ini dapat dipahami? (Are the materials in this task understandable?)*
 S1, S2 & S3 : *Iya. Iya mbak. (Yes, they are.)*
 R : *OK. Terus soal didalam Task 6 ini sudah tersusun dari yang mudah ke yang sulit belum? (OK. Then, have the questions in this task arranged from the easier to the more difficult?)*
 S1 : *Mmm.. Iya kok mbak. (Mmm. Yes, they have.)*
 R : *Kalo Zusi sama Neta? (How about you, Zusi and Neta?)*
 S2 : *Iya mbak. (Yes, they have, Miss.)*
 S3 : *Udah. (Yes, they have.)*
 R : *OK. Apakah kalian dapat menggunakan past and future tense secara tepat di task ini? (OK. Could you use past and future tense correctly in this task?)*
 S1 : *Jelas bisa mbak. (Yes, I could.)*
 R : *Zusi and Neta? (How about you Zusi?)*
 S2 : *Kadang. (Sometime I could.)*
 S3 : *Bisa mbak. (Yes, I could, Miss.)*
 R : *Terus, task ini dapat diikuti tidak? (Then, could you follow the task?)*
 S1, S2 & S3 : *Bisa mbak. (Yes, I could.)*
 R : *Apakah kalian mengerjakan task ini dengan teman atau partner kalian? (Did you accomplish the task with your friend or your partner?)*
 S1, S2 & S3 : *Iya, iya mbak. (Yes, I did.)*
 R : *Apakah kalian aktif didalam mengerjakan task ini? (Did you follow the task actively?)*
 S1 : *Iya mbak. (Yes, I did, Miss.)*
 S2 & S3 : *Saya juga mbak. (Yes, So did I.)*
 R : *Terus, apakah guru membantu kalian ketika kalian mengerjakan task? Apakah dia memberikan informasi ketika kalian bertanya? (Then, did*

the teacher help you when you were accomplishing the task? Did she give you information when you asked her?)

S1, S2 & S3 : *Iya mbak.* (Yes, she did, Miss.)

S1 : *Jelas.Hehe..* (Sure.)

TASK 7

R : *Terus kita ke Task 7. Apakah task ini meningkatkan kemampuan kalian dalam berbicara bahasa Inggris?* (Let's move to Task 7. Does the task improve your speaking ability?)

S1 : *Iya mbak.* (Yes, it does.)

R : *Neta sama Zusi?* (How about you Neta and Zusi?)

S2 & S3 : *Iya juga mbak.* (Yes, so did I.)

R : *OK. Terus, apakah penggunaan kata pada situasi yang diberikan pada task ini dapat dipahami?* (OK. Are the vocabularies given in this task understandable?)

S1, S2 & S3 : *Iya, iya mbak.* (Yes, they are.)

R : *Apakah inputnya, materinya pada Task 7 ini sesuai dengan bidang keahlian kalian, Jasa Boga?* (Does the material in Task 7 suit your skill, culinary programme?)

S1, S2 & S3 : *Iya, mbak.* (Yes, it does.)

R : *OK. Nah, situasi yang diberikan pada task ini memudahkan kalian untuk membuat dialog tidak?* (OK. Then, do the situations given in this task make you easy to make a dialogue?)

S1 : *Sangat memudahkan mbak.* (Yes, They do.)

S2 : *Iya, memudahkan.* (Yes, they do.)

S3 : *Iya mbak.* (Yes, they do, Miss.)

R : *Terus, apakah task ini menjadikan kalian lebih kreatif menulis dan berbicara?* (Then, does the task make you creative in writing and speaking?)

S2 & S3 : *Iya.* (Yes, it does.)

S1 : *Tentu.* (Sure.)

R : *OK. Terus apakah kalian bisa mengikuti task ini?* (OK. Then could you follow the task?)

S1, S2 & S3 : *Mmm. Bisa mbak.* (Yes, I could.)

R : *OK. Apakah kalian bisa mengerjakan task ini secara berpasangan?*

S1, S2 & S3 : *Bisa.*

S1 : *Kalau yang ini lebih mudah berpasangan mbak.*

R : *OK. Apakah kalian bisa berperan aktif mengikuti task ini?* (OK. Then, could you being active in following the task?)

S1, S2 & S3 : *Bisa.* (Yes, I could.)

S3 : *Iya, bisa mbak.* (Yes, I could Miss.)

R : *Apakah guru membantu kalian dalam memproduksi kata – kata?* (Did the teacher help you in producing words?)

S1, S2 & S3 : *Iya.* (Yes, she did.)

S1 : *Jelas mbak. Hehe.* (Sure. Hehe.)

TASK 8

- R : *Sekarang yang Task 8. Apakah Task 8 ini memberikan gambaran secara umum mengenai lowongan pekerjaan?* (Let's move to Task 8. Does the task give you the general idea about job vacancies?)
- S1, S2 & S3 : *Iya.* (Yes, it does.)
- S1 : *Jelas sekali mbak.* (Sure, Miss.)
- R : *Apakah teks yang diberikan ini sesuai dengan bidang keahlian kalian , yaitu Jasa Boga?* (Does the text given related to your study programme, culinary?)
- S1, S2 & S3 : *Iya, iya mbak.* (Yes, it does.)
- R : *Terus, textnya bisa dipahami tidak?* (Then, is the text easy to understand?)
- S2 & S3 : *Bisa.* (Yes, it is.)
- R : *Kalau Wiwik?* (How about Wiwik?)
- S1 : *Bisa, kan teksnya cuma mudah mbak. Hehe.* (Yes, it is. The text is easy, Miss. Hehe)
- R : *Terus, pertanyaan – pertanyaannya itu tersusun dari yang mudah ke yang susah tidak?* (Then, have the questions in the task arranged from the easier to the more difficult?)
- S1, S2 & S3 : *Iya mbak.* (Yes, they have.)
- R : *Terus, apakah kalian bisa mengikuti Task 8 ini?* (Then, could you follow the task?)
- S1, S2 & S3 : *Bisa.* (Yes, I could.)
- S3 : *Masih gampang kok mbak. Hehe.* (It was still easy. Hehe.)
- R : *OK. Apakah task ini menjadikan kalian menjadi lebih kreatif?* (OK. Does the task make you being more creative?)
- S1, S2 & S3 : *Iya. Iya.* (Yes, it does.)
- R : *Apakah teks yang diberikan ini sesuai dengan bidang keahlian kalian , yaitu Jasa Boga?* (Does the text given related to your study programme, culinary?)
- S1, S2 & S3 : *Iya, iya mbak.* (Yes, it does.)
- R : *Terus, textnya bisa dipahami tidak?* (Then, is the text easy to understand?)
- S2 & S3 : *Bisa.* (Yes, it is.)
- R : *Kalau Wiwik?* (How about Wiwik?)
- S1 : *Bisa, kan teksnya cuma mudah mbak. Hehe.* (Yes, it is. The text is easy, Miss. Hehe)
- R : *Terus, pertanyaan – pertanyaannya itu tersusun dari yang mudah ke yang susah tidak?* (Then, have the questions in the task arranged from the easier to the more difficult?)
- S1, S2 & S3 : *Iya mbak.* (Yes, they have.)
- R : *Apakah kalian mengerjakan task ini dengan teman?* (Could you accomplish the task with your partner?)
- S1, S2 & S3 : *Sendiri.* (No, I could not. I accomplished the task individually.)
- S1 : *Lebih enak sendiri mbak.* (It was easier when I accomplished the task individually.)
- S2 & S3 : *Iya mbak.* (Yes, that was trues.)
- R : *Apakah kalian berperan aktif mengikuti task ini?* (Did you actively participate in following the task?)
- S1, S2 & S3 : *Iya.* (Yes, I did.)
- R : *Apakah guru berperan sebagai pengendali kegiatan dikelas?* (Did the teacher take a role as a controller?)
- S1, S2 & S3 : *Iya.* (Yes, she did.)

S1 : *Jelas mbak. Hehe.. (Sure. Hehe.)*

TASK 9

R : *Apakah task 9 ini membantu mempraktekkan pemahaman kalian tentang surat lamaran pekerjaan? (Does the task help you to practice your knowledge on application letters.)*

S1, S2 & S3 : *Mmm. Iya. (Mmm. Yes, it does.)*

S2 : *Jelas mbak. (Sure.)*

R : *OK. Terus, teks didalam task itu sesuai dengan bidang keahlian kalian tidak? Bidang Jasa Boga? (OK. Then, is the text given in the task related to your study programme, I mean culinary?)*

S1, S2 & S3 : *Mmm. Iya, iya. (Yes, it is.)*

R : *Penjelasan didalam task ini bisa diikuti tidak? (Could the explanation in the task be followed?)*

S1 & S2 : *Bisa. (Yes, it could.)*

R : *Kalau Wiwik? (How about you Wiwik?)*

S1 : *Bisa juga mbak. Hehe (Yes, it could.)*

R : *Terus, apakah kalian menjadi lebih kreatif setelah mengerjakan task ini? (The, could you being more creative after following the task?)*

S1 & S2 : *Iya. (Yes, I could.)*

R : *Kalau Neta? (How about you, Neta?)*

S3 : *Mmm.. Iya juga mbak. (Yes, so did I.)*

R : *OK. Apakah kalian bisa mengikuti Task 9 ini? (Could you follow Task 9?)*

S1, S2 & S3 : *Mm.. Bisa. (Yes, I could.)*

S1 : *Bisa mbak, masih diawal jadi masih gampang. Hehe.. (Yes, I could. It was in the begining of the unit so that it was easier. Hehe.)*

R : *Hehe.. Terus, apakah kegiatan di Task 9 ini memotivasi kalian untuk lebih giat belajar Bahasa Inggris? Wiwik? (Hehe.. Then, the do the activities in Task 9 motivate you to learn English better? How about you Wiwik?)*

S1 : *Iya. (Yes, they do.)*

R : *Kalo Neta? Zusi? (How about you Neta and Zusi?)*

S2 & S3 : *Iya, iya. (Yes, they do.)*

R : *OK. Terus, apakah kalian mengerjakan task ini dengan berdiskusi aktif dengan teman secara berpasangan? (OK. Then could you accomplish the task by discussing actively with your partner?)*

S1, S2 & S3 : *Mmm. Iya. (Yes, I could.)*

R : *OK. Terus, apakah kalian berpartisipasi aktif dalam mengikuti task ini? (OK. Then, did you actively participate in accomplishing the task?)*

S1, S2 & S3 : *Mmm. Iya, iya. (Yes, I did.)*

R : *Apakah guru berperan sebagai pengendali kelas? (Did the teacher take a role as a controller?)*

S1, S2 & S3 : *Iya. (Yes, she did.)*

S3 : *Jelas. Heheh. (Sure. Hehe.)*

TASK 10

R : *Apakah Task 10 ini memberikan kesempatan kepada kalian untuk mempraktekkan pemahaman kalian mengenai application letter? (Does Task*

- 10 give you an opportunity to practice your understanding about application letters?)
- S2 : *Iya, jelas.* (Yes, sure.)
- S1 & S3 : *Iya.* (Yes, it does.)
- R : *OK. Terus instruksinya bisa dipahami nggak?* (OK. Then, can the instruction be understood?)
- S1, S2 & S3 : *Bisa, bisa.* (Yes, it can.)
- R : *Terus, teks yang diberikan ini berhubungan dengan jasa boga nggak?* (Then, are the texts given related to culinary?)
- S1, S2 & S3 : *Iya, iya.* (Yes, they are.)
- S1 : *Tentu saja.* (Sure.)
- R : *Apakah kalian bisa mengikuti task ini?* (Could you follow the task?)
- S1, S2 & S3 : *Bisa, bisa.* (Yes, I could.)
- R : *Apakah kalian menjadi lebih kreatif setelah mengikuti task ini?* (Do you become more creative after following the task?)
- S1, S2 & S3 : *Iya. Iya mbak.* (Yes, I do, Miss.)
- R : *Setelah mengikuti task ini, apakah kalian termotivasi untuk belajar Bahasa Inggris?* (After following the task, were you motivated to learn English?)
- S1, S2 & S3 : *Iya. Iya.* (Yes, I were.)
- S1 : *Tentu mbak. Hehe.* (Sure, Miss. Hehe.)
- R : *Terus, apakah kalian bisa mengerjakan task ini secara mandiri?* (Then, could you accomplish the task individually?)
- S1, S2 & S3 : *Bisa, Mbak.* (Yes, I could, Miss.) R : *OK. Terus, kalian berperan aktif tidak dalam mengerjakan task ini?* (OK. Then, did you actively participate in following the task?)
- S1, S2 & S3 : *Iya.* (Yes, I did.)
- R : *Terus, apakah guru membantu kalian ketika kalian menemui kesulitan? Dan apakah guru juga berperan sebagai pengendali dikelas?* (Then, did the teacher help you when you found difficulty? Did she also take a role as a controller?)
- S1, S2 & S3 : *Iya.* (Yes, she did.)
- S2 : *Tentu mbak. Hehe.* (Sure, Miss. Hehe.)

UNIT 11

- R : *Apakah Task 11 ini memberikan kesempatan kepada kalian untuk mempraktekkan menulis surat lamaran pekerjaan?* (Does Task 11 give you an opportunity to practice your understanding on writing an application letter?)
- S1, S2 & S3 : *Iya. Iya.* (Yes, it does.)
- S1 : *Jelas. Hehe.* (Sure. Hehe.)
- R : *Materinya bisa dipahami tidak?* (Are the materials understandable?)
- S1, S2 & S3 : *Bisa, bisa.* (Yes, they are.)
- R : *Yakin?* (Are you sure?)
- S1 : *Iya, masih sederhana kok mbak.* (Yes, I'm. They are simple.)
- R : *OK. OK. Terus, materinya apa sudah sesuai dengan bidang keahlian kalian?* (OK. Then, have the material suited your study programme?)
- S2 : *Jasa Boga mbak?* (Did you mean culinary?)
- R : *Iya.* (Yes, I did.)

- S2 : *Mmm. iya. (Mmm. Yes, they have.)*
- S1 & S3 : *Iya, iya mbak. (Yes, they have, Miss.)*
- R : *Apakah task ini menjadikan kalian berfikir lebih kreatif? (Does the task make you being creative?)*
- S1, S2 & S3 : *Iya. Iya. (Yes, it is.)*
- R : *Terus, setelah mengerjakan task ini, apakah kalian termotivasi untuk belajar Bahasa Inggris? (Then, after doing the task, were you motivated to learn English?)*
- S1, S2 & S3 : *Mmmm... Iya. (Mmmm. Yes, I was.)*
- R : *OK. Terus, apakah kalian bisa mengikuti Task 11 ini? (OK, then could you follow Task 11?)*
- S1, S2 & S3 : *Bisa, bisa. (Yes, I could.)*
- S2 : *Jelas mbak. Hehe. (Sure, Miss. Hehe.)*
- R : *Terus apakah guru berperan sebagai pengendali kelas? (Then, did the teacher take a role as a controller?)*
- S1, S2 & S3 : *Iya. (Yes, she did.)*
- S1 : *Jelas mbak. Pasti iya. Hehe. (Yes, sure. Hehe.)*
- R : *OK. Apakah kalian berperan aktif dalam mengikuti task ini? (OK. Did you actively participate in following the task?)*
- S1, S2 & S3 : *Iya. (Yes, I did.)*
- S2 : *Kayaknya iya mbak. Hehe. (I think yes, I did. Hehe.)*
- R : *OK. Terus, apakah kalian mampu mengerjakan task ini secara mandiri? (OK. Then could you accomplish the task individually?)*
- S1, S2 & S3 : *Mampu. (Yes, I could.)*

TASK12

- R : *Apakah Task 12 ini memberikan kesempatan kepada kalian untuk mempraktekkan menulis surat lamaran pekerjaan? (Does Task 12 give you an opportunity to practice your understanding on writing an application letter?)*
- S1, S2 & S3 : *Iya. (Yes, it does.)*
- R : *Materinya bisa dipahami tidak? (Are the materials understandable?)*
- S1, S2 & S3 : *Iya. (Yes, they are.)*
- R : *Materinya apa sudah sesuai dengan bidang keahlian kalian? (Have the material suited your study programme?)*
- S2 : *Iya. (Yes, they have.)*
- S1 & S3 : *Mmm. Iya mbak. (Mmm. Yes, they have, Miss.)*
- R : *Terus, apakah kalian bisa mengikuti task ini? (Then, could you follow the task?)*
- S1 & S2 : *Bisa, bisa. (Yes, I could.)*
- R : *Kalau Neta? (How about you, Neta?)*
- S3 : *Iya mbak, bisa mengikuti kok. Heh. (Yes Miss. I could follow the task. Hehe.)*
- R : *Terus, apakah kalian menjadi lebih kreatif dalam menuliskan surat lamaran pekerjaan? (Then, are you being more creative in writing an application letter?)*
- S1, S2 & S3 : *Iya, iya mbak. (Yes, I am.)*

- R : *OK. Apakah kegiatan pada task ini sesuai dengan minat kalian pada bidang Jasa Boga?*(OK. Then, Does the activity in this task suit your interest in culinary?)
- S2 & S3 : *Iya, iya. (Yes, it does.)*
- R : *Kalau Wiwik?* (How about you Wiwik?)
- S1 : *Mmm... Iya kok mbak. Hehe* (Mmmm. Yes, it does, Miss. Hehe.)
- R : *OK. Terus, apakah kalian mampu mengerjakan task ini secara mandiri?* (OK. Then could you accomplish the task individually?)
- S1, S2 & S3 : *Iya. (Yes, I could.)*
- R : *OK. Apakah kalian berperan aktif dalam mengikuti task ini?* (OK. Did you actively participate in following the task?)
- S1, S2 & S3 : *Iya. (Yes, I did.)*
- R : *Terus apakah guru membantu kalian dalam memproduksi tulisan dan juga sebagai narasumber?* (Then, did the teacher take a role as a tutor?)
- S1, S2 & S3 : *Iya.*(Yes, she did.)
- S1 : *Jelas mbak. (Yes, sure. Hehe.)*

TASK 13

- R : *Apakah melalui task ini kalian bisa mempraktekkan pemahaman kalian mengenai penggunaan past tense dan future tense?* (Could you practice your understanding of past and future tense through this task?)
- S1, S2 & S3 : *Bisa. Bisa. (Yes, I could.)*
- R : *Instruksi pada task ini bisa dipahami nggak?* (Can the instruction be understood?)
- S1, S2 & S3 : *Bisa, bisa. (Yes, it can be.)*
- S1 : *Sangat simple kok mbak. (It is very simple.)*
- R : *Terus, bahasa yang digunakan bisa dipahami nggak?* (Then can the language be understood?)
- S1, S2 & S3 : *Bisa. (Yes, it can be.)*
- S3 : *Soalnya itu sering dengar. (We often hear it.)*
- R : *OK. Terus, task nya itu sesuai dengan bidang keahlian kalian tidak?* (OK. Then, does the task suit your study programme?)
- S1, S2 & S3 : *Sesuai.. Sesuai. (Yes, it does.)*
- R : *Setelah mengerjakan task ini, apakah kalian menjadi lebih kreatif didalam menggunakan past tense dan future tense?* (After accomplishing the task, do you become more creative in using past and present tense?)
- S1, S2 & S3 : *Mmmm.. Iya, iya. (Mmm. Yes, I do.)*
- R : *Kegiatan pada task ini bisa diikuti tidak?* (Could you follow the task?)
- S2 & S3 : *Bisa. (Yes, I could.)*
- R : *Wiwik?*(How about you Wiwik?)
- S1 : *Bisa, bisa kok mbak. (Yes, I could.)*
- R : *Terus, apakah kalian bisa mengerjakan task ini secara individu?* (Then, could you accomplish the task individually?)
- S1, S2 & S3 : *Iya, iya. (Yes, I could.)*
- R : *OK. Terus, apakah kalian berperan aktif didalam mengerjakan task ini? Wiwik?* (OK. Then did you actively participate in doing the task? How about you Wiwik?)
- S1, S2 & S3 : *Iya. (Yes, I did.)*

R : *Apakah guru berperan sebagai controller?* (Did the teacher perform as a controller?)

S1, S2 & S3 : *Iya. Jelas.* (Yes, she did. Sure.)

TASK 14

R : *Apakah Task 14 ini memberikan kesempatan kepada kalian untuk mempraktekkan menulis surat lamaran pekerjaan?* (Does Task 14 give you an opportunity to practice your understanding on writing an application letter?)

S1, S2 & S3 : *Iya.* (Yes, it does.)

S2 : *Sangat membantu mbak.* (It really helps, Miss.)

R : *Terus, apakah bahasa yang digunakan bisa dipahami?* (Then, can the language be understood?)

S1, S2 & S3 : *Bisa.* (Yes, it can be.)

R : *Berarti instruksinya bisa dipahami tidak?* (So can the instruction be understood?)

S1, S2 & S3 : *Bisa, bisa.* (Yes, it can be.)

R : *Terus, apakah kalian bisa mengikuti task ini?* (Then, could you follow the task?)

S1, S2 & S3 : *Bisa.* (Yes, I could.)

R : *Terus, apakah kalian menjadi lebih kreatif dalam menuliskan surat lamaran pekerjaan?* (Then, are you being more creative in writing an application letter?)

S1, S2 & S3 : *Iya mbak.* (Yes, I am.)

R : *OK. Apakah kegiatan pada task ini sesuai dengan minat kalian pada bidang Jasa Boga?* (OK. Then, Does the activity in this task suit your interest in culinary?)

S2, S2 & S3 : *Iya, iya.* (Yes, it does.)

R : *OK. Apakah kalian berperan aktif dalam mengikuti task ini?* (OK. Did you actively participate in following the task?)

S1, S2 & S3 : *Iya.* (Yes, I did.)

R : *OK. Terus, apakah kalian mampu mengerjakan task ini secara mandiri?* (OK. Then could you accomplish the task individually?)

S1, S2 & S3 : *Iya.* (Yes, I could.)

R : *Terus apakah guru membantu kalian dalam memproduksi tulisan dan juga sebagai narasumber?* (Then, did the teacher take a role as a tutor?)

S1, S2 & S3 : *Iya.* (Yes, she did.)

INTERVIEW FOR TRY OUT QUESTIONNAIRE

UNIT 3

Day & Date : Friday, November 18, 2011

Time : 11 am – 1 pm.

Place : Ruang Teori 6

Researcher (R) : Dewi Nur Widiyati

Students 1 (S1) : Wiwik widayati

2 (S2) : Zusi Sri Rejeki

3 (S3) : Garneta Indra F.

TASK 1

R : *OK. Sekarang kita ke Task 1. Apakah Task 1 ini sesuai dengan bidang keahlian kalian, yaitu bidang Jasa Boga?* (OK. Let's move to Task 1. Does the task suit your study programme?)

S2 & S3 : *Iya. Iya.* (Yes, it does.)

R : *Kalau Wiwik?* (How about you Wiwik?)

S1 : *Mmmm. Iya juga mbak.* (Mmm. So do I.)

R : *Terus, gambar di Task 1 ini bisa dipahami tidak?* (Then, can the pictures in this task be understood?)

S1, S2 & S3 : *Bisa. Bisa.* (Yes, they can be.)

R : *Apakah gambar yang diberikan memudahkan kalian dalam memahami task ini?* (Do the pictures given help you to understand the task?)

S1, S2 & S3 : *Iya. Iya.* (Yes, they do.)

S1 : *Membantu sekali mbak.* (They really help.)

R : *OK. Terus, apakah Task 1 ini sesuai dengan bidang keahlian kalian?* (OK. Then, does the task suit your study programme?)

S1, S2 & S3 : *Iya, iya.* (Yes, it does.)

R : *Apakah Task 1 ini memotivasi kalian untuk lebih giat belajar Bahasa Inggris?* (Does the task motivate you to learn English better?)

S1 : *Sangat mbak.* (It really motivates me, Miss.)

S2 & S3 : *Iya. Hehe.* (Yes, it does. Hehe.)

R : *Nah, setelah mengerjakan Task 1 ini apakah kalian menjadi lebih kreatif?* (OK, after accomplishing the task, do you being more creative?)

S1, S2 & S3 : *Iya, iya.* (Yes, I do.)

R : *Terus, apakah kalian mengerjakan Task 1 ini kurang dari 5 menit?*

S1 & S2 : *Lebih mbak.*

R : *Kalau Neta?*

S3 : *mmm.. Kayaknya lebih juga mbak.*

R : *Dalam mengerjakan task ini, kalian mengerjakan sendiri atau bersama teman?* (Did you do the task individually or with your partner?)

S2 & S3 : *Sendiri.* (Individually)

S1 : *Iya. Sendiri.* (Yes, I did it individually.)

S1 : *Lebih enakan mengerjakan sendiri mbak.*

- R : OK. *Didalam mengerjakan task ini, apakah guru berperan sebagai pengendali kegiatan dikelas?* (OK. In doing the task, did the teacher act as a controller in the class?)
- S1, S2 & S3 : *Iya. Jelas.* (Yes, Sure.)
- e..

TASK 2

- R : *Sekarang beralih ke Task 2 ya. Tentang vocabulary. Apakah Task 2 ini membantu kalian meningkatkan kemampuan vocabulary kalian?* (Now, let's move to Task 2. It is about vocabulary. Does the task help you to improve your vocabulary?)
- S1, S2 & S3 : *Iya, iya mbak.* (Mmmm. Yes, it does.)
- R : *OK. Kosakata dalam task ini sesuai dengan bidang keahlian kalian, Jasa Boga, nggak?* (OK. Does the vocabulary given in this task suit your study programme, Culinary Programme?)
- S1, S2 & S3 : *Iya mbak.* (Yes, it does, Miss.)
- R : *OK. Terus, materi di dalam task ini mudah nggak sih dipahami?* (OK. Then, are the materials in this task understandable?)
- S1, S2 & S3 : *Mudah mbak.* (Yes, they are understandable, Miss.)
- S2 : *Iya mbak.* (Yes. They are understandable.)
- R : *Terus, apakah melalui Task 2 ini kalian belajar kosakata Bahasa Inggris yang berhubungan dengan Jasa Boga?* (Then, did you learn vocabularies related to your study programme through this task?)
- S1, S2 & S3 : *Iya.* (Yes, I did.)
- R : *Apakah kalian bisa menyimak pengucapan kata – kata nya ini?* (Could you comprehend the words?)
- S1 & S2 : *Bisa.* (Yes, I could.)
- R : *OK. Apakah kalian bisa mengucapkan kata – kata itu dengan benar?* (OK. Then, could you pronounce the words correctly?)
- S1 : *Bisanya kalau menirukan mbak Dewi dulu.* (Yes, I could if I repeated it after the teacher.)
- S2 & S3 : *Iya, mbak.* (Yes, so did I.)
- R : *OK. Apakah kalian aktif didalam mengerjakan dan mengikuti kegiatan di Task 2 ini?* (OK. Did you actively do and follow the activity in Task 2?)
- S1, S2 & S3 : *Iya. Aktif.* (Yes, I did.)
- R : *OK. Apakah kalian mengerjakan task ini dengan teman atau partner kalian?* (OK. Did you accomplish the task with your friends or partner?)
- S1, S2, S3 : *Iya.* (Yes, I did.)
- R : *OK. Didalam mengerjakan task ini, apakah guru berperan sebagai pengendali kegiatan dikelas?* (OK. In doing the task, did the teacher act as a controller in the class?)
- S1, S2 & S3 : *Iya mbak. Jelas.* (Yes, Sure.)

TASK 3

- R : *Apakah Task 3 ini membantu meningkatkan kemampuan listening kalian?* (Does the task help you to improve your listening skill?)

- S1 : *Iya mbak. Meskipun sulit sebenarnya. Hehe.* (Yes, it does. However, it is difficult. Hehe.)
- S2 : *Iya, membantu.* (Yes, it does.)
- R : *Kalau Neta?* (How about you, Neta?)
- S3 : *Iya, membantu mbak.* (Yes, it does Miss.)
- R : *OK. Terus, percakapan pada task ini bisa dipahami tidak? Wiwik?* (OK. Then, can the conversation in this task be understood? How about you Wiwik?)
- S1 : *Tidak.* (No, it can not be.)
- R : *Zusi sama Neta?* (How about Zusi and Neta?)
- S2 : *Susah.* (It is difficult.)
- S3 : *Dikit – dikit bisa kok mbak.* (It can be understood for a little, Miss.)
- R : *Apakah pengucapan pada percakapan didalam dialog itu dapat dipahami?* (Can the pronouncations in this conversation be understood?)
- S2 : *Beberapa.* (Some of them can be.)
- S3 : *Enggak.* (No, it can not be.)
- S1 : *Enggak juga.* (So do I.)
- R : *OK. Apakah kalian bisa mengikuti Task 3 ini?* (OK. Then could you follow Task 3?)
- S1 : *Enggak terlalu.* (Not really.)
- S2 & S3 : *Tidak. Hehe.* (No, it could not be.)
- R : *Apakah melalui Task 3 ini, kalian belajar listening lebih baik?* (Did you learn listening better in this task?)
- S2 & S3 : *Iya.* (Yes, I did.)
- R : *Kalau Wiwik?* (How about you Wiwik?)
- S1 : *Enggak.* (No, I did not.)
- R : *Apakah kalian berperan aktif ketika mengerjakan task ini?* (Did you actively participate in doing the task?)
- S1 : *Iya.* (Yes, I did.)
- S2 & S3 : *Iya mbak.* (Yes, I did Miss.)
- R : *Apakah kalian mengerjakan task ini dengan partner atau teman kalian?* (Did you do the task with your partner or your friends?)
- S3 & S2 : *Tidak mbak.* (No, I did not.)
- S1 : *Sendiri mbak. Kalau sama teman malah susah.* (Yes, I did it by myself. It is more difficult to accomplish the task with partners.)
- R : *Apakah guru berperan sebagai pengendali dikelas?* (Did the teacher take the role of a controller?)
- S1, S2 & S3 : *Iya mbak. Tentu.* (Yes, Miss. Sure.)

TASK 4

- R : *Apakah Task 4 ini membantu pemahaman kalian mengenai bagaimana bertanya dan menjawab complaint?* (Does Task 4 help your understanding of how to ask and answer complaint?)
- S1 , S2 & S3 : *Iya. Iya.* (Yes, it does.)
- R : *Bahasanya mudah dipahami tidak? Mungkin kata – katanya?* (Is the language easy to understand? Maybe the words?)
- S1 : *Kata – katanya sering kita dengar kok mbak. Jadi mudah.* (We often hear the words, Miss. Therefore, it is easy.)

- S2 & S3 : *Iya. Iya. (Yes, so do I.)*
 R : *Terus, penjelasan yang diberikan pada Task 4 ini sudah sesuai dengan bidang keahlian kalian belum? (Then, have the explanation given in Task 4 suited your study programme?)*
 S1, S2 & S3 : *Sudah. Sudah. (Yes, they have.)*
 R : *Terus, apakah kalian bisa memahami ekspresi bagaimana mengungkapkan dan menjawab keluhan pada task ini? (Then, could you understand the expressions of asking and replying complaint in this task?)*
 S1, S2 & S3 : *Iya. Iya. (Yes, I could.)*
 R : *OK. Terus, apakah kalian belajar mengucapkan ekspresi – ekspresi itu? (OK. Then, could you learn to practice the expressions?)*
 S2 & S3 : *Iya. (Yes, I could.)*
 R : *Kalau Wiwik? (How about you, Wiwik?)*
 S1 : *Iya mbak. Mengucapkan kok. (Yes, Miss. I practiced them.)*
 R : *Terus, task ini bisa kalian ikuti tidak? (Then, could you follow the task?)*
 S1, S2 & S3 : *Iya. Iya, bisa mbak. (Yes, I could, Miss.)*
 R : *OK. Apakah kalian bisa memahami penjelasan pada task ini kurang dari 10 menit? (OK. Could you understand the explanation in this task in less than 10 minutes?)*
 S1 & S2 : *Bisa mbak. (Yes, I could.)*
 S3 : *Kurang dari 10 menit mbak. Soalnya mudah dipahami. (It was less than 10, Miss as the explanation is easy to understand.)*
 R : *OK. Apakah kalian aktif dikelas dalam mengikuti task ini? (OK. Did you actively follow the task?)*
 S1, S2 & S3 : *Iya mbak, aktif. (Yes, I did, Miss.)*
 R : *Terus, apakah guru berperan sebagai pengendali dikelas? (Then, did the teacher perform a role of a controller?)*
 S1, S2 & S3 : *Iya. Pasti (Yes, she did. Sure.)*

TASK 5

- R : *Sekarang, ke Task 5 ya. Apakah Task 5 ini membantu meningkatkan kemampuan kalian dalam listening? (Now, we move to Task 5. Does the task help you to improve your listening skill?)*
 S1, S2 & S3 : *Iya. Iya. (Yes, it does.)*
 R : *Apakah percakapan pada task ini mudah dipahami? (Is the conversation in the task understandable?)*
 S1, S2 & S3 : *Iya mbak. (Yes, it is, Miss.)*
 R : *Ok. Terus, apakah pengucapan pada task ini bisa dipahami? (OK. Then, are the pronunciations in this task understandable?)*
 S1, S2 & S3 : *Bisa. Bisa. (Yes, they are.)*
 R : *Terus, kalian bisa mengikuti task ini tidak? (Then, could you follow the task?)*
 S1 & S2 : *Bisa. Bisa. (Yes, I could.)*
 R : *Wiwik? (How about you wiwik?)*
 S1 : *Jelas bisa mbak. Hehe (Sure. Hehe.)*
 R : *Apakah melalui task ini kalian menjadi bisa menuliskan complaint lebih baik? (Could you use complaint better through this task?)*
 S1, S2 & S3 : *Iya. Iya. (Yes, I could.)*

- R : *Terus, apakah setelah mengerjakan latihan pada task ini kalian menjadi lebih kreatif? (Then, could you being more creative after accomplishing this task?)*
- S1, S2 & S3 : *Iya. Iya. (Yes, I could.)*
- S3 : *Iya sekali mbak. Hehe (Sure. Hehe.)*
- R : *OK. Terus, dalam mengerjakan Task 5 ini kalian lebih nyaman sendiri atau sama teman? (OK. In doing the task, were you being more comfortable individually or with your partner?)*
- S1, S2 & S3 : *Sendiri. (Individually.)*
- S1 : *Kalau sama temannya malah susah mbak. (It was more difficult to accomplish the task with partner.)*
- R : *Mmm. OK. Apakah kalian aktif didalam mengerjakan task ini? (Mmm. OK. Did you actively do the task?)*
- S1, S2 & S3 : *Iya mbak. (Yes, I did, Miss.)*
- R : *OK. Terus, apakah didalam mengerjakan task ini, guru berperan sebagai pengendali kegiatan dikelas? (OK. In doing the task, did the teacher perform as a controller?)*
- S1, S2 & S3 : *Iya. Jelas. (Yes. Sure.)*

TASK 6

- R : *Terus kita ke Task 7. Apakah task ini meningkatkan kemampuan kalian dalam berbicara bahasa Inggris?(Let's move to Task 7. Does the task improve your speaking ability?)*
- S1, S2&S3 : *Iya.Iya. (Yes, it does.)*
- R : *OK. Terus, apakah penggunaan kata pada situasi yang diberikan pada task ini dapat dipahami? (OK. Are the vocabularies given in this task understandable?)*
- S1, S2 & S3 : *Iya, iya. (Yes, they are.)*
- R : *Apakah inputnya materi pada Task 7 ini sesuai dengan bidang keahlian kalian, Jasa Boga? (Does the material in Task 7 suit your skill, culinary programme?)*
- S1, S2 & S3 : *Iya, mbak. (Yes, it does.)*
- R : *Terus, situasi yang diberikan pada task ini memudahkan kalian untuk membuat dialog tidak? (Then, do the situations given in this task make you easy to make a dialogue?)*
- S1 : *Sangat memudahkan mbak.(Yes, They do.)*
- S2 & S3 : *Iya mbak. (Yes, they do, Miss.)*
- R : *OK. Apakah kalian bisa mengerjakan task ini secara berpasangan? (OK. Then, could you accomplish the task in pairs?)*
- S1, S2 & S3 : *Bisa. (Yes, I could.)*
- S1 : *Kalau sendiri tidak bisa mbak. (I could not accomplish the task individually.)*R : *OK. Apakah kalian bisa berperan aktif mengikuti task ini? (OK. Could you being active in following the task?)*
- S1, S2 & S3 : *Bisa. (Yes, I could.)*
- R : *Apakah guru membantu kalian dalam memproduksi kata – kata? (Did the teacher help you in producing words?)*
- S1, S2 & S3 : *Iya. (Yes, she did.)*
- S1 : *Jelas. Hehe. (Sure. Hehe.)*

TASK 7

R : *Sekarang pindah yang Task 7 halaman 6. Apakah Task 7 ini membantu kalian dalam meningkatkan kemampuan reading? (Let's move to Task 7 page 6. Does the task help you to improve your reading skill?)*

S1, S2 & S3 : *Iya. (Yes, it does.)*

S3 : *Sangat jelas mbak. (Sure.)*

R : *OK. Terus, vocabulary yang ada didalam kotak sebelum bacaan itu membantu kalian tidak dalam memahami bacaan? (OK. Then, does the vocabularies given in the table before the text help you in understanding the text?)*

S1, S2 & S3 : *Iya. (Yes, it does.)*

S1 : *Sangat membantu. (It really help.)*

R : *Gambar yang diberikan mendukung pemahaman kalian tidak dalam memahami bacaan? (Does the picture given in this task support your understanding of the text?)*

S1, S2 & S3 : *Iya. (Yes, it does.)*

R : *Terus, pertanyaannya setelah bacaan itu sudah tersusun dari yang mudah ke yang susah belum? (Then, have the questions arranged from the easier to the more difficult?)*

S1, S2 & S3 : *Mmmm... sudah. (Mmm. Yes, they have.)*

R : *Um.. Terus, kalian bisa mengikuti task ini tidak? (Um. Then, could you follow the task?)*

S1 : *Bisa. (Yes, I could.)*

R : *Kalau Zusi sama Neta? (How about you Zusi and Neta?)*

S2 & S3 : *Bisa. Hehe (Yes, I could.)*

R : *Apakah kalian termotivasi untuk belajar Bahasa Inggris setelah mengerjakan task ini? (Are you motivated to learn English better after accomplishing the task?)*

S2 & S3 : *Iya. (Yes, I am.)*

R : *Kalau Wiwik? (How about you Wiwik?)*

S1 : *Iya juga mbak. (So do I, miss.)*

R : *Apakah kalian ketika mengerjakan bisa dengan teman atau partner? (Could you accomplish the task with your partner?)*

S1, S2 & S3 : *Iya mbak, bisa.. (Yes, I could.)*

R : *Terus, apakah kalian berperan aktif dikelas dalam mengerjakan task ini? (OK. Doing the task, did you actively in the teaching and learning process?)*

S1 & S3 : *Iya mbak. (Yes, I did.)*

R : *Kalau Zusi? (How about you Zusi?)*

S2 : *Iya juga mbak. (So did I.)*

R : *OK. Terus, apakah guru berperan sebagai controller atau pengendali kegiatan dikelas? (OK. Then, did the teacher act as a controller?)*

S1, S2 & S3 : *Iya, mbak. (Yes, she did.)*

S1 : *Selalu mbak. (Always, Miss.)*

TASK 8

R : *OK. Sekarang kita ke Task 8 ya. Apakah task ini membantu pemahaman kalian mengenai imperative verb dan transitional signal? (OK. Let's move*

to Task 8. Does the task help your understanding about imperative verbs and transitional signals?)

- S1, S2 & S3 : *Iya mbak.hehe* (Ye, it does. Hehe)
 R : *Terus, apakah materi pada task ini sesuai dengan bidang keahlian kalian?* (Then, does the materials suit your study programme?)
 S1 : *Iya mbak.* (Yes, they do.)
 R : *Kalau Zusi?Neta?* (How about you Zusi and Neta?)
 S2 & S3 : *Iya juga mbak.* (So did I.)
 R : *Terus, penjelasannya bisa diikuti nggak?* (Then does the explanation easy to follow?)
 S1, S2 & S3 : *Bisa mbak.* (Yes, it does.)
 R : *Terus, setelah membaca penjelasan ini, kalian menjadi lebih kreatif nggak?* (Then, after reading the explanation, do you become more creative?)
 S1, S2 & S3 : *Mmm. Iya mbak.* (Mmm. Yes, I do, Miss.)
 R : *OK, terus apakah kalian bisa mengikuti task ini?* (OK. Then, could you follow the task?)
 S1 : *Mmm..bisa mbak.* (Mmm. Yes, I did.)
 R : *Kalo Zusi Neta?* (How about you Zusi?)
 S2 & S3 : *Bisa.* (Yes, I did.)
 R : *OK. Terus, apakah kegiatan dalam task ini memotivasi kalian untuk belajar Bahasa Inggris?* (OK. Then, do the activities in the task motivate you to learn English better?)
 S1, S2 & S3 : *Iya mbak.* (Yes, they do.)
 R : *OK. Apakah kalian bisa mengerjakan task ini secara berpasangan?* (OK. Could you accomplish the task in pairs?)
 S1, S2 & S3 : *Iya mbak.* (Yes, I could.) R : *OK. Apakah kalian berpartisipasi aktif didalam kegiatan pembelajaran pada task ini?* (OK. Did you participate actively in doing the task?)
 S1, S2 & S3 : *Iya mbak.* (Yes, I did.)
 R : *Terus, apakah guru berperan sebagai pengendali kegiatan dikelas pada task ini?* (Then, did the teacher take a role as a controller?)
 S1, S2 & S3 : *Iya,mbak.* (Yes, she did, Miss.)
 S1 : *Jelas.* (Sure.)

TASK 9

- R : *OK.Sekarang kita ke Task10. Melalui task ini, apakah kalian bisa menggunakan adjective clause secara tepat?* (OK. Let's move to Task 10. Could you use adjective clause in this task corectly?)
 S1, S2 & S3 : *Mmm. Iya iya.* (Yes, I could.)
 R : *Terus, instruksinya bisa dipahami tidak?* (Then, is the instruction understandable?)
 S1, S2 & S3 : *Iya mbak.* (Yes, it is.)
 R : *OK. Kalau materinya sudah berhubungan sengan Jasa Boga belum?* (OK. Then, are the materials related to your study programme?)
 S1 : *Iya mbak. Sangat.* (Yes, they are.)
 R : *Zusi sama Neta?* (How about Zusi and Neta?)
 S2 : *Berhubungan mbak.* (Yes, they are.)
 S3 : *Iya. Sudah berhubungan.* (Yes, they are.)

- R : *OK. Terus, kalian bisa mengikuti task ini tidak?* (OK. Could you follow the task?)
- S1, S2 & S : *Bisa. Bisa.* (Yes, I could.)
- R : *Apakah Task 9 ini membuat kalian berfikir lebih kreatif?* (Does the task make you think more creative?)
- S1 : *Iya.* (Yes, it does.)
- S2 : *Mmm. Iya mbak.* (Mmm. Yes, it does, Miss.)
- S3 : *Iya.* (Yes, it does.)
- R : *Terus, apakah setelah mengerjakan task ini kalian termotivasi untuk belajar bahasa Inggris?* (Then, are you motivated to learn English after doing the task?)
- S1, S2 & S3 : *Iya.* (Yes, I am.)
- R : *Terus, apakah kalian bisa mengerjakan task ini mandiri?* (Then, could you accomplish the task individually?)
- S1, S2 & S3 : *Mmm... (Mmm.)*
- S1 : *Aku sama Neta mbak.* (I was with Neta, Miss.)
- S2 : *Aku juga sama teman mbak.* (So did I, Miss. I accomplished it with my partner.)
- R : *OK. Terus, apakah kalian berperan aktif dalam proses pembelajaran dalam mengerjakan task ini?* (OK. Then, did you actively participate in the learning process in doing the task?)
- S1 : *Iya.* (Yes, I did.)
- S2 & S3 : *Iya juga mbak.* (So did I.) R : *Apakah guru berperan sebagai pengendali kegiatan dikelas atau controller?* (Did the teacher control the activities in the class?)
- S1, S2 & S3 : *Iya.Iya.* (Yes, she did.)

TASK 10

- R : *OK.Sekarang kita ke Task10. Melalui task ini, apakah kalian bisa menggunakan imperative verbs dan transitional signals secara tepat?* (OK. Let's move to Task 10. Could you use imperative verbs and transitional signals in this task corectly?)
- S1, S2 & S3 : *Mmm. Iya iya.* (Yes, I could.)
- R : *Terus, instruksinya bisa dipahami tidak?* (Then, is the instruction understandable?)
- S1, S2 & S3 : *Iya mbak.* (Yes, it is.)
- R : *OK. Kalau materinya sesuai dengan Jasa Boga belum?* (OK. Then, do the materials suit your study programme?)
- S1 : *Iya mbak.* (Yes, they are.)
- R : *Zusi sama Neta?* (How about Zusi and Neta?)
- S2 & S2 : *Sesuai mbak.* (Yes, they are.)
- R : *Apakah Task 10 ini membuat kalian berfikir lebih kreatif?* (Does the task make you think more creative?)
- S1&S3 : *Iya.* (Yes, it does.)
- S2 : *Mmm. Iya mbak.* (Mmm. Yes, it does, Miss.)

- R : *Terus, apakah setelah mengerjakan task ini kalian termotivasi untuk belajar bahasa Inggris?* (Then, are you motivated to learn English after doing the task?)
- S1, S2 & S3 : *Iya.* (Yes, I am.)
- R : *OK. Terus, kalian bisa mengikuti task ini tidak?* (OK. Could you follow the task?)
- S1, S2 & S : *Bisa.* (Yes, I could.)
- R : *OK. Terus, apakah kalian berperan aktif dalam proses pembelajaran dalam mengerjakan task ini?* (OK. Then, did you actively participate in the learning process in doing the task?)
- S, S2 & S3 : *Iya.* (Yes, I did.)
- R : *Apakah guru berperan sebagai pengendali kegiatan dikelas atau controller?* (Did the teacher control the activities in the class?)
- S1, S2 & S3 : *Iya.Iya.* (Yes, she did.)
- R : *Terus, apakah kalian bisa mengerjakan task ini mandiri?* (Then, could you accomplish the task individually?)
- S1, S2 & S3 : *Mmm. Iya.* (Mmm. Yes, I could.)

TASK 11

- R : *OK.Sekarang kita ke Task 11. Apakah task ini memberikan kesempatan kepada kalian untuk mempraktekkan pengetahuan kalian tentang imperative verbs dan transitional signals?* (OK. Let's move to Task 11. Does the task give you an opportunity to practice your knowledge of imperative verbs and transitional signals?)
- S1, S2 & S3 : *Mmm. Iya iya.* (Yes, it does.)
- R : *Apakah materi pada task ini sesuai dengan contoh yang telah dijelaskan pada task sebelumnya?* (Do the materials in this task same with the examples explained in the previous tasks?)
- S1, S2 & S3 : *Iya. Iya.* (Yes, they do.)
- R : *Terus, instruksinya bisa dipahami tidak?* (Then, is the instruction understandable?)
- S1, S2 & S3 : *Iya mbak.* (Yes, it is.)
- R : *Apakah kalian bisa mengikuti task ini?* (Could you follow the task?)
- S1, S2 & S3 : *Iya.Iya.* (Yes, I could.)
- R : *Apakah Task 10 ini membuat kalian berfikir lebih kreatif?* (Does the task make you think more creative?)
- S1&S3 : *Iya.* (Yes, it does.)
- S2 : *Mmm. Iya mbak.* (Mmm. Yes, it does, Miss.)
- S1, S2 & S3 : *Iya.* (Yes, I am.)
- R : *Apakah kegiatan yang kalian lakukan pada task ini sesuai dengan bidang keahlian kalian?* (Do the activities in this task suit your study programme?)
- S1, S2 & S3 : *Iya mbak.* (Yes, they do, Miss.)
- R : *Terus, apakah kalian bisa mengerjakan task ini mandiri?* (Then, could you accomplish the task individually?)
- S1, S2 & S3 : *Mmm. Enggak.* (Mmm. No, I could not.)
- S1 : *Kalau sendiri susah.* (It would be difficult to accomplish the task individually.)

- R : OK. Terus, apakah kalian berperan aktif dalam proses pembelajaran dalam mengerjakan task ini? (OK. Then, did you actively participate in the learning process in doing the task?)
- S, S2 & S3 : Iya. (Yes, I did.)
- R : Didalam kalian mengerjakan task ini, apakah guru membantu memberikan informasi kepada kalian ketika kalian bertanya? (In accomplishing the task, did the teacher help you by giving any information when you asked her about your difficulty?)
- S1, S2 & S3 : Mmm. Iya. Iya. (Mmm.. Yes, she did.)
- S1 : Jelas. Hehe (Sure. Hehe.)

TASK 12

- R : OK. Sekarang task terakhir. Apakah kalian bisa mempraktekkan pemahaman kalian mengenai penggunaan instruksi dengan memakai transitional signal dan imperative form? (OK. Let's move to the last task. Could you practice your understanding on simple instructions by using transitional signals and imperative verbs?)
- S1 : Mmm. Iya. (Mmm. Yes, I could.)
- S2 : Iya. (Yes, I could.)
- S3 : Masih belum yakin mbak. (I'm not sure, Miss.)
- R : OK. Terus, pemilihan kata pada situasi yang diberikan pada task ini bisa dipahami tidak? (OK. Then, could the words given be understood?)
- S3 : Dikit – dikit mbak. (Yes, a little bit.)
- S2 : Kalau saya bisa mbak. (Yes, they could be.)
- S1 : Iya. (Yes, they could be.)
- R : Apakah task ini sudah sesuai dengan bidang keahlian kalian? (Does the task suit your study programme?)
- S1, S2 & S3 : Iya. Iya. (Yes, it does.)
- S1 : Jelas mbak. (Sure, Miss.)
- R : Terus, situasi yang diberikan ini, memudahkan kalian untuk membuat instruksi atau tidak? (Then, did the situations given in this task make you easier in making the instructions?)
- S1, S2 & S3 : Iya. (Yes, they did.)
- S1 : Kalau gak dikasih malah susah mbak. Gak bisa. (If they did not given in this task, it would be difficult.)
- R : OK. Terus, apakah Task 12 ini menjadikan kalian lebih kreatif? (Then, does the task make you being creative?)
- S1, S2 & S3 : Iya. Iya. (Yes, it does.)
- R : Kalian bisa mengikuti task ini tidak? (Could you follow the task?)
- S1 : Dikit – dikit. (A little bit.)
- R : Kalau Zusi & Neta? (How about Zusi and Neta?)
- S2 & S3 : Iya. Bisa. (Yes, I could.)
- R : OK. Apakah kalian bisa mengerjakan task ini secara berpasangan? (OK. Could you accomplish the task in pairs?)
- S1 : Bisa. Kemarin saya mengerjakan sama Neta mbak. (Yes, I could. I accomplished the task with Neta.)
- S3 : Iya. (Yes, I could.)

- R : *OK. Kalau Zusi?*(OK. How about you Zusi?)
- S2 : *Bisa.*⁹*Yes, I could.*)
- R : *OK. Dalam mengikuti task ini, apakah kalian berperan aktif?* (OK. In following the task, did you actively participate?)
- S1, S2 & S3: *Iya, iya.* (Yes, I did.)
- R : *Apakah didalam mengikuti task ini, guru membantu kalian memproduksi kata-kata dan membantu kalian didalam mempraktekkan dialog?* (Then, in doing the task, did the teacher help you in producing words and practicing the dialogue?)
- S1, S2 & S3 : *Iya, iya mbak.* (Yes, she did.)

APPENDIX K

(Interview Guidelines)

INTERVIEW GUIDELINE

UNIT 1

TASK 1

1. Apakah Task1 memberi gambaran mengenai topik yang akan dibahas di Unit 1?
2. Apakah gambar yang diberikan dapat dipahami maksudnya?
3. Apakah gambar yg diberikan memudahkan anda dalam memahami task ini?
4. Setelah mengerjakan task ini, apakah anda mendapatkan gambaran mengenai tugas atau profesi suatu pekerjaan dibidang Jasa Boga?
5. Apakah Task 1 ini memotivasi anda untuk belajar bahasa Inggris sesuai dengan bidang keahlian anda?
6. Setelah mengerjakan latihan didalam task 1 ini apakah anda menjadi kreatif?
7. Apakah anda dapat mengerjakan Task ini dalam waktu 5 menit?
8. Apakah anda dapat mengerjakan task ini secara mandiri?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*) ?

TASK 2

1. Apakah Task 2 ini membantu meningkatkan kemampuan kosakata (*vocabulary*) anda dalam belajar bahasa Inggris?
2. Apakah kosakata yang anda pelajari dalam task ini sesuai dengan bidang keahlian anda (Jasa Boga) ?
3. Apakah anda dapat memahami input materi (bahan) dalam Task 2 ini?
4. Apakah anda dapat belajar kosakata dalam Bahasa Inggris yang berhubungan dengan Jasa Boga melalui Task 2 ini?
5. Apakah anda dapat menyimak lebih baik pengucapan kosakata (*vocabulary*) dalam bahasa Inggris dengan benar?
6. Apakah melalui task ini anda dapat belajar pengucapan (*pronunciation*) dalam bahasa Inggris dengan benar?
7. Apakah anda aktif didalam mengerjakan dan mengikuti kegiatan di Task 2 ini?
8. Apakah anda dapat mengerjakan task ini secara aktif di kelas?
9. Apakah guru berperan sebagai narasumber (*resource*) dan pengendali kegiatan dikelas (*controller*) didalam Task ini?

TASK 3

1. Apakah anda terbantu dalam meningkatkan kemampuan mendengarkan (*listening*) melalui Task 3 ini?
2. Apakah isi percakapan pada Task 3 yang diperdengarkan ini dapat dipahami?
3. Apakah pengucapan pada percakapan didalam task ini dapat dipahami?
4. Apakah task ini dapat diikuti?
5. Apakah soal pada latihan dalam task ini tersusun dari yang mudah ke yang lebih sulit?
6. Melalui latihan pada Task3 ini, apakah anda dapat belajar mendengarkan (*lintering*) lebih baik?
7. Apakah anda berperan aktif dalam mengerjakan latihan pada Task 3 ini?
8. Apakah anda dapat mengerjakan Task 3 secara berpasangan (*in pairs*) ?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*)?

TASK 4

1. Apakah Task 4 membantu anda memahami mengenai bagaimana bertanya dan menjawab tentang latar belakang pendidikan dan tugas dari suatu pekerjaan?
2. Apakah bahasa dalam materi yang digunakan dalam Task 4 ini dapat dipahami/
3. Apakah perintah (instruksi) dapat dipahami?
4. Apakah anda dapat memahami ekspresi bertanya dan menjawab tentang latar belakang pendidikan dan tugas dari suatu pekerjaan pada task ini?
5. Apakah anda dapat belajar mengucapkan ekspresi bertanya dan menjawab tentang latar belakang pendidikan dan tugas dari suatu pekerjaan pada task ini?
6. Apakah task ini dapat diikuti?
7. Apakah anda dapat memahami penjelasan pada task ini dalam waktu kurang dari 7 menit?
8. Apakah anda ikut aktif di dalam kelas dalam mengikuti task ini?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*)?

TASK 5

1. Apakah Task 5 membantu anda meningkatkan kemampuan berbahasa Inggris dalam mendengarkan (*listening*)?
2. Apakah isi percakapan pada Task 5 yang diperdengarkan ini dapat dipahami?
3. Apakah pengucapan pada percakapan pada task ini dapat dipahami?
4. Apakah anda dapat mengikuti task ini?

5. Apakah melalui latihan pada Task 5 ini, anda dapat belajar mendengarkan (*listening*) lebih baik.
6. Melalui latihan dalam Task 5 ini, apakah anda menjadi lebih kreatif?
7. Apakah anda dapat mengerjakan task ini secara mandiri (*individually*)?
8. Apakah anda dapat berperan aktif di dalam proses pembelajaran?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*)?

TASK 6

1. Apakah Task 6 dapat membantu pemahaman anda dalam menggunakan ekspresi-ekspresi dalam bertanya dan menjawab tentang latar belakang pendidikan dan tugas dari suatu pekerjaan?
2. Apakah perintah (instruksi) yang digunakan dapat dipahami?
3. Apakah materi yang digunakan dapat dipahami dan diikuti?
4. Apakah anda dapat menggunakan ekspresi bertanya dan menjawab tentang latar belakang pendidikan dan tugas dari suatu pekerjaan secara tepat?
5. Apakah Task 6 ini dapat diikuti?
6. Apakah soal pada latihan dalam task ini tersusun dari yang mudah ke yang lebih sulit?
7. Apakah anda mengerjakan task ini secara mandiri (*individually*)?
8. Apakah anda berperan aktif dalam proses pembelajaran?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*)?

TASK 7

1. Apakah anda dapat meningkatkan kemampuan anda dalam berbicara (*speaking*) dengan cara mempraktekkan ekspresi-ekspresi yang telah dipelajari pada Task 4?
2. Apakah pemilihan kata pada task ini dapat dipahami?
3. Apakah bahan (*input*) yang digunakan pada task ini sesuai dengan bidang keahlian anda (Jasa Boga)?
4. Apakah situasi yang telah diberikan, memudahkan anda dalam membuat dialog atau percakapan?
5. Apakah Task 7 ini menjadikan anda lebih kreatif?
6. Apakah task ini dapat diikuti?
7. Apakah anda dapat mengerjakan Task 7 ini secara berpasangan (*in pairs*)?
8. Apakah anda dapat berperan aktif dalam proses pembelajaran dikelas?

9. Apakah guru berperan sebagai *prompter* (membantu saya memproduksi kata-kata dalam berbicara pada kegiatan role-play pada task ini)?

TASK 8

1. Apakah Task 8 membantu anda untuk meningkatkan kemampuan dalam membaca (*reading*)?
2. Apakah kosakata (*vocabulary*) yang diberikan sebelum bacaan atau teks membantu anda dalam memahami teks yang akan dibaca?
3. Apakah gambar yang diberikan dapat dimengerti dan mendukung pemahaman anda dalam mengerjakan Task 8?
4. Apakah Task 8 dapat diikuti?
5. Apakah teks yang diberikan berhubungan dengan kehidupan sehari-hari anda?
6. Apakah isi dari teks yang diberikan pada Task 8 ini dapat dipahami?
7. Apakah anda dapat mengerjakan task ini secara berpasangan (dengan partner)?
8. Apakah anda berperan aktif dalam proses pembelajaran di kelas?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*)?

TASK 9

1. Apakah Task 9 dapat membantu anda memahami mengenai *adjective clause*?
2. Apakah bahasa yang digunakan dapat dipahami?
3. Apakah penjelasan yang diberikan didalam Task 9 ini dapat diikuti?
4. Setelah mengerjakan task ini, apakah anda menjadi lebih kreatif?
5. Apakah anda dapat mengikuti task 9 ini?
6. Apakah kegiatan dalam task ini memotivasi anda untuk lebih giat belajar bahasa Inggris?
7. Apakah anda mengerjakan task ini dengan berdiskusi aktif dengan teman secara berpasangan (*in pairs*)?
8. Apakah anda dapat berpartisipasi aktif didalam proses pembelajaran?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*)?

TASK 10

1. Apakah anda dapat menggunakan *adjective clause* secara tepat dengan mengerjakan latihan pada Task 10 ini?
2. Apakah perintah (instruksi) yang digunakan dapat dipahami?

3. Apakah soal pada latihan dalam task ini tersusun dari yang mudah ke yang lebih sulit?
4. Apakah Task 10 ini dapat diikuti?
5. Apakah task ini menjadikan saya untuk berfikir lebih kreatif?
6. Apakah setelah mengerjakan task ini, anda menjadi termotivasi untuk belajar bahasa Inggris?
7. Apakah anda dapat mengerjakan task ini secara mandiri (individu)?
8. Apakah anda berperan aktif didalam proses pembelajaran?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*) ?

TASK 11

1. Apakah task ini memberikan gambaran secara umum tentang penulisan *Curriculum Vitae*?
2. Apakah bahan yang digunakan pada task ini mudah dipahami?
3. Apakah bahan yang digunakan sesuai dengan bidang keahlian anda (Jasa Boga)?
4. Apakah task ini menjadikan anda berfikir lebih kreatif?
5. Apakah task ini dapat menarik minat anda dalam menuliskan *Curriculum Vitae*?
6. Apakah Task 11 ini dapat diikuti?
7. Apakah anda dapat mengerjakan task ini dengan berdiskusi secara aktif dengan pasangan (partner) anda?
8. Apakah anda dapat berperan secara aktif didalam proses pembelajaran dalam mengerjakan task ini?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*)?

TASK 12

1. Apakah task ini dapat membantu pemahaman anda tentang bagaimana menulis *Curriculum Vitae* secara benar?
2. Apakah bahan (*input*) dalam task ini sesuai dengan contoh *Curriculum Vitae* yang telah dijelaskan pada task sebelumnya?
3. Apakah perintah (instruksi) yang digunakan dapat dipahami?
4. Apakah anda dapat mengikuti task ini?
5. Apakah anda menjadi lebih kreatif dalam menuliskan *Curriculum Vitae* setelah mengerjakan task ini?
6. Apakah kegiatan pada Task 12 ini sesuai dengan keahlian anda pada bidang Jasa Boga?

7. Apakah anda dapat mengerjakan task ini secara mandiri (individu)?
8. Apakah anda berperan aktif dalam proses pembelajaran dalam task ini?
9. Apakah guru berperan sebagai pemantau (*monitor*) dan narasumber (*resource*) dalam mengerjakan Task 12 ini?

TASK 13

1. Apakah anda dapat mempraktekkan pemahaman saya dalam menuliskan *Curriculum Vitae* pada task ini?
2. Apakah perintah (instruksi) yang diberikan dapat dipahami?
3. Apakah bahasa yang digunakan dapat dipahami?
4. Apakah kegiatan pada Task 13 ini sesuai dengan bidang keahlian anda (Jasa Boga)?
5. Setelah mengerjakan task ini, apakah anda bisa menjadi kreatif dalam menuliskan *Curriculum Vitae*?
6. Apakah kegiatan ini dapat diikuti?
7. Apakah anda mampu mengerjakan task ini secara mandiri (individu)?
8. Dalam mengerjakan task ini, apakah anda dapat berdiskusi secara aktif dengan partner anda dalam memberikan koreksi?
9. Apakah guru berperan sebagai *tutor* (membantu anda dalam memproduksi tulisan dan sebagai narasumber) ?

TASK 14

1. Apakah Task 14 ini membantu anda dalam memahami *adjective clause*?
2. Apakah gambar yang diberikan dapat dipahami?
3. Apakah gambar yang digunakan berhubungan dengan bidang keahlian anda (Jasa Boga)?
4. Setelah mengerjakan task ini, apakah anda menjadi termotivasi untuk mempelajari bahasa Inggris?
5. Setelah mengerjakan task ini, apakah anda lebih kreatif didalam menggunakan *adjective clause*?
6. Apakah task ini dapat diikuti?
7. Apakah anda dapat mengerjakan task ini secara mandiri (individu)?
8. Apakah anda berperan aktif didalam pembelajaran pada task 14 ini?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*)?

TASK 15

1. Apakah anda dapat mempraktikkan pemahaman anda dalam menuliskan *Curriculum Vitae* pada task ini?
2. Apakah perintah (instruksi) yang diberikan dapat dipahami?
3. Apakah bahasa yang digunakan dapat dipahami?
4. Apakah kegiatan pada Task 15 ini sesuai dengan bidang keahlian anda (Jasa Boga)?
5. Setelah mengerjakan task ini, apakah anda bisa menjadi kreatif dalam menuliskan *Curriculum Vitae*?
6. Apakah kegiatan ini dapat diikuti?
7. Apakah anda mampu mengerjakan task ini secara mandiri (individu)?
8. Dalam mengerjakan task ini, apakah anda dapat aktif mengikuti pembelajaran?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*)?

INTERVIEW GUIDELINE

UNIT 2

TASK 1

1. Apakah Task1 memberikan anda gambaran mengenai topik yang akan dibahas pada Unit 2 ini?
2. Apakah pertanyaan yang diberikan dapat dipahami maksudnya?
3. Apakah latar belakang (*background*) pertanyaan berhubungan dengan bidang keahlian anda (Jasa Boga)?
4. Apakah pertanyaan tersusun dari yang mudah ke yang lebih sulit?
5. Apakah Task 1 ini memotivasi anda untuk belajar bahasa Inggris sesuai dengan bidang keahlian anda (Jasa Boga)?
6. Setelah mengerjakan latihan di dalam Task 1 ini, apakah anda menjadi kreatif?
7. Apakah anda dapat mengerjakan task ini dalam waktu 5 menit?
8. Apakah anda dapat mengerjakan task ini dengan teman atau partner anda?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*)?

UNIT 2

1. Apakah Task 2 ini membantu meningkatkan kemampuan kosakata (*vocabulary*) anda dalam bahasa Inggris?
2. Apakah kosakata yang anda pelajari didalam task ini sesuai dengan bidang keahlian anda (Jasa Boga) ?
3. Apakah anda dapat memahami input materi (bahan) dalam Task 2 ini dengan mudah?
4. Apakah melalui task 2 ini anda dapat belajar kosakata dalam bahasa Inggris yang berhubungan dengan Jasa Boga?
5. Apakah anda dapat menyimak lebih baik pengucapan kosakata (*vocabulary*) dalam bahasa Inggris dengan benar?
6. Apakah melalui task ini anda dapat belajar pengucapan (*pronunciation*) dalam bahasa Inggris dengan benar?
7. Apakah anda dapat mengerjakan task ini dengan teman anda?
8. Apakah anda dapat mengerjakan task ini secara aktif di kelas?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*)?

TASK 3

1. Apakah melalui Task 3 ini anda terbantu dalam meningkatkan kemampuan mendengarkan (*listening*)?
2. Apakah isi percakapan pada Task 3 yang diperdengarkan ini dapat dipahami?
3. Apakah pengucapan pada percakapan pada task ini dapat dipahami?
4. Apakah task ini dapat diikuti?
5. Apakah soal pada latihan dalam task ini tersusun dari yang mudah ke yang lebih sulit?
6. Apakah melalui latihan pada Task3 ini, anda dapat belajar mendengarkan (*lintering*) lebih baik?
7. Apakah anda berperan aktif dalam mengerjakan latihan pada Task 3?
8. Apakah anda dapat mengerjakan Task 3 secara berpasangan (*in pairs*)?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*)?

TASK 4

1. Apakah Task 4 membantu anda memahami mengenai *past tense* dan *future tense*?
2. Apakah bahasa dalam materi yang digunakan dalam Task 4 ini dapat dipahami?
3. Apakah perintah (instruksi) dapat dipahami?
4. Apakah anda dapat memahami penggunaan *past tense* dan *future tense*?
5. Apakah pada task ini anda dapat belajar menggunakan *past tense* dan *future tense*?
6. Apakah anda dapat memahami penjelasan pada task ini dalam waktu kurang dari 10 menit?
7. Apakah anda ikut aktif di dalam kelas dalam mengikuti task ini?
8. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*)?

TASK 5

1. Apakah Task 5 membantu anda meningkatkan kemampuan berbahasa Inggris dalam tata bahasa (*grammar*)?
2. Apakah bahan (input) pertanyaan pada task ini sesuai dengan bidang keahlian anda (Jasa Boga)?
3. Apakah pertanyaan-pertanyaan pada task ini dapat dipahami?
4. Apakah anda dapat mengikuti task ini
5. Apakah melalui latihan pada Task3 ini, anda dapat belajar tata bahasa (*grammar*) lebih baik?
6. Apakah melalui latihan dalam Task 5 ini, anda menjadi lebih kreatif?

7. Apakah anda dapat mengerjakan task ini secara mandiri (*individual*)?
8. Apakah anda dapat berperan aktif di dalam proses pembelajaran?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*) dan juga memantau dan membantu kalian ketika kalian mengerjakan latihan (*monitor*)?

TASK 6

1. Apakah Task 6 dapat membantu pemahaman anda dalam menggunakan *past tense* dan *future tense*?
2. Apakah perintah (instruksi) yang digunakan dapat dipahami?
3. Apakah materi yang digunakan dapat dipahami dan diikuti?
4. Apakah anda dapat menggunakan *past tense* dan *future tense* didalam kalimat secara tepat?
5. Apakah Task 6 ini dapat diikuti?
6. Apakah soal pada latihan dalam task ini tersusun dari yang mudah ke yang lebih sulit?
7. Apakah anda mengerjakan task ini secara berpasangan (*in pairs*)?
8. Apakah anda berperan aktif dalam proses pembelajaran.
9. Apakah guru berperan sebagai narasumber (*resource*) dalam mengerjakan Task 6 ini?

TASK 7

1. Apakah anda dapat meningkatkan kemampuan saya dalam berbicara (*speaking*) dengan cara mempraktikkan penjelasan yang telah dipelajari pada Task 4?
2. Apakah pemilihan kata pada task ini dapat dipahami?
3. Apakah bahan (*input*) yang digunakan pada task ini sesuai dengan bidang keahlian anda (Jasa Boga)?
4. Apakah situasi yang telah diberikan, memudahkan anda dalam membuat dialog atau percakapan?
5. Apakah Task 7 ini menjadikan anda lebih kreatif?
6. Apakah task ini dapat diikuti?
7. Apakah anda dapat mengerjakan Task 7 ini secara berpasangan (*in pairs*)?
8. Apakah anda dapat berperan aktif dalam proses pembelajaran dikelas?
9. Apakah guru berperan sebagai *prompter* (membantu saya memproduksi kata-kata dalam berbicara pada kegiatan role-play pada task ini)?

TASK 8

1. Apakah Task 8 memberi gambaran umum tentang lowongan pekerjaan (*job vacancy*)?
2. Apakah teks yang diberikan berkaitan dengan lapangan pekerjaan dibidang keahlian anda (Jasa Boga)?
3. Apakah teks yang diberikan mudah dipahami?
4. Apakah Task 8 dapat anda ikuti?
5. Apakah pertanyaan pada Task 8 ini tersusun dari yang mudah ke yang lebih sulit?
6. Apakah task ini menjadikan anda lebih kreatif?
7. Apakah anda dapat mengerjakan task ini secara berpasangan (dengan partner)?
8. Apakah anda berperan aktif dalam proses pembelajaran di kelas?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*)?

TASK 9

1. Apakah Task 9 dapat membantu anda untuk mempraktikkan pengetahuan anda tentang surat lamaran kerja (*application letter*)?
2. Apakah teks yang diberikan berkaitan dengan lapangan pekerjaan dibidang keahlian anda (Jasa Boga)?
3. Apakah penjelasan yang diberikan didalam Task 9 ini dapat diikuti?
4. Apakah setelah mengerjakan task ini, anda menjadi lebih kreatif?
5. Apakah anda dapat mengikuti Task 9 ini?
6. Apakah kegiatan dalam task ini memotivasi anda untuk lebih giat belajar bahasa Inggris?
7. Apakah anda mengerjakan task ini dengan berdiskusi aktif dengan teman secara berpasangan (*in pairs*)?
8. Apakah anda dapat berpartisipasi aktif didalam proses pembelajaran?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*)?

TASK 10

1. Apakah Task 10 ini memberikan kesempatan kepada anda untuk mempraktikkan pengetahuan yang anda dapat didalam task sebelumnya?
2. Apakah perintah (instruksi) yang digunakan dapat dipahami?
3. Apakah teks yang diberikan berkaitan dengan lapangan pekerjaan dibidang keahlian anda (Jasa Boga)?
4. Apakah Task 10 ini dapat diikuti?
5. Apakah task ini menjadikan anda untuk berfikir lebih kreatif?

6. Apakah setelah mengerjakan task ini, anda menjadi termotivasi untuk belajar bahasa Inggris?
7. Apakah anda dapat mengerjakan task ini secara mandiri (individu)?
8. Apakah anda berperan aktif didalam proses pembelajaran?
9. Apakah guru membantu kalian ketika kalian menemukan kesulitan dan juga berperan sebagai pengendali kegiatan dikelas (*controller*) ?

TASK 11

1. Apakah Task 11 ini dapat membantu anda untuk mempraktekkan pengetahuan anda tentang penulisan surat lamaran kerja (*application letter*)?
2. Apakah bahan (materi) yang digunakan pada task ini dapat dipahami?
3. Apakah bahan (materi) yang digunakan sesuai dengan bidang keahlian anda (Jasa Boga)?
4. Apakah task ini menjadikan anda berfikir lebih kreatif?
5. Apakah setelah mengerjakan task ini, anda menjadi termotivasi untuk belajar bahasa Inggris?
6. Apakah Task 11 ini dapat diikuti?
7. Apakah anda dapat mengerjakan task ini secara mandiri (*individually*)?
8. Apakah anda dapat berperan secara aktif didalam proses pembelajaran dalam mengerjakan task ini?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*)?

TASK 12

1. Apakah Task 12 ini dapat membantu anda untuk mempraktekkan pengetahuan anda tentang penulisan surat lamaran kerja (*application letter*)?
2. Apakah bahan (materi) yang digunakan pada task ini dapat dipahami?
3. Apakah bahan (materi) yang digunakan sesuai dengan bidang keahlian anda (Jasa Boga)?
4. Apakah anda dapat mengikuti task ini?
5. Apakah anda menjadi lebih kreatif dalam menuliskan surat lamaran kerja (*application letter*) setelah mengerjakan task ini?
6. Apakah kegiatan pada Task 12 ini sesuai dengan minat anda pada bidang Jasa Boga?
7. Apakah anda dapat mengerjakan task ini secara mandiri (individu)?
8. Apakah anda berperan aktif dalam proses pembelajaran dalam task ini?

9. Apakah guru berperan sebagai *tutor* (membantu anda dalam memproduksi tulisan dan sebagai narasumber)?

TASK 13

1. Apakah anda dapat mempraktekkan pemahaman anda mengenai penggunaan *past tense* dan *future tense*?
2. Apakah perintah (instruksi) yang diberikan dapat dipahami?
3. Apakah bahasa yang digunakan dapat dipahami?
4. Apakah kegiatan pada Task 13 ini sesuai dengan bidang keahlian anda (Jasa Boga)?
5. Apakah setelah mengerjakan task ini, anda bisa menjadi kreatif dalam menggunakan *past tense* dan *future tense*.
6. Apakah kegiatan ini dapat diikuti?
7. Apakah anda mampu mengerjakan task ini secara mandiri (individu)?
8. Apakah anda berperan aktif dalam mengerjakan task ini?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*)?

TASK 14

1. Apakah Task 14 ini dapat membantu anda untuk mempraktekkan pengetahuan anda tentang penulisan surat lamaran kerja (*application letter*).
2. Apakah bahasa yang digunakan pada task ini dapat dipahami.?
3. Apakah instruksi atau perintah pada task ini dapat dipahami?
4. Apakah anda dapat mengikuti task ini?
5. Apakah anda menjadi lebih kreatif dalam menuliskan surat lamaran kerja (*application letter*) setelah mengerjakan task ini?
6. Apakah kegiatan pada Task 12 ini sesuai dengan minat anda pada bidang Jasa Boga?
7. Apakah anda dapat mengerjakan task ini secara mandiri (individu)?
8. Apakah anda berperan aktif dalam proses pembelajaran dalam task ini?
9. Apakah guru berperan sebagai *tutor* (membantu anda dalam memproduksi tulisan dan sebagai narasumber)?

INTERVIEW GUIDELINE

UNIT 3

TASK 1

1. Apakah Task1 memberi gambaran mengenai topik yang akan dibahas di Unit 3?
2. Apakah gambar yang diberikan dapat dipahami maksudnya?
3. Apakah gambar yang diberikan memudahkan anda dalam memahami task ini?
4. Apakah Task 1 ini sesuai dengan bidang keahlian kalian?
5. Apakah Task 1 ini memotivasi anda untuk belajar bahasa Inggris sesuai dengan bidang keahlian anda (Jasa Boga)?
6. Apakah setelah mengerjakan latihan di dalam Task 1 ini anda menjadi kreatif?
7. Apakah anda dapat mengerjakan task ini dalam waktu 5 menit?
8. Apakah anda dapat mengerjakan task ini secara mandiri?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*)

TASK 2

1. Apakah Task 2 ini membantu meningkatkan kemampuan kosakata (*vocabulary*) anda dalam bahasa Inggris?
2. Apakah kosakata yang anda pelajari didalam task ini sesuai dengan bidang keahlian anda (Jasa Boga)?
3. Apakah anda dapat memahami input materi (bahan) dalam Task 2 ini?
4. Apakah melalui task 2 ini anda dapat belajar kosakata dalam bahasa Inggris yang berhubungan dengan Jasa Boga?
5. Apakah anda dapat menyimak lebih baik pengucapan kosakata (*vocabulary*) dalam bahasa Inggris dengan benar?
6. Apakah melalui task ini anda dapat belajar pengucapan (*pronunciation*) dalam bahasa Inggris dengan benar?
7. Apakah anda mengerjakan task ini dengan teman anda (*in pairs*)?
8. Apakah anda dapat mengerjakan task ini secara aktif di kelas?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*)?

TASK 3

1. Apakah melalui Task 3 ini anda terbantu dalam meningkatkan kemampuan mendengarkan (*listening*)?
2. Apakah isi percakapan pada Task 3 yang diperdengarkan ini dapat dipahami?
3. Apakah pengucapan pada percakapan pada task ini dapat dipahami?
4. Apakah task ini dapat anda ikuti?
5. Apakah soal pada latihan dalam task ini tersusun dari yang mudah ke yang lebih sulit?
6. Apakah melalui latihan pada Task3 ini, anda dapat belajar mendengarkan (*listening*) lebih baik?
7. Apakah anda berperan aktif dengan partner anda dalam mengerjakan latihan pada Task 3?
8. Apakah anda dapat mengerjakan Task 3 secara berpasangan (*in pairs*)?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*)?

TASK 4

1. Apakah Task 4 membantu anda memahami mengenai bagaimana mengungkapkan dan menjawab keluhan (*complaint*)?
2. Apakah bahasa dalam materi yang digunakan dalam Task 4 ini dapat dipahami?
3. Apakah teks yang diberikan sesuai dengan bidang keahlian anda (Jasa Boga)?
4. Apakah anda dapat memahami ekspresi mengungkapkan dan menjawab keluhan (*complaint*) pada task ini?
5. Apakah anda dapat belajar mengucapkan ekspresi mengungkapkan dan menjawab keluhan (*complaint*) pada task ini?
6. Apakah task ini dapat anda ikuti?
7. Apakah anda dapat memahami penjelasan pada task ini dalam waktu kurang dari 10 menit?
8. Apakah anda ikut aktif di dalam kelas dalam mengikuti task ini?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*)?

TASK 5

1. Apakah Task 5 membantu anda meningkatkan kemampuan berbahasa Inggris dalam mendengarkan (*listening*)?
2. Apakah isi percakapan pada Task 5 yang diperdengarkan ini dapat dipahami?
3. Apakah pengucapan pada percakapan pada task ini dapat dipahami?

4. Apakah anda dapat mengikuti task ini?
5. Apakah melalui latihan pada Task 5 ini, anda dapat belajar mendengarkan (*listening*) lebih baik.
6. Apakah melalui latihan dalam Task 5 ini, anda menjadi lebih kreatif?
7. Apakah anda dapat mengerjakan task ini secara mandiri (*individually*)?
8. Apakah anda dapat berperan aktif di dalam proses pembelajaran?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*)?

TASK 6

1. Apakah anda dapat meningkatkan kemampuan anda dalam berbicara (*speaking*) dengan cara mempraktekkan ekspresi-ekspresi yang telah dipelajari pada Task 4?
2. Apakah pemilihan kata pada task ini dapat dipahami?
3. Apakah bahan (*input*) yang digunakan pada task ini sesuai dengan bidang keahlian anda (Jasa Boga)?
4. Apakah situasi yang telah diberikan, memudahkan anda dalam membuat dialog atau percakapan?
5. Apakah Task 6 ini menjadikan anda lebih kreatif?
6. Apakah task ini dapat diikuti?
7. Apakah anda dapat mengerjakan Task 6 ini secara berpasangan (*in pairs*)?
8. Apakah anda dapat berperan aktif dalam proses pembelajaran dikelas?
9. Apakah guru berperan sebagai *prompter* (membantu anda memproduksi kata-kata dalam berbicara pada kegiatan role-play pada task ini)?

TASK 7

1. Apakah Task 7 membantu anda untuk meningkatkan kemampuan dalam membaca (*reading*)?
2. Apakah kosakata (*vocabulary*) yang diberikan sebelum bacaan atau teks membantu anda dalam memahami teks yang akan dibaca?
3. Apakah gambar dapat dimengerti dan mendukung pemahaman anda dalam mengerjakan Task 7?
4. Apakah pertanyaan dalam task ini tersusun dari yang mudah ke yang lebih sulit?
5. Apakah anda dapat mengikuti task ini?
6. Apakah anda termotivasi untuk belajar bahasa Inggris lebih baik melalui task ini?
7. Apakah anda dapat mengerjakan task ini secara berpasangan (dengan partner)?

8. Apakah anda berperan aktif dalam proses pembelajaran di kelas?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*)?

TASK 8

1. Apakah Task 8 dapat membantu anda memahami mengenai *transitional signal* dan *imperative form*?
2. Apakah bahan (*input*) dalam task ini berhubungan dengan bidang keahlian anda (Jasa Boga)?
3. Apakah anda dapat mengikuti penjelasan yang diberikan didalam Task 8 ini?
4. Apakah setelah mengerjakan task ini, anda menjadi lebih kreatif?
5. Apakah anda dapat mengikuti Task 8 ini?
6. Apakah kegiatan dalam task ini memotivasi anda untuk lebih giat belajar bahasa Inggris?
7. Apakah anda mengerjakan task ini dengan berdiskusi aktif dengan teman secara berpasangan (*in pairs*)?
8. Apakah anda dapat berpartisipasi aktif didalam proses pembelajaran?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*)?

TASK 9

1. Apakah anda dapat menggunakan *transitional signal* dan *imperative verb* secara tepat dengan mengerjakan latihan pada Task 9 ini?
2. Apakah perintah (instruksi) yang digunakan dapat dipahami?
3. Apakah bahan (*input*) yang digunakan sesuai dengan bidang keahlian anda (Jasa Boga)?
4. Apakah anda dapat mengikuti Task 9 ini?
5. Apakah task ini menjadikan anda untuk berfikir lebih kreatif?
6. Apakah setelah mengerjakan task ini, anda menjadi termotivasi untuk belajar bahasa Inggris?
7. Apakah anda dapat mengerjakan task ini secara mandiri (*individu*)?
8. Apakah anda berperan aktif didalam proses pembelajaran?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*)?

TASK 10

1. Apakah anda dapat mempraktekkan pemahaman anda mengenai *transitional signal* dan *imperative verb* pada task ini?
2. Apakah bahan yang digunakan pada task ini dapat dipahami?
3. Apakah bahan yang digunakan sesuai dengan bidang keahlian anda (Jasa Boga)?
4. Apakah task ini menjadikan anda berfikir lebih kreatif?
5. Apakah setelah mengerjakan task ini, anda menjadi termotivasi untuk belajar bahasa Inggris?
6. Apakah Task 10 ini dapat anda ikuti?
7. Apakah anda dapat mengerjakan task ini secara mandiri (*individually*)?
8. Apakah anda dapat berperan secara aktif didalam proses pembelajaran dalam mengerjakan task ini?
9. Apakah guru berperan sebagai pengendali kegiatan dikelas (*controller*)?

TASK 11

1. Apakah Task 11 ini memberi anda kesempatan untuk mempraktekkan secara bebas pengetahuan yang anda dapat mengenai *transitional signal* dan *imperative verb*?
2. Apakah bahan (*input*) dalam task ini sesuai dengan contoh yang telah dijelaskan pada task sebelumnya?
3. Apakah perintah (instruksi) yang digunakan dapat dipahami?
4. Apakah anda dapat mengikuti task ini?
5. Apakah anda menjadi lebih kreatif dalam menuliskan instruksi sederhana dengan menggunakan *transitional signal* dan *imperative verb*?
6. Apakah kegiatan pada Task 11 ini sesuai dengan keahlian anda pada bidang Jasa Boga?
7. Apakah dapat mengerjakan task ini secara mandiri (individu)?
8. Apakah anda berperan aktif dalam proses pembelajaran dalam task ini?
9. Apakah guru berperan sebagai narasumber (*resource*) dalam mengerjakan Task 11 ini?

TASK 12

1. Apakah anda dapat mempraktekkan pengetahuan anda mengenai instruksi sederhana dengan menggunakan *transitional signal* dan *imperative verb* secara bebas?
2. Apakah pemilihan kata pada task ini dapat dipahami?

3. Apakah bahan (*input*) yang digunakan pada task ini sesuai dengan bidang keahlian anda (Jasa Boga)?
4. Apakah situasi yang telah diberikan, memudahkan anda dalam membuat dialog atau percakapan?
5. Apakah Task 12 ini menjadikan anda lebih kreatif?
6. Apakah task ini dapat anda ikuti?
7. Apakah anda dapat mengerjakan Task 12 ini secara berpasangan (*in pairs*)?
8. Apakah anda dapat berperan aktif dalam proses pembelajaran dikelas?
9. Apakah didalam task ini, guru berperan sebagai *tutor* (membantu anda dalam memproduksi tulisan/ mempraktekkan percakapan dan sebagai narasumber) ?

APPENDIX L

(Teacher's Evaluation)

TEACHER'S EVALUATION

Table 4.38. **The Teacher's Evaluations of Unit 1**

TASK	SUGGESTION	REVISION
Header	The headers of the unit should be in the same form of part of speech.	The headers are changed into noun.
Task 1	The task is quite good.	No revision.
Task 2	The task is quite good.	No revision.
Task 3	The task is quite difficult for the students. The type of the questions should be easier.	The type of the questions is changed into multiple choice.
Task 4	The task is quite good.	No revision.
Task 5	The task is quite good.	No revision.
Task 6	The task is quite difficult for the students. The type of the questions should be easier.	The type of the questions is changed into filling the blank.
Task 7	The task is quite good.	No revision.
Task 8	The task is quite good.	No revision.
Task 9	There is a miss typing in the explanation.	The miss typing is revised.
Task 10	The type of the questions should be easier.	The type of the questions is changed. It started by filling the blank spaces to free practice.
Task 11	The task is quite good.	No revision.
Task 12	The task is quite good.	No revision.
Task 13	The task is quite good.	No revision.
Task 14	The task is quite good.	No revision.
Task 15	The task is quite good.	No revision.
Summary	Summary should be briefer.	The summary is made briefer.

Table 4.67. **The teacher's Evaluations of Unit 2**

TASK	SUGGESTION	REVISION
Header	The headers of the unit should be in the same form of part of speech.	The headers are changed into noun.
Task 1	The task is quite good.	No revision.
Task 2	The task is quite good.	No revision.
Task 3	The task is quite difficult for the students. The type of the questions should be easier.	The type of the questions is changed into multiple choice.
Task 4	The task is quite good.	No revision.

Task 5	The task is quite good.	No revision.
Task 6	The task is quite good.	No revision.
Task 7	The task is quite good.	No revision.
Task 8	The task is quite good.	No revision.
Task 9	The task is quite good.	No revision.
Task 10	The task is quite good.	No revision.
Task 11	The task is quite good.	No revision.
Task 12	The task is quite good.	No revision.
Task 13	The task is quite good.	No revision.
Task 14	The task is quite good.	No revision.
Summary	Summary should be briefer.	The summary is made briefer.

Table 4.92. **The Teacher's Evaluations of Unit 3**

TASK	SUGGESTION	REVISION
Header	The headers of the unit should be in the same form of part of speech.	The headers are changed into noun.
Task 1	The task is quite good.	No revision.
Task 2	The task is quite good.	No revision.
Task 3	The task is quite difficult for the students. The type of the questions should be easier.	The type of the questions is changed into multiple choice.
Task 4	The task is quite good.	No revision.
Task 5	The task is quite good.	No revision.
Task 6	The task is quite good.	No revision.
Task 7	The task is quite good.	No revision.
Task 8	The task is quite good.	No revision.
Task 9	The task is quite good.	No revision.
Task 10	The task is quite good.	No revision.
Task 11	The task is quite good.	No revision.
Task 12	The task is quite good.	No revision.
Summary	Summary should be briefer.	The summary is made briefer.

APPENDIX M

(List of The Students)

XI JASA BOGA 1

N : 31 students

No.	Name
1.	Afhita Rahman
2.	Anis Azura
3.	Arifah Husna Amalia
4.	Asti Susiloningsih
5.	Atik Kurniawati
6.	Candra Wahyu Nur Anisa
7.	Candra Wiradmoko
8.	Danisa Dwi Suryani
9.	Desi Indriyani
10.	Didik Nugroho
11.	Dwi Ratnasari
12.	Endang Astuti
13.	Febriyanto
14.	Garneta Indra Fritawati
15.	Hana Annisa
16.	Ika Ardiyanti
17.	Iqbal Saputra Imami
18.	Kurniasih
19.	Lilin Sumarti
20.	Lusi Rahayu Prihatini
21.	Meifa Dhurriqam
22.	Neni Aulia Putri
23.	Nofiyani
24.	Nuraziyah Kurniawati
25.	Septi Susilowati
26.	Sinthya Desi Astuti
27.	Siwi Triutami
28.	Triastuti
29.	Triyaningsih
30.	Wiwik Widayati
31.	Zusi Sri Rejeki

APPENDIX N

(Pictures)

PICTURES



Picture 1



Picture 2



Picture 3



Picture 4



Picture 5



Picture 6



Picture 7



Picture 8



Picture 9



Picture 10