

Appendix 1 Thesis Supervisor Approval Letter

THESIS SUPERVISOR APPROVAL LETTER

The undersigned below

Name : Nyoman Karina Wedhanti, S.Pd, M.Pd (as the 1st prospective supervisor)

NIP : 198204212008122003

confirm that we approve to guide the thesis submitted by:

Name : Ni Nyoman Arie Millenia Ratri

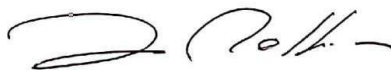
NIM : 1912021008

Class : 6 G

Thesis title : "Developing English Learning Material For Students Vocational High School of Tourism Major at SMK Negeri 1 Amlapura"

We hope this letter can be used as the basis of thesis supervisor assignment by the department.

1st Prospective supervisor



Nyoman Karina Wedhanti, S. Pd., M. Pd.

NIP. 198204212008122003

2nd Prospective supervisor



Gede Mahendrayana, S.Pd., M.Pd.

NIP. 199007252015041002

Appendix 2 Research Permission Letter from Ganesha University of Education



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
 Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
 Telepon (0362) 21541 Fax. (0362) 27561
 Laman: fbs.undiksha.ac.id

Nomor : 102/UN48.7.1/DT/2023

12 Januari 2023

Perihal : **Permohonan Izin Penelitian**

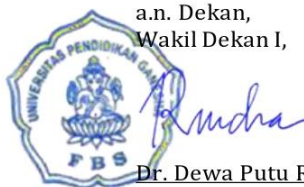
Yth. Kepala SMK Negeri 1 Amlapura
 di Karangasem

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Ni Nyoman Arie Millenia Ratri
NIM	: 1912021008
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2022/2023
Judul	: Developing English Learning Material of Housekeeping for 11th Grade Students in Hospitality Major at SMK Negeri 1 Amlapura

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
 Wakil Dekan I,

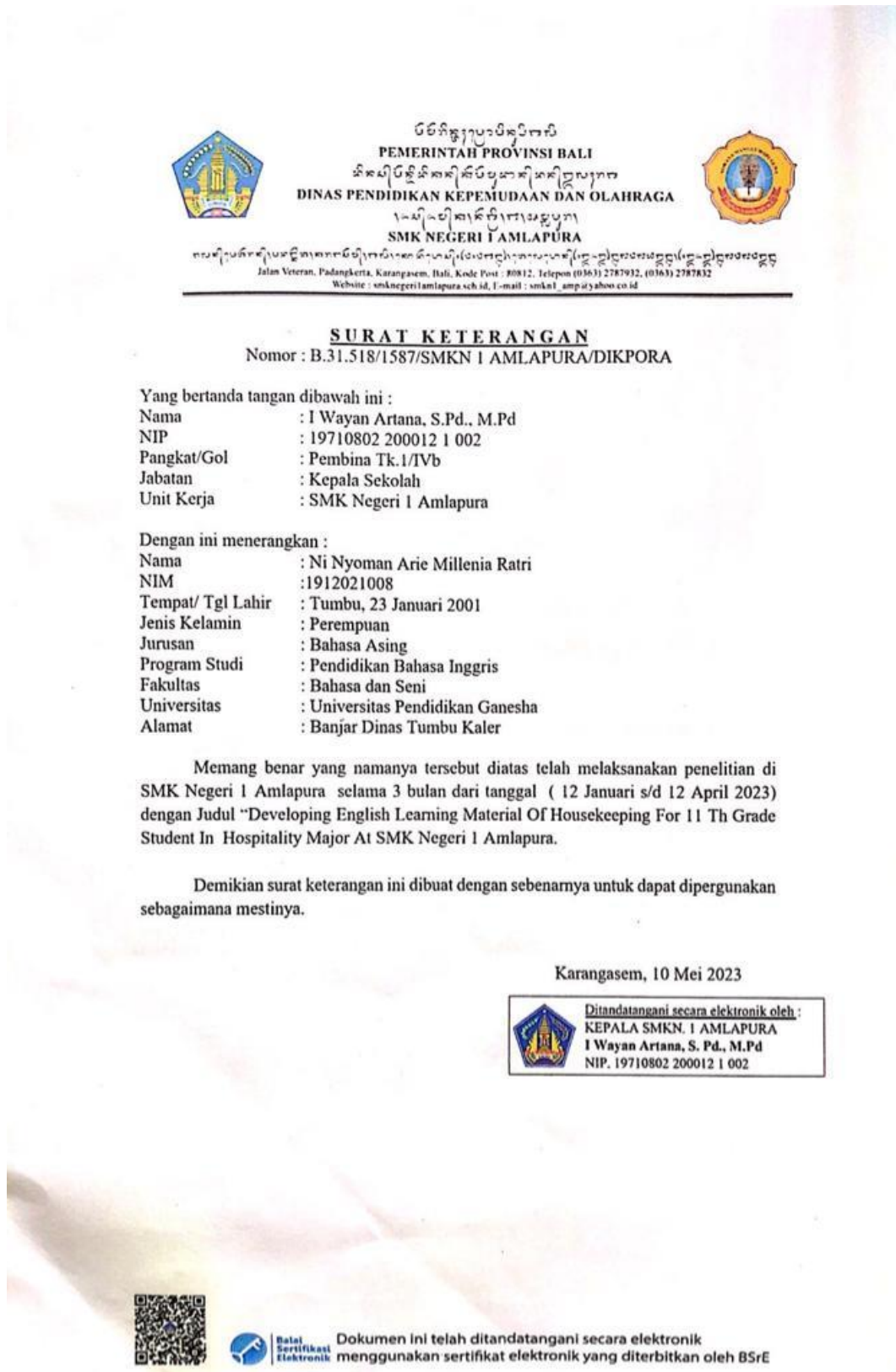


Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
 NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 3 Research Permission Letter from SMK N 1 Amlapura



၀်မိၵိၵ်ႈၵႃႇၵူၼ်းၵိၵ်းၵိၵ်း
PEMERINTAH PROVINSI BALI
 သိၵမိၵိၵ်ႈသိၵမိၵိၵ်ႈသိၵမိၵိၵ်ႈသိၵမိၵိၵ်ႈ
DINAS PENDIDIKAN KEPEMUDAAN DAN OLAAHRAGA
 သိၵမိၵိၵ်ႈသိၵမိၵိၵ်ႈသိၵမိၵိၵ်ႈ
SMK NEGERI 1 AMLAPURA



Jalan Veteran, Padangkerta, Karangasem, Bali, Kode Post : 80812, Telepon (0363) 2787932, (0363) 2787832
 Website : smkNegeri1amlapura.sch.id, E-mail : smkn1_amp@yahoo.co.id

SURAT KETERANGAN

Nomor : B.31.518/1587/SMKN 1 AMLAPURA/DIKPORA

Yang bertanda tangan dibawah ini :

Nama : I Wayan Artana, S.Pd., M.Pd
 NIP : 19710802 200012 1 002
 Pangkat/Gol : Pembina Tk.1/TVb
 Jabatan : Kepala Sekolah
 Unit Kerja : SMK Negeri 1 Amlapura

Dengan ini menerangkan :

Nama : Ni Nyoman Arie Millenia Ratri
 NIM : 1912021008
 Tempat/ Tgl Lahir : Tumbu, 23 Januari 2001
 Jenis Kelamin : Perempuan
 Jurusan : Bahasa Asing
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Bahasa dan Seni
 Universitas : Universitas Pendidikan Ganesha
 Alamat : Banjar Dinas Tumbu Kaler

Memang benar yang namanya tersebut diatas telah melaksanakan penelitian di SMK Negeri 1 Amlapura selama 3 bulan dari tanggal (12 Januari s/d 12 April 2023) dengan Judul "Developing English Learning Material Of Housekeeping For 11 Th Grade Student In Hospitality Major At SMK Negeri 1 Amlapura.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Karangasem, 10 Mei 2023

Ditandatangani secara elektronik oleh :
 KEPALA SMKN 1 AMLAPURA
 I Wayan Artana, S. Pd., M.Pd
 NIP. 19710802 200012 1 002



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh BSrE

Appendix 4 Syllabus for 11th Grade Housekeeping Learning Subject

SILABUS

Nama Sekolah	: SMK Negeri 1 Amlapura
Program Keahlian	: Perhotelan & Jasa Pariwisata
Kompetensi Keahlian	: Perhotelan
Mata Pelajaran	: <i>Housekeeping</i>
Kelas/ Semester	: XI/ I (Satu)
Tahun Pelajaran	: 2022/2023
Durasi	: 14 x 45 Menit

Kompetensi Inti (KI)

- KI-3 (Pengetahuan) : Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kerja Perhotelan pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
- KI-4 (Keterampilan) : Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kerja Perhotelan Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.
Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.
Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	JP	Kegiatan Pembelajaran	Penilaian	Sumber Belajar
<p>3.1. Mendeskripsikan public area section</p> <p>4.1. Menunjukkan public area section</p>	<p>3.1.1. Mendeskripsikan public area section</p> <p>3.1.2. Menjelaskan public area section</p> <p>4.1.1. Menunjukkan public area section.</p> <p>4.1.2. Mendemonstrasikan public area section</p>	Public area section	JP	<ul style="list-style-type: none"> • Mengamati Tayangan atau simulasi terkait materi untuk public area section • Menanya Mengajukan pertanyaan terkait tayangan atau simulasi atau hal-hal yang berhubungan dengan public area section • Mengumpulkan informasi Mengumpulkan informasi mengenai hal-hal yang berhubungan dengan public area section • Mengeksplorasi/Mengasosiasi Melalui analisis data, mengumpulkan, menyimpulkan public area section • Mengkomunikasikan Mengkomunikasikan public area section 	<p>Pengetahuan:</p> <ul style="list-style-type: none"> • Tes tertulis • Tes lisan <p>Keterampilan</p> <p>:</p> <ul style="list-style-type: none"> • Penilaian unjuk kerja 	<ul style="list-style-type: none"> • Modul • Buku Pedoman Spesifikasi Pabrik • Internet

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	JP	Kegiatan Pembelajaran	Penilaian	Sumber Belajar
<p>3.2. Memahami pemilihan dan penataan peralatan</p> <p>4.2. Melakukan pemilihan dan penataan peralatan</p>	<p>3.2.1. Memahami pemilihan dan penataan peralatan</p> <p>3.2.2. Menjelaskan pemilihan dan penataan peralatan</p> <p>4.2.1. Melakukan pemilihan dan penataan peralatan.</p> <p>4.2.2. Mendemonstrasikan pemilihan dan penataan peralatan</p>	<p>Pemilihan dan penataan peralatan</p>	<p>JP</p>	<ul style="list-style-type: none"> • Mengamati Tayangan atau stimulasi terkait materi pemilihan dan penataan peralatan • Menanya Mengajukan pertanyaan terkait tayangan atau simulasi atau hal-hal yang berhubungan dengan pemilihan dan penataan peralatan • Mengumpulkan informasi Mengumpulkan informasi mengenai hal-hal yang berhubungan dengan pemilihan dan penataan peralatan • Mengeksplorasi/Mengasosiasi Melalui analisis data, mengumpulkan, menyimpulkan prinsip-prinsip pemilihan dan penataan peralatan • Mengkomunikasikan Mengkomunikasikan prinsip-prinsip pemilihan dan penataan peralatan. 	<p>Pengetahuan:</p> <ul style="list-style-type: none"> • Tes tertulis • Tes lisan <p>Keterampilan:</p> <ul style="list-style-type: none"> • Penilaian unjuk kerja 	<ul style="list-style-type: none"> • Modul • Buku Pedoman Spesifikasi Pabrik • Internet

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	JP	Kegiatan Pembelajaran	Penilaian	Sumber Belajar
<p>3.3. Memahami pemilihan bahan pembersih</p> <p>4.3. Melakukan pemilihan bahan pembersih</p>	<p>3.3.1. Memahami pemilihan bahan pembersih</p> <p>3.3.2. Menjelaskan pemilihan bahan pembersih</p> <p>4.3.1. Melakukan pemilihan bahan pembersih</p> <p>4.3.2. Mendemonstrasikan pemilihan bahan pembersih</p>	<p>Pemilihan bahan pembersih</p>	<p>JP</p>	<ul style="list-style-type: none"> • Mengamati Tayangan atau stimulasi terkait materi pemilihan bahan pembersih • Menanya Mengajukan pertanyaan terkait tayangan atau simulasi atau hal-hal yang berhubungan dengan pemilihan bahan pembersih • Mengumpulkan informasi Mengumpulkan informasi mengenai hal-hal yang berhubungan dengan pemilihan bahan pembersih • Mengeksplorasi/Mengasosiasi Melalui analisis data, mengumpulkan, menyimpulkan prinsip-prinsip pemilihan bahan pembersih • Mengkomunikasikan Mengkomunikasikan prinsip-prinsip pemilihan bahan pembersih 	<p>Pengetahuan:</p> <ul style="list-style-type: none"> • Tes tertulis • Tes lisan <p>Keterampilan :</p> <ul style="list-style-type: none"> • Penilaian unjuk kerja 	<ul style="list-style-type: none"> • Modul • Buku Pedoman Spesifikasi Pabrik • Internet

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	JP	Kegiatan Pembelajaran	Penilaian	Sumber Belajar
<p>3.4. Menganalisis jenis dan objek yang akan dibersihkan</p> <p>4.4. Menunjukkan jenis dan objek yang akan dibersihkan</p>	<p>3.4.1. Menganalisis jenis dan objek yang akan dibersihkan</p> <p>3.4.2. Mengevaluasi jenis dan objek yang akan dibersihkan.</p> <p>4.4.1. Menunjukkan jenis dan objek yang akan dibersihkan</p> <p>4.4.2. Mendemonstrasikan jenis dan objek yang akan dibersihkan</p>	<p>Asumsi, prinsip-prinsip dan konsep dasar akutansi.</p>	<p>JP</p>	<ul style="list-style-type: none"> • Mengamati Tayangan atau stimulasi terkait materi asumsi, prinsip-prinsip dan konsep dasar akutansi. • Menanya Mengajukan pertanyaan terkait tayangan atau simulasi atau hal-hal yang berhubungan dengan asumsi, prinsip-prinsip dan konsep dasar akutansi. • Mengumpulkan informasi Mengumpulkan informasi mengenai hal-hal yang berhubungan dengan asumsi, prinsip-prinsip dan konsep dasar akutansi. • Mengeksplorasi/Mengasosiasi Melalui analisis data, mengumpulkan, menyimpulkan asumsi, prinsip-prinsip dan konsep dasar akutansi. • Mengkomunikasikan Mengkomunikasikan asumsi, prinsip-prinsip dan konsep dasar akutansi. 	<p>Pengetahuan:</p> <ul style="list-style-type: none"> • Tes tertulis • Tes lisan <p>Keterampilan:</p> <ul style="list-style-type: none"> • Penilaian unjuk kerja 	<ul style="list-style-type: none"> • Modul • Buku Pedoman Spesifikasi Pabrik • Internet

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	JP	Kegiatan Pembelajaran	Penilaian	Sumber Belajar
<p>3.5. Menganalisis pembersihan area kering dan basah</p> <p>4.5. Melakukan pembersihan area yang kering dan basah</p>	<p>3.5.1. Menganalisis pembersihan area kering dan basah</p> <p>3.5.2. Mengevaluasi pembersihan area kering dan basah</p> <p>4.5.1. Melakukan pembersihan area yang kering dan basah</p> <p>4.5.2. Mendemonstrasikan pembersihan area yang kering dan basah</p>	<p>Pembersihan area kering dan basah</p>	<p>JP</p>	<ul style="list-style-type: none"> • Mengamati Tayangan atau stimulasi terkait materi pembersihan area kering dan basah • Menanya Mengajukan pertanyaan terkait tayangan atau simulasi atau hal-hal yang berhubungan dengan pembersihan area kering dan basah • Mengumpulkan informasi Mengumpulkan informasi mengenai hal-hal yang berhubungan dengan proses pembersihan area kering dan basah • Mengeksplorasi/Mengasosiasi Melalui analisis data, mengumpulkan, menyimpulkan proses pembersihan area kering dan basah • Mengkomunikasikan Mengkomunikasikan proses pembersihan area kering dan basah 	<p>Pengetahuan:</p> <ul style="list-style-type: none"> • Tes tertulis • Tes lisan <p>Keterampilan:</p> <ul style="list-style-type: none"> • Penilaian unjuk kerja 	<ul style="list-style-type: none"> • Modul • Buku Pedoman Spesifikasi Pabrik • Internet

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	JP	Kegiatan Pembelajaran	Penilaian	Sumber Belajar
<p>3.6. Menganalisis Penyimpanan peralatan pembersih dan bahan kimia</p> <p>4.6. Melakukan penyimpanan peralatan pembersih dan bahan kimia</p>	<p>3.5.3. Menganalisis Penyimpanan peralatan pembersih dan bahan kimia</p> <p>3.6.2. Mengevaluasi Penyimpanan peralatan pembersih dan bahan kimia</p> <p>3.6.3. Melakukan penyimpanan peralatan pembersih dan bahan kimia</p> <p>3.6.4. Mempresentasikan penyimpanan peralatan pembersih dan bahan kimia</p>	<p>Penyimpanan peralatan pembersih dan bahan kimia</p>	<p>JP</p>	<ul style="list-style-type: none"> • Mengamati Tayangan atau simulasi terkait materi Penyimpanan peralatan pembersih dan bahan kimia • Menanya Mengajukan pertanyaan terkait tayangan atau simulasi atau hal-hal yang berhubungan dengan Penyimpanan peralatan pembersih dan bahan kimia • Mengumpulkan informasi Mengumpulkan informasi mengenai hal-hal yang berhubungan dengan Penyimpanan peralatan pembersih dan bahan kimia • Mengeksplorasi/Mengasosiasi Melalui analisis data, mengumpulkan, menyimpulkan Penyimpanan peralatan pembersih dan bahan kimia • Mengkomunikasikan Mengkomunikasikan Penyimpanan peralatan pembersih dan bahan kimia 	<p>Pengetahuan:</p> <ul style="list-style-type: none"> • Tes tertulis • Tes lisan <p>Keterampilan :</p> <ul style="list-style-type: none"> • Penilaian unjuk kerja 	<ul style="list-style-type: none"> • Modul • Buku Pedoman Spesifikasi Pabrik • Internet

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	JP	Kegiatan Pembelajaran	Penilaian	Sumber Belajar
<p>3.7. Menganalisis penataan ruang serbaguna</p> <p>4.7. Melakukan penataan ruang serbaguna</p>	<p>3.7.1. Menganalisis penataan ruang serbaguna</p> <p>3.7.2. Mengevaluasi penataan ruang serbaguna</p> <p>4.7.1. Melakukan penataan ruang serbaguna</p> <p>4.7.2. Mempresentasikan penataan ruang serbaguna</p>	<p>penataan ruang serbaguna</p>	<p>JP</p>	<ul style="list-style-type: none"> • Mengamati Tayangan atau stimulasi terkait materi penataan ruang serbaguna • Menanya Mengajukan pertanyaan terkait tayangan atau simulasi atau hal-hal yang berhubungan dengan penataan ruang serbaguna • Mengumpulkan informasi Mengumpulkan informasi mengenai hal-hal yang berhubungan dengan penataan ruang serbaguna • Mengeksplorasi/Mengasosiasi Melalui analisis data, mengumpulkan, menyimpulkan penataan ruang serbaguna • Mengkomunikasikan Mengkomunikasikan penataan ruang serbaguna 	<p>Pengetahuan:</p> <ul style="list-style-type: none"> • Tes tertulis • Tes lisan <p>Keterampilan:</p> <ul style="list-style-type: none"> • Penilaian unjuk kerja 	<ul style="list-style-type: none"> • Modul • Buku Pedoman Spesifikasi Pabrik • Internet

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	JP	Kegiatan Pembelajaran	Penilaian	Sumber Belajar
<p>3.8. Menganalisis penataan taman di dalam dan luar ruangan</p> <p>4.8. Membuat penataan taman di dalam dan luar ruangan</p>	<p>3.8.1. Menganalisis penataan taman di dalam dan luar ruangan</p> <p>3.8.2. Mengevaluasi penataan taman di dalam dan luar ruangan</p> <p>4.8.1. Membuat penataan taman di dalam dan luar ruangan</p> <p>4.8.2. Mempresentasikan penataan taman di dalam dan luar ruangan</p>	<p>Penataan taman di dalam dan luar ruangan</p>	<p>JP</p>	<ul style="list-style-type: none"> • Mengamati Tayangan atau simulasi terkait penataan taman di dalam dan luar ruangan • Menanya Mengajukan pertanyaan terkait tayangan atau simulasi berhubungan dengan e • Mengumpulkan informasi Mengumpulkan informasi mengenai hal-hal yang berhubungan dengan penataan taman di dalam dan luar ruangan • Mengeksplorasi/Mengasosiasi Melalui analisis data, mengumpulkan, menyimpulkan penataan taman di dalam dan luar ruangan • Mengkomunikasikan Mengkomunikasikan penataan taman di dalam dan luar ruangan 	<p>Pengetahuan:</p> <ul style="list-style-type: none"> • Tes tertulis • Tes lisan <p>Keterampilan :</p> <ul style="list-style-type: none"> • Penilaian unjuk kerja 	<ul style="list-style-type: none"> • Modul • Buku Pedoman Spesifikasi Pabrik • Internet

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	JP	Kegiatan Pembelajaran	Penilaian	Sumber Belajar
<p>3.9. Menganalisis berbagai jenis dan bentuk rangkaian bunga</p> <p>4.9. Membuat berbagai jenis dan bentuk rangkaian bunga</p>	<p>3.9.1. Menganalisis berbagai jenis dan bentuk rangkaian bunga</p> <p>3.9.2. Mengevaluasi berbagai jenis dan bentuk rangkaian bunga</p> <p>4.9.1. Membuat berbagai jenis dan bentuk rangkaian bunga</p> <p>4.9.2. Mempresentasikan berbagai jenis dan bentuk rangkaian bunga</p>	<p>Berbagai jenis dan bentuk rangkaian bunga</p>	<p>JP</p>	<ul style="list-style-type: none"> • Mengamati Tayangan atau stimulasi terkait berbagai jenis dan bentuk rangkaian bunga • Menanya Mengajukan pertanyaan terkait tayangan atau simulasi berhubungan dengan berbagai jenis dan bentuk rangkaian bunga • Mengumpulkan informasi Mengumpulkan informasi mengenai hal-hal yang berhubungan dengan berbagai jenis dan bentuk rangkaian bunga • Mengeksplorasi/Mengasosiasi Melalui analisis data, mengumpulkan, menyimpulkan berbagai jenis dan bentuk rangkaian bunga • Mengkomunikasikan Mengkomunikasikan berbagai jenis dan bentuk rangkaian bunga 	<p>Pengetahuan:</p> <ul style="list-style-type: none"> • Tes tertulis • Tes lisan <p>Keterampilan:</p> <ul style="list-style-type: none"> • Penilaian unjuk kerja 	<ul style="list-style-type: none"> • Modul • Buku Pedoman Spesifikasi Pabrik • Internet

Appendix 5 Expert Validation Instruments

- Expert Judge 1

Interview Guide Quality

Instruction:

Please give mark (√) in the score column which is relevant or irrelevant towards the interview guide that was used as the research instrument.

No	Statement	Relevant	Irrelevant
1	Apakah Bapak/Ibu dapat memperoleh bahan ajar secara tidak terbatas?	√	
2	Apakah Bapak/Ibu memiliki kesulitan untuk mendapatkan sumber belajar di atas, apakah sudah memiliki solusi terkait kesulitan tersebut?	√	
3	Apakah Bapak/Ibu merasa cukup percaya diri bahwa materi atau metode yg digunakan dalam pembelajaran sudah dapat menarik minat siswa?	√	
4	Apakah menurut Bapak/Ibu buku ajar Front Office diperlukan?	√	
5	Apakah menurut Bapak/Ibu, materi yang disajikan dalam buku ajar selama ini sudah memenuhi kebutuhan Bapak/Ibu?	√	
6	Apakah bahan ajar yang Bapak/Ibu gunakan sudah menyajikan contoh percakapan yang menggunakan kondisi yang sama seperti yang aslinya?	√	
7	Apakah bahan ajar yang telah Bapak/Ibu gunakan selama ini apakah sudah menyajikan gambar yang terkait dengan Front Office?	√	
8	Apakah bahan ajar yang selama ini telah Bapak/Ibu gunakan sudah menyajikan beberapa latihan soal yang bervariasi untuk siswa?	√	
9	Apakah tingkat keberhasilan dalam pembelajaran mata pelajaran Front Office sudah memuaskan bagi Bapak/Ibu?	√	

10	Apakah buku yang Bapak/Ibu gunakan telah memfokus pada mata pelajaran Front Office?	√	
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Singaraja, February 23th, 2023.

Supervisor I



Nyoman Karina Wedhanti, S.Pd., M.Pd

NIP. 198204212008122003



Questionnaire Quality

Instruction:

Please give mark (√) in the score column which is relevant or irrelevant towards the questionnaire through Google Forms that was used as the research instrument.

No	Statement	Relevant	Irrelevant
1	Berikut adalah tujuan saya belajar Bahasa Inggris di sekolah adalah.... a. untuk memperoleh nilai yang bagus b. lulus ujian dengan predikat nilai yang memuaskan c. mampu berkomunikasi menggunakan Bahasa Inggris dengan baik secara lisan maupun tertulis d. lainnya (tuliskan)....	√	
2	Sekarang saya menggunakan Bahasa Inggris untuk.... a. melakukan komunikasi sehari-hari b. melakukan komunikasi dengan teman dan guru bahasa Inggris c. membaca cerita berbahasa Inggris di buku pelajaran, LKS, modul, dan sumber belajar lainnya d. membaca cerita berbahasa Inggris di luar buku pelajaran seperti novel, komik, iklan, majalah, dll e. mendengarkan lagu atau menonton film berbahasa Inggris f. lainnya(tuliskan)	√	
3	Setelah saya lulus, baik saat berada di dunia kerja maupun di jenjang pendidikan yang lebih tinggi, saya akan menggunakan Bahasa Inggris untuk.. a. berkomunikasi secara lisan dengan teman, dosen, rekan kerja atau atasan b. berkomunikasi secara tertulis dengan teman, dosen, rekan kerja atau atasan c. membaca berbagai macam jenis teks berbahasa Inggris d. lainnya(tuliskan)....	√	
4	Skill dan pengetahuan bahasa Inggris yang akan sering saya gunakan saat bekerja nanti adalah.... a. listening b. speaking c. reading d. writing e. pronunciation	√	

	f. vocabulary g. grammar h. lainnya (tuliskan)....		
5	Kemampuan bahasa Inggris saya secara umum berada pada tingkat.... a. beginner (pemula), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari secara sederhana b. intermediate (menengah), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari dimanapun meskipun belum lancar. c. advanced (mahir), mampu menggunakan bahasa Inggris untuk berkomunikasi di semua situasi dengan lancar dan benar.	√	
6	Saya merasa kesulitan dalam komunikasi menggunakan Bahasa Inggris ketika.... a. memahami ungkapan sehari-hari b. mengekspresikan ungkapan sehari-hari c. memahami teks yang dibaca d. mengungkapkan gagasan tertulis e. lainnya (tuliskan.)....	√	
7	Dalam menunjang pekerjaan saya maupun pendidikan yang lebih tinggi nanti, seharusnya kemampuan Bahasa Inggris saya berada pada level.... a. beginner (pemula), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari secara sederhana. b. intermediate (menengah), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari dimanapun meskipun belum lancar. c. advanced (mahir), mampu menggunakan bahasa Inggris untuk berkomunikasi di semua situasi dengan lancar dan benar.	√	
8	Secara umum, saya menginginkan pembelajaran bahasa Inggris yang dapat membuat saya.... a. mampu menguasai grammar dengan baik b. mampu menguasai kosakata, arti, serta cara pengucapannya c. membedakan ungkapan formal dan informal d. lainnya (tuliskan)....	√	

9	<p>Dari segi model, materi Bahasa Inggris yang saya inginkan adalah...</p> <p>a. di dalamnya terdapat banyak gambar</p> <p>b. hanya menyajikan teks-teks untuk dipelajari</p> <p>c. memiliki tampilan menarik dan colorful</p> <p>d. d. lainnya (tuliskan)</p>	√	
10	<p>Secara umum, tema yang saya inginkan ketika belajar listening, speaking, reading, dan writing adalah....</p> <p>a. kehidupan sehari-hari</p> <p>b. pendidikan</p> <p>c. pemerintahan</p> <p>d. perikanan</p> <p>e. isu atau berita terkini</p> <p>f. lainnya (tuliskan.)....</p>	√	
11	<p>Tersedianya media dalam bentuk gambar untuk materi Bahasa Inggris menurut saya....</p> <p>a. sangat membantu</p> <p>b. tidak berpengaruh</p> <p>c. tidak membantu</p>	√	
12	<p>Dalam proses pembelajaran ketika saya menyimak (listening), bentuk teks yang saya inginkan sebagai input adalah....</p> <p>a. teks monolog dan dialog</p> <p>b. teks monolog dan dialog yang disertai gambar</p> <p>c. teks monolog dan dialog yang disertai kata-kata sulit</p> <p>d. materi autentik seperti koran, majalah, berita, lagu, film, dan lainnya.</p> <p>e. lainnya (tuliskan)...</p>	√	
13	<p>Panjang teks yang saya inginkan sebagai input kegiatan mendengarkan (listening) adalah.....</p> <p>a. < 100 kata</p> <p>b. 100-150 kata</p> <p>c. 150-200 kata</p> <p>d. > 200 kata</p> <p>e. Lainnya (tuliskan)...</p>	√	
14	<p>Kegiatan proses pembelajaran ketika saya mendengarkan (listening) materi bahasa Inggris, yang saya sukai adalah.....</p> <p>a. Saya menyukai ketika saya mengidentifikasi informasi dalam monolog/dialog</p> <p>b. Saya menyukai ketika saya menjawab pertanyaan secara lisan</p>	√	

	<p>c. Saya menyukai ketika saya menjawab pertanyaan secara tertulis</p> <p>d. Saya menyukai ketika saya mengidentifikasi ungkalan</p> <p>e. Saya menyukai ketika saya menentukan salah dan benar pada sebuah pernyataan</p> <p>f. lainnya (tuliskan)....</p>		
15	<p>Jenis teks yang saya inginkan dalam pembelajaran bahasa Inggris sebagai input berbicara (speaking) adalah...</p> <p>a. teks berisi monolog</p> <p>b. teks berisi dialog</p> <p>c. topik mengenai peristiwa yang sedang ramai dibicarakan</p> <p>d. gambar tentang orang, tempat, maupun situasi</p> <p>e. lainnya (tuliskan)..</p>	√	
16	<p>Jenis kegiatan berbicara (speaking) yang saya sukai adalah.</p> <p>a. Saya menyukai ketika bermain peran (role play)</p> <p>b. Saya menyukai ketika menghafalkan dialog atau monolog dan mempraktekkannya di depan kelas.</p> <p>c. Saya menyukai ketika berdiskusi tentang topic tertentu</p> <p>d. Saya menyukai ketika bertukar informasi (information gap)</p> <p>e. lainnya (tuliskan)...</p>	√	
17	<p>Jenis teks sebagai input yang saya inginkan sebagai input membaca (reading) adalah....</p> <p>a. Saya menginginkan teks fungsional pendek seperti klan, memo, pengumuman, dan lainnya</p> <p>b. Saya menginginkan teks esai seperti descriptive, recount, narrative, dan lainnya</p> <p>d. Saya menginginkan teks authentic seperti koran dan majalah</p> <p>e. lainnya (tuliskan).</p>	√	
18	<p>Panjang teks sebagai input kegiatan membaca (reading) yang saya inginkan adalah....</p> <p>a. <100 kata</p> <p>b. 100 - 200</p> <p>c. > 200 kata</p> <p>d. Lainnya (tuliskan)...</p>	√	
19	<p>Jenis kegiatan membaca (reading) yang saya sukai adalah.</p> <p>a. Saya menyukai ketika membaca nyaring</p>	√	

	<p>b. Saya menyukai ketika menentukan benar atau salah pada pernyataan</p> <p>c. Saya menyukai ketika menjawab pertanyaan berdasarkan informasi yang ada dalam bacaan</p> <p>d. Saya menyukai ketika memahami teks dan mengartikannya ke Bahasa Indonesia</p>		
20	<p>Jenis teks sebagai input menulis (writing) yang saya inginkan adalah.....</p> <p>a. Saya menginginkan jenis teks yang berisi informasi umum mengenai orang, benda, tempat, maupun peristiwa</p> <p>b. Saya menginginkan jenis teks yang berisi bagan berisikan informasi mengenai orang, benda, tempat, maupun peristiwa</p> <p>c. Saya menginginkan jenis teks yang berisikan gambar orang, benda, tempat.</p> <p>d. Saya menginginkan teks yang berisikan peristiwa kata dan paragraf acak</p> <p>e. lainnya (tuliskan).</p>	√	
21	<p>Jenis kegiatan menulis (Writing) yang saya sukai adalah</p> <p>a. Saya Menyukai ketika saya melengkapi bagian yang kosong dalam sebuah kalimat</p> <p>b. Saya Menyukai ketika saya membuat teks singkat dan sederhana</p> <p>c. Saya Menyukai ketika menyusun Kalimat acak menjadi sebuah paragraf</p> <p>d. Saya Menyukai ketika mengidentifikasi kesalahan pada kalimat baik dalam kata maupun struktur dan memperbaikinya</p> <p>e. Lainnya (Tuliskan Pendapat Kalian sendiri)</p>	√	
22	<p>Dalam mempelajari kosa kata (Vocabulary), saya lebih suka...</p> <p>a. Saya menyukai ketika mengartikan kata kata yang saya dapatkan secara langsung</p> <p>b. Saya menyukai ketika mengartikan kata kata berdasarkan konteks dalam sebuah teks</p> <p>b. Saya menyukai ketika menghafal kata kata beserta artinya</p> <p>c. Saya menyukai ketika mencocokkan kata kata dengan artinya</p> <p>d. Lainnya (Tuliskan Pendapat kalian sendiri)</p>	√	
23	<p>Dalam mempelajari cara pengucapan (Pronunciation), Saya lebih suka...</p> <p>a. Saya Menyukai ketika menirukan cara pengucapan yang dicontohkan oleh guru saya</p>	√	

	<p>b. Saya Menyukai ketika membaca nyaring sambil membaca cara baca kosa katanya (Phonetic Transcription)</p> <p>c. Saya Menyukai ketika berdiskusi dengan teman tentang cara mengucapkan kosa kata atau kalimat</p> <p>d. Lainnya (Tuliskan Pendapat kalian sendiri)</p>		
24	<p>Dalam proses pembelajaran, tugas sebaiknya dikerjakan secara...</p> <p>a. Individu</p> <p>b. Berpasangan 2 orang</p> <p>c. Kelompok kecil (4-6 orang)</p> <p>d. Kelompok besar (5 orang atau lebih)</p> <p>e. Lainnya (tuliskan)</p>	√	
25	<p>Dalam proses pembelajaran sebaiknya...</p> <p>a. Saya hanya mendengarkan penjelasan guru</p> <p>b. Saya mencatatat semua yang dijelaskan guru</p> <p>c. Saya ikut berpartisipasi aktif dalam proses pembelajaran</p> <p>d. Saya belajar sendiri dan mengerjakan soal dengan tenang</p> <p>e. Lainnya (tuliskan)</p>	√	
26	<p>Dalam proses pembelajaran guru sebaiknya...</p> <p>a. Guru sebaiknya menerangkan rumus dan meminta siswa mengerjakan latihan-latihan soal</p> <p>b. Guru sebaiknya memberikan teks untuk dibaca dan mengartikannya langsung bersama siswa</p> <p>c. Guru sebaiknya mengawasi kelas sambil mengontrol pekerjaan siswa dan memberi komentar</p> <p>d. Guru sebaiknya menuntun siswa dalam membahas teks yang telah di berikan</p> <p>e. lainnya (tuliskan)</p>	√	

Singaraja, February 23th, 2023.

Supervisor I



Nyoman Karina Wedhanti, S.Pd., M.Pd

NIP. 198204212008122003

Questionnaire of Likert-scale for Experts Judgment Quality

Instruction:

Please give mark (√) in the score column which is relevant or irrelevant towards the questionnaire of Likert-scale for experts judgment that was used as the research instrument.

No	Statement	Relevant	Irrelevant
1	Layout and Design		
	The textbook includes a detailed overview of the function, structures, and vocabulary that will be taught in each unit.	√	
	The layout and design are appropriate and clear.	√	
	The textbook is organized effectively.	√	
	The textbook provides a vocabulary list.	√	
	The textbook provides a review section.	√	
	The textbook provides clear objectives.	√	
2	Activities		
	The textbook provides a balance of activities.	√	
	The activities encourage sufficient communicative and meaningful practice.	√	
	The activities incorporate individual, pair, and group work.	√	
	The grammar points and vocabulary items are introduced in motivating and realistic contexts.	√	
	The activities promote creative, original, and independent responses.	√	
3	Skills		
	The materials include and focus on the skills that students need to practice.	√	
	The materials provide listening and speaking skills.	√	
	The textbook helps students to practice speaking.	√	
	The practice of individual skill is integrated	√	
4	Language and type of content		
	The language used is authentic, which is like real-life English.	√	

	The language used is at the right level for students' current English ability.	√	
	The progression of grammar points and vocabulary items is appropriate.	√	
	The grammar points are presented with brief and easy examples and explanations.	√	
	The language functions exemplify English that my students will be likely to use in the future.	√	
5	Subject and Contents		
	The subject and contents of the book are relevant to students' needs as an English language learners.	√	
	The subject and contents of the textbook are generally realistic.	√	
	The subject and contents of the textbook are interesting, challenging, and motivating.	√	
	There are sufficient varieties in the subject and contents of the textbook.	√	
	The materials are not culturally biased and they do not portray any negative stereotypes.	√	

Singaraja, February 23th, 2023.

Supervisor I



Nyoman Karina Wedhanti, S.Pd., M.Pd

NIP. 198204212008122003

- Expert Judge 2

Interview Guide Quality

Instruction:

Please give mark (√) in the score column which is relevant or irrelevant towards the interview guide that was used as the research instrument.

No	Statement	Relevant	Irrelevant
1	Apakah Bapak/Ibu dapat memperoleh bahan ajar secara tidak terbatas?	√	
2	Apakah Bapak/Ibu memiliki kesulitan untuk mendapatkan sumber belajar di atas, apakah sudah memiliki solusi terkait kesulitan tersebut?	√	
3	Apakah Bapak/Ibu merasa cukup percaya diri bahwa materi atau metode yg digunakan dalam pembelajaran sudah dapat menarik minat siswa?	√	
4	Apakah menurut Bapak/Ibu buku ajar Front Office diperlukan?	√	
5	Apakah menurut Bapak/Ibu, materi yang disajikan dalam buku ajar selama ini sudah memenuhi kebutuhan Bapak/Ibu?	√	
6	Apakah bahan ajar yang Bapak/Ibu gunakan sudah menyajikan contoh percakapan yang menggunakan kondisi yang sama seperti yang aslinya?	√	
7	Apakah bahan ajar yang telah Bapak/Ibu gunakan selama ini apakah sudah menyajikan gambar yang terkait dengan Front Office?	√	
8	Apakah bahan ajar yang selama ini telah Bapak/Ibu gunakan sudah menyajikan beberapa latihan soal yang bervariasi untuk siswa?	√	
9	Apakah tingkat keberhasilan dalam pembelajaran mata pelajaran Front Office sudah memuaskan bagi Bapak/Ibu?	√	

10	Apakah buku yang Bapak/Ibu gunakan telah memfokus pada mata pelajaran Front Office?	√	
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Singaraja, February 23th, 2023.

Supervisor II



Gede Mahendrayana, S.Pd., M.Pd
NIP. 199007252015041002



Questionnaire Quality

Instruction:

Please give mark (√) in the score column which is relevant or irrelevant towards the questionnaire through Google Forms that was used as the research instrument.

No	Statement	Relevant	Irrelevant
1	Berikut adalah tujuan saya belajar Bahasa Inggris di sekolah adalah.... a. untuk memperoleh nilai yang bagus b. lulus ujian dengan predikat nilai yang memuaskan c. mampu berkomunikasi menggunakan Bahasa Inggris dengan baik secara lisan maupun tertulis d. lainnya (tuliskan)....	√	
2	Sekarang saya menggunakan Bahasa Inggris untuk.... a. melakukan komunikasi sehari-hari b. melakukan komunikasi dengan teman dan guru bahasa Inggris c. membaca cerita berbahasa Inggris di buku pelajaran, LKS, modul, dan sumber belajar lainnya d. membaca cerita berbahasa Inggris di luar buku pelajaran seperti novel, komik, iklan, majalah, dll e. mendengarkan lagu atau menonton film berbahasa Inggris f. lainnya(tuliskan)	√	
3	Setelah saya lulus, baik saat berada di dunia kerja maupun di jenjang pendidikan yang lebih tinggi, saya akan menggunakan Bahasa Inggris untuk.. a. berkomunikasi secara lisan dengan teman, dosen, rekan kerja atau atasan b. berkomunikasi secara tertulis dengan teman, dosen, rekan kerja atau atasan c. membaca berbagai macam jenis teks berbahasa Inggris d. lainnya(tuliskan)....	√	
4	Skill dan pengetahuan bahasa Inggris yang akan sering saya gunakan saat bekerja nanti adalah.... a. listening b. speaking c. reading d. writing	√	

	<p>e. pronunciation f. vocabulary g. grammar h. lainnya (tuliskan)....</p>		
5	<p>Kemampuan bahasa Inggris saya secara umum berada pada tingkat.... a. beginner (pemula), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari secara sederhana b. intermediate (menengah), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari dimanapun meskipun belum lancar. c. advanced (mahir), mampu menggunakan bahasa Inggris untuk berkomunikasi di semua situasi dengan lancar dan benar.</p>	√	
6	<p>Saya merasa kesulitan dalam komunikasi menggunakan Bahasa Inggris ketika.... a. memahami ungkapan sehari-hari b. mengekspresikan ungkapan sehari-hari c. memahami teks yang dibaca d. mengungkapkan gagasan tertulis e. lainnya (tuliskan)....</p>	√	
7	<p>Dalam menunjang pekerjaan saya maupun pendidikan yang lebih tinggi nanti, seharusnya kemampuan Bahasa Inggris saya berada pada level.... a. beginner (pemula), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari secara sederhana. b. intermediate (menengah), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari dimanapun meskipun belum lancar. c. advanced (mahir), mampu menggunakan bahasa Inggris untuk berkomunikasi di semua situasi dengan lancar dan benar.</p>	√	
8	<p>Secara umum, saya menginginkan pembelajaran bahasa Inggris yang dapat membuat saya.... a. mampu menguasai grammar dengan baik b. mampu menguasai kosakata, arti, serta cara pengucapannya c. membedakan ungkapan formal dan informal d. lainnya (tuliskan)....</p>	√	

9	<p>Dari segi model, materi Bahasa Inggris yang saya inginkan adalah...</p> <p>a. di dalamnya terdapat banyak gambar</p> <p>b. hanya menyajikan teks-teks untuk dipelajari</p> <p>c. memiliki tampilan menarik dan colorful</p> <p>d. d. lainnya (tuliskan)</p>	√	
10	<p>Secara umum, tema yang saya inginkan ketika belajar listening, speaking, reading, dan writing adalah....</p> <p>a. kehidupan sehari-hari</p> <p>b. pendidikan</p> <p>c. pemerintahan</p> <p>d. perikanan</p> <p>e. isu atau berita terkini</p> <p>f. lainnya (tuliskan.)....</p>	√	
11	<p>Tersedianya media dalam bentuk gambar untuk materi Bahasa Inggris menurut saya....</p> <p>a. sangat membantu</p> <p>b. tidak berpengaruh</p> <p>c. tidak membantu</p>	√	
12	<p>Dalam proses pembelajaran ketika saya menyimak (listening), bentuk teks yang saya inginkan sebagai input adalah....</p> <p>a. teks monolog dan dialog</p> <p>b. teks monolog dan dialog yang disertai gambar</p> <p>c. teks monolog dan dialog yang disertai kata-kata sulit</p> <p>d. materi autentik seperti koran, majalah, berita, lagu, film, dan lainnya.</p> <p>e. lainnya (tuliskan)...</p>	√	
13	<p>Panjang teks yang saya inginkan sebagai input kegiatan mendengarkan (listening) adalah.....</p> <p>a. < 100 kata</p> <p>b. 100-150 kata</p> <p>c. 150-200 kata</p> <p>d. > 200 kata</p> <p>e. Lainnya (tuliskan)...</p>	√	
14	<p>Kegiatan proses pembelajaran ketika saya mendengarkan (listening) materi bahasa Inggris, yang saya sukai adalah.....</p> <p>a. Saya menyukai ketika saya mengidentifikasi informasi dalam monolog/dialog</p> <p>b. Saya menyukai ketika saya menjawab pertanyaan secara lisan</p>	√	

	<p>c. Saya menyukai ketika saya menjawab pertanyaan secara tertulis</p> <p>d. Saya menyukai ketika saya mengidentifikasi ungkalan</p> <p>e. Saya menyukai ketika saya menentukan salah dan benar pada sebuah pernyataan</p> <p>f. lainnya (tuliskan)....</p>		
15	<p>Jenis teks yang saya inginkan dalam pembelajaran bahasa Inggris sebagai input berbicara (speaking) adalah...</p> <p>a. teks berisi monolog</p> <p>b. teks berisi dialog</p> <p>c. topik mengenai peristiwa yang sedang ramai dibicarakan</p> <p>d. gambar tentang orang, tempat, maupun situasi</p> <p>e. lainnya (tuliskan)..</p>	√	
16	<p>Jenis kegiatan berbicara (speaking) yang saya sukai adalah.</p> <p>a. Saya menyukai ketika bermain peran (role play)</p> <p>b. Saya menyukai ketika menghafalkan dialog atau monolog dan mempraktekkannya di depan kelas.</p> <p>c. Saya menyukai ketika berdiskusi tentang topic tertentu</p> <p>d. Saya menyukai ketika bertukar informasi (information gap)</p> <p>e. lainnya (tuliskan)...</p>	√	
17	<p>Jenis teks sebagai input yang saya inginkan sebagai input membaca (reading) adalah....</p> <p>a. Saya menginginkan teks fungsional pendek seperti klan, memo, pengumuman, dan lainnya</p> <p>b. Saya menginginkan teks esai seperti descriptive, recount, narrative, dan lainnya</p> <p>d. Saya menginginkan teks authentic seperti koran dan majalah</p> <p>e. lainnya (tuliskan).</p>	√	
18	<p>Panjang teks sebagai input kegiatan membaca (reading) yang saya inginkan adalah....</p> <p>a. <100 kata</p> <p>b. 100 - 200</p> <p>c. > 200 kata</p> <p>d. Lainnya (tuliskan)...</p>	√	
19	<p>Jenis kegiatan membaca (reading) yang saya sukai adalah.</p> <p>a. Saya menyukai ketika membaca nyaring</p>	√	

	<p>b. Saya menyukai ketika menentukan benar atau salah pada pernyataan</p> <p>c. Saya menyukai ketika menjawab pertanyaan berdasarkan informasi yang ada dalam bacaan</p> <p>d. Saya menyukai ketika memahami teks dan mengartikannya ke Bahasa Indonesia</p>		
20	<p>Jenis teks sebagai input menulis (writing) yang saya inginkan adalah.....</p> <p>a. Saya menginginkan jenis teks yang berisi informasi umum mengenai orang, benda, tempat, maupun peristiwa</p> <p>b. Saya menginginkan jenis teks yang berisi bagan berisikan informasi mengenai orang, benda, tempat, maupun peristiwa</p> <p>c. Saya menginginkan jenis teks yang berisikan gambar orang, benda, tempat.</p> <p>d. Saya menginginkan teks yang berisikan peristiwa kata dan paragraf acak</p> <p>e. lainnya (tuliskan).</p>	√	
21	<p>Jenis kegiatan menulis (Writing) yang saya sukai adalah</p> <p>a. Saya Menyukai ketika saya melengkapi bagian yang kosong dalam sebuah kalimat</p> <p>b. Saya Menyukai ketika saya membuat teks singkat dan sederhana</p> <p>c. Saya Menyukai ketika menyusun Kalimat acak menjadi sebuah paragraf</p> <p>d. Saya Menyukai ketika mengidentifikasi kesalahan pada kalimat baik dalam kata maupun struktur dan memperbaikinya</p> <p>e. Lainnya (Tuliskan Pendapat Kalian sendiri)</p>	√	
22	<p>Dalam mempelajari kosa kata (Vocabulary), saya lebih suka...</p> <p>a. Saya menyukai ketika mengartikan kata kata yang saya dapatkan secara langsung</p> <p>b. Saya menyukai ketika mengartikan kata kata berdasarkan konteks dalam sebuah teks</p> <p>b. Saya menyukai ketika menghafal kata kata beserta artinya</p> <p>c. Saya menyukai ketika mencocokkan kata kata dengan artinya</p> <p>d. Lainnya (Tuliskan Pendapat kalian sendiri)</p>	√	
23	<p>Dalam mempelajari cara pengucapan (Pronunciation), Saya lebih suka...</p> <p>a. Saya Menyukai ketika menirukan cara pengucapan yang dicontohkan oleh guru saya</p>	√	

	<p>b. Saya Menyukai ketika membaca nyaring sambil membaca cara baca kosa katanya (Phonetic Transcription)</p> <p>c. Saya Menyukai ketika berdiskusi dengan teman tentang cara mengucapkan kosa kata atau kalimat</p> <p>d. Lainnya (Tuliskan Pendapat kalian sendiri)</p>		
24	<p>Dalam proses pembelajaran, tugas sebaiknya dikerjakan secara...</p> <p>a. Individu</p> <p>b. Berpasangan 2 orang</p> <p>c. Kelompok kecil (4-6 orang)</p> <p>d. Kelompok besar (5 orang atau lebih)</p> <p>e. Lainnya (tuliskan)</p>	√	
25	<p>Dalam proses pembelajaran sebaiknya...</p> <p>a. Saya hanya mendengarkan penjelasan guru</p> <p>b. Saya mencatatat semua yang dijelaskan guru</p> <p>c. Saya ikut berpartisipasi aktif dalam proses pembelajaran</p> <p>d. Saya belajar sendiri dan mengerjakan soal dengan tenang</p> <p>e. Lainnya (tuliskan)</p>	√	
26	<p>Dalam proses pembelajaran guru sebaiknya...</p> <p>a. Guru sebaiknya menerangkan rumus dan meminta siswa mengerjakan latihan-latihan soal</p> <p>b. Guru sebaiknya memberikan teks untuk dibaca dan mengartikannya langsung bersama siswa</p> <p>c. Guru sebaiknya mengawasi kelas sambil mengontrol pekerjaan siswa dan memberi komentar</p> <p>d. Guru sebaiknya menuntun siswa dalam membahas teks yang telah di berikan</p> <p>e. lainnya (tuliskan)</p>	√	

Singaraja, February 23th, 2023.

Supervisor II



Gede Mahendrayana, S.Pd., M.Pd

NIP. 199007252015041002

Questionnaire of Likert-scale for Experts Judgment Quality

Instruction:

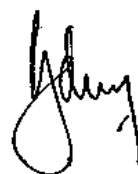
Please give mark (√) in the score column which is relevant or irrelevant towards the questionnaire of Likert-scale for experts judgment that was used as the research instrument.

No	Statement	Relevant	Irrelevant
1	Layout and Design		
	The textbook includes a detailed overview of the function, structures, and vocabulary that will be taught in each unit.	√	
	The layout and design are appropriate and clear.	√	
	The textbook is organized effectively.	√	
	The textbook provides a vocabulary list.	√	
	The textbook provides a review section.	√	
	The textbook provides clear objectives.	√	
2	Activities		
	The textbook provides a balance of activities.	√	
	The activities encourage sufficient communicative and meaningful practice.	√	
	The activities incorporate individual, pair, and group work.	√	
	The grammar points and vocabulary items are introduced in motivating and realistic contexts.	√	
	The activities promote creative, original, and independent responses.	√	
3	Skills		
	The materials include and focus on the skills that students need to practice.	√	
	The materials provide listening and speaking skills.	√	
	The textbook helps students to practice speaking.	√	
	The practice of individual skill is integrated	√	
4	Language and type of content		
	The language used is authentic, which is like real-life English.	√	

	The language used is at the right level for students' current English ability.	√	
	The progression of grammar points and vocabulary items is appropriate.	√	
	The grammar points are presented with brief and easy examples and explanations.	√	
	The language functions exemplify English that my students will be likely to use in the future.	√	
5	Subject and Contents		
	The subject and contents of the book are relevant to students' needs as an English language learners.	√	
	The subject and contents of the textbook are generally realistic.	√	
	The subject and contents of the textbook are interesting, challenging, and motivating.	√	
	There are sufficient varieties in the subject and contents of the textbook.	√	
	The materials are not culturally biased and they do not portray any negative stereotypes.	√	

Singaraja, February 23th, 2023.

Supervisor II



Gede Mahendrayana, S.Pd., M.Pd


NIP. 199007252015041002

Appendix 6 The result of Interview

No	Questions	Answer
1.	Apakah Bapak/Ibu dapat memperoleh bahan ajar secara tidak terbatas?	Bahan ajar tidak terbatas karena bahan ajar sudah disediakan dan juga mengambil dari luar seperti di internet sebagai bahan ajar tambahan
2.	Apakah Bapak/Ibu memiliki kesulitan untuk mendapatkan sumber belajar di atas, apakah sudah memiliki solusi terkait kesulitan tersebut?	Untuk kesulitan mendapatkan bahan ajar tidak ada karena sekolah sudah menyediakan bahan ajarnya.
3.	Apakah Bapak/Ibu merasa cukup percaya diri bahwa materi atau metode yg digunakan dalam pembelajaran sudah dapat menarik minat siswa?	Sudah percaya diri dalam menyampaikan materi, dan respon anak – anak pun baik
4.	Apakah menurut Bapak/Ibu buku ajar Housekeeping diperlukan?	Sudah pasti perlu karena buku ajar dapat menunjang pembelajaran dan keterampilan anak – anak dikelas khususnya pada teori lalu dilanjutkan dengan praktek.
5.	Apakah menurut Bapak/Ibu, materi yang disajikan dalam buku ajar selama ini sudah memenuhi kebutuhan Bapak/Ibu?	Materinya sudah memenuhi
4.	Apakah bahan ajar yang Bapak/Ibu gunakan sudah menyajikan contoh percakapan yang menggunakan kondisi	Sudah pakai contoh percakapan dan juga sudah bersinergi dengan industry namun penggunaannya masih sedikit

	yang sama seperti yang aslinya?	
7.	Apakah bahan ajar yang telah Bapak/Ibu gunakan selama ini apakah sudah menyajikan gambar yang terkait dengan Housekeeping?	Sudah memakai gambar namun ada beberapa materi yang belum menggunakan gambar
8.	Apakah bahan ajar yang selama ini telah Bapak/Ibu gunakan sudah menyajikan beberapa latihan soal yang bervariasi untuk siswa?	Ada beberapa soal yang sudah bervariasi dan diberikan ke siswa dimana soalnya diberikan dari industri
9.	Apakah tingkat keberhasilan dalam pembelajaran mata pelajaran Housekeeping sudah memuaskan bagi Bapak/Ibu?	Tingkat keberhasilannya masih belum memuaskan namun sudah hampir memuaskan
10.	Apakah buku yang Bapak/Ibu gunakan telah memfokus pada mata pelajaran Housekeeping	Bukunya memiliki bab yang berbeda – beda

Appendix 7 Product



**EQUIPMENT
SELECTION AND
ARRANGEMENT
&
AREA CLEANING**

ESP FOR HOUSEKEEPING COURSE

GRADE 11

UNIT 1 & 2

BY: Ni Nyoman Arie Millenia Ratri




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BASIC COMPETENCIES

3.2

Understand the selection and arrangement of equipment

3.2.1. Understand the selection and arrangement of equipment

3.2.2. Describe the selection and arrangement of equipment

LEARNING OBJECTIVES

- Students are able to understand the selection and arrangement of equipment
- Students are able to describe the selection and arrangement of equipment

INPUT

ACTIVITY 1 PLEASE FIND SOME EQUIPMENT IN THE PICTURE BELOW!



This picture adopted from: <https://images.app.goo.gl/GTLhcq5eHbesV6xu8>

PLEASE WRITE YOUR ANSWER BELOW!

1. Floor broom
2.
3.
4.
5.
6.
7.
8.
9.
10.



Equipment Selection and
Arrangement

INPUT

ACTIVITY 2 PLEASE WRITE DOWN THE FUNCTION OF EACH EQUIPMENT BELOW !

The picture adopted from:
<https://hospitality.my.id/hk/peral-atana.php>



1. Ceiling Brush

.....
.....

The picture adopted from:
<https://hospitality.my.id/hk/peral-atana.php>



2. Hand Broom

.....
.....

The picture adopted from:
<https://hospitality.my.id/hk/peral-atana.php>



3. Toilet Bowl Brush

.....
.....



Equipment Selection and Arrangement



CONTENT FOCUS: UNIT 1

A. EQUIPMENT CLASSIFICATION

Knowing the cleaning supplies equipment classification is a basic ability that must be owned by a housekeeper which is useful when working. The following is the classification:

1. BROOM

Broom is the equipment used to clean loose dirt or dirt that has adhered to various surfaces (floors, walls, ceilings, and furniture).

a). Floor Broom

A floor broom is a broom used to sweep the floor. In general, floor brooms are made with a rather long broom handle so that it is enough to hold with both hands. The size of a floor broom handle is around 100 cm - 120 cm. The conditions for a good broom are that the broom is light, has dense and many tassels, the handle is of medium length, and has an oblique shape at the tassel of the broom to make it easier to sweep in hard-to-reach corners.



The picture adopted from:
<https://hospitality.my.id/hk/peral-atm.php>

b). Hand Broom

A hand broom is a broom that is used to sweep the surface of furniture in the room, usually small pieces of paper, food crumbs, used rubber erasers or other small rubbish. We usually call a hand broom as small broom because its size is only 10-15 cm. The conditions for a good hand broom is equipped with rubber on the edge of the broom has dense and many tassels, can be hung, and has hands that can be grasped.



The picture adopted from:
<https://hospitality.my.id/hk/peral-atm.php>

c). Palm Broom

A palm broom is a broom that is used to sweep the yard, useful for collecting leaves or trash. Palm brooms are usually equipped with wooden stalks that are about 100-120 cm in size. Palm broom can be used with both hands. The good palm brooms are equipped with a handle, has 100-200 sticks, equipped with a divider so that the sticks on the palm broom are open. The broomstick should also be equipped with a hole so that it can be hung.



The picture adopted from:
<https://images.app.goo.gl/o/DK9HAAnn5t5GM13A>

d). Ceiling Broom

A ceiling broom is a broom used to clean cobwebs, dust, or other types of impurities found on the ceiling of a room. If the ceiling broom is made manually, the length of the stalk will be around 200-250 cm. The good ceiling broom is that it is equipped with a straight and long stalk, the wood used is not too heavy and has dense and thick broom tassels.



The picture adopted from:
<https://hospitality.my.id/hk/peral-atm.php>

CONTENT FOCUS: UNIT 1

2. BRUSH

Brush has the same function as a broom which is used to clean loose dirt or dirt that has adhered to various surfaces (floors, walls, ceilings, and furniture).

a). Floor Brush

A floor brush is a brush that is used to brush wide surfaces such as indoor floors, terraces, pool floors and others. Floor brushes are generally made harder than other types of brushes because floors are dirtier than walls and ceilings. A good floor brush is that it has a stalk, hard and dense bristles, has bristles on the left and right sides to make it easier to clean the corner of the floor being cleaned, and has a place to hang it.



The picture adopted from:
<https://hospitality.my.id/hk/peralatan.php>

b). Hand Brush

A hand brush is a brush that is used to brush narrow surfaces. There are many functions of this hand brush, including cleaning walls, furniture, and other household items such as clothes, wall hangings, baskets and so on. The conditions for a good hand brush are that the bristles are softer and smoother, the size of the brush is the size of your hand, the bristles are dense and dense, and have bristles on the right and left sides of the brush.



The picture adopted from:
<https://hospitality.my.id/hk/peralatan.php>

c). Toilet Bowl Brush

A toilet bowl brush is used for brushing latrines/toilets. There are many models of toilet brushes on the market, but a good toilet brush is one that does not use a combination of wire or other metal to avoid scratching the porcelain latrine surface. A good toilet brush has a long enough handle and is made of fibre/plastic as a whole, and the bristles of varying lengths so that it can reach the latrine/toilet maximally.



The picture adopted from:
<https://hospitality.my.id/hk/peralatan.php>

d). Paint Brush

Paint brush is a brush used to clean narrow gaps found in furniture, wall hangings or other parts of buildings such as cleaning the dust that sticks to carvings. The materials usually used to make brushes are hair clippings, horsehair pieces, fibre/plastic, and coconut fibre. A good paint brush are having a wide handle, the bristles are well aligned, the bristles are dense and straight, and the bristles are limp and smooth.



The picture adopted from:
<https://images.app.goo.gl/RoagvL3YLqwtN878>

3. CONTAINER

The container is equipment that has space, in which something can be filled, either solid-liquid, powder, or powder. Containers also can be used to assist the work process, for example, used to soak in the washing process and carry dirty/clean linen.

a). Bucket

A bucket is a place used to fill water and cleaning liquid used in the mopping technique. Based on the size of the capacity, buckets that are commonly used start from buckets measuring 5 liters, 10 liters or above 10 liters. A good bucket is to have a clear capacity size, has a strong stem. May be completed with a lid to match the size of the bucket body.



The picture adopted from:
<https://hospitality.my.id/hk/peralatan.php>

Equipment Selection and Arrangement

CONTENT FOCUS: UNIT 1

b). Linen Humper

A linen humper is a bag used to put dirty linen when cleaning the room. Linen humpers are usually attached to the trolley cart. Linen humpers are usually made of strong materials to accommodate lots of dirty linen in rooms that have been cleaned.



The picture adopted from: <https://images.app.goo.gl/2NGVamQNSK0C0JA>

c). Linen Trolley

A linen trolley is a cart used to place and carry dirty linen to the laundry and bring clean linen from the laundry. Linen trolley is generally rectangular containers made of strong material and equipped with wheels at the bottom of the cart to make it easier to push.



The picture adopted from: <https://images.app.goo.gl/8C6WACB8XTD4QNAE>

d). Bottle Sprayer

A bottle sprayer is a bottle that is used to collect cleaning liquid for the cleaning process. In general, a spray bottle consists of a bottle equipped with a spray pump and is usually made of plastic. The things that must be considered when buying a spray bottle are that the bottle has the size that fits your needs, the bottle looks clean and clear, the spray pump can be closed properly, and the spray pump can work properly.



The picture adopted from: <https://images.app.goo.gl/8x5C6pawUm0Kq19>

e). Dust Pan

A dust pan is a container used to pick up trash during the cleaning process. The choice of the type of trash scoop to be used depends on the object to be lifted. A good dust pan usually has a scoop handle, scoop edge flush with the floor, scoop edge can be coated with rubber, and scoop container in good condition.



The picture adopted from: <https://images.app.goo.gl/5u6C1a9vqUg6p>

f). Water Scoop

A water scoop is used to collect water used in the cleaning process. The size and shape of the water scoop are very diverse. A good water scoop is to have a strong handle, in good condition with no cracks or leaks.



The picture adopted from: <https://images.app.goo.gl/AHKZaTt4TqN56e5>

g). Public Area Trolley

This trolley is used to carry cleaning equipment. The shape and model of the trolley depend on the needs, some can only accommodate a few manual tools, but some are larger so they can carry mechanical cleaning tools such as a vacuum cleaner.



The picture adopted from: <https://images.app.goo.gl/8p6a1ana1pk4>

4. LINEN

Linen is cleaning equipment made from cotton fibre, generally in the form of cloth or linen.

a). Mop

Mop is a bundle of cotton fibre that is used to mop the floor. The types and models of mops are very diverse, there are mops that are directly attached to the stem, and there are also mops that are separate. The materials used to make the mop are cotton fibre and patchwork.



The picture adopted from: <https://images.app.goo.gl/8p6a1ana1pk4>

Equipment Selection and Arrangement

CONTENT FOCUS: UNIT 1

b). Floor Cloth

Floor cloth is made of cotton fibre and is used to mop the floor. The use of a mop in the cleaning process involves more processes that make it more difficult to use compared to a mop. The condition of a good mop is that it can absorb water properly.



The picture adopted from: <https://hospitality.my.id/dikperalatan.php>

c). Cotton Cloth

Cotton cloth is made of cotton fibres which are commonly used to wipe furniture, glass and other household items. The conditions for a good cotton cloth are that it absorbs water well and does not fade.



The picture adopted from: <https://hospitality.my.id/dikperalatan.php>

d). Glass Cloth

Glass cloth is made of cotton fibre which is used to wipe glass. A glass cloth with a cotton cloth has the same material, but the difference is the usage.



The picture adopted from: <https://hospitality.my.id/dikperalatan.php>

e). Soft Cloth

A soft cloth is a flannel cloth made of soft cotton fibre. A soft cloth is usually used to clean furniture that is varnished.



The picture adopted from: <https://hospitality.my.id/dikperalatan.php>

f). Lobby Duster / Floor Duster

This duster is a tassel cloth made of cotton fibres used to shine floors. Lobby dusters are usually used to clean dust or footprints on the floor. The size of the lobby duster varies, in general, the size of the lobby duster is around 60-80 cm.



The picture adopted from: <https://hospitality.my.id/dikperalatan.php>

g). Wool Duster

Wool Duster is a roll made of wool which is used to clean walls from adhering dust. This tool is equipped with a high handle.



The picture adopted from: <https://www.igmp.com.sg/attachment/15128A>

5. MACHINAL

Machinal is cleaning equipment driven by electricity / engine.

a). Vacuum Cleaner

A vacuum cleaner is a vacuum machine that is usually used to suck up dust or small dirt that is easily lifted. This machine should not be used to suck up small sharp objects because these objects can get stuck in the rubber pipes in the machine and can cause the rubber pipes to leak. According to the shape, vacuum cleaner consists of 2 types, namely cylinder and upright vacuum cleaner. Meanwhile, according to the function vacuum cleaner consist of dry vacuum cleaners, wet vacuum cleaners, and wet and dry vacuum cleaners.



The picture adopted from: <https://hospitality.my.id/dikperalatan.php>

b). Floor Machine

This machine is a floor machine commonly used for brushing floors, draining floors, and polishing floors.



The picture adopted from: <https://hospitality.my.id/dikperalatan.php>

Equipment Selection and Arrangement

CONTENT FOCUS: UNIT 1

c). Shampooing Machine

Shampooing Machine is a floor machine commonly used to wash carpets/shampoo carpets.



The picture adopted from <https://hospitality.my.id/hk/peralatan.php>

d). High-Pressure Machine

High Pressure Machine is a machine with high pressure that is used to clean the floor to polish the floor.



The picture adopted from <https://hospitality.my.id/hk/peralatan.php>

e). Airflow Machine

Airflow Machine is a machine used to regulate air circulation so that the room being cleaned dries quickly.



The picture adopted from <https://images.app.goo.gl/PjRk3Lk6fC7TISV>

6. PROTECTIVE EQUIPMENT

Protective equipment is equipment used to protect work from work accidents.

a). Helmet

This tool is a head covering that is used as work protection when cleaning locations where objects may fall, be hit by something or fall from a high place. Helmets are usually made of thick mica plastic.



The picture adopted from <https://images.app.goo.gl/1Z1mHr1m0mQ1k8>

b). Safety goggles

These glasses are used to protect against the risk of sparks or air mixed with heavy chemicals. This tool is commonly used by maintenance staff when working to connect iron pipes or weld furniture made of iron.



The picture adopted from <https://images.app.goo.gl/8J8q1Tcd342a0rLE>

c). Mask

This tool is a face covering that is used as a face shield from the risk of radiation or inhalation of air mixed with chemicals. There are many types and variations of masks, such as cloth masks, masks with thick plastic, masks equipped with thick screens and permanent nose masks, etc.



The picture adopted from <https://hospitality.my.id/hk/peralatan.php>

d). Gloves

These gloves are used to protect hands from light, medium and heavy dirt, as well as protect against bacteria and germs. Gloves that are usually used are made of plastic or rubber.



The picture adopted from <https://hospitality.my.id/hk/peralatan.php>

e). Safety Belt

Safety Belt is used to protect yourself from the risk of falling from a high place. This tool is commonly used when cleaning the glass in multi-storey buildings.



The picture adopted from: <https://hospitality.my.id/hk/peralatan.php>

Equipment Selection and Arrangement

CONTENT FOCUS: UNIT 1

g). Net

This safety net is used to cover areas that are being renovated so that objects such as broken walls, nails, pieces of iron, and wood are not exposed to other people.



The picture adopted from: <https://hospitality.my.id/dhik/paralatan.php>

h). Body protector

The body protector is used to protect us from the risk of being exposed to radiation. There are many types of protective clothing and variations, some only cover the chest which is usually used by fitness/gym staff or full protective clothing in the form of overalls.



The picture adopted from: <https://hospitality.my.id/dhik/paralatan.php>

7. SUPPORTING EQUIPMENT

Supporting equipment is equipment used to support a job.

a). Airing rack

An airing rack is a clothesline rack that is used to dry work cloth after use. The airing rack depends on the amount of cloth to be dried.



The picture adopted from: <https://images.app.goo.gl/5mMEYk9QJ79paAHM>

b). Sink

The sink is used to wash cloth or work equipment after use. The location of the sink for work support is usually designed below or low so that it can be used to wash large equipment.



The picture adopted from: <https://images.app.goo.gl/5mMEYk9QJ79paAHM>

c). Gondola

Gondola is a rack that is used to store equipment and cloth after washing and drying.



The picture adopted from: <https://images.app.goo.gl/5mMEYk9QJ79paAHM>

d). Step ladder

This tool is a folding ladder that is used to help climb high places or help pick up and put objects in high places. The size of the folding ladder provided depends on how tall the room is in the hotel.



The picture adopted from: <https://hospitality.my.id/dhik/paralatan.php>

e). A telescopic stick

This tool is a connecting stick that is used to connect the cleaning rods to make them longer, or used to attach light bulbs to the ceiling of the room.



The picture adopted from: <https://hospitality.my.id/dhik/paralatan.php>

8. OTHERS EQUIPMENT

Other equipment is cleaning equipment that cannot be grouped into the types of equipment mentioned above.

a). Glass wiper

A glass wiper is used to clean the glass, especially in the window or door. Cleaning done by the wipers can remove oil, dust, rainwater and dirt that sticks to the glass.



The picture adopted from: <https://hospitality.my.id/dhik/paralatan.php>

Equipment Selection and Arrangement

CONTENT FOCUS: UNIT 1

b). Floor squeezer

A floor squeezer is used to remove water on the floor surface. How to use it is very easy, just by pushing or pulling the squeezed rubber on the wet floor surface.



The picture adopted from:
<https://hospitality.my.id/hk/peralatan.php>

c). Sponge

This tool is used to clean the surface of all kinds of cooking utensils and cutlery. The sponge is a cleaning tool made of soft and porous material.



The picture adopted from:
<https://hospitality.my.id/hk/peralatan.php>

d). Scote brite

This tool is a type of sponge that is more coarse that is used to scrub the parts that are more difficult to clean



The picture adopted from:
<https://hospitality.my.id/hk/peralatan.php>

e). Steel wool

Steel wool is a scourer made of fine wire, to remove scale, or areas that are difficult to clean with a Sponge or Scott Brite.



The picture adopted from:
<https://hospitality.my.id/hk/peralatan.php>

f). Chamoise

Chamoise is a cloth that can absorb water and easily wring out



The picture adopted from:
<https://hospitality.my.id/hk/peralatan.php>

g). Warning sign

A warning sign aimed at the reader. One example of a warning sign is a wet caution



The picture adopted from:
<https://hospitality.my.id/hk/peralatan.php>

Equipment Selection and
Arrangement

11

CONTENT FOCUS: UNIT 1

B. ARRANGING EQUIPMENT ON THE CLEANING TROLLEY CART

The main job of a houseman/maid is to maintain the cleanliness, tidiness and completeness of the rooms in the hotel except for the guest rooms. Therefore, the houseman/maid requires equipment and cleaning materials that must be brought when working using a cleaning trolley cart.



1. CLEANING TROLLEY CART

Equipment and cleaning materials used in cleaning the area are arranged and stored in a cleaning trolley cart to make it easier for the houseman/maid to find and carry the necessary tools or materials. So the houseman/maid needs to organize all the equipment before and after doing the job.

There are several benefits to using a cleaning trolley cart as follows.

- Efficiency in lifting equipment and materials
- Easy to find tools and materials to carry.
- Avoid falling or losing tools.
- Keep the goods in good condition.
- Increase the life of equipment/goods.

2. ARRANGEMENT OF CLEANING TROLLEY CART

The cleaning trolley cart consists of trolley, humper, handle wheel, rack, the hole for stick, and space for the machine. Types of equipment to be stored in the cleaning trolley cart are cleaning tools and cleaning materials.

In general, cleaning trolley cart consists of:

- Cotton cloth
- Mop and its components
- Floor machine
- Broom
- Brush
- Bottle sprayer
- Wet floor sign, etc.



The picture adopted from:
<https://images.app.goo.gl/KCgdoAEX8BNjmc78>

LANGUAGE FOCUS: UNIT 1

A. EXPRESSION OF GREETING AND INTRODUCING SELF

1. GREETING

Greeting guests at the hotel is a very important thing to do for hotel staff, especially housekeeping staff. This is important because greeting guests who come to the hotel can create an extraordinary guest experience where guests will feel valued and appreciated. Greetings are not only done when guests arrive and check in at the hotel but greetings are also done when housekeeping staff want to clean guest rooms. Therefore a good greeting will be able to determine a good atmosphere for guests who stay at the hotel. Here are some expressions of greeting.

- Hello, good morning/ good afternoon/ good evening
- Hello, welcome to (The name of the hotel)
- How can I help you today Ma'am/Sir?
- Can I be of assistance?
- How may I assist you?
- May I assist you with anything?

2. INTRODUCING SELF

Apart from greeting, introducing yourself is also an important thing to do especially as housekeeping staff. If the housekeeping staff performs room cleaning services, then the housekeeping staff must introduce themselves first to the guest before entering the room or cleaning the room.

- Hello. My name is ...
- Hi. I'm ...
- Nice to meet you Ma'am/Sir. I'm ...
- Pleased to meet you. I'm ...
- May I introduce myself? I'm...
- Let me introduce myself. I'm ...
- I'd like to introduce myself. I'm ...

Equipment Selection and Arrangement

LANGUAGE FOCUS: UNIT 1

B. GRAMMAR REVIEW: SIMPLE PRESENT TENSE

The simple present tense is a tense that is used to express events that occur regularly in the present. This tense is usually used in everyday life and is useful for communicating with other people. Therefore, it is very important for us to understand this tense.

VERBAL SIMPLE PRESENT TENSE

	FORMULA	EXAMPLE
Positive (+)	Subject + Verb 1 (+ s/es) + Object	She comes to the hotel at 6 in the morning
Negative (-)	Subject + Do/Does Not + verb 1 + Object	She does not come to the hotel at 6 in the morning
Interrogative (?)	Do/does + subject + verb 1 + Object?	Does she come to the hotel at 6 in the morning?

NOMINAL SIMPLE PRESENT TENSE

	FORMULA	EXAMPLE
Positive (+)	Subject + To be (am, is, are) + Object	He is the supervisor in this hotel
Negative (-)	Subject + To be (am, is, are) + Not + Object	He is not the supervisor in this hotel
Interrogative (?)	To be (am, is, are) + Subject + Object?	Is he the supervisor in this hotel?

LANGUAGE FOCUS: UNIT 1

C. VOCABULARY REVIEW

NOUN	VERB
Room: /rʊm/	Clean: /kli:n/
Guest: /gest/	Check: /tʃek/
Bathroom: /ˈbɑːθrʊm/	Take: /teɪk/
Service: /sərvəs/	Enjoy: /ɪnˈdʒɔɪ/
Broom: /brʊm/	Sweep: /swi:p/
Area: /eɪrɪə/	Prepare: /prɪˈpeə/
Mop: /mɒp/	Make: /meɪk/
Furniture: /fərnəˈtʃər/	Help: /help/
Floor: /flɔː/	Work: /wɜːk/



Equipment Selection and
Arrangement

TASK: UNIT 1

A. READING SECTION

TASK 1

Please read the following conversation!

Room boy : Tok Tok Tok, good afternoon, room boy please (3 times)

Guest : Yes, please enter!

Room boy : Good afternoon Mr. Andi, I'm from the housekeeping department, I want to clean your room, may I clean your room now?

Guest : No, not now. I'm busy right now

Room boy : When can I clean your room?

Guest : Please clean my room at 3 pm

Room boy : Alright sir, I'll be back at 3 pm to clean your room. Do you need anything else to help?

Guest : Oh yes, when you come back, can you bring me an extra towel please?

Room Boy : Yeah sure Sir. Do you need anything else to help?

Guest : No, I think that's all. Thank you

Room Boy : You're welcome, and have a nice day

This conversation is adopted from: <https://www.sandywarman.com/2019/09/contoh-percakapan-antara-room-boy.html>

After reading the conversation above, please answer the following questions:

1. What is the conversation about?
.....
.....
2. Where is the conversation taking place?
.....
.....
3. Why didn't the guest want to clean his room at that time?
.....
.....
4. When did the guest tell the room boy to clean his room?
.....
.....
5. What does the guest request from the room boy?
.....
.....

TASK: UNIT 1

TASK 2

Please re-read the conversation in Task 1, then complete the following task based on the conversation. Choose whether those sentences are true or false!

1. The name of the guest is Mr Andi (True/False)
2. The conversation took place in the lobby hotel (True/False)
3. The guest wants his room cleaned by the room boy at the moment (True/False)
4. The guest wants the room boy to clean his room at 3 pm (True/False)
5. The guest request an extra blanket to the room boy (True/False)

B. SPEAKING SECTION

TASK 1

Please read and make roleplay about the conversation below. Then practice it with your friends in front of the class!

- Guest : Hi. May I ask you something?
 Receptionist : Yes, ma'am. How can I help you?
 Guest : May I speak to the housekeeper who cleaned my room? I think I lost my bracelet.
 Receptionist : Okay, ma'am. What room are you in?
 Guest : My room is number 105.
 Receptionist : We will follow up on your complaint. Would you mind waiting a while? The housekeeper will come to your room later.
 Guest : Yes, that's no problem. Thank you
 Receptionist : You are welcome, ma'am.
 Housekeeper : Knock, knock, Knock. Good evening, ma'am. This is the housekeeper.
 Guest : Yes, please come in.
 Housekeeper : I heard that you lost a bracelet, ma'am. Is that right?
 Guest : Yes. It's a silver bracelet. I remember putting it on the table. Did you see it when you were tidying my room? It's a gift from my husband.
 Housekeeper : I am very sorry, ma'am. I did not see a bracelet when I was cleaning your room.

TASK: UNIT 1

Guest : That's fine, I am not accusing you of anything. Just let me know if you see that.

Housekeeper : Okay, ma'am. I'll tell you soon if I see your bracelet.

Guest : Great. Thank you.

Housekeeper : You are welcome. Do you need anything else, ma'am?

Guest : No. That's it.

Housekeeper : All right, then. May I leave your room now?

Guest : Yes, of course

Housekeeper : Okay. Good evening, ma'am.

This conversation is adopted from: <https://kampunggrisla.com/percakapan-housekeeping-dengan-tamu-dalam-bahasa-inggris-2/>

C. LISTENING SECTION

TASK 1

Please listen to the audio and answer the questions!

 Klik here

or

https://drive.google.com/file/d/1O8RpSWURHLd03KdGQbw4b5UieHoU4KtR/view?usp=share_link

- | | |
|---------|----------|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |



Equipment Selection and
Arrangement

TASK: UNIT 1

D. WRITING SECTION

TASK 1

Please observe the equipment in the school warehouse. Then identify the type of equipment and write down each function of each equipment found in the table below!

No	Name of Equipment	Type of Equipment	Function
1.	Floor Broom	Manual	Floor broom is a broom used to sweep the floor.
2.			
3.			
4.			
5.			
6.			
7.			
8.			

UNIT 2

AREA CLEANING



BASIC COMPETENCIES

3.2

Understand the selection of cleaning supplies

3.2.1. Understand the selection of cleaning supplies

3.2.2. Describe the selection of cleaning supplies

LEARNING OBJECTIVES

- Students are able to understand the selection of cleaning supplies
- Students are able to describe the selection of cleaning supplies

INPUT

ACTIVITY 1
PLEASE MATCH THE CLEANING SUPPLIES BELOW WITH THE RIGHT TYPE!



Solvent



Chemical Action



Soap and Detergent



Polish



Area Cleaning



CONTENT FOCUS: UNIT 2

A. CLEANING SUPPLIES

Cleaning supplies are materials used to assist the cleaning process so that dirt is easily removed. The cleaning supplies used have different cleaning powers, so a houseman must be able to determine the right type of cleaning supplies for the cleaning process. Cleaning supplies are divided into four based on how it works.

1. SOLVENT

A solvent is a cleaning supply that can dissolve dirt into the material itself. For examples:

- Water
- Kerosene
- Gasoline
- Thinner
- Turpentine
- Spiritus
- Ammonia



This picture adopted from:
<https://images.app.goo.gl/7IrwHn4Dd6Sep5E19>



This picture adopted from:
<https://images.app.goo.gl/1B1KbEivp9pxuzU6>

2. CHEMICAL ACTION

Chemical action is a cleaning supply that is chemical in nature. For example

- Caustic soda
- HCL
- Abrasive powder
- Go-getter
- Vinegar



This picture adopted from:
<https://images.app.goo.gl/2Iy1V7k6wF1H8pp7>



This picture adopted from:
<https://images.app.goo.gl/qcMCWPFu4JU6hWak6>

In using chemical cleaning supplies, it is necessary to provide an explanation to the houseman/maid regarding the use of cleaning supplies and the correct dosage. Excess doses in use can result in pollution to the environment and water, damage to the type of goods being cleaned, an increase in expenses for cleaning, and an increase in the danger of poisoning, or irritation to the user.

CONTENT FOCUS: UNIT 2

3. SOAP AND DETERGENT

Soaps and detergents are cleaning supplies made from animal fat. This material can be in the form of bars and liquid. For examples:

- Bar laundry soap
- Bath soap
- Bath/washing liquid soap



This picture adopted from:
<https://images.app.goo.gl/3A2ytlLnoaZ6ajR327>

Detergents are cleaning agents made from plant fats, but currently, detergents are a mixture of several ingredients, namely surfactants, alkalis, sequestrants/water softeners, sours, bleach, anti-corrosives, and softeners. This material can be in the form of liquids, powders, bars, and pastes.

Example:

- Nobla (powder)
- Forward
- Superfoam
- Dab soap
- Rinso and various other brands.



This picture adopted from:
<https://images.app.goo.gl/1MuvVz6TJaQRZb8>

4. POLISH

Polish is a material used to shine a surface/object. Judging from the basic ingredients for making polish, the polish can be divided into 2, namely as follows.

- Water-based polish: water-based
- Spirit-based polish: solvent or oil-based

For example:

- Fortify
- Traffic grade
- Shine up
- Brasso
- O'cedar
- Pledge
- Kiwi
- 900
- New Complete



This picture adopted from:
<https://images.app.goo.gl/UF2iV3NVWu-edP9366>



This picture adopted from:
<https://images.app.goo.gl/GYBW1bb87aNdaddA>

NOTE:

Cleaning materials used for both chemical and non-chemical cleaning processes must still be considered according to the instructions for use. Below are some things that need to be considered when working with cleaning supplies:

- Use protective equipment for hands, face, and body.
- Use non-slip footwear
- Pay attention to the direction of the wind, and avoid against the wind.
- Read the instructions for use and ingredients.
- Make sure the name of the ingredients is appropriate.
- Observe strong warning signs on ingredients.

CONTENT FOCUS: UNIT 2

B. CLEANING TECHNIQUES

The cleaning technique is an activity that must be carried out in cleaning the location/area in the hotel. By doing the right technique, it can add to the appearance of the object and increase its lifespan. However, **the ability to apply techniques must also be supported by the ability to determine cleaning tools and materials. If there is an error in determining the tools, materials, and techniques, you will not get maximum results.** The cleaning technique or also known as the cleaning method consists of the following:

1. DUSTING

Dusting is cleaning the surface of an object by wiping it so that the dust is lifted.

- Tools used: cotton cloth/ soft cloth.
- Standard operating procedure:
 - a. Remove all objects from furniture /surfaces
 - b. Follow the wood grain/wind direction.
 - c. Rub the cotton / soft cloth on the furniture from the furthest to the nearest.
 - d. Rub hidden areas.
 - e. Rearrange the objects that were moved.



This picture adopted from <https://images.app.goo.gl/ZP1Zuog8L7SDMh88>

2. DAMP DUSTING

Damp dusting is cleaning the surface of objects by wiping them with a damp cloth so that the dust is lifted.

- Tools used: 1 dry cloth and 2 damp cloths, bottle sprayer.
- Materials: water and solution.
- Standard operating procedure:
 - a. Clean everything from the furniture.
 - b. Wipe by following the grain of the wood.
 - c. Wiping if using chemical additives, do it in the direction the wind blows.
 - d. Spray the material on the cloth until damp.
 - e. Rub the furniture from the far side and the nearest direction.
 - f. Clean hidden parts.



This picture adopted from <https://images.app.goo.gl/YK2vK8YyAAz1rVFz7>

CONTENT FOCUS: UNIT 2

3. SWEEPING

Sweeping is cleaning the surface of the floor by removing dust/dirt.

- Tools used: 1 broom, 1 dust pan, 1 waste basket, and a palm broom (if necessary).
- Standard operating procedure:
 - a. Prepare the necessary tools.
 - b. Sweep the room starting from the furthest.
 - c. Sweep with the direction of the wind.
 - d. Sweeping forward.
 - e. Pick up trash with a dust pan and put it in the trash can.
 - f. Pay attention to hidden places.



This picture adopted from <https://images.app.goo.gl/zBpetCf8MNkwjdZ9>

4. DAMP SWEEPING

Damp sweeping is wiping the surface of the floor with a damp cloth so that the dirt/dust can be removed.

- Tools used: floor cloth, bucket, floor stick, broom, dust pan, waste basket, wet/dry sign.
- Materials: water, solution.
- Standard operating procedure:
 - a. Do the sweeping technique first.
 - b. Move items on the surface.
 - c. Put up a wet sign.
 - d. Do the sweeping process backwards.
 - e. Make sure the damp floor cloth is not wet.
 - f. Change the water when it's dirty.
 - g. Let the floor dry



This picture adopted from <https://images.app.goo.gl/fWm5a6ml.soLCMyG8>

CONTENT FOCUS: UNIT 2

5. MOPPING

Mopping is wiping the surface of the floor with a damp mop and a mop rod so that the adhering dust can be lifted.

- Tools used: mop set, broom, dust pan, waste basket, wet/dry sign.
- Standard operating procedure:
 - a. Prepare all the necessary tools
 - b. Place a wet floor sign on the area to be cleaned
 - c. Mopping starts from the farthest corner from the entrance.
 - d. Dip the mop in clean water and wring it out.
 - e. Do it with steps backwards and hand movements with movements forming the letter S sleeping or back and forth.
 - f. Dip the mop in the mixed water (solution) and wring it out, dip it in clean water and wring it out.
 - g. Continue mopping until finished.
 - h. Change the water to maintain results.



This picture adopted from <https://images.app.goo.gl/AtduiFgmLBZbc687>

6. GLASS WIPING

Glass wiping is cleaning the glass that has a wide surface using a glass wiper.

- Tools used: squeezer/wiper, 2 cotton cloths, sponge, paintbrush.
- Standard operating procedure:
 - a. Prepare the necessary equipment.
 - b. Fold the cotton cloth and attach it to the left arm, attach the cotton cloth to the lower frame of the window to hold the liquid / hold it in the right hand.
 - c. Clean the narrow corners of the dust.
 - d. Spray liquid (solution) on the surface of the glass.
 - e. Flatten the liquid using a sponge.
 - f. Pull the liquid on the glass surface with the squeezer/wiper in a top-down motion, or sleep.
 - g. Rub the corners of the window with a cotton cloth.
 - h. Continue work until finished.



This picture adopted from <https://images.app.goo.gl/bDUDDiWslWWQqiye8>

CONTENT FOCUS: UNIT 2

7. POLISHING

Shining is the process of giving a layer on a surface/object so that it looks shiny.

- Tools used: cotton cloth, soft cloth.
- Material: wooden polish (shine up)
- Standard operating procedure:
 - a. Prepare the necessary tools and materials.
 - b. Do dusting / damp dusting first.
 - c. Put wooden polish on a cotton cloth and rub it on the surface of the furniture to be polished
 - d. Do it from the far side in the direction of the wood grain and do it again in the nearest direction.
 - e. Leave it for a while, then take a soft cloth and buff the furniture, and do it until the furniture looks shiny.



This picture adopted from:
<https://images.app.goo.gl/LUjB4dxB19ha9D37>

C. AREA CLEANING PROCEDURES

Cleaning areas in hotels are the same, but if there are differences in the determination of tools, materials and cleaning techniques, it is because the condition of the equipment owned by that area is different from other areas. The hotel area cleaning procedures will be explained as follows:

1. LOBBY

The waiting room needs to be considered clean, not only because it is a place for guests to enter and leave the hotel, but because the neat and clean condition of the lobby reflects the cleanliness of the hotel as a whole. Tools and materials adapted to the specified technique. In general, the condition of the lobby area consists of high ceilings with or without architectural art, walls surrounded by wide glass, and hard floors (marble / ceramic) covered with carpets in several corners. There are some decorations, cigarette ashtrays, and reading trees.

Cleaning procedures:

1. The lobby is cleaned from a quiet corner so it doesn't disturb guests.
2. Check the ceiling for cobwebs.
3. Clean the glass with the inside and outside glass wiping techniques.
4. Hard floors (marble/ceramics) are cleaned using a mopping / damp sweeping technique.
5. Vacuum the carpet in the lobby with a vacuum cleaner.
6. The ashtray in the lobby is cleaned by throwing trash/cigarette ash into the trash then washing it and drying it until the ashtray looks clean inside and out.
7. The plants/flower arrangements in the lobby are inspected and watered with sufficient water or the water is changed, and then the pots are dusted.
8. If there is a guest elevator/lift then clean the outside by dusting.
9. Clean the door handle with the dusting technique.
10. Clean footprints with floor dusting using a lobby duster.

CONTENT FOCUS: UNIT 2



This picture adopted from
<https://images.app.goo.gl/2iDEGvYhC8H7Z1E89>



This picture adopted from
<https://images.app.goo.gl/WvWv9ZABUd4mUA>

2. CORRIDOR

The condition of hotel corridors is generally in the form of alleys or roads with or without space on the right or left, having hard floors or carpet, with some decorations on the walls, equipped with standing astray, lighting, K3 boxes, surveillance cameras, smoke detectors, and water sprinklers.

Cleaning procedures:

1. Hard floors are cleaned using the damp dusting/mopping technique.
2. Carpet floors are cleaned by vacuuming.
3. Some decorations and other equipment with dusting technique.
4. Check also if there is damage to the lamp or others.
5. Report the damage to superiors.



This picture adopted from
<https://images.app.goo.gl/G4ojt5A5Lnbh9aCY8>

3. OFFICES

Offices are spaces that function as an office or workspace consisting of executive office space, accounting, sales and marketing, front office, housekeeping food and beverage, and others. Office space is generally cleaned in the afternoon so as not to disturb employees/guests.

Cleaning procedures:

1. Clean walls, doors, and glass windows with the glass wiping technique.
2. Clean the dust on the ceiling, walls and furniture, while cleaning check the condition of the lights and other equipment.
3. Report the damage to superiors.
4. Clean hard floors using the damp sweeping/mopping technique.
5. Clean the carpet floor by vacuuming.
6. Clean the electrical contacts, door handles, and door leaves.



This picture adopted from:
<https://images.app.goo.gl/BdvWFAstQscSCpk9>

CONTENT FOCUS: UNIT 2

4. RESTAURANT

A restaurant is a hotel facility that provides food and beverage services. Cleaning of this area is done in the afternoon so guests don't feel disturbed. The interior of the restaurant consists of hard floors (marble, ceramic, natural stone), stone or wood walls, equipped with table, chairs, dining and other furniture

Cleaning procedures:

1. Clean the wall from dust or garbage.
2. The floor is cleaned using the damp dusting mopping technique.
3. Clean the cigarette ash by throwing it in the litter box and washing the ashtray, then dry it.
4. Clean furniture starting from tables, and chairs, from visible and invisible parts.
5. Rearrange the table chair position to its original shape.
6. Water the flowers or replace the water on the flower arrangement.



This picture adopted from:
<https://images.app.goo.gl/QWzH9TunCumQYj7f>

5. MEETING ROOM

Cleaning the meeting room is the responsibility of the housekeeping department, the meeting room consists of a large room equipped with tables, chairs, presentation tools, podiums, moderator tables, hard floors/carpets, and equipped with several decorations.

Cleaning procedures:

1. Clean up leftovers or trash after the event is over.
2. Arrange the chairs and place them in the corner of the room.
3. Pick up all equipment that has been used.
4. Clean the dust on the wall and check for damage.
5. Replace the broken lamp with a new one.
6. Clean the light buttons with dusting / damp dusting to remove fingerprints/oil marks and other dirt.
7. Use a vacuum cleaner to clean the carpet floor.
8. Mop the floor with mopping.
9. Water the plants and replace the water in the flower pot.
10. Clean the guest elevator.



This picture adopted from:
<https://images.app.goo.gl/Vvph568jG0jJae6>

CONTENT FOCUS: UNIT 2

6. EMPLOYEE ROOM

The employee room is used by employees for their daily activities before entering the workspace. The employee room consists of a changing room, bathroom, prayer room, dining room, and smoking room.

Cleaning procedures:

1. Rearrange the furniture and equipment in the room.
2. Clean and wash the trash and ashtrays in the employee room.
3. Remove dust and check for damage.
4. Clean the walls and furniture affected by water spills or stains with a sponge.
5. Clean the light switches
6. Clean employee rooms
7. Clean the floor with damp dusting/mopping.
8. Carry out cleanliness checks at every change of work shift.



This picture adopted from:
<https://images.app.goo.gl/aYUK8u9uQkbQ3H9Q7>

NOTE

Cleaning activities carried out by the houseman/maid consist of daily activities and periodic activities which are carried out within a period of 1 month, 3 months, 6 months. The cleaning described below includes daily cleaning activities that are useful to know and maintain the hotel area at all times. Periodic cleaning is done for maintenance, to avoid damage, and give a new impression.

D. DRY AREA AND WET AREA

Before cleaning, knowledge about dry areas and wet areas is needed so that maximum results can be obtained. Cleanliness will make guests comfortable, otherwise, a dirty hotel area will create a bad impression of the hotel in handling environmental sanitation. Dry areas are locations that are not in contact with water or other water-containing materials, while wet areas are locations that are associated with water or water-containing materials.

Examples of dry areas in hotel:

- Lobby
- Corridor
- Meeting room
- Front Office
- Offices
- etc.

Examples of wet areas in hotel:

- Restaurants
- Kitchens
- Pools
- Water sports facilities.



CONTENT FOCUS: UNIT 2

• PURPOSE OF KNOWING DRY AND WET AREAS

The goal of knowing dry and wet areas so that the causes of dirt in those areas are known so we can determine the right cleaning agents for those areas.

Dirty can be seen from its origin and can be grouped into the following.

1. Derived from animals, such as cockroaches, spiders, flies, crickets and rats.
2. Derived from humans, for example, hair loss, dandruff, bacteria, cigarette smoke, cigarette butts, faeces, urine and saliva.
3. Derived from the air, for example, dust, smoke pollution, and gas.
4. Other, for example, drizzle, evaporation, flooding, chemical waste, and chewing gum.

• CLEANING STEPS

The steps for cleaning dry and wet areas are as follows.

1. Identify the type of area to be cleaned
2. Coordinate when work must be done immediately
3. Determine the tools and materials to be used
4. Make sure tools and materials are in good condition and correct
5. Clockwise system/unclockwise system
6. Do the cleaning starting from the top-side-bottom
7. The principle of cleaning means lifting dirt, not moving dirt / levelling dirt
8. Post hygiene signs
9. Do it according to the appropriate technique
10. Double-check
11. Pay attention to the principles of work safety and security
12. Clean the equipment and keep it clean and put it in its proper place



LANGUAGE FOCUS: UNIT 2

A. EXPRESSION USED IN CLEANING GUEST ROOM

Before entering the guest room, the housemaid/boy must ensure that there is no "Don't Disturb" sign on the door. If there is no "Don't Disturb" sign, the housemaid/boy can knock on the room door 3 times or press the bell while stating your identity. The expression can be as follows:

- "Room maid/boy, please. May I service your room now please?"
- "Good morning Sir/Ma'am. May I clean your room please?"
- "May I clean your room now Sir/Ma'am?"
- "Do you want your room to be cleaned at the moment?"

If there is no answer from inside the room, the house maid/boy can then enter the room key and then open the room slowly while saying:

- "Excuse me!"

If the guest does not want to clean the room immediately, then tell the guest that if he/she wants to clean the room later, please contact the Housekeeping Office at the telephone number in the Housekeeping Office. Or you can ask it directly to the guest

- "Alright Madam/Sir, If you need Room Attendant for cleaning your room later, please contact HK Office at Extension 101, Thank you, sir/madam"
- "When would you like to get the room service Sir/Ma'am?"

If the housemaid/boy has finished cleaning the guest room, the housemaid/boy can ask for other things that can be done for guests.

- "I have completed serving your room Sir/Ma'am, is there anything else that I could do for you?"

After completing cleaning the guest room and the guest say "Thank you" you can response by saying:

- "It is my pleasure Sir/Ma'am, enjoy your stay"

LANGUAGE FOCUS: UNIT 2

B. GRAMMAR REVIEW: THE USE OF "CAN" & "MAY"

The words "can" and "may" are basic modals used to indicate a polite request. These two words actually have the same meaning, namely asking permission to do something, but the word "may" can be used in formal situations because it is considered to have a higher level of politeness than using the word "can". So the word "can" can be used in informal situations.

The formula for using the words "can" & "may" is as follows:

Can/May + I + V1 + Object?

The example in sentence:

- Can I go to the bathroom?
- Can I come to your house?
- May I close the door?
- May I help you Sir/Ma'm

C. VOCABULARY REVIEW

NOUN	VERB
Restaurant /rest(ə)rənt/	Clean: /klēn/
Lobby /lābē/	Arrange /ə'rānj/
Carpet /kärpət/	Wash /wōSH/
Soap /sōp/	Remove /rə'mōv/
Spray /sprā/	Pick /pik/
Surface /sərfəs/	Rub /rəb/
Technique /tek'nēk/	Wipe /wīp/
Dust /dəst/	Dip /dip/
Furniture: /fəməCHər/	Fold /fōld/

Area Cleaning

TAKS: UNIT 2

A. READING SECTION

Please read the text below!

How to Clean Glass

- The bottom of the glass to be cleaned is covered with a wet cleaning cloth to accommodate dirt that drops down when cleaning the glass surface
- Spray glass cleaner on the glass surface to be cleaned evenly from the side according to the cleaning range
- The right-hand holds the window wiper attached to the glass surface to be cleaned
- Left hand holding the dry clean cloth. The use of a dry cleaning cloth to wipe the wet window wiper after the cleaning process
- Using the window wiper, draw a straight line from the top left corner to the top right corner
- Dry the window wiper with a dry cleaning cloth held in the left hand
- Drag the transverse line from the top left corner to the top right corner then to the bottom corner without lifting the windows wiper
- Continue the process in all directions

Adopted from: <http://pariwisata.polimdo.ac.id/wp-content/uploads/2019/02/PUBLIC-AREA-1.pdf>

Please complete the following task based on the text. Choose whether those sentences are true or false!

1. When we clean the glass, the right hand holds the window wiper and the left hand holds the dry cleaner cloth (True/False)
2. A wet cleaning cloth is used to catch the dirt that drops when cleaning the glass surface (True/False)
3. In cleaning glass we only need a window wiper (True/False)
4. We need a bottle of glass cleaner spray in the glass cleaning process (True/False)
5. We can use a wet cleaning cloth to dry the window wipers (True/False)

TAKS: UNIT 2

B. WRITING SECTION

Please make a procedure for cleaning toilets in hotel.

Procedure Cleaning Toilet Area in Hotel

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C. SPEAKING SECTION

After you make a "Procedure for Cleaning Toilets in the Hotel" in the writing section, please record yourself in the form of a video telling the results of your work. The video can be uploaded on YouTube or on Google Drive.

Please submit your link video in the below:

 Klik here

or

https://drive.google.com/drive/folders/1K7lp-3-3F96LsYXVQo5yk3ktwYK7qFNp?usp=share_link

TAKS: UNIT 2

D. LISTENING SECTION

Please listen to the audio below, and please complete the sentences according to the audio!

 Klik here

Or

https://drive.google.com/file/d/199Ogcv_oznWgki7egLAWIZS8f4ERF1Ej/view?usp=sharing

Hotel Room Cleaning Procedures

1. Entering the room, on the door or press the bell three times, greeting then mentioning the identity of "housekeeping".
2. Turn on all the lights to see if any of the lights are
3. Pay close attention to the room, especially the room, by checking all the cupboards and drawers and ensuring no guest items are left behind. If guest items are found left behind, immediately contact loss prevention (Security Officer) or
4. Open the in the room.
5. Collect the trash in the room in the bag.
6. Stripping / the sheets on the bed one by one then put it in the linen bag.
7. Take clean linen from the as needed in making up the bed.
8. Then make up the bed according to the set by the hotel.
9. Then starts from Doors, Mirrors, Cabinets and drawers, TV Cabinets, Bed Side Tables and Bed Side Lamps, and Standing Lamps, and End by dusting the Paintings.
10. Complete the guest in the room
11. Continue with cleaning the bathroom
12. Vacuuming
13. When finished, check back the state of the room and clean the trolley

Adopted from: <http://repository.unas.ac.id/2435/1/ANDRIYANSYAH%20%20%2024%25.pdf>

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Appendix 8 Expert Judgement

- Expert Judge 1

QUALITY OF THE ENGLISH TEXTBOOK USED BY 11TH GRADE STUDENTS AT SMK N 1 AMLAPURA

No.	Dimension	Quality of the Product	Score			
			1	2	3	4
1.	Layout and Design	The textbook includes a detailed overview of the function, structures, and vocabulary that will be taught in each unit (Litz, 2005)				√
		The layout and design are appropriate and clear (Litz, 2005)				√
		The textbook is organized effectively (Litz, 2005)				√
		The textbook provides a vocabulary list (Litz, 2005)				√
		The textbook provides review section (Litz, 2005)				√
		The textbook provides clear objectives (Litz, 2005)				√
2.	Activities	The textbook provides a balance of activities (Litz, 2005)				√
		The activities encourage sufficient communicative and meaningful practice (Litz, 2005)				√
		The activities incorporate an individual, pairs, and group work (Litz, 2005)				√
		The grammar points and vocabulary items are introduced in motivating and realistic contexts (Litz, 2005)				√
		The activities promote creative, original and independent responses (Litz, 2005)				√
3.	Skills	The materials include and focus on the skills that students need to practice (Litz, 2005)				√
		The materials provide of listening and speaking skills (Litz, 2005)				√

		The textbook helps students to practice speaking (Litz, 2005)				√
		The practice of individual skill is integrated (Litz, 2005)				√
4.	Language and type of content	The language used is authentic, that is like real-life English (Litz, 2005)				√
		The language used is at the right level for students' current English ability (Litz, 2005)				√
		The progression of grammar points and vocabulary items is appropriate (Litz, 2005)				√
		The grammar points are presented with brief and easy examples and explanations (Litz, 2005)				√
		The language functions exemplify English that my students will be likely to use in the future (Litz, 2005)				√
5.	Subject and Contents	The subject and contents of the book are relevant to students' need as an English language learner (Litz, 2005)				√
		The subject and contents of the textbook are generally realistic.				√
		The subject and contents of the textbook are interesting, challenging, and motivating (Litz, 2005)				√
		There are sufficient varieties in the subject and contents of the textbook (Litz, 2005)				√
		The materials are not culturally biased and they do not portray any negative stereotypes (Litz, 2005)				√
SUM			0	0	0	100
TOTAL						100

1. What is your opinion about each unit?
➔
2. What aspect should be revised on each unit?
➔ Please adjust the font in the product and provide link in dialog or text
3. What is your suggestion for this unit?
➔

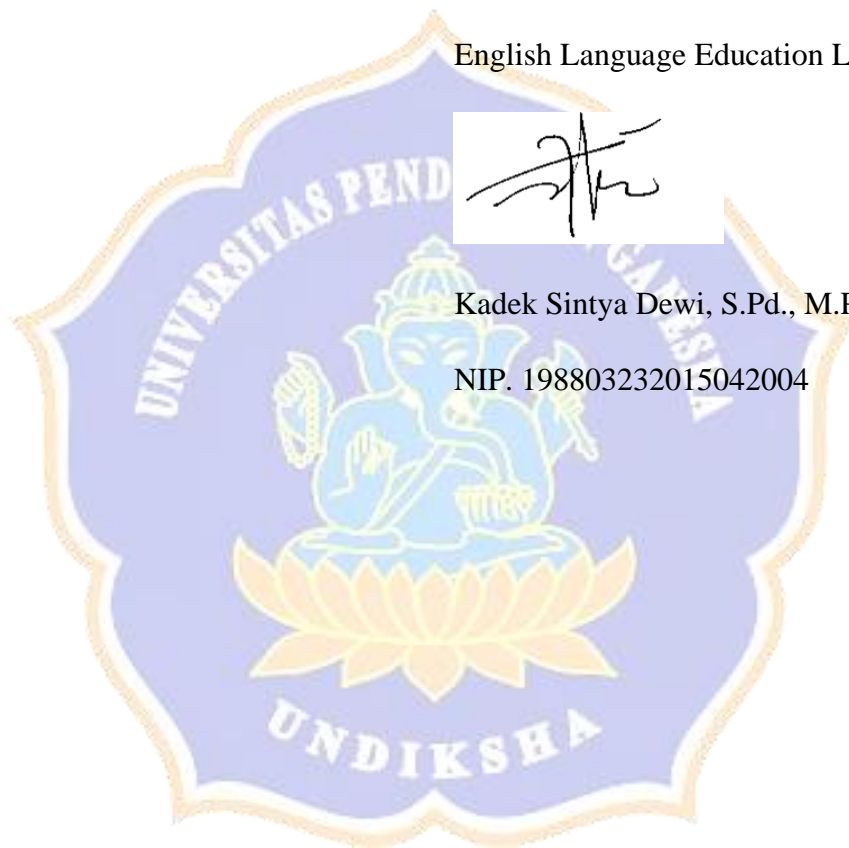
Singaraja, April 17th, 2023

English Language Education Lecture,



Kadek Sintya Dewi, S.Pd., M.Pd.

NIP. 198803232015042004



- Expert Judge 2

**QUALITY OF THE ENGLISH TEXTBOOK USED BY 11TH GRADE
STUDENTS AT SMK N 1 AMLAPURA**

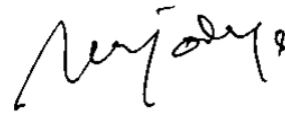
No.	Dimension	Quality of the Product	Score			
			1	2	3	4
1.	Layout and Design	The textbook includes a detailed overview of the function, structures, and vocabulary that will be taught in each unit (Litz, 2005)				√
		The layout and design are appropriate and clear (Litz, 2005)				√
		The textbook is organized effectively (Litz, 2005)				√
		The textbook provides a vocabulary list (Litz, 2005)				√
		The textbook provides review section (Litz, 2005)				√
		The textbook provides clear objectives (Litz, 2005)				√
2.	Activities	The textbook provides a balance of activities (Litz, 2005)			√	
		The activities encourage sufficient communicative and meaningful practice (Litz, 2005)				√
		The activities incorporate an individual, pairs, and group work (Litz, 2005)				√
		The grammar points and vocabulary items are introduced in motivating and realistic contexts (Litz, 2005)				√
		The activities promote creative, original and independent responses (Litz, 2005)				√
3.	Skills	The materials include and focus on the skills that students need to practice (Litz, 2005)				√
		The materials provide of listening and speaking skills (Litz, 2005)				√
		The textbook helps students to practice speaking (Litz, 2005)				√

		The practice of individual skill is integrated (Litz, 2005)			√	
4.	Language and type of content	The language used is authentic, that is like real-life English (Litz, 2005)				√
		The language used is at the right level for students' current English ability (Litz, 2005)				√
		The progression of grammar points and vocabulary items is appropriate (Litz, 2005)				√
		The grammar points are presented with brief and easy examples and explanations (Litz, 2005)				√
		The language functions exemplify English that my students will be likely to use in the future (Litz, 2005)				√
5.	Subject and Contents	The subject and contents of the book are relevant to students' need as an English language learner (Litz, 2005)				√
		The subject and contents of the textbook are generally realistic.				√
		The subject and contents of the textbook are interesting, challenging, and motivating (Litz, 2005)				√
		There are sufficient varieties in the subject and contents of the textbook (Litz, 2005)				√
		The materials are not culturally biased and they do not portray any negative stereotypes (Litz, 2005)			√	
SUM			0	0	9	88
TOTAL			97			

1. What is your opinion about each unit?
→ In my opinion each unit are good, but need little improvement
2. What aspect should be revised on each unit?
→
3. What is your suggestion for this unit?
→

Amlapura, April 12th, 2023

Housekeeping Teacher,



I Made Putu Wiyadnya, SE.

NIP. -



Appendix 9 Documentation



Interviewing housekeeping teacher



Giving questionnaire to the students



Expert judge evaluated the product

