



APPENDICES

APPENDIX 1. RESEARCH PERMISSION LETTER



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 : 155/UN48.7.1/DT/2023

24 Januari 2023

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMK Negeri 1 Singaraja
 di Singaraja

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

Nama	: I Gusti Ayu Ira Krishna Santhi
NIM	: 1912021003
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2022/2023
Judul	: Developing English Material for Speaking Skills of Food And Beverage Service Used By 11th-Grade Students In The First Semester At SMK N 1 Singaraja

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 2. REPLY LETTER FROM SMKN 1 SINGARAJA



GOVERNMENT OF BALI
PEMERINTAH PROVINSI BALI
DINAS PENDIDIKAN KEPEMUDAAN DAN OLAH RAGA
SEKOLAH MENENGAH KEJURUAN NEGERI 1 SINGARAJA
Jln. Pramuka No. 6 Telp. (0362) 22187 Fax (0362) 23166
SINGARAJA - BALI
Website : www.smkn1singaraja.sch.id e-mail : smkn1_sgr@yahoo.com



SURAT KETERANGAN
Nomor: B.31.070/318/SMKN1-SGR/DIKPORA


Yang bertanda tangan di bawah ini Kepala SMK Negeri 1 Singaraja, Kabupaten Buleleng, Provinsi Bali, menerangkan bahwa:

Nama	: I Gusti Ayu Ira Krishna Santhi
NIM	: 1912021003
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Asing
Perguruan Tinggi	: Universitas Pendidikan Ganesha
Jenjang	: S1
Tahun Akademik	: 2022/2023


Memang benar atas nama di atas telah melakukan Penelitian dan Pengambilan Data untuk keperluan Skripsi di SMK Negeri 1 Singaraja. Pada 17 Oktober 2022 s.d 16 Maret 2023 dengan judul "Developing English Material For Food and Beverage Service used by 11 th-grade students at SMKN 1 Singaraja .".

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



Dikeluarkan di Singaraja
Pada tanggal 03 Mei 2023



Ditandatangani secara elektronik oleh
KEPALA SEKOLAH
Drs. I Made Darwis Wibawa, MM.
NIP. 19641218 199103 1 007



UNDIKSHA



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APPENDIX 3. QUALITY OF THE QUESTIONNAIRE FROM SUPERVISOR 1

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	√	

	<p>akan menggunakan Bahasa Inggris untuk..</p> <p>a. berkomunikasi secara lisan dengan teman, dosen, rekan kerja atau atasan</p> <p>b. berkomunikasi secara tertulis dengan teman, dosen, rekan kerja atau atasan</p> <p>c. membaca berbagai macam jenis teks berbahasa Inggris</p> <p>d. lainnya(tuliskan)....</p>		
4	<p>Skill dan pengetahuan bahasa Inggris yang akan sering saya gunakan saat bekerja nanti adalah....</p> <p>a. listening</p> <p>b. speaking</p> <p>c. reading</p> <p>d. writing</p> <p>e. pronunciation</p> <p>f. vocabulary</p> <p>g. grammar</p> <p>h. lainnya (tuliskan)....</p>	√	
5	<p>Kemampuan bahasa Inggris saya secara umum berada pada tingkat....</p> <p>a. beginner (pemula), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari secara sederhana</p> <p>b. intermediate (menengah), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari dimanapun meskipun belum lancar.</p> <p>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....</p> <p>a. memahami ungkapan sehari-hari</p> <p>b. mengekspresikan ungkapan sehari-hari</p> <p>c. memahami teks yang dibaca</p> <p>d. mengungkapkan gagasan tertulis</p> <p>e. lainnya (tuliskan.)....</p>	√	
7	<p>Dalam menunjang pekerjaan saya maupun pendidikan yang lebih tinggi nanti, seharusnya kemampuan Bahasa Inggris saya berada pada level....</p> <p>a. beginner (pemula), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari secara sederhana.</p> <p>b. intermediate (menengah), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari dimanapun meskipun belum lancar.</p> <p>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....</p> <p>a. mampu menguasai grammar dengan baik</p> <p>b. mampu menguasai kosakata, arti, serta cara pengucapannya</p> <p>c. membedakan ungkapan formal dan informal</p> <p>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>	√	

	d. Saya menyukai ketika memahami teks dan mengartikannya ke Bahasa Indonesia		
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	Dalam mempelajari kosa kata (Vocabulary), saya lebih suka...	√	

	<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>	√	

	d. Saya belajar sendiri dan mengerjakan soal dengan tenang e. Lainnya (tuliskan)		
26	Dalam proses pembelajaran guru sebaiknya... a. Guru sebaiknya menerangkan rumus dan meminta siswa mengerjakan latihan-latihan soal b. Guru sebaiknya memberikan teks untuk dibaca dan mengartikannya langsung bersama siswa c. Guru sebaiknya mengawasi kelas sambil mengontrol pekerjaan siswa dan memberi komentar d. Guru sebaiknya menuntun siswa dalam membahas teks yang telah di berikan e. lainnya (tuliskan)	√	

Singaraja, 23 Februari 2023

Supervisor I



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

NIP. 198204212008122003

APPENDIX 4. QUALITY OF THE QUESTIONNAIRE FROM SUPERVISOR 2

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	√	

	<p>akan menggunakan Bahasa Inggris untuk..</p> <p>a. berkomunikasi secara lisan dengan teman, dosen, rekan kerja atau atasan</p> <p>b. berkomunikasi secara tertulis dengan teman, dosen, rekan kerja atau atasan</p> <p>c. membaca berbagai macam jenis teks berbahasa Inggris</p> <p>d. lainnya(tuliskan)....</p>		
4	<p>Skill dan pengetahuan bahasa Inggris yang akan sering saya gunakan saat bekerja nanti adalah....</p> <p>a. listening</p> <p>b. speaking</p> <p>c. reading</p> <p>d. writing</p> <p>e. pronunciation</p> <p>f. vocabulary</p> <p>g. grammar</p> <p>h. lainnya (tuliskan)....</p>	√	
5	<p>Kemampuan bahasa Inggris saya secara umum berada pada tingkat....</p> <p>a. beginner (pemula), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari secara sederhana</p> <p>b. intermediate (menengah), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari dimanapun meskipun belum lancar.</p> <p>c. advanced (mahir), mampu menggunakan bahasa Inggris untuk berkomunikasi di semua situasi dengan lancar dan benar.</p>	√	

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7	<p>Dalam menunjang pekerjaan saya maupun pendidikan yang lebih tinggi nanti, seharusnya kemampuan Bahasa Inggris saya berada pada level....</p> <p>a. beginner (pemula), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari secara sederhana.</p> <p>b. intermediate (menengah), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari dimanapun meskipun belum lancar.</p> <p>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....</p> <p>a. mampu menguasai grammar dengan baik</p> <p>b. mampu menguasai kosakata, arti, serta cara pengucapannya</p> <p>c. membedakan ungkapan formal dan informal</p> <p>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>	√	

	d. Saya menyukai ketika memahami teks dan mengartikannya ke Bahasa Indonesia		
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	Dalam mempelajari kosa kata (Vocabulary), saya lebih suka...	√	

	<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>	√	

	d. Saya belajar sendiri dan mengerjakan soal dengan tenang e. Lainnya (tuliskan)		
26	Dalam proses pembelajaran guru sebaiknya... a. Guru sebaiknya menerangkan rumus dan meminta siswa mengerjakan latihan-latihan soal b. Guru sebaiknya memberikan teks untuk dibaca dan mengartikannya langsung bersama siswa c. Guru sebaiknya mengawasi kelas sambil mengontrol pekerjaan siswa dan memberi komentar d. Guru sebaiknya menuntun siswa dalam membahas teks yang telah di berikan e. lainnya (tuliskan)	√	

Singaraja, 23 Februari 2023

Supervisor II

Gede Mahendrayana, S.Pd., M.Pd

NIP. 199007252015041002

APPENDIX 5. QUALITY OF THE INTERVIEW GUIDE FROM SUPERVISOR 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?	√	

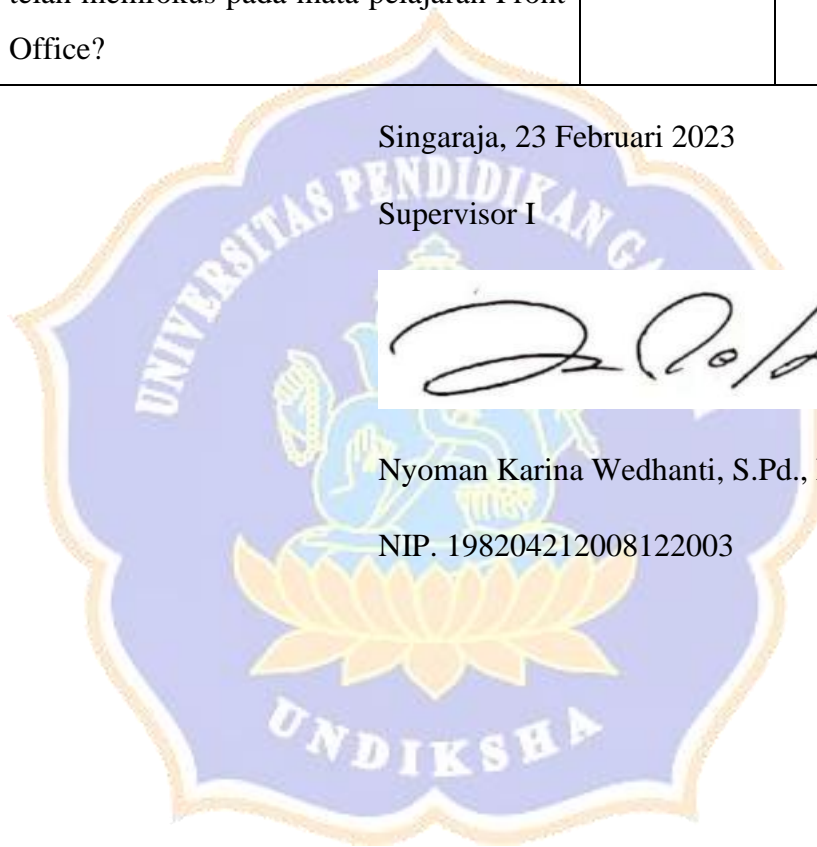
Singaraja, 23 Februari 2023

Supervisor I



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

NIP. 198204212008122003



APPENDIX 6. QUALITY OF THE INTERVIEW GUIDE FROM SUPERVISOR 2

Interview Guide Quality

Instruction:

Please give mark (√) in the score column which is relevant or irrelevant towards the interview guide 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?	√	

Singaraja, 23 Februari 2023

Supervisor II

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APPENDIX 7. QUALITY OF THE EXPERT JUDGES QUESTIONNAIRE FROM SUPERVISOR 1

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.	√	

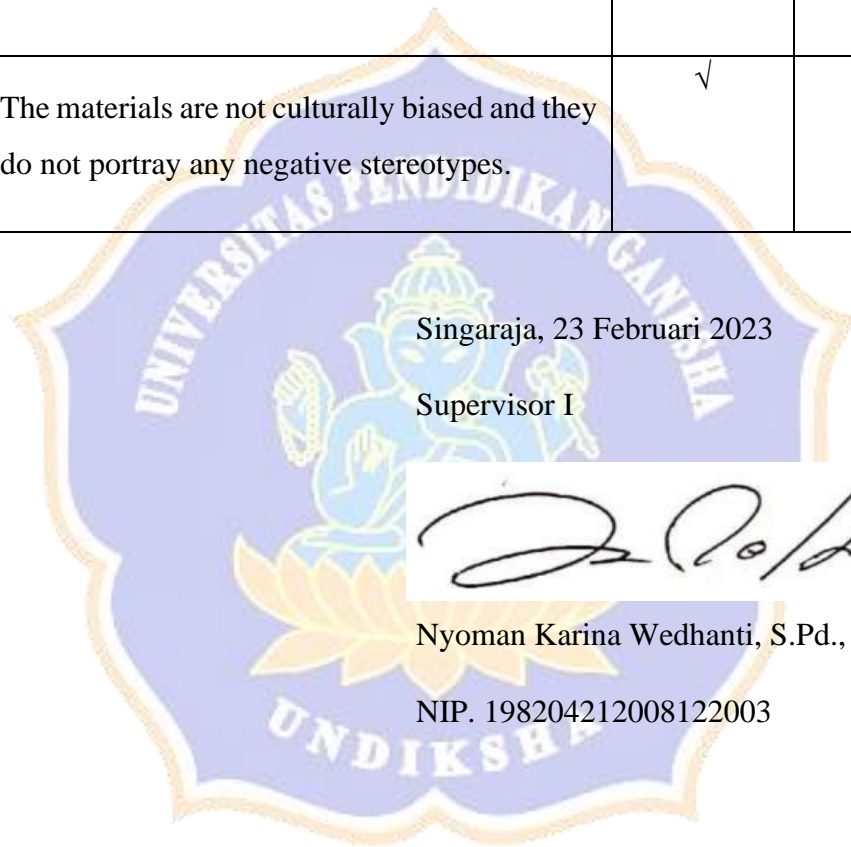
Singaraja, 23 Februari 2023

Supervisor I



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

NIP. 198204212008122003



APPENDIX 8. QUALITY OF THE EXPERT JUDGES QUESTIONNAIRE FROM SUPERVISOR 2

Questionnaire of Likert-scale for Experts Judgment Quality

Instruction:

Please give a mark (√) in the score column relevant or irrelevant to the Likert-scale questionnaire for expert judgment 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 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 skills is integrated.	√	
4	Language and type of content		
	The language used is authentic, which is like real-life English.	√	
	The language used is appropriate 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, which my students will likely use in the future.	√	
5	Subject and Contents		
	The book's subject and contents are relevant to students' needs as 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 do not portray negative stereotypes.	√	

Singaraja, 23 Februari 2023

Supervisor II

Gede Mahendrayana, S.Pd., M.Pd

NIP. 199007252015041002



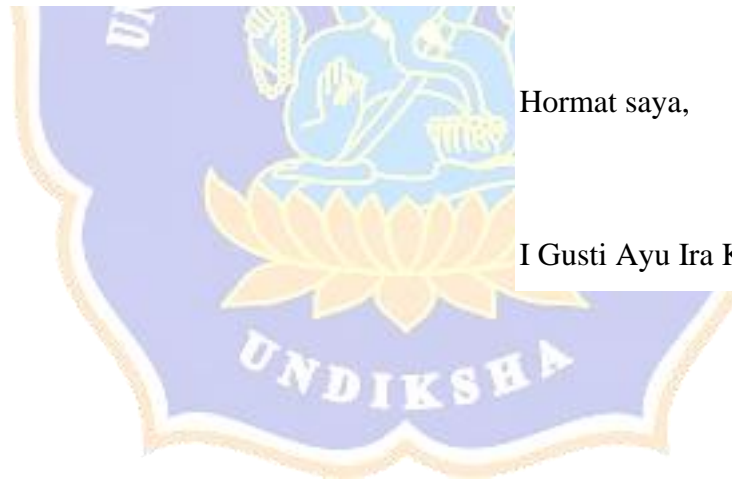
APPENDIX 9. NEEDS ANALYSIS QUESTIONNAIRE

KUESIONER PENELITIAN

Responden yang terhormat,

Saya adalah mahasiswi semester 7 Program Studi Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha yang sedang mengadakan penelitian mengenai "Developing English Material for Speaking Skills of Food and Beverage Service Used by 11th-Grade Students In the First Semester at SMKN 1 Singaraja". Oleh karena itu, dimohon bantuan dari Siswa/i Jurusan Perhotelan Kelas XI di SMK Negeri 1 Singaraja agar berkenan meluangkan waktu untuk mengisi kuesioner penelitian ini.

- Identitas responden akan dijaga kerahasiaanya
- Mohon mengisi kuesioner sesuai dengan keadaan yang terjadi di lapangan
- Mohon memilih salah satu pilihan yang disediakan berdasarkan pendapat pribadi anda



PROFIL SISWA

Nama:

Absen:

Kelas:

Pilihlah salah satu jawaban yang sesuai dengan pendapat dan kebutuhan anda dalam mempelajari Bahasa Inggris.

1. Berikut adalah tujuan saya belajar Bahasa Inggris di sekolah adalah....
 - a. Untuk memperoleh nilai yang bagus
 - b. lulus ujian nasional dengan nilai yang memuaskan
 - c. mampu berkomunikasi menggunakan Bahasa Inggris dengan baik secara lisan maupun tertulis
 - d. lainnya (tuliskan)....
2. Saat ini, saya menggunakan Bahasa Inggris untuk....
 - a. berkomunikasi sehari-hari
 - b. berkomunikasi dengan teman dan guru bahasa Inggris
 - c. membaca teks-teks berbahasa Inggris di buku pelajaran, LKS, dan sumber belajar lainnya
 - d. membaca teks-teks berbahasa Inggris di luar buku pelajaran seperti iklan, majalah, surat kabar, dll
 - e. mendengarkan lagu atau film berbahasa Inggris
 - f. lainnya(tuliskan)
3. Setelah lulus, baik saat berada di jenjang pendidikan yang lebih tinggi maupun di dunia kerja, saya akan menggunakan Bahasa Inggris untuk..
 - a. berkomunikasi secara lisan dengan teman, dosen, rekan kerja atau atasan
 - b. berkomunikasi secara tertulis (surat, memo, dll) dengan rekan kerja, dosen atau atasan
 - c. membaca berbagai macam jenis teks
 - d. lainnya(tuliskan)....
4. Saat bekerja nanti, skill dan pengetahuan bahasa Inggris yang akan sering saya gunakan adalah....

- a. listening
 - b. speaking
 - c. reading
 - d. writing
 - e. pronunciation
 - f. vocabulary
 - g. grammar
 - h. lainnya (tuliskan)....
5. Secara umum, kemampuan bahasa Inggris saya 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. Dalam komunikasi menggunakan Bahasa Inggris, saya sering mengalami kesulitan ketika....
- a. memahami ungkapan sehari-hari
 - b. mengekspresikan ungkapan sehari-hari
 - c. memahami teks yang dibaca
 - d. mengungkapkan gagasan tertulis
 - e. lainnya (tuliskan.)....
7. Untuk menunjang pekerjaan saya kelak maupun pendidikan yang lebih tinggi, 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. Dari segi penampilan saya ingin materi Bahasa Inggris yang...
- a. di dalamnya terdapat banyak gambar
 - b. hanya menyajikan teks-teks untuk dipelajari
 - c. memiliki tampilan menarik dan colorful
 - d. d. lainnya (tuliskan)
10. Secara umum, tema yang saya inginkan ketika belajar listening, speaking, reading, dan writing adalah....
- a. kehidupan sehari-hari
 - b. pendidikan
 - c. pemerintahan
 - d. perikanan
 - e. isu atau berita terkini
 - f. lainnya (tuliskan.)....
11. Tersedianya gambar dalam materi Bahasa Inggris menurut saya....
- a. sangat membantu
 - b. tidak berpengaruh
 - c. tidak membantu
12. Dalam pelajaran menyimak (listening), bentuk teks yang saya inginkan sebagai input adalah....
- a. teks monolog dan dialog
 - b. teks monolog dan dialog yang disertai gambar
 - c. teks monolog dan dialog yang disertai kata-kata sulit
 - d. materi autentik seperti koran, majalah, berita, lagu, film, dll.
 - e. lainnya (tuliskan)...
13. Panjang teks sabagai input kegiatan mendengarkan (listening) yang saya inginkan adalah.....

- a. < 100 kata
 - b. 100-150 kata
 - c. 150-200 kata
 - d. > 200 kata
 - e. Lainnya (tuliskan)...
14. Jenis kegiatan mendengarkan (listening) yang saya sukai adalah.....
- a. mengidentifikasi informasi tertentu dalam monolog/dialog
 - b. menjawab pertanyaan secara lisan
 - c. menjawab pertanyaan secara tertulis
 - d. mengidentifikasi ungkapan
 - e. menentukan true dan false pada sebuah pernyataan
 - f. lainnya (tuliskan)....
15. Jenis teks yang saya inginkan sebagai input berbicara (speaking) adalah...
- a. teks berisi monolog
 - b. teks berisi dialog
 - c. topik mengenai peristiwa yang sedang ramai dibicarakan
 - d. gambar tentang orang, tempat, maupun situasi
 - e. lainnya (tuliskan)..
16. Jenis kegiatan berbicara (speaking) yang saya sukai adalah.
- a. bermain peran (role play)
 - b. menghafalkan dialog atau monolog dan mempraktekkannya di depan kelas.
 - c. berdiskusi tentang topic tertentu
 - d. bertukar informasi (information gap)
 - e. lainnya (tuliskan)...
17. Jenis teks sebagai input yang saya inginkan sebagai input membaca (reading) adalah....
- a. teks fungsional pendek seperti klan, memo, pengumuman, dll
 - b. teks esai seperti descriptive, recount, narrative, dll
 - c. teks authentic seperti koran dan majalah
 - d. teks authentic seperti koran dan majalah
 - e. lainnya (tuliskan).

18. Panjang teks sebagai input kegiatan membaca (reading) yang saya inginkan adalah....
- <100 kata
 - 100 - 200
 - > 200 kata
 - Lainnya (tuliskan)...
19. Jenis kegiatan membaca (reading) yang saya sukai adalah.
- membaca nyaring
 - menentukan benar atau salah pada pernyataan
 - menjawab pertanyaan berdasarkan informasi yang ada dalam bacaan
 - memahami teks dan mengartikannya ke Bahasa Indonesia
20. Jenis teks sebagai input yang saya inginkan sebagai input menulis (writing) adalah.....
- informasi umum mengenai orang, benda, tempat, maupun peristiwa
 - bagan berisikan informasi mengenai orang, benda, tempat, maupun peristiwa
 - gambar orang, benda, tempat.
 - peristiwa kata dan paragraf acak
 - lainnya (tuliskan).
21. Jenis kegiatan menulis (Writing) yang saya sukai adalah
- Saya Menyukai ketika saya melengkapi bagian yang kosong dalam sebuah kalimat
 - Saya Menyukai ketika saya membuat teks singkat dan sederhana
 - Saya Menyukai ketika menyusun Kalimat acak menjadi sebuah paragraf
 - Saya Menyukai ketika mengidentifikasi kesalahan pada kalimat baik dalam kata maupun struktur dan memperbaikinya
 - Lainnya (Tuliskan Pendapat Kalian sendiri)
22. Dalam mempelajari kosa kata (Vocabulary), saya lebih suka...
- Saya menyukai ketika mengartikan kata kata yang saya dapatkan secara langsung

- b. Saya menyukai ketika mengartikan kata kata berdasarkan konteks dalam sebuah teks
 - b. Saya menyukai ketika menghafal kata kata beserta artinya
 - c. Saya menyukai ketika mencocokkan kata kata dengan artinya
 - d. Lainnya (Tuliskan Pendapat kalian sendiri)
23. Dalam mempelajari cara pengucapan (Pronunciation), Saya lebih suka...
- a. Saya Menyukai ketika menirukan cara pengucapan yang dicontohkan oleh guru saya
 - b. Saya Menyukai ketika membaca nyaring sambil membaca cara baca kosa katanya (Phonetic Transcription)
 - c. Saya Menyukai ketika berdiskusi dengan teman tentang cara mengucapkan kosa kata atau kalimat
 - d. Lainnya (Tuliskan Pendapat kalian sendiri)
24. Dalam proses pembelajaran, tugas sebaiknya dikerjakan secara...
- a. Individu
 - b. Berpasangan 2 orang
 - c. Kelompok kecil (4-6 orang)
 - d. Kelompok besar (5 orang atau lebih)
 - e. Lainnya (tuliskan)
25. Dalam proses pembelajaran sebaiknya...
- a. Saya hanya mendengarkan penjelasan guru
 - b. Saya mencatatat semua yang dijelaskan guru
 - c. Saya ikut berpartisipasi aktif dalam proses pembelajaran
 - d. Saya belajar sendiri dan mengerjakan soal dengan tenang
 - e. Lainnya (tuliskan)
26. Dalam proses pembelajaran guru sebaiknya
- a. Guru sebaiknya menerangkan rumus dan meminta siswa mengerjakan latihan-latihan soal
 - b. Guru sebaiknya memberikan teks untuk dibaca dan mengartikannya langsung bersama siswa
 - c. Guru sebaiknya mengawasi kelas sambil mengontrol pekerjaan siswa dan memberi komentar

- d. Guru sebaiknya menuntun siswa dalam membahas teks yang telah di berikan
lainnya (tuliskan)



APPENDIX 10. TRANSCRIPT OF THE TEACHER INTERVIEW

INTERVIEW GUIDE

A. Identity

Name : Ita Nurulita, S.Pd., M.Pd.
 Subject : Food and Beverage Service
 School : SMKN 1 Singaraja

B. Interview Result

1. Can you get unlimited teaching materials?

“In learning, we do not have much access to learning materials. An example, namely the package book. We do not have a textbook containing material on the latest curriculum. We only have the old edition of the book we currently use. We usually advise students to search on Google or YouTube for more in-depth and broad material.”

2. Do you have difficulty getting the learning resources above? Do you have a solution to these difficulties?

“My solution is to make my own learning guide or module. The module contains material based on the syllabus. This is because there are no official books that we have at school. I hope that students can be facilitated in the future with books that suit their needs.”

3. Do you feel confident enough that the material or method used in learning has attracted students' interest?

“I believe the material I provide is relevant to the Learning Outcomes (CP), but the methods used are less varied. In learning, I usually invite students to role-play between the waiter and the guest and practice the manner of the Food and Beverage Service.”

4. Do you think that Food and Beverage Service textbooks are necessary?

“In my opinion, books or modules are essential to use as guidelines for both teachers and students so that learning can be more directed. In addition, books can also make students' understanding broader than just listening to the teacher's explanation.”

5. Do you think that the material presented in the textbooks has met your needs so far?

“We do not have books on this subject, especially in English. Our books should be based on English, but we only use the available books due to limited learning resources. To meet the needs of students, several topics must be discussed, namely Taking Reservations by Telephone, Receiving and Seating Guests, Taking Food and Beverage Orders, etc. So, in my opinion, the textbooks that have been used so far need some improvements.”

6. Do the teaching materials that you use present examples of conversations that use the same conditions as the original ones?

“Yes, we teach students about what actually happens in the field. However, students are sometimes confused and find it difficult to understand the conversation because they lack speaking skills.”

7. Do your teaching materials include pictures related to Food and Beverage Services?

“Not yet. I am not serving images in my module.”

8. Do the teaching materials you have been using present various practice questions for students?

“Yes, there are some practice questions that I included. But less emphasis on speaking skills.”

9. Is your success rate in learning Food and Beverage Service satisfactory?

“Student scores during learning are quite satisfactory but must be improved, especially in speaking skills. The students still find it challenging to pronounce English in practice in class and in the field. Even though their practice skills are already good, if their speaking skills are still weak, they will have difficulty in their work later.”

10. Does the English book that you use focus on the subject of Food and Beverage Services?

“Not yet, the English books we use still contain general English material. So, this is irrelevant to the major they take. Usually, this general English is obtained by high school students, not for vocational high schools.”

APPENDIX 11. CAPAIAN PEMBELAJARAN (CP)

134. CAPAIAN PEMBELAJARAN PERHOTELAN

A. Rasional

KONSENTRASI PERHOTELAN

Elemen	Deskripsi
<i>Front Office</i>	Meliputi konsep dan implementasi penanganan reservasi, penyediaan layanan porter, penyediaan layanan <i>reception</i> , pemrosesan transaksi keuangan, penjelasan fasilitas dan pelayanan hotel, serta penyajian informasi yang dibutuhkan tamu, dan komunikasi melalui telepon.
<i>Housekeeping dan Laundry</i>	Meliputi konsep dan implementasi penyediaan layanan <i>housekeeping</i> , pembersihan area publik hotel, dan penyiapan rangkaian bunga, pembersihan dan penataan kamar, penanganan fasilitas kehilangan dan penemuan barang tamu, penanganan linen, pakaian seragam karyawan dan pakaian tamu, pelaksanaan proses pencucian secara <i>laundry</i> , dan penyediaan layanan <i>laundry valet</i>
<i>Food and Beverage Service</i>	Meliputi konsep penyediaan layanan makanan dan minuman, penyediaan <i>room service</i> , penerimaan dan penyimpanan persediaan barang.

D. Capaian Pembelajaran

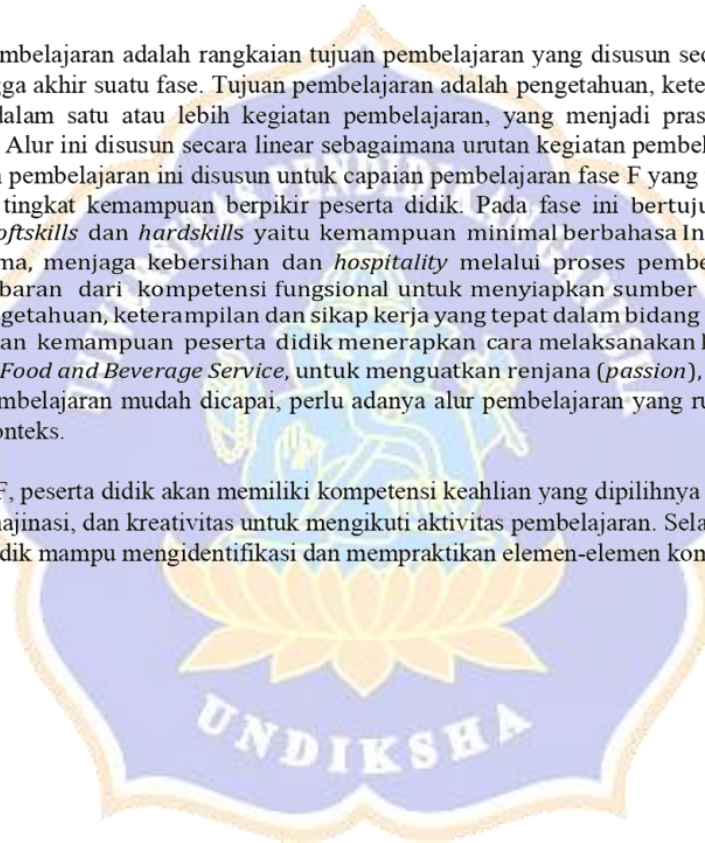
Pada akhir fase F, peserta didik akan memiliki kompetensi keahlian yang dipilihnya sehingga menguatkan renjana (*passion*), visi (*vision*), imajinasi, dan kreativitas untuk mengikuti aktivitas pembelajaran. Selain itu pada akhir fase F, pada aspek *hard skills* peserta didik mampu mengidentifikasi dan mempraktikkan elemen-elemen kompetensi pada mata pelajaran Perhotelan sebagai berikut.

Elemen	Capaian Pembelajaran
<i>Front Office</i>	<p>Pada akhir fase F, peserta didik mampu melaksanakan tugas reservasi, menyediakan jasa <i>porter</i>, layanan akomodasi <i>reception</i>. Peserta didik mampu memproses transaksi keuangan, menjelaskan fasilitas dan pelayanan hotel, menyajikan informasi yang dibutuhkan tamu, dan melakukan komunikasi melalui telepon.</p>
<i>Housekeeping</i> dan <i>Laundry</i>	<p>Pada akhir fase F, peserta didik mampu melaksanakan tugas menyediakan layanan <i>housekeeping</i> untuk tamu, membersihkan lokasi/area dan peralatan, dan merangkai bunga sesuai pedoman dasar. Peserta didik mampu menyiapkan kamar untuk tamu, menangani kehilangan dan penemuan barang. Peserta didik mampu menangani <i>linen</i>, pakaian seragam karyawan dan tamu, melaksanakan proses <i>laundry</i>, dan layanan <i>laundry valet</i>.</p>
<i>Food and Beverage Service</i>	<p>Pada akhir fase F, peserta didik mampu melaksanakan tugas menyediakan layanan makanan dan minuman, menyediakan <i>room service</i>, menerima dan menyimpan persediaan barang.</p>

APPENDIX 12. ALUR TUJUAN PEMBELAJARAN (ATP)

ALUR TUJUAN PEMBELAJARAN (PERHOTELAN FASE F)

Rasional	<p>: Alur tujuan pembelajaran adalah rangkaian tujuan pembelajaran yang disusun secara logis menurut urutan pembelajaran sejak awal hingga akhir suatu fase. Tujuan pembelajaran adalah pengetahuan, keterampilan, dan sikap yang harus dimiliki peserta didik dalam satu atau lebih kegiatan pembelajaran, yang menjadi prasyarat untuk dapat mencapai “Capaian Pembelajaran”. Alur ini disusun secara linear sebagaimana urutan kegiatan pembelajaran yang dilakukan dari hari ke hari. Alur dan tujuan pembelajaran ini disusun untuk capaian pembelajaran fase F yang telah ditetapkan dengan memperhatikan perkembangan tingkat kemampuan berpikir peserta didik. Pada fase ini bertujuan membekali peserta didik dengan kemampuan <i>softskills</i> dan <i>hardskills</i> yaitu kemampuan minimal berbahasa Inggris dan bahasa asing pilihan lainnya, pelayanan prima, menjaga kebersihan dan <i>hospitality</i> melalui proses pembelajaran. Mata pelajaran Perhotelan merupakan jbaran dari kompetensi fungsional untuk menyiapkan sumber daya manusia yang memiliki perilaku (<i>softskills</i>), pengetahuan, keterampilan dan sikap kerja yang tepat dalam bidang perhotelan. Mata pelajaran perhotelan mengembangkan kemampuan peserta didik menerapkan cara melaksanakan layanan <i>Front Office</i>, <i>Housekeeping</i> dan <i>Laundry</i>, serta <i>Food and Beverage Service</i>, untuk menguatkan renjana (<i>passion</i>), visi (<i>vision</i>), imajinasi, dan kreativitas. Agar tujuan pembelajaran mudah dicapai, perlu adanya alur pembelajaran yang runtut, saling berkaitan, serta keragaman teks maupun konteks.</p>
Capaian Pembelajaran :	<p>Pada akhir fase F, peserta didik akan memiliki kompetensi keahlian yang dipilihnya sehingga menguatkan renjana (<i>passion</i>), visi (<i>vision</i>), imajinasi, dan kreativitas untuk mengikuti aktivitas pembelajaran. Selain itu pada akhir fase F, pada aspek hard skills peserta didik mampu mengidentifikasi dan mempraktikan elemen-elemen kompetensi pada mata pelajaran Perhotelan.</p>
Jumlah Jam	648



Model ATP



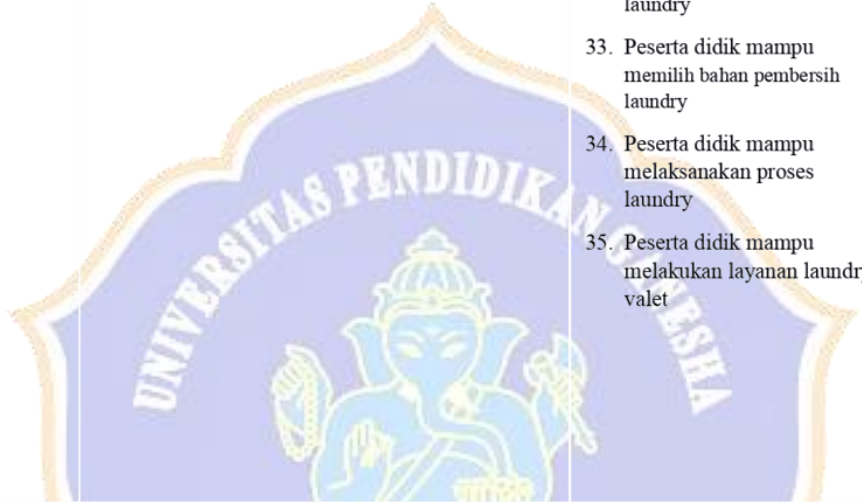
Keterangan :
Penyajian materi pada ATP diatas sudah disusun secara runtun berdasarkan tingkat kesukaran materi

Elemen/Unit Kompetensi	Capaian akhir fase per elemen	Tujuan Pembelajaran	Alur Tujuan Pembelajaran	Jumlah Jam
Front Office	<p>Pada akhir fase F, peserta didik mampu melaksanakan tugas reservasi, menyediakan jasa porter, layanan akomodasi reception. Peserta didik mampu memproses transaksi keuangan, menjelaskan fasilitas dan pelayanan hotel, menyajikan informasi yang dibutuhkan tamu, dan melakukan komunikasi melalui telepon.</p>	<ol style="list-style-type: none"> 1. Peserta didik mampu memahami tentang pengertian, tugas dan tanggungjawab, lingkup kerja dalam reservasi 2. Peserta didik mampu mendeskripsikan tentang prosedur kerja dalam reservasi 3. Peserta didik mampu mempraktekan tugas sebagai seorang reservationist 4. Peserta didik mampu memahami tentang pengertian, tugas dan tanggungjawab, lingkup kerja dalam porter 5. Peserta didik mampu mendeskripsikan tentang prosedur kerja dalam porter 6. Peserta didik mampu mempraktekan tugas sebagai seorang porter 7. Peserta didik mampu memahami tentang pengertian, tugas dan tanggungjawab, lingkup kerja dalam reception 8. Peserta didik mampu mendeskripsikan tentang prosedur kerja dalam reception 9. Peserta didik mampu mempraktekan tugas sebagai seorang receptionist 10. Peserta didik mampu memproses transaksi keuangan, menjelaskan fasilitas dan pelayanan hotel, menyajikan informasi yang dibutuhkan tamu 11. Peserta didik mampu memahami tentang pengertian, tugas dan tanggungjawab, lingkup 	<ol style="list-style-type: none"> 1. Peserta didik mampu memahami tentang pengertian, tugas dan tanggungjawab, lingkup kerja dalam reservasi 2. Peserta didik mampu mendeskripsikan tentang prosedur kerja dalam reservasi 3. Peserta didik mampu mempraktekan tugas sebagai seorang reservationist 4. Peserta didik mampu memahami tentang pengertian, tugas dan tanggungjawab, lingkup kerja dalam porter 5. Peserta didik mampu mendeskripsikan tentang prosedur kerja dalam porter 6. Peserta didik mampu mempraktekan tugas sebagai seorang porter 7. Peserta didik mampu memahami tentang pengertian, tugas dan tanggungjawab, lingkup kerja dalam reception 8. Peserta didik mampu mendeskripsikan tentang prosedur kerja dalam reception 	216 JP

	<p>kerja dalam telepon operator</p> <p>12. Peserta didik mampu mendeskripsikan tentang prosedur kerja dalam telepon operator</p> <p>13. Peserta didik mampu mempraktekan tugas sebagai seorang telepon operator</p>	<p>9. Peserta didik mampu mempraktekan tugas sebagai seorang receptionist</p> <p>10. Peserta didik mampu memproses transaksi keuangan, menjelaskan fasilitas dan pelayanan hotel, menyajikan informasi yang dibutuhkan tamu</p> <p>11. Peserta didik mampu memahami tentang pengertian, tugas dan tanggungjawab, lingkup kerja dalam telepon operator</p> <p>12. Peserta didik mampu mendeskripsikan tentang prosedur kerja dalam telepon operator</p> <p>13. Peserta didik mampu mempraktekan tugas sebagai seorang telepon operator</p>	
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Elemen/Unit Kompetensi	Capaian akhir fase per elemen	Tujuan Pembelajaran	Alur Tujuan Pembelajaran	Jumlah Jam
Housekeeping dan Laundry	<p>Pada akhir fase F, peserta didik mampu melaksanakan tugas menyediakan layanan housekeeping untuk tamu, membersihkan lokasi/area dan peralatan, dan merangkai bunga sesuai pedoman dasar. Peserta didik mampu menyiapkan kamar untuk tamu, menangani kehilangan dan penemuan barang. Peserta didik mampu menangani linen, pakaian seragam karyawan dan tamu, melaksanakan proses laundry, dan layanan laundry valet.</p>	<p>14. Peserta didik mampu memahami tentang pengertian, tugas dan tanggungjawab, lingkup kerja housekeeping</p> <p>15. Peserta didik mampu mendeskripsikan tentang prosedur kerja di housekeeping</p> <p>16. Peserta didik mampu melaksanakan tugas menyediakan layanan housekeeping untuk tamu</p> <p>17. Peserta didik mampu memahami tentang ruang lingkup public area, jenis-jenis alat dan bahan pembersih</p> <p>18. Peserta didik mampu menggunakan bahan dan alat pembersih dengan benar</p> <p>19. Peserta didik mampu membersihkan area/lokasi dan peralatan</p> <p>20. Peserta didik mampu memahami pengertian, fungsi, manfaat, jenis-jenis, metode dan teknik merangkai bunga</p> <p>21. Peserta didik mampu merangkai bunga sesuai pedoman dasar</p> <p>22. Peserta didik mampu memahami <i>room section</i></p> <p>23. Peserta didik mampu melakukan penataan perlengkapan dan <i>trolley</i></p> <p>24. Peserta didik mampu melakukan akses ke kamar untuk pelayanan</p> <p>25. Peserta didik mampu melakukan penataan</p>	<p>14. Peserta didik mampu memahami tentang pengertian, tugas dan tanggungjawab, lingkup kerja housekeeping</p> <p>15. Peserta didik mampu mendeskripsikan tentang prosedur kerja di housekeeping</p> <p>16. Peserta didik mampu melaksanakan tugas menyediakan layanan housekeeping untuk tamu</p> <p>17. Peserta didik mampu memahami tentang ruang lingkup public area, jenis-jenis alat dan bahan pembersih</p> <p>18. Peserta didik mampu menggunakan bahan dan alat pembersih dengan benar</p> <p>19. Peserta didik mampu membersihkan area/lokasi dan peralatan</p> <p>20. Peserta didik mampu memahami pengertian, fungsi, manfaat, jenis-jenis, metode dan teknik merangkai bunga</p> <p>21. Peserta didik mampu merangkai bunga sesuai pedoman dasar</p> <p>22. Peserta didik mampu memahami room section</p> <p>23. Peserta didik mampu</p>	252 JP

	tempat tidur	
	26. Peserta didik mampu menjelaskan SOP penyiapan kamar untuk tamu	melakukan penataan perlengkapan dan trolley
	27. Peserta didik mampu menyiapkan kamar untuk tamu	24. Peserta didik mampu melakukan akses ke kamar untuk pelayanan
	28. Peserta didik mampu memahami konsep kehilangan dan penemuan barang	25. Peserta didik mampu melakukan penataan tempat tidur
	29. Peserta didik mampu menangani kehilangan dan penemuan barang	26. Peserta didik mampu menjelaskan SOP penyiapan kamar untuk tamu
	30. Peserta didik mampu menangani linen, pakaian seragam karyawan dan tamu	27. Peserta didik mampu menyiapkan kamar untuk tamu
	31. Peserta didik mampu menggunakan jenis peralatan dan perlengkapan manual laundry	28. Peserta didik mampu memahami konsep kehilangan dan penemuan barang
	32. Peserta didik mampu menggunakan jenis peralatan dan perlengkapan makinal laundry	29. Peserta didik mampu menangani kehilangan dan penemuan barang
	33. Peserta didik mampu memilih bahan pembersih laundry	30. Peserta didik mampu menangani linen, pakaian seragam karyawan dan tamu
	34. Peserta didik mampu melaksanakan proses laundry	31. Peserta didik mampu menggunakan jenis peralatan dan perlengkapan manual laundry
	35. Peserta didik mampu melakukan layanan laundry valet	32. Peserta didik mampu

		<p>menggunakan jenis peralatan dan perlengkapan makinal laundry</p> <p>33. Peserta didik mampu memilih bahan pembersih laundry</p> <p>34. Peserta didik mampu melaksanakan proses laundry</p> <p>35. Peserta didik mampu melakukan layanan laundry valet</p>	
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Elemen/Unit Kompetensi	Capaian akhir fase per elemen	Tujuan Pembelajaran	Alur Tujuan Pembelajaran	Jumlah Jam
<i>Food and Beverage Service</i>	Pada akhir fase F, peserta didik mampu melaksanakan tugas menyediakan layanan makanan dan minuman, menyediakan <i>room service</i> , menerima dan menyimpan persediaan barang.	36. Peserta didik mampu melakukan pengelompokan psikologi layanan 37. Peserta didik mampu menggunakan peralatan dan perlengkapan restaurant 38. Peserta didik mampu melakukan table set up dan clear up 39. Peserta didik mampu melaksanakan tugas menyediakan layanan makanan dan minuman 40. Peserta didik mampu menyediakan <i>room service</i> 41. Peserta didik mampu menerima dan menyimpan persediaan barang	36. Peserta didik mampu melakukan pengelompokan psikologi layanan 37. Peserta didik mampu menggunakan peralatan dan perlengkapan restaurant 38. Peserta didik mampu melakukan table set up dan clear up 39. Peserta didik mampu melaksanakan tugas menyediakan layanan makanan dan minuman 40. Peserta didik mampu menyediakan <i>room service</i> 41. Peserta didik mampu menerima dan menyimpan persediaan barang	180 JP

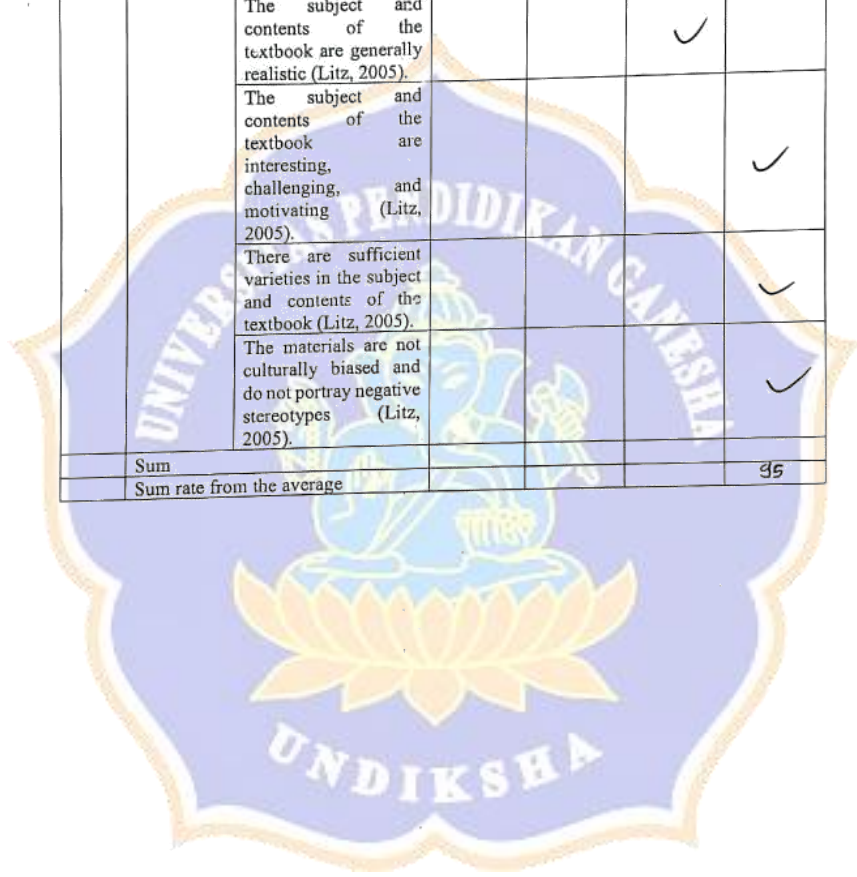
APPENDIX 13. RESULT OF EXPERT JUDGES 1

QUALITY OF THE ENGLISH TEXTBOOK USED BY 11TH-GRADE STUDENTS
AT SMKN 1 SINGARAJA

No.	Dimension	Quality of 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 a 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 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 practice in listening and speaking skills (Litz, 2005)				✓
		The textbook helps students to practice speaking (Litz, 2005).		✓		
		The practice of individual skills is integrated into the practice of other skills (Litz, 2005).				✓
4.	Language type and content	The language used in the textbook 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 Content	The subject and contents of the book are relevant to student's needs as an English language learner (s) (Litz, 2005).				✓
		The subject and contents of the textbook are generally realistic (Litz, 2005).			✓	
		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 do not portray negative stereotypes (Litz, 2005).				✓
	Sum					45
	Sum rate from the average					



1. What is your opinion about each unit?

The unit is developed well and neat

2. What aspect should be revised on each unit?

The title should cover the content in each unit


3. What is your suggestion for this unit?

Please explore more information based on each unit.



Singaraja, April 10th, 2023

English Language Education Lecturer,


Puku Adi Kresna Juniarta, S.Pd, M.Pd
NIP. 198706122015041006.

APPENDIX 14. RESULT OF EXPERT JUDGES 2

QUALITY OF THE ENGLISH TEXTBOOK USED BY 11TH-GRADE STUDENTS
AT SMKN 1 SINGARAJA

No.	Dimension	Quality of 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 a 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 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 practice in listening and speaking skills (Litz, 2005)				✓
		The textbook helps students to practice speaking (Litz, 2005).				✓
		The practice of individual skills is integrated into the practice of other skills (Litz, 2005).			✓	
4.	Language type and content	The language used in the textbook 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 I/my students will be likely				✓

		to use in the future (Litz, 2005).				
5.	Subject and Content	The subject and contents of the book are relevant to student's needs as an English language learner (s) (Litz, 2005).				✓
		The subject and contents of the textbook are generally realistic (Litz, 2005).			✓	
		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 do not portray negative stereotypes (Litz, 2005).				✓
	Sum					
	Sum rate from the average					96

1. What is your opinion about each unit?

The material in each unit are suitable and appropriate with student competency

2. What aspect should be revised on each unit?

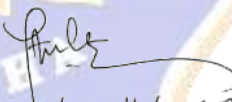
There is nothing to revised but maybe you can add the material about serving the food, giving the bill, and also parting.

3. What is your suggestion for this unit?

This material will help the student for learning how to serving the guest in the restaurant especially in english.

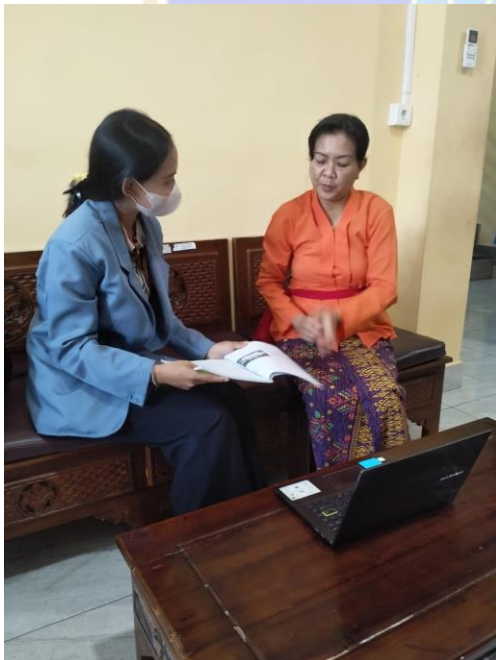
Singaraja, March 20th, 2023

Food and Beverage Service Teacher,


Ita Nurullita, S.Pd., M.Pd.

NIP. 19740803 200501 2 012

APPENDIX 15. DOCUMENTATION PICTURES



APPENDIX 16. BIOGRAPHY

BIOGRAPHY



I Gusti Ayu Ira Krishna Santhi was born in Denpasar on April 12, 2001. The author was born to husband and wife, Mr. I Gusti Kompiang Tirtayasa and I Gusti Kadek Sinaryati. The author is Indonesian and Hindu. Currently, the author's address is at Alasangker Village, Buleleng District, Buleleng Regency, Bali Province. The

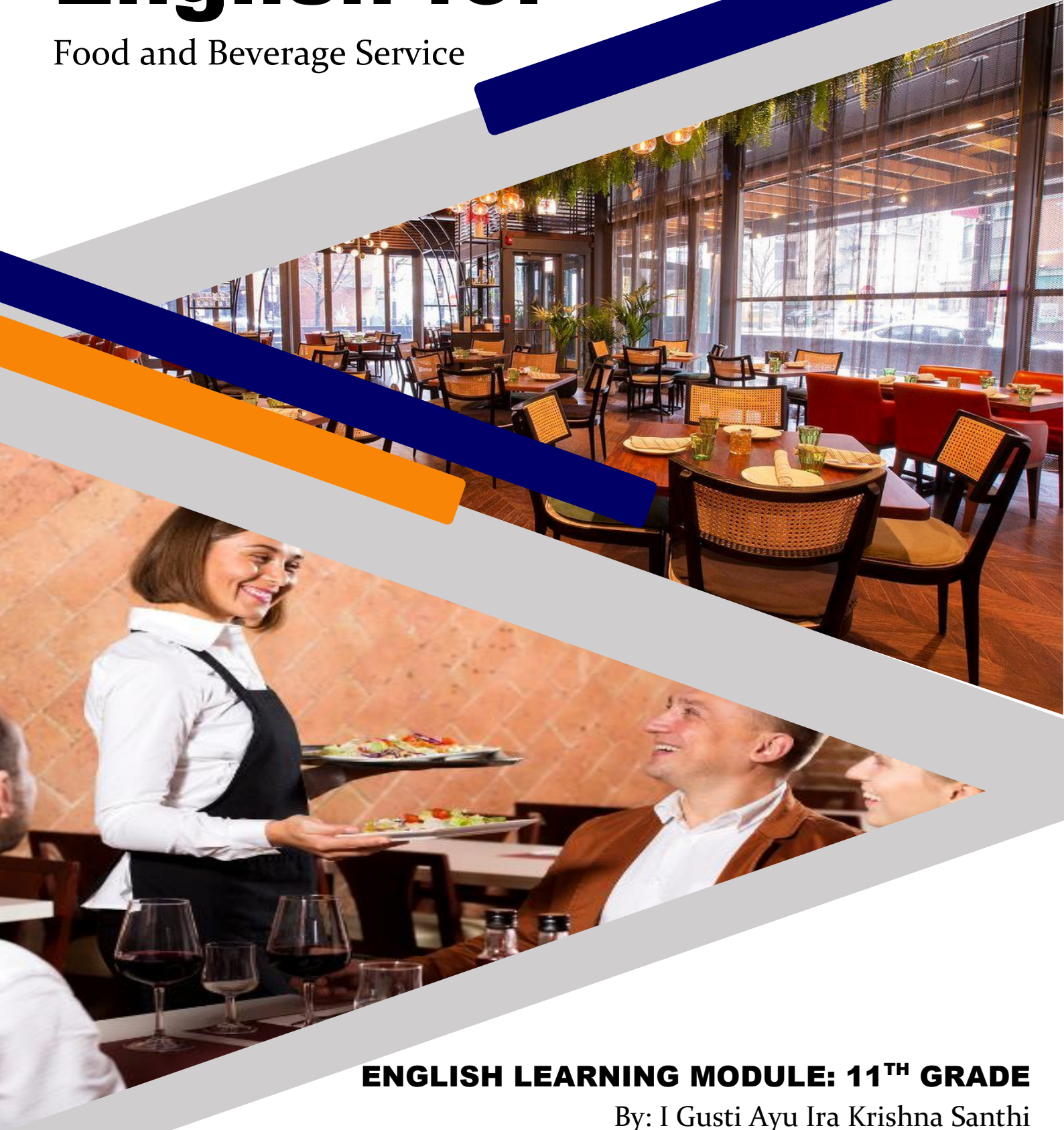
author completed elementary school education at SD Negeri 2 Alasangker in 2013. Then, the author continued at SMP Negeri 5 Singaraja. In 2019, the author graduated from SMA Negeri 4 Singaraja. The author continued to Strata 1 English Language Education Study Program at Ganesha University of Education Singaraja, Bali. In the final semester of 2023, the author completed her final project, "Developing English Material for Food and Beverage Service Used By 11th-Grade Students at SMKN 1 Singaraja". Furthermore, starting from 2019 until 2023, the author is still registered as a student of the English Language Education Program at Ganesha University of Education.

APPENDIX 17. FINAL PRODUCT



English for

Food and Beverage Service



ENGLISH LEARNING MODULE: 11TH GRADE

By: I Gusti Ayu Ira Krishna Santhi

PREFACE



The English for Food and Beverage Service is a textbook that provides knowledge and skills related to restaurant services for 11th-grade students. This English material consists of three units: Taking Reservations by Telephone, Welcoming and Seating Guests, and Taking Food and beverage Orders. Each unit contains input, content focus, language focus, and tasks (reading, listening, writing, and speaking).

The textbook's author realized this product has many things to improve. Thus, constructive comments from lecturers, teachers, and students are most welcome.

Singaraja, March 6th, 2023

I Gusti Ayu Ira Krishna Santhi

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Taking Food and Beverage Orders	32



UNIT 1

TAKING RESERVATIONS BY TELEPHONE



Source: <https://www.restaurantbusinessonline.com/advice-guy/pros-cons-email-reservations>

By the end of this unit, you should be able to:

- Carry out the task of providing food and beverage services.

Input



Source: <https://www.istockphoto.com/id/foto-foto/restaurant-reservations>

Look at the picture above and discuss the following questions with your partner!

1. What is the woman in the picture doing?

.....

2. Where does the activity usually take place?

.....

3. Who is the woman in the picture?

.....

4. What do you know about the woman's activity in the picture?

.....

5. Do you have the same experience as the woman? What do you feel?

.....



Content Focus

How to Handling Reservation by Telephone



Source: <https://betravingknows.com/weekly-reports/guest-service/2018/09/do-you-practice-a-one-call-and-answer-all-philosophy-when-taking-reservations/>

There are some ways to handle reservations by telephone (Tanji, 2019):

1. Pick up the phone before three rings.
2. Greet the caller at the appropriate time. Try to keep your tone of voice fresh, clear, and friendly to put the guest on the other end at ease. Remember that first impressions matter.
3. It is recommended to greet in this way "Good Morning. This is Hotel X. Thank you for calling. May I help you, sir?"
4. Try to identify the gender of the caller from their voice. Listen to the name correctly. Repeat the name with Mr. or Ms. The caller might get hurt if you accidentally call him wrong.
5. Try to understand why the caller is calling.
6. If the caller is calling for a room reservation and they are not a frequent guest, then you should give a brief overview of your hotel, including the

hotel's features and facilities, hotel specialties, special offers you are offering, etc.,

7. Meanwhile, look at the table status or reservation chart. After informing everything, it would do you not find any tables for sale because they are all occupied. So, always keep the information up to date, especially about the room status.



Taking Reservation by Telephone



Source: <https://www.istockphoto.com/id/foto->

Let's Practice!

Waiter: "Good afternoon, Agus is speaking. May I help you?"

(Agus, as the head waiter, answered the telephone and greeted the guest. After that, he identified himself and offered to assist the caller)

Guest: "I'd like to make a dinner reservation, please."

(The caller/the guest wished to make a dinner reservation)

Waiter: "Certainly, Madam. For what date, please?"

(Agus got out the reservation notepad. Then, he asks about the date for the reservation)

Guest: "For the tenth of January."

(After the guest mentioned the date, Agus wrote down the details on the notepad)

Waiter: "For what time, madam?"

(There is another reservation on the same date, so he asks for the time of the reservation)

Guest: "8.30 p.m."

(He found out the time of the reservation)

Waiter: "May I have your name, please?"

(Agus asked the guest's name)

Guest: "Yes, It's Anna. That's A-N-N-A"

(The guest mentioned her name, and she spelled it out for him)

Waiter: "For how many people, Ms. Anna?"

(Agus asks about the number of people in her dinner reservation)

Guest: "Four two people. I want a table in a non-smoking by the window."

(The guest mention the number of people, and she also has a special request for a window table)

Waiter: "Please wait a minute, Ms. Anna. I'll see if we have a table."

(Fred checked the floor chart)

Waiter: "I am very sorry, Ms. Anna. There are no tables left in a non-smoking area. But we have a window table for smoking. Would you care for that?"

(The waiter apologized because the non-smoking section was booked out that night. After that, he offered an alternative and asked for her agreement)

Guest: "Yes, all right."

(Ms. Anna accepted the offer)

Waiter: "So that's a window table for two, at eight-thirty on the tenth of January."

(The waiter read back to Ms. Anna all details he had written on the reservation notepad)

Waiter: "May I have your contact number, please?"

(He asks about Ms. Anna's contact number and wrote it down on the notepad)

Waiter: "Thank you for calling, we'll see you on the tenth. Goodbye, Ms. Anna."

(Before he ended the conversation, Agus thanked the caller and said goodbye. Finally, he copied all the information details on the notepad into the restaurant reservation record)

(Adapted from Hotel & Cruise International textbook)



Task 1. Reading Section

Answer the questions below based on the conversation above!

1. What details of information did the waiter ask the guest?

.....

2. What is the purpose of the reservation?

.....

3. When did the reservation date?

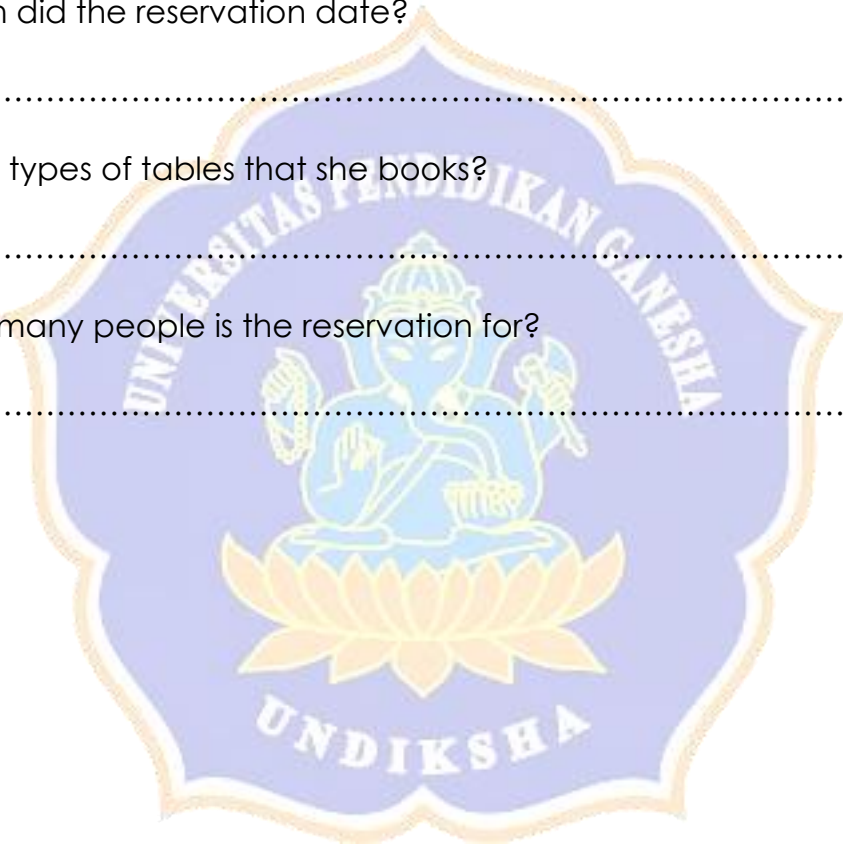
.....

4. What types of tables that she books?

.....

5. How many people is the reservation for?

.....





Language Focus

Below are expressions that can be used in Taking Reservations.

Expression types	Showing expressions	Responses
Greeting	<ul style="list-style-type: none">• Hello, good morning/afternoon/evening.• Hello, this is (name of the hotel)• May I help you?• What can I do for you?	<ul style="list-style-type: none">• Hello, good morning/afternoon/evening.• Hello.
Making Reservation	<ul style="list-style-type: none">• I would like to make a dinner reservation for.... (The number of people)• I need to make a dinner reservation.• We will need the reservation for Sunday night.	<ul style="list-style-type: none">• We will have a table for you.• I can seat you at 7 p.m. on Sunday if you kindly give me your name.• We don't have anything available at 7 p.m. Is 6 p.m. okay for you?
Taking reservation	<ul style="list-style-type: none">• For what date and time, please?	<ul style="list-style-type: none">• It is on Sunday, 1st January at 6 p.m. (Date of time of the reservation)

	<ul style="list-style-type: none"> • How many people are the reservation for? • What types of tables do you prefer? 	<ul style="list-style-type: none"> • The number of people is ... • I'd like a table that is non-smoking. (Types of tables or another special request)
Ending the call	<ul style="list-style-type: none"> • Thank you for calling... • Goodbye and see you... 	<ul style="list-style-type: none"> • You are welcome. • Goodbye.



Grammar Review

1. Simple Present Tense

According to Cambridge Dictionary, **Simple Present Tense** is a verb tense with two primary uses. First, it uses to tell the action that is happening right now. Second, it uses to tell that something is done regularly.

The formula is presented below.

Types of sentences	Patterns	Example
Positive (+)	Subject + verb 1 (+ s/es) + Object	He checks the table
	Subject + to be (is/am/are) + adjective/adverb	He is the waiter at this restaurant.
Negative (-)	Subject + do/does not + Verb 1	She doesn't need registration again

	Subject + to be (is/am/are) + not +adjective/adverb	He is not the waiter of this restaurant.
Interrogative (?)	Do/does + subject + verb 1 + object?	Do you like a table in the smoking area?
	To be (is/am/are) + subject + adjective/adverb?	Are you the manager here?

2. Modals in the Simple Present Tense

As stated in the Cambridge Dictionary, **a Modal auxiliary is** a verb used with another verb to express an idea, such as possibility that is not expressed by the main verb.

Below are the modals auxiliary in the simple present tense.

TYPES OF MODALS	EXAMPLE
Obligation	You must/have to make a reservation.
Advice	It would be best if you spelled your name.
Prohibition	You must not smoke here.
Ability	You can speak English fluently.

Certainty	She offers the menu politely. She must be a great waitress.
Permission	May I have your name, please?
Possibility	It may rain. It's cloudy outside.



Vocabulary Focus

Below are vocabularies that are commonly used in Taking Reservations by Telephone. Please read the vocabulary below with the correct pronunciation!

VERB	NOUN
Address /'æd.res/	Alternative /ɑ:l'tɜ:nə.tɪv/
Answer /'æn.sə/	Party /'pa:r.tɪ/
Check /tʃek/	Date /deɪt/
End /end/	Record /rɪ'kɔ:rd/
Greet /gri:t/	Notepad /'nəʊt.pæd/
Identify /aɪ'den.tɪfaɪ/	Number /'nʌm.bə/
Make /meɪk/	Request /rɪ'kwɛst/
Offer /'ɑ:.fə/	Reservation /,rez.ə'veɪ.jən/
Reserve /rɪ'zɜ:v/	Window /'wɪn.dəʊ/
Spell /spel/	Waiter /'weɪ.tə/



Task 2. Listening Section

Fill the gap based on the information you heard in the audio!

Listening audio can be accessed here:

https://drive.google.com/file/d/1LZ_CBxB8xUgDAHr6U_Z2sKB3dEblItKy/view?usp=share_link

1. For many people is the reservation for?

.....

2. For what day and time are the reservation?

.....

3. Why did the waiter change the time of the reservation to 7 p.m.?

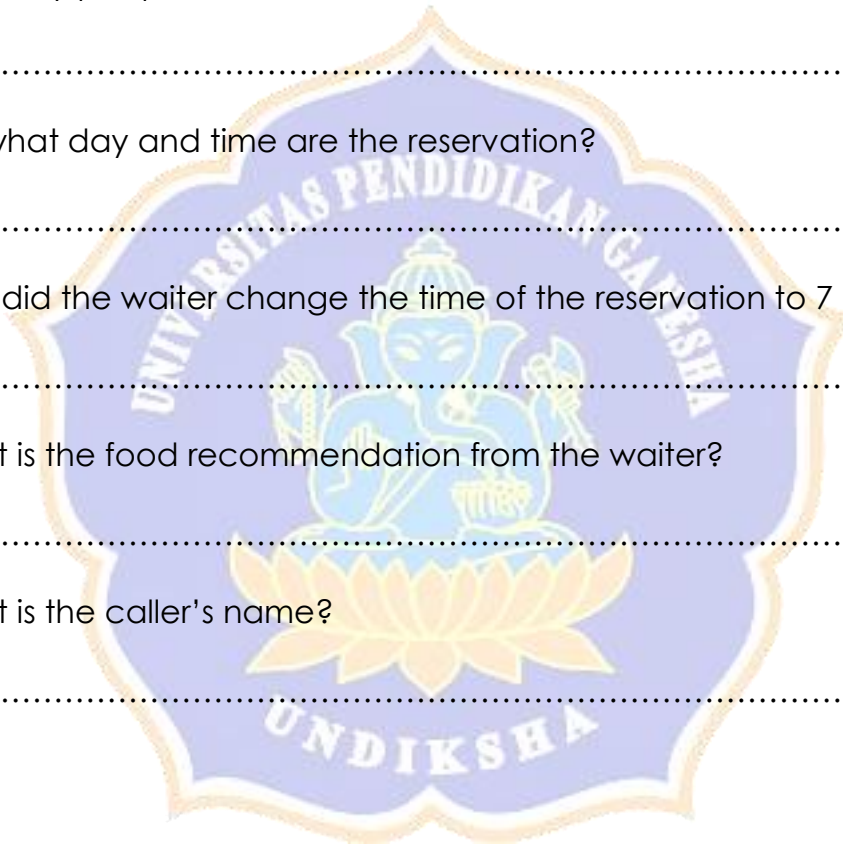
.....

4. What is the food recommendation from the waiter?

.....

5. What is the caller's name?

.....





Task 3. Writing Section

Arrange the sentence below into the appropriate grammar structure!

1. Waitress - does - he - greet - the - not

.....

2. Of - he - restaurant - this - is - manager - the

.....

3. Table - smoking - do - non - reserve - a - you - in -?

.....

4. The reservation - I - on - write - the notepad

.....

5. Call - she - the - answer

.....



Task 4. Speaking Section

Instruction:

1. Please work in pairs! Make a conversation between the waiter and guest about "Taking Reservation by Telephone".
2. Make a video based on the actual situation!

IMPORTANT TERMS!

1. Make a reservation: the caller makes a reservation.
 2. Take a reservation: the waiter takes a reservation.
 3. A Floor Chart is a plan showing all the tables and parts of the restaurant.
 4. Details: small items of information.
 5. A reservation record: a book containing all the reservation details.
 6. A booking: a reservation.
 7. Booked out/fully booked: the restaurant is full and cannot take any more reservations.
 8. A special request: the caller asks for something more, for example, a window table or birthday cake.
 9. Identify yourself: say who you are.
 10. A party: a group
 11. Offered her an alternative: gave another choice or possibility.
- NB: some women prefer to use the title Ms., instead of Mrs. or Miss.

UNIT 2

RECEIVING AND SEATING GUEST



Source: <https://www.hospitality-school.com/how-seat-guest-restaurant/>

By the end of this unit, you should be able to:

- Carry out the task of providing food and beverage services.

Input

Look at the picture below!



Source: <https://restaurant.eatapp.co/blog/improve-restaurant-guest-experience>

Look at the picture above and discuss the following questions with your partner!

1. What is your opinion about the picture above?

.....

2. Do you have the same experience as the man in the picture above?
Please explain them.

.....

3. How is a good way to speak to the guest?

.....



CONTENT FOCUS

How to Receiving and Seating Guest



Source: <https://www.touchbistro.com/blog/restaurant-with-walk-in-seating/>

1. Approach the guest who arrives at the restaurant or waiting to be seated.

- Give a warm greeting to the guest with a smile. For example, “Good Morning, welcome to Sunrise Restaurant”.
- Pay attention to greeting the guest and ensuring they are satisfied.

2. If you are holding a reservation, ask the guest about it.

- If the guests already make a reservation, ask about their name and check it in the reservation record. Then, refer to the details and direct them to a seat at the reserved place.
- If the guests do not make any reservations before, check the available seats to give some recommendations.

- It is essential to enquire about the guests' preference of seating if they have not had a reservation before.

3. Direct the guest to their table.

- Pick enough menu for the guest and wine or another non-alcoholic beverage list.
- Hold the menus on the arm, and do not down by your side.
- Stand up straight and give full attention to the guests.
- As walking into the table, describe the restaurant highlight, such as Buffet or house special, etc.

4. Present the menus

- Give a closed menu, right side up, to each guest in the following order: children, women, and men.
- Present the menu from the guest's right side using the right hand.
- Place the beverage menu on the table.
- Introduce yourself and tell the guest who their food server will be.
- Serve water and crackers, bread, or other snacks.
- Remove extra chairs, glasses, or side plates.

Receiving and Seating Guests



Source: <https://www.touchbistro.com/blog/9-ways-to-get-more-out-of-your-restaurant-seating/>

Let's Practice!

Waiter: "Good morning. Welcome to Sunrise Restaurant. Do you have a reservation, Sir?"

Guest 1: "Yes, the reservation's name was John."

(The waiter greeted the people at the reservation desk and asked if they had a reservation)

Waiter: "All right, Mr. John. A table for two in non-smoking?"

Guest 1: "Yes, that's right."

(The waiter checked the reservation Record and confirmed the detail to the guest)

Waiter: "I will show you to your table, Sir. This way, please."

(The waiter showed the table reserved by Mr. John and his wife)

Waiter: "Will this be all right, Mr. John?"

Guest 1: "Yes, this is fine. Thank you."

(The waiter asked whether they were satisfied with the table or not)

Waiter: "Allow me, Madam."

(The waiter pulled out the chair of the lady guest closest to him. Then, slowly pushed the chair back into position as the guest was seating herself)

Waiter: “Excuse me, Madam.”

(The waiter stood to the guest's right, picking up the napkin. After that, he folded it into a triangle shape and placed it on the guest's lap)

Waiter: “Your waiter will be with you shortly. I hope you have a good dinner.”

(The waiter told the guest that the waiter would attend to them soon. After that, the waiter returned to the reservation desk)

Guest 2: “A table for four in smoking, please. We do not have a reservation.”

(The second guest came without any reservation before)

Waiter: “Yes, we have a table for you, Madam.”

(The waiter checked the floor chart and found a table for them)

Waiter: “May I take your coats?”

(The waiter offered to keep their coats in the cloakroom)

Guest 2: “Sure.”

Waiter: “Would you mind waiting a few minutes? We will get the table ready for you now.”

(He asked them to wait while the table was being prepared)

(Adapted from Hotel & Cruise International textbook)



Task 1. Reading Section

Read each statement below carefully. Place a T on the line if you think a statement is TRUE. Place an F on the line if you think the statement is FALSE.

If you have questions, raise your hand and ask your teacher.

1. *The waiter did not greet the guest at the reservation desk.* []
2. *Mr. John has a reservation before coming to the Restaurant.* []
3. *The waiter checked the reservation Record to ensure Mr. John's reservation details.* []
4. *The lady guest pulled out the chair by herself.* []
5. *The waiter folded the napkin into a triangle shape.* []
6. *The first guest was satisfied.* []
7. *The second guest did not have a reservation before coming to the restaurant.* []
8. *The second guest wanted a table for four people in the non-smoking area.* []
9. *The waiter took the guest's coat in the cloakroom* []
10. *The waiter spoke politely to the guests.* []



LANGUAGE FOCUS

Below are expressions that can be used in Welcoming and Seating Guests.

Expression types	Showing expression	Response
Asking for Reservation	<ul style="list-style-type: none">• Do you have a reservation, Sir?• Have you got a reservation, Sir?	<ul style="list-style-type: none">• Yes, the name's (the named person who reserved)• I booked a table for two for 7 p.m. under the name of
Leading guest to the table	<ul style="list-style-type: none">• Let me show you to your table, Sir.• Could you follow me, please?• I'll show you your table, Sir.	<ul style="list-style-type: none">• All right.• Thank you.
Telling the guest to be waiting	<ul style="list-style-type: none">• I hope you don't mind waiting a few minutes.• Could you please wait a few minutes?	<ul style="list-style-type: none">• All right.



Grammar focus

According to Cambridge Dictionary, **Simple Past Tense** is a verb tense indicating an action that occurred in the past and does not extend into the present. The formula is presented below.

Types of sentences	Patterns	Example
Positive (+)	Subject + verb 2 + Object	The waiter greeted the guests.
	Subject + to be (was/were) + adjective/adverb	He was at the restaurant a few minutes ago.
Negative (-)	Subject + did not + Verb 1+object	Mr. John did not drink the water.
	Subject + to be (was/were) + not +adjective/adverb	The waiters were outside the cloakroom.
Interrogative (?)	Did + subject + verb 1 + object?	Did she come to Sunrise Restaurant?
	To be (was/were) + subject + adjective/adverb?	Was he in the non-smoking area?



Vocabulary focus

Below are vocabularies that are used in Seating and Welcoming Guests.

VERB	NOUN
Allow /ə'laʊ/	Cloakroom /'kləʊk.ru:m/
Check /tʃek/	Coat /kəʊt/
Fold /fəʊld/	Details /dɪ'teɪl/
Greet /gri:t/	Direction /dɪ'rek.fən/
Make /meɪk/	Lap /læp/
Pick /pɪk/	Napkin /'næp.kɪn/
Prepare /prɪ'per/	Palm /pɑ:m/
Receive /rɪ'si:v/	Party /'pɑ:r.tɪ/
Return /rɪ'tɜ:n/	Position /pə'zɪʃ.ən/
Welcome /'wel.kəm/	Shape /ʃeɪp/



Task.2 Listening Section

Please complete the conversation between the waitress and guest below based on the audio provided!

Listening audio can be accessed here:

https://drive.google.com/file/d/1JTlztGkV_MlvZ5AW8BVWYBumNEQM95LO/view?usp=share_link

Conversation:

Waitress: Good Afternoon. Welcome to Bali Restaurant.

Guest : I _____ like to have lunch. Is there a table _____?

Waitress : Okay, do you have a _____?

Guest : Yes, _____ days ago under the name of _____.

Waitress : Let me _____ it first. All right Mr. David _____ me please, I will _____ your table.

Guest : Okay.

Waitress : This is your table. _____ this table do for you?

Guest : That will be _____, thanks.

Waitress : _____ a sit, please!

Guest : Thank you.



Task 3. Writing Section

Complete the following conversations!

Conversation 1

Waiter: _____.

Guest: I'd like to have dinner in your restaurant at 6 p.m. tonight.

Waiter: _____?

Guest: A table for two?

Waiter: _____?

Guest: David Smith.

Waiter: Mr. John, _____?

Guest: No, thanks.

Conversation 2

Waiter: _____

Guest: This is Mark Davidson speaking. I'd like to have a table for four tonight.

Waiter: _____?

Guest: At about seven.

Waiter: _____

Guest: Yes, you are right. By the way, could you give us a window table in the non-smoking area?



Waiter: _____?

Guest: Thank you. Good-bye.



Task 4. Speaking Section

Instruction:

1. Please make a group consisting of 2-3 students. After that, make a conversation about Welcoming and Seating Guests.
2. Each group will perform the conversation in front of the class!



IMPORTANT TERMS!

1. Details: small items of information
2. Seating herself: the action of sitting down
3. Twi paces; two steps
4. Ahead: In front of
5. Satisfied with: placed with
6. A table for four: a table that can seat four people
7. Cloakroom: a place where coats, hats, umbrella parcels, etc. can be left for a time.
8. Make eye contact with someone: look directly into the eyes of someone.
9. Focus only on one guest: look only at one person
10. Triangular: in the shape of a triangle.



UNIT 3

TAKING FOOD AND BEVERAGE ORDERS



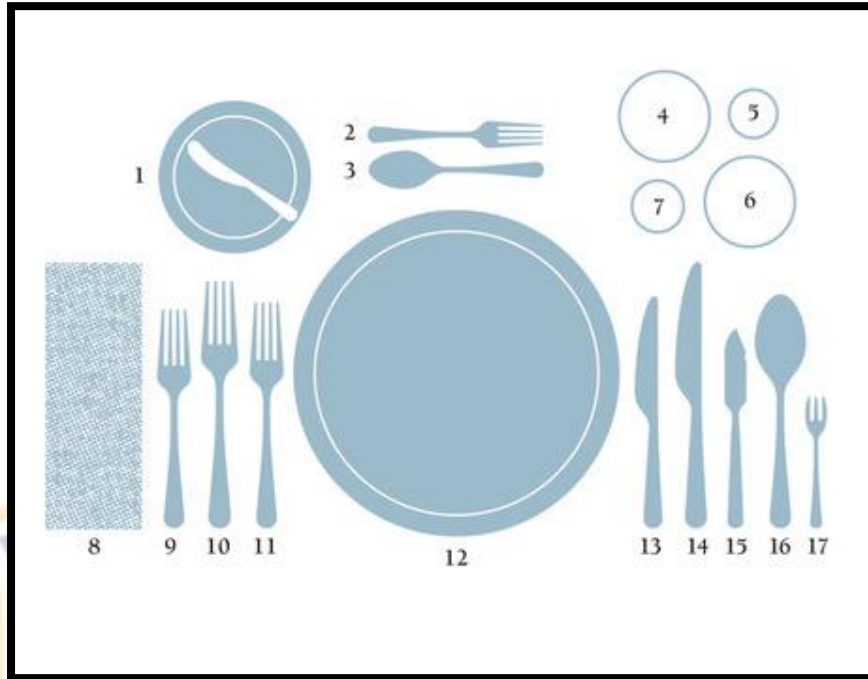
Source: <https://www.kiplinger.com/article/spending/t008-c013-s002-should-restaurants-eliminate-tips.html>

By the end of this unit, you should be able to:

- Carry out the task of providing food and beverage services.

Input

Look at the picture! Please identify the name of each item listed below!



1. _____ 10. _____
2. _____ 11. _____
3. _____ 12. _____
4. _____ 13. _____
5. _____ 14. _____
6. _____ 15. _____
7. _____ 16. _____
8. _____ 17. _____
9. _____



CONTENT FOCUS

Tips For Taking Food and Beverage Orders



Source: <https://www.daysoftheyear.com/days/waiters-day/>

1. Give time to the guests that come to the restaurant to feel comfortable.
2. After the guests are seated, present the menu. Stand away from the guests and give them time to decide on the order.
3. When the guests want to order, approach them by saying, “May I take your order, sir?” or “Would you like to order now?”
4. Before taking the order, the waiter has to be ready with a notepad and a pen.
5. Try to maintain the sequence of the guests' orders. I am starting from the beverage order and continuing with the food.
6. Stay close to the guests, especially if they are ladies. The waiter should stand to their left side and bend slightly forward.

7. Always focus on the guests' orders.
8. The waiter should know the food because the guests may ask about the ingredients, special menus, etc.
9. If the guest does not know what to order, the waiter can recommend special menus by saying, "Do you like to have ____?" or "May I suggest you have ____?".
10. Repeat the food items of the orders and ask whether the guests want anything else.



Taking Beverage Order



Source: https://www.freepik.com/premium-photo/waiter-taking-order-restaurant_16360035.htm

Let's Practice!

Waiter: "Good morning. My name is Agus. I will be serving your table this morning."

(Agus, the waiter for table 2, introduces himself to the guest)

Waiter: "Here's our menu, Sir."

(He gave each person the open the à la carte menu)

Waiter: "Would you like to order a drink before dinner?"

(He asked if the guests wanted an aperitif or not)

Guest 1: "Can I have a lemonade, please?"

Waiter: "Certainly. And for you, madam?"

Guest 2: "Can I have one strawberry juice and two beers?"

(The waiter took their orders in a clockwise direction)

Waiter: "Those are one lemonade, strawberry, and two beers."

(The waiter wrote the details down on the beverage order form. And repeat the order to make sure that all was correct)

Waiter: “Order for table 14.”

(He gave one copy of the order to the bartender. After the drinks were ready, Agus arranged them on the tray. He also put some coasters and stirrers on the tray)

Waiter: “This is your lemonade, Madam. “

(He took the drink to the table and served the lady on the host's right first. After that, the lady's drink was placed on the coaster near the wine glass)

(Adapted from Hotel & Cruise International textbook)



Taking Food Orders



Source: <https://www.rismedia.com/2019/08/19/ways-to-make-healthier-food-choices-at-restaurants/waitress-taking-food-orders-from-diverse-group-of-diners-picture-id175528191/>

Let's Practice!

Waiter: "May I take your food order now?"

(The waiter asked the guest at table 12 if he could take their food order)

Waiter: "The fresh Cape Cod oysters and the Norwegian salmon are our specialties this week."

(The waiter informed the guests about the specialties on the menu that week)

Guest 1: "The oysters to start and the salmon to follow, please."

Guest 2: "I want to order a medium steak, please!"

(The first guest ordered some food, and the waiter wrote down the details of the order on the Food Order Form)

Guest 3: "How is sole à la Meuniere prepared?"

Waiter: "The sole fillets are sauteed in sweet butter and flavored with lemon juice."

(The waiter described a dish on the menu to the guest)

Guest 4: “Excuse me, is Couscous a vegetable?”

Waiter: “No, Sir. That is a type of grain made from wheat.”

(The waiter also explained to a guest what a particular ingredient was)

Guest 4: “I’ll have the asparagus as a starter.”

**Waiter: “I am sorry, Sir. But we’ve run out of asparagus. Would you like to try
the cucumber mousse instead? It’s light and delicious.”**

Guest 4: “All right, that sounds good.”

(Mary apologized when the guest asked for an unavailable item. After that, she recommended an alternative that is equally light)

**Waiter: “Would anyone like to order extra vegetables or salad with their
main course?”**

(The waiter asked if anyone wanted an extra order of vegetables or salad)

**Waiter: “May I repeat your order, that’s two cucumber mousses, one oyster,
and one mussel salad. Is that correct?”**

Guest 4: “Yes, that’s correct.”

(When all the guests had placed their order, the waiter had to repeat the whole order to them. Then, I asked for their confirmation whether the orders were correct or not)

Waiter: “Thank you. I’ll be back soon with your meal.”

(The waiter told the guests that she would be back soon with their meal)

(Adapted from Hotel & Cruise International textbook)



Language Focus

Below are expressions that can be used in Taking Order.

Expression Types	Showing Expressions	Responses
Introducing Self	<ul style="list-style-type: none">• I am ... (the waiter/waitress' name) your waiter/waitress this morning/afternoon/evening.• "Good morning/afternoon/evening! Welcome to (Name of the restaurant), My name is and I will serve you today.	<ul style="list-style-type: none">• Thank you.
Giving Menu	<ul style="list-style-type: none">• "This is our <i>à la carte menu, Madam.</i>"• This is the menu, Madam.	<ul style="list-style-type: none">• Thank you.
Taking Order	<ul style="list-style-type: none">• May I take your order, Sir/Madam?• Are you ready to order? • Can I take your order?	<ul style="list-style-type: none">• May I have some water, please?• May I get an order of barbeque wings?

	<ul style="list-style-type: none"> • Are you ready to order yet? • What would you like to start with? • What would you like for a starter? 	<ul style="list-style-type: none"> • That'll be all for now. • Yes, please. May I get a glass of lemonade? • I would like a Coke. • I would like to order my food now.
Telling problems	<ul style="list-style-type: none"> • I don't think we have any more spaghetti left. I'll check with the kitchen. • I'm sorry, but the chicken soup is finished. Sorry, the steak is off. 	<ul style="list-style-type: none"> • Thank you, I will change the order. • Do you have any recommendations?



GRAMMAR FOCUS

According to Cambridge Dictionary, **Simple Future Tense** is a tense used to express an action that will happen in the future. **The Merriam-Webster**

Dictionary also defines the simple future tense as one that refers to the future.

The Formula can be seen in the table below!

Types of sentences	Patterns	Example
Positive (+)	Subject + will/shall + verb 1 + Object	I will have asparagus as a starter.
	Subject + to be (is/am/are) going to + verb 1	I am going to repeat your order.
Negative (-)	Subject + will/shall not + Verb 1+object	Mr. John will not order the steak.
	Subject + to be (is/am/are) + not going to +Verb 1	The waiter is not going to the kitchen.
Interrogative (?)	Will/shall + subject + verb 1 + object?	Will you order spaghetti for later?
	To be (is/am/are) + subject + going to + V1?	Are they going to come back to the restaurant?

The use of Will, Shall, and Be going to

- In modern English, will is used more often. So, you can apply this modal to all subjects, namely I, You, We, They, He, She, It.

- Shall is usually used more for subject I and We for those who are used to speaking English using a more formal British style.
- Be going to, Just like will, this modal phrase can be used for all subjects, namely I, You, We, They, He, She, It. Be after the subject can be replaced with am, is, are. Example: "We are going to..."

Contraction in Simple Future Tense

CONTRACTION	BASE FORM
I'll	I will
You'll	You will
They'll	They will
We'll	We will
She'll	She will
He'll	He will
It'll	It will
There'll	There will
That'll	That will
Won't	Will not
Shan't	Shall not



VOCABULARY FOCUS

Below are vocabularies that are commonly used in Taking Orders.

VERB	NOUN
Arrange /ə'reɪndʒ/	Aperitif /ə'per.ə'ti:f/
Give /gɪv/	Bartender /'bɑ:r'ten.də-/
Introduce /,ɪn'trə'du:s/	Beverage /'bev.ə.ɪdʒ/
Place /pleɪs/	Coaster /'kou.stə-/
Repeat /rɪ'pi:t/	Drink /drɪŋk/
Serve /sɜ:v/	Gin /dʒɪn/
Take /teɪk/	Host /həʊst/
Describe /dɪ'skraɪb/	Order /'ɔ:r.də-/
Explain /ɪk'spleɪn/	Sherry /'ʃer.i/
Flavor /'fleɪ.və-/	Stirrer /'stɜ:.ə-/

UNDIKSHA



Task 1. Reading Section

Match the term on the left with the statement on the right!

- | | | |
|---|-----|---|
| 1. Introducing yourself | [] | a. "Would you want to order an aperitif?" |
| 2. Repeating an order | [] | b. "Order for table 10" |
| 3. Giving out the menu. | [] | c. "I'll be back to take your order." |
| 4. Asking the guest if they want a drink. | [] | d. "This is our à la carte's menu." |
| 5. Informing the guest about your action. | [] | e. "That's one sherry and three gins" |
| 6. Giving the drinks order to the bar. | [] | f. "My name is Agus." |





Task 2. Listening Section

Please listen to the audio provided and answer the following question!

The listening audio can be accessed here:

https://drive.google.com/file/d/18kO3EsPkCSdpaGJ2j0idWqZA-7Wpuexl/view?usp=share_link

Question:

1. What do the man and woman order for drinks?

.....

2. What is the man's food order?

.....

3. What is the woman's food starter?

.....

4. Please repeat all food orders!

.....

5. What does the waitress said to close the conversation?

.....



Task 3. Writing Section

What is the waiter saying to the guest? Choose from the sentence below, and write the number of your choice into the waiter's speech bubbles!

1. Waiter:

Guest: Yes. I want the asparagus to begin with.

2. Guest: What is the main ingredient in Ratatouille?

Waiter:

3. Waiter:

Guest: Well-done, please.

4. Guest: What are your specialties today?

Waiter:

5. Waiter:

Guest: I'll have the steak, please.

6. Guest: Could I have an extra order of Ratatouille with my main course?

Waiter:

7. Waiter:

Guest: Yes, that's correct.

8. Waiter:

Guest: Yes, I am.



- a) "We have some fresh asparagus from Belgium this week"
- b) "How would you like your steak done?"
- c) "I'll repeat the order: asparagus to start, steak, well-done, and an extra of Ratatouille. Is that right?"
- d) "Are you having a starter, Madam?"
- e) Are you ready to order now, Madam?"
- f) "What would you like for the main course?"
- g) "Yes, of course, Madam"
- h) "Tomatoes and some other vegetables, Madam"



Task 4. Speaking Section

Instruction:

1. Please make a group, then compose a conversation about Taking Food and Beverage Orders!
2. Perform your conversation in front of the class!

IMPORTANT TERMS!

- Beverage is a general term for any drink.
- Aperitif is a French word in English that refers to an alcoholic drink before meals.
Open à la carte menu is a French term to called a menu where items are priced separately. The guest may pick and choose any items from this menu.
- Clockwise means that it moves in the same direction as the hand of the clock.
- Anti-clockwise is the opposite direction to the above.
- Coaster is a small mat put under a glass to protect the table.
- Host/hostess is the person who invites others to a function or meal
- a set the table is an arrangement of knives, forks, etc., on the table for a meal.
- A set is a group of similar things, e.g., Cutlery and a tea set.
- A place setting is a restaurant table set according to the number of places or chairs.
- A food order is the food items that guests would like to have.
- Cutlery is knives, forks, and spoons used for eating and serving food.
- Crockery is plates, cups, dishes, etc., made from clay.
- Specialties [In restaurant] are certain food items that are freshly made or available on that day or week etc.

- Starter is another name for the first course of a meal.
- The main course is the most significant part of the meal, such as meat, fish, etc. [Also called the Entrée in America.]
- an alternative is another available choice
- run out of [something] that item is finished or used, and no more is left.
- Ingredients are the different food items used to make a particular dish.
- dish is a specific type of food. The same word is used for containers for holding or serving food.
- sauté is fried quickly in a bit of oil. [French word used in English.]
- rare, medium, well-done = these words are used to describe the way meat is cooked. Meat is rare when it is cooked for a short time.
- "How would you like your steak done?" - is one way of asking how you like your steak cooked.
- light [food] = food that is easy to digest. Usually, a small quantity.



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