APPENDICIES

NDIKSHA

APPENDIX 1. Approval Letter

| | THESIS | SUPERVISOR APPRO | OVAL LETTER |
|--|--------|------------------|-------------|
|--|--------|------------------|-------------|

The undersigned below

| Name | : Nyoman Karina Wedhanti, S.Pd, M.Pd (as the 1" prospective supervisor) |
|------|---|
| NIP | : 198204212008122003 |
| and, | |
| Name | : Gede Mahendrayana, S.Pd., M.Pd. (as the 2nd Prospective supervisor) |
| NIP | : 199007252015041002 |

confirm that we approve to guide the thesis submitted by:

| Name | : Putu Zelda Aldani |
|-------|---------------------|
| NIM | : 1912021199 |
| Class | :7E |

Thesis title : "Developing English Learning Material for Students Vocational High School of Tourism Major at SMK Negeri 2 Singaraja"

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

1st Prospective supervisor,

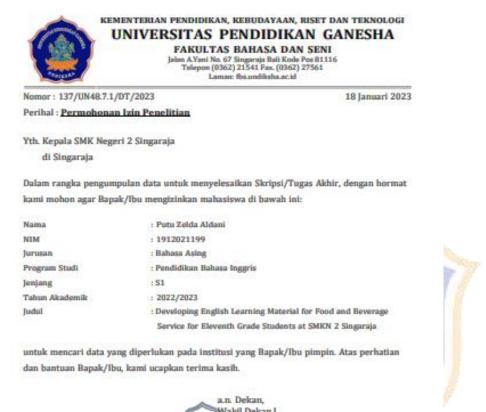
. Co/1-

Nyoman Karina Wedhanti, S. Pd., M. Pd. NIP. 198204212008122003

2nd Prosp ctive supervisor

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

APPENDIX 2. RESEARCH PERMISSION LETTER TO SMKN 2 SINGARAJA





Tembusan:

1. Dekan FBS Undiksha Singaraja

- 2. Kaprodi. Bahasa Asing
- 3. Sub Bagian Pendidikan FBS

APPENDIX 3. REPLY LETTER FROM SMKN 2 SINGARAJA

| | SURAT KETERANGAN No. B.31.000/402/000/SMKN2SGR |
|-----------------------------------|--|
| Yang bertan Kabupaten Buleleng | nda tangan di bawah ini Kepala Sekolah Menengah Kejuruan (SMK) Negeri 2 Singaraja 9 menerangkan : |
| , | 5 ····· |
| NAMA | : Putu Zelda Aldani |
| NIM | : 1912021199 |
| JURUSAN | : Bahasa Asing |
| PROGRAM UNIVERSI | I STUDY : Pendidikan Bahasa Ingris TAS : Pendidikan Ganesha |
| Singaraja " | rning Material for Food and Beverage Service for Eleventh Grade Students at SMKN 2 <i>di SMK Negeri 2 Singaraja</i> , pada tanggal 18 Januari s/d 31 Maret 2023. urat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana |
| | Bali, 9 Mei 2023 Ditandatangani secara elektronik oleh : KEPALA SEKOLAH NI Ketut Wisiani, S.Pd.,M.Si. NIP. 19680609 199003 2 005 |
| | |

APPENDIX 4. INTERVIEW GUIDE QUALITY BY PROSPECTIVE SUPERVISOR

I & II

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1. INTERVIEW GUIDE QUALITY 1st PROSPECTIVE SUPERVISOR

| | Interview Guide Quality | | |
|--------|---|---------------|------------|
| Instra | ction: | | |
| | c give mark (\vec{v}) in the score column which is relevance which is relevance the gauge thet was used as the research instrument | t and intekva | nt towards |
| No. | Statement | Relevant | Indevan |
| 1 | Apakah Ibu dapat memperoleh bahan ajar secara tidak terbatas? | 1 | |
| 2 | Apakah Ibu memiliki kesultun untuk mendapatkan samber belajar di atas, apakah sadah memiliki solasi terkan kesultun tersebut? | 1 | |
| 3 | Apakah Ibu menasa cukup percaya diri bulwa muteri atau metode yg digunakan dalam peribelajaran sudah dapat menarik menat siswa? | ~ | |
| 4 | Apakah menurut Ibu buku njar F&B Service diperlukan? | 1 | |
| 5 | Apakah menunut Ibu, materi yang disajikan dalam buka ajar selama ini sadah memenuhi keburuhan Ibu? | 1 | |
| 6 | Apakah bahan ajar yang Ibu gunakan sudah menyajikan contoh percakapan yang menggunakan kondisi yang sama seperti yang aslinya? | \checkmark | |
| 7 | Apakah bahan ajar yang telah Ibu gunakan selarna ini apakah sudah menyajikan gambar yang terkait dengan mata pelajaran F&B Sarvice? | \checkmark | |
| • | Apekah bahan ajar yang selama ini telah Ibu gunakan sudah menyajikan beberapa latihan soal yang bervariasi untuk siswa? | \checkmark | |
| * | Apakah tangkat keberhasilan dalam perabelajaran pada mata pelajaran F&B Service sudah memuaskan bagi Ibu? | \checkmark | |

10 Apakah buka yang Ibo gunakan telah memfoleas pada mata pelajaran F&B Service?

Singaraja, February 23nl, 2023

Supervisor I

Ni Nyoman Karina Wodhanii, S.Pd., M.Pd. 198204212008122008

2. INTERVIEW GUIDE QUALITY 2nd PROSPECTIVE SUPERVISOR

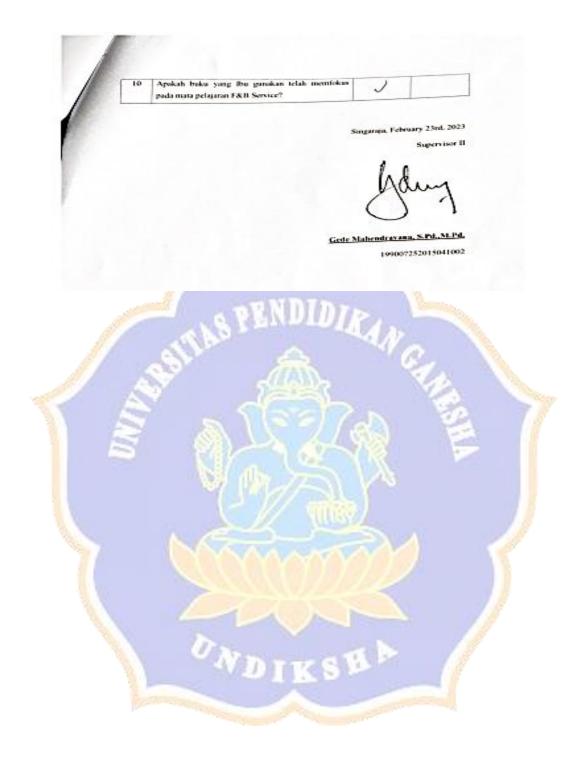
Instruction:



Interview Guide Quality

Please give mark (v) in the score column which is relevant and irrelevant towards the interview guide thet was used as the research instrument

| No. | Statement | Relevant | Inclevan |
|-----|---|--------------|----------|
| 1 | Apakah Ibu dapat memperaleh bahan ajar secara tidak serbatas? | \checkmark | |
| 2 | Apakah Ibu memiliki kesulitan untuk mendapatkan sumber belajar di atas, apakah sudah memiliki sobasi terkait kesulitan tersebut? | 1 | |
| 3 | Apakah Ibu merosa cakup percaya diri bahwa maten atau metode ye digunakan dalam pembelajaran sudah dapat menarik minat siswa? | \checkmark | |
| + | Apakah menurut Ibu buku ajar FAB Service diperlukan? | ~ | |
| 5 | Apakah menurut Ibu, maten yang disajikan dalam buku ajar selama ini sadah memeraha kebutuhan ibu? | ~ | |
| • | Apakah bahan ajar yang Ibu gunakan sudah menyapikan contoh percakapan yang menggunakan kondisi yang sama seperti yang aslinya? | 7 | |
| 7 | Apakah bahan ajar yang telah ibu gunakan selama ini apakah sudah menyajikan gambar yang terkan dengan muta pelajaran F&B Service? | ~ | |
| 8 | Apakati bahan ajar yang selama ini telah Ibu ganakan sudati menyajikan beberapa latihan sual yang beryariasi untak siswa? | ~ | |
| • | Apakah ungkat keberhasilan dalam pembelajaran pada mata pelajaran F&B Service sadah memuaskan bagi Ibu? | V | |



APPENDIX 5. QUESTIONNAIRE QUALITY BY PROSPECTIVE SUPERVISOR I & II

Questionnaire Quality

Instruction:

Please give mark ($\sqrt{}$) 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. lainya (tuliskan) | V | |
| 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) | V | |
| 3 | Setelah saya lulus, baik saat berada di dunia kerja maupun di jenjang pendidikan yang lebih tinggi, saya akan menggunakan Bahasa Inggris untuk a. berkomunikasi secara lisan dengan teman, dosen, rekan kerja atau atasan b. berkomunikasi secara tertulis dengan teman, dosen, rekan kerja atau atasan c. membaca berbagai macam jenis teks berbahasa Inggris d. lainya(tuliskan) | | |

1. QUESTIONNAIRE QUALITY 1st PROSPECTIVE SUPERVISOR

| 4 | Skill dan pengetahuan bahasa Inggris yang akan sering saya | V |
|---|--|---|
| | gunakan saat bekerja nanti adalah | |
| | a. listening | |
| | b. speaking | |
| | c. reading | |
| | d. writing | |
| | e. pronunciation | |
| | f. vocabulary | |
| | g. grammar | |
| | h. lainnya (tuliskan) | |
| 5 | Kemampuan bahasa Inggris saya secara umum berada pada | N |
| | tingkat | |
| | a. beginner (pemula), mampu menggunakan bahasa Inggris | |
| | untuk komunikasi sehari-hari secara | |
| | sederhana | |
| | b. intermediate (menengah), mampu menggunakan bahasa | |
| | Inggris untuk komunikasi sehari-hari | |
| | dimanapun meskipun belum lancar. | |
| | c. advanced (mahir), mampu menggunakan bahasa Inggris | |
| | untuk berkomunikasi di semua situasi | |
| | dengan lancar dan benar. | |
| 6 | Saya merasa kesulitan dalam komunikasi menggunakan | N |
| | Bahasa Inggris ketika | |
| | a. memahami ungkapan sehari-hari | |
| | b. mengekspresikan ungkapan sehari-hari | |
| | c. memahami teks yang dibaca | |
| | d. mengungkapkan gagasan tertulis | |
| | e. lainnya (tuliskan.) | |
| 7 | Dalam menunjang pekerjaan saya maupun pendidikan yang | 1 |
| | lebih tinggi nanti, seharusnya kemampuan | |
| | Bahasa Inggris saya berada pada level | |
| | a. beginner (pemula), mampu menggunakan bahasa Inggris | |
| | untuk komunikasi schari-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 | | |
| 85 | untuk berkomunikasi di semua situasi | | |
| | dengan lancar dan benar. | | |
| 8 | Secara umum, saya menginginkan pembelajaran bahasa | V | |
| | 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 model, materi Bahasa Inggris yang saya inginkan | V | |
| | adalah | | |
| | 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 | N | |
| | 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 media dalam bentuk gambar untuk materi | N | |
| | Bahasa Inggris menurut saya | | |
| | a. sangat membantu | | |
| | b. tidak berpengaruh | | |

| | c. tidak membantu | |
|----|---|---|
| 12 | Dalam proses pembelajaran ketika saya 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, dan lainnya. | 1 |
| | e. lainnya (tuliskan) | |
| 13 | Panjang teks yang saya inginkan sebagai input kegiatan mendengarkan (listening) adalah a. < 100 kata b. 100-150 kata c. 150-200 kata d. > 200 kata e. Lainnya (tuliskan) | |
| 14 | Kegiatan proses pembelajaran ketika saya mendengarkan | 1 |
| | (listening) materi bahasa Inggris, yang saya sukai adalah a.Saya menyukai ketika saya mengidentifikasi informasi dalam monolog/dialog b. Saya menyukai ketika saya menjawab pertanyaan secara lisan c. Saya menyukai ketika saya menjawab pertanyaan secara tertulis d. Saya menyukai ketika saya mengidentifikasi ungkalan e. Saya menyukai ketika saya menentukan salah dan benar pada sebuah pernyataan | |
| 15 | f. lainnya (tuliskan) Jenis teks yang saya inginkan dalam pembelajaran bahasa | |
| | Inggris sebagai input berbicara (speaking) | |

| | adalah | 1 | |
|----|---|--------------|--|
| | 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. Saya menyukai ketika bermain peran (role play) | | |
| | b. Saya menyukai ketika menghafalkan dialog atau monolog | | |
| | dan mempraktekkannya di depan kelas. | | |
| | c. Saya menyukai ketika berdiskusi tentang topic tertentu | | |
| | d. Saya menyukai ketika bertukar informasi (information | | |
| | gap) | | |
| | e. lainnya (tuliskan) | | |
| 17 | Jenis teks sebagai input yang saya inginkan sebagai input | V | |
| | membaca (reading) adalah | | |
| | a. Saya menginginkan teks fungsional pendek seperti klan, | | |
| | memo, pengumuman, dan lainnya | | |
| | b. Saya menginginkan teks essai seperti descriptive, recount, | | |
| | narrative, dan lainnya | | |
| | d. Saya menginginkan teks authentic seperti koran dan | | |
| | majalah | | |
| | e. lainnya (tuliskan). | | |
| 18 | Panjang teks sebagai input kegiatan membaca (reading) | \checkmark | |
| | yang saya inginkan adalah | | |
| | a. <100 kata | | |
| | b. 100 - 200 | | |
| | c. > 200 kata | | |
| | d. Lainnya (tuliskan) | | |
| 19 | Jenis kegiatan membaca (reading) yang saya sukai adalah. | V | |
| | a. Saya menyukai ketika membaca nyaring | | |
| | b. Saya menyukai ketika menentukan benar atau salah pada | | |

| | c. Saya menyukai ketika menjawab pertanyaan berdasarkan | 1 | |
|----|---|---|--|
| | informasi yang ada dalam bacaan | | |
| | d. Saya menyukai ketika memahami teks dan | | |
| | mengartikannya ke Bahasa Indonesia | | |
| 20 | Jenis teks sebagai input menulis (writing) yang saya | V | |
| | inginkan adalah | | |
| | a. Saya menginginkan jenis teks yang berisi informasi | | |
| | umum mengenai orang, benda, tempat, | | |
| | maupun peristiwa | | |
| | b. Saya menginginkan jenis teks yang berisi bagan berisikan | | |
| | informasi mengenai orang, benda, | | |
| | tempat, maupun peristiwa | | |
| | c. Saya menginginkan jenis teks yang berisikan gambar | | |
| | orang, benda, tempat. | | |
| | d. Saya menginginkan teks yang berisikan peristiwa kata | | |
| | dan paragraf acak | | |
| | e. lainnya (tuliskan). | | |
| 21 | Jenis kegiatan menulis (Writing) yang saya sukai adalah | V | |
| | a. Saya Menyukai ketika saya melengkapi bagian yang | | |
| | kosong dalam sebuah kalimat | | |
| | b. Saya Menyukai ketika saya membuat teks singkat dan | | |
| | sederhana | | |
| | c. Saya Menyukai ketika menyusun Kalimat acak menjadi | | |
| | sebuah paragraf | | |
| | d. Saya Menyukai ketika mengidentifikasi kesalahan pada | | |
| | kalimat baik dalam kata maupun struktur | | |
| | dan memperbaikinya | | |
| | e. Lainnya (Tuliskan Pendapat Kalian sendiri) | | |
| 22 | Dalam mempelajari kosa kata (Vocabulary), saya lebih | V | |
| | suka | | |
| | a. 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 (Pronounciation), | V |
| | 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 | N |
| | 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 | N |
| | 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 | V |
| | 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, February 23rd, 2023

Supervisor I

hodh ... -

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



2. QUESTIONNAIRE QUALITY 2nd PROSPECTIVE SUPERVISOR

Questionnaire Quality

Instruction:

Please give mark ($\sqrt{}$) 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. lainya (tuliskan) | V | |
| 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) | V | |
| 3 | Setelah saya lulus, baik saat berada di dunia kerja maupun di jenjang pendidikan yang lebih tinggi, saya akan menggunakan Bahasa Inggris untuk a. berkomunikasi secara lisan dengan teman, dosen, rekan kerja atau atasan b. berkomunikasi secara tertulis dengan teman, dosen, rekan kerja atau atasan c. membaca berbagai macam jenis teks berbahasa Inggris d. lainya(tuliskan) | ~ | |

| 4 | Skill dan pengetahuan bahasa Inggris yang akan sering saya | V |
|---|--|---|
| | gunakan saat bekerja nanti adalah | |
| | a. listening | |
| | b. speaking | |
| | c. reading | |
| | d. writing | |
| | e. pronunciation | |
| | f. vocabulary | |
| | g. grammar | |
| | h. lainnya (tuliskan) | |
| 5 | Kemampuan bahasa Inggris saya secara umum berada pada | N |
| | tingkat | |
| | a. beginner (pemula), mampu menggunakan bahasa Inggris | |
| | untuk komunikasi sehari-hari secara | |
| | sederhana | |
| | b. intermediate (menengah), mampu menggunakan bahasa | |
| | Inggris untuk komunikasi sehari-hari | |
| | dimanapun meskipun belum lancar. | |
| | c. advanced (mahir), mampu menggunakan bahasa Inggris | |
| | untuk berkomunikasi di semua situasi | |
| | dengan lancar dan benar. | |
| 6 | Saya merasa kesulitan dalam komunikasi menggunakan | N |
| | Bahasa Inggris ketika | |
| | a. memahami ungkapan sehari-hari | |
| | b. mengekspresikan ungkapan sehari-hari | |
| | c. memahami teks yang dibaca | |
| | d. mengungkapkan gagasan tertulis | |
| | e. lainnya (tuliskan.) | |
| 7 | Dalam menunjang pekerjaan saya maupun pendidikan yang | V |
| | lebih tinggi nanti, seharusnya kemampuan | |
| | Bahasa Inggris saya berada pada level | |
| | a. beginner (pemula), mampu menggunakan bahasa Inggris | |
| | untuk komunikasi schari-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 | V |
| | Inggris yang dapat membuat saya | |
| | a. mampu menguasai grammar dengan baik | |
| | b. mampu menguasai kosakata, arti, serta cara | |
| | pengucapannya | |
| | e. membedakan ungkapan formal dan informal | |
| | d. lainnya (tuliskan) | |
| 9 | Dari segi model, materi Bahasa Inggris yang saya inginkan | 1 |
| | adalah | |
| | 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 | V |
| | listening, speaking. reading, dan writing | |
| | adalah | |
| | a. kchidupan sehari-hari | |
| | b. pendidikan | |
| | c. pemerintahan | |
| | d. perikanan | |
| | e. isu atau berita terkini | |
| | f. lainnya (tuliskan.) | |
| 11 | Tersedianya media dalam bentuk gambar untuk materi | N |
| | Bahasa Inggris menurut saya | |
| | a. sangat membantu | |
| | b. tidak berpengaruh | |

| | c. tidak membantu | |
|----|---|---|
| 12 | Dalam proses pembelajaran ketika saya menyimak (listening), bentuk teks yang saya inginkan sebagai input adalah a. teks monolog dan dialog | V |
| | 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, | |
| | dan lainnya. | |
| | e. lainnya (tuliskan) | |
| 13 | Panjang teks yang saya inginkan sebagai input kegiatan | V |
| | mendengarkan (listening) | |
| | adalah | |
| | a. < 100 kata | |
| | b. 100-150 kata | |
| | c. 150-200 kata | |
| | d. > 200 kata | |
| | e. Lainnya (tuliskan) | |
| 14 | Kegiatan proses pembelajaran ketika saya mendengarkan | N |
| | (listening) materi bahasa Inggris, yang saya | |
| | sukai adalah | |
| | a.Saya menyukai ketika saya mengidentifikasi informasi | |
| | dalam monolog/dialog | |
| | b. Saya menyukai ketika saya menjawab pertanyaan secara | |
| | lisan | |
| | c. Saya menyukai ketika saya menjawab pertanyaan secara | |
| | tertulis | |
| | d. Saya menyukai ketika saya mengidentifikasi ungkalan | |
| | e. Saya menyukai ketika saya menentukan salah dan benar | |
| | pada sebuah pernyataan | |
| | f. lainnya (tuliskan) | |
| 15 | Jenis teks yang saya inginkan dalam pembelajaran bahasa | V |
| | Inggris sebagai input berbicara (speaking) | |

| | adalah | 1 | |
|----|---|--------------|--|
| | 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. | V | |
| | a. Saya menyukai ketika bermain peran (role play) | | |
| | b. Saya menyukai ketika menghafalkan dialog atau monolog | | |
| | dan mempraktekkannya di depan kelas. | | |
| | c. Saya menyukai ketika berdiskusi tentang topic tertentu | | |
| | d. Saya menyukai ketika bertukar informasi (information | | |
| | gap) | | |
| | e. lainnya (tuliskan) | | |
| 17 | Jenis teks sebagai input yang saya inginkan sebagai input | V | |
| | membaca (reading) adalah | | |
| | a. Saya menginginkan teks fungsional pendek seperti klan, | | |
| | memo, pengumuman, dan lainnya | | |
| | b. Saya menginginkan teks essai seperti descriptive, recount, | | |
| | narrative, dan lainnya | | |
| | d. Saya menginginkan teks authentic seperti koran dan | | |
| | majalah | | |
| _ | c. lainnya (tuliskan). | | |
| 18 | Panjang teks sebagai input kegiatan membaca (reading) | \checkmark | |
| | yang saya inginkan adalah | | |
| | a. <100 kata | | |
| | b. 100 - 200 | | |
| | c. > 200 kata | | |
| 10 | d. Lainnya (tuliskan) | | |
| 19 | Jenis kegiatan membaca (reading) yang saya sukai adalah. | V | |
| | a. Saya menyukai ketika membaca nyaring | | |
| | b. Saya menyukai ketika menentukan benar atau salah pada | | |
| | pernyataan | | |

| | c. Saya menyukai ketika menjawab pertanyaan berdasarkan | |
|----|---|---|
| | informasi yang ada dalam bacaan | |
| | d. Saya menyukai ketika memahami teks dan | |
| | mengartikannya ke Bahasa Indonesia | |
| 20 | Jenis teks sebagai input menulis (writing) yang saya | 1 |
| | inginkan adalah | |
| | a. Saya menginginkan jenis teks yang berisi informasi | |
| | umum mengenai orang, benda, tempat, | |
| | maupun peristiwa | |
| | b. Saya menginginkan jenis teks yang berisi bagan berisikan | |
| | informasi mengenai orang, benda, | |
| | tempat, maupun peristiwa | |
| | c. Saya menginginkan jenis teks yang berisikan gambar | |
| | orang, benda, tempat. | |
| | d. Saya menginginkan teks yang berisikan peristiwa kata | |
| | dan paragraf acak | |
| | e. lainnya (tuliskan). | |
| 21 | Jenis kegiatan menulis (Writing) yang saya sukai adalah | V |
| | a. Saya Menyukai ketika saya melengkapi bagian yang | |
| | kosong dalam sebuah kalimat | |
| | b. Saya Menyukai ketika saya membuat teks singkat dan | |
| | sederhana | |
| | c. Saya Menyukai ketika menyusun Kalimat acak menjadi | |
| | sebuah paragraf | |
| | d. Saya Menyukai ketika mengidentifikasi kesalahan pada | |
| | kalimat baik dalam kata maupun struktur | |
| | dan memperbaikinya | |
| | e. Lainnya (Tuliskan Pendapat Kalian sendiri) | |
| 22 | Dalam mempelajari kosa kata (Vocabulary), saya lebih | V |
| | suka | |
| | a. 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 (Pronounciation), | 1 |
| | 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 | N |
| | 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 | V |
| | 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 | V |
| | a. Guru sebaiknya menerangkan rumus dan meminta siswa | |
| | mengerjakan latihan-latihan soal | |

| b. Guru sebai | knya memberikan teks untuk dibaca dan |
|-------------------|--|
| mengartikanny | a langsung bersama siswa |
| c. Guru sebail | knya mengawasi kelas sambil mengontrol |
| pekerjaan siswa | a dan memberi komentar |
| d. Guru sebaik | nya menuntun siswa dalam membahas teks |
| yang telah di b | erikan |
| e. lainnya (tulis | skan) |



APPENDIX 6. THE RESULT OF QUESTIONNAIRE LIKERT-SCALE

1. QUESTIONNAIRE LIKERT-SCALE QUALITY 1st PROSPECTIVE SUPERVISOR

Questionnaire of Likert-scale for Experts Judgment Quality

Instruction:

Please give mark ($\sqrt{}$) 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 | V | |
| | The textbook includes a detailed overview of the function, structures, and vocabulary that will be taught in each unit. | 7 | |
| | The layout and design are appropriate and clear. | V | |
| | The textbook is organized effectively. | V | |
| | The textbook provides a vocabulary list. | V | |
| | The textbook provides a review section. | V | |
| | The textbook provides clear objectives. | V | |
| 2 | Activities | 1 | |
| | The textbook provides a balance of activities. | V | |
| | The activities encourage sufficient communicative and meaningful practice. | V | |
| | The activities incorporate individual, pair, and group work. | 7 | |
| | The grammar points and vocabulary items are introduced in motivating and realistic contexts. | 7 | |
| | The activities promote creative, original, and independent responses. | 1 | |
| 3 | Skills | 1 | |
| | The materials include and focus on the skills that students need to practice. | N | |
| | The materials provide listening and speaking skills. | 7 | |
| | The textbook helps students to practice speaking. | V | |

| | The practice of individual skill is integrated | ~ |
|---|---|--------------|
| 4 | Language and type of content | \checkmark |
| | 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. | V |
| | 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 | 1 |
| | The subject and contents of the book are relevant to students' needs as an English language learners. | V |
| | The subject and contents of the textbook are generally realistic. | 4 |
| | The subject and contents of the textbook are interesting, challenging, and motivating. | V |
| | There are sufficient varieties in the subject and contents of the textbook. | 1 |
| | The materials are not culturally biased and they do not portray any negative stereotypes. | V |

Singaraja, February 23rd, 2023 Supervisor I And And Ni Nyoman Karina Wedhanti, S.Pd., M.Pd.

2. QUESTIONNAIRE LIKERT-SCALE QUALITY 2nd PROSPECTIVE SUPERVISOR

Questionnaire of Likert-scale for Experts Judgment Quality

Instruction:

Please give mark ($\sqrt{}$) 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 | V | |
| | The textbook includes a detailed overview of the function, structures, and vocabulary that will be taught in each unit. | V | |
| | The layout and design are appropriate and clear. | 1 | |
| | The textbook is organized effectively. | V | |
| | The textbook provides a vocabulary list. | V | |
| 1 | The textbook provides a review section. | V | |
| | The textbook provides clear objectives. | V | |
| 2 | Activities | V | |
| | The textbook provides a balance of activities. | V | |
| | The activities encourage sufficient communicative and meaningful practice. | 1 | ' |
| | The activities incorporate individual, pair, and group work. | V | |
| | The grammar points and vocabulary items are introduced in motivating and realistic contexts. | 1 | |
| 7 | The activities promote creative, original, and independent responses. | 1 | |
| 3 | Skills | 1 | |
| | The materials include and focus on the skills that students need to practice. | 1 | |
| | The materials provide listening and speaking skills. | V | |
| | The textbook helps students to practice speaking. | V | |

| | The practice of individual skill is integrated | 1 |
|---|---|---|
| 4 | Language and type of content | 1 |
| | The language used is authentic, which is like real-life English. | V |
| | The language used is at the right level for students' current English ability. | 1 |
| | The progression of grammar points and vocabulary items is appropriate. | 7 |
| | The grammar points are presented with brief and easy examples and explanations. | V |
| | The language functions exemplify English that my students will be likely to use in the future. | 7 |
| 5 | Subject and Contents | 7 |
| | The subject and contents of the book are relevant to students' needs as an English language learners. | 1 |
| | The subject and contents of the textbook are generally realistic. | 1 |
| | The subject and contents of the textbook are interesting, challenging, and motivating. | V |
| | There are sufficient varieties in the subject and contents of the textbook. | V |
| | The materials are not culturally biased and they do not portray any negative stereotypes. | 1 |



Singaraja, February 23rd, 2023

Supervisor II

<u>Gede Mahendrayana, S.Pd., M.Pd.</u>

APPENDIX 7. THE RESULT OF INTERVIEW (INTERVIEW TRANSCRIPT)

Tanggal: 27 Februari 2023

Narasumber : Ibu Sri Wiani (Guru mapel F&B Service)

| No. | Pertanyaan | Tanggapan |
|-----|---|---|
| 1 | Apakah Bapak/Ibu dapat memperoleh bahan ajar secara tidak terbatas? | Bisa. Bahan ajar bisa diperoleh dari berbagai sumber kemudian buku- |
| _ | STRATTAN PENDIDIR, | bukunya juga masih ada. Disini hanya tentang service, praktek- prakteknya siswa juga sudah lengkap. |
| 2 | Apakah Bapak/Ibu memiliki kesulitan untuk mendapatkan sumber belajar di atas, apakah sudah memiliki solusi terkait kesulitan tersebut? | Biasanya seandainya ada kesulitan kita ada teman sejawat. Kebetulan ibu memegang ervice hanya satu kelas, kemudian teman ibu yang 4 kelas karna disini ada 4 kelas yang ada servicenya. Kita sharing dengan teman- teman atau teman yang terlebih dahulu memegang |
| | | service. Disini di rolling antara service dan product. Yaa, saling mengisi lah. Seandainya pun susah sekali kita kan bisa searching, zamannya sudah |

| | | medam ashansis |
|---|---|--|
| | | modern sekarang. |
| 3 | Apaah Bapak/Ibu merasa cukup percaya diri | Belum tentu ya. Kadang- |
| | bahwa materi atau metode yang digunakan | kadang kan siswa ada yang |
| | dalam pembelajaran sudah dapat menarik | basic nya ke product, ada |
| | minat siswa? | yang ke service. Sama juga |
| | | selama mereka di prakrin |
| | A | ternyata tidak full mereka |
| | | di product, ada yang di |
| | | service. Tergantung siswa, |
| | | kadang-kadang saat |
| | SPENDIDIR | ditanya "anak-anak mau |
| | alle a | product apa service?" ada |
| | | yang jawab product, ada |
| 1 | | yang jawab service. |
| | | Tergantung anak-anak saja, |
| | | dimana nyamannya, dan |
| | | dimana senangnya. |
| 4 | Apakah menurut Bapak/Ibu buku ajar F&B | ya tentu. Kan sebagai |
| | Service diperlukan? | bahan ajar. Selain sebagai |
| | | bahan ajar, disana <mark>m</mark> ungkin |
| | | <mark>sis</mark> wanya bisa <mark>it</mark> u dulu |
| | | dilihat, dipelajari biar ada |
| | NDIVSE | dilihat dirumah. Kadan- |
| | | kadang <mark>s</mark> aat kegiatan |
| | | belajar disuruh searching, |
| | | bukan itu yang dicari tapi |
| | | yang lain-lain. Ya harus |
| | | jadinya. Disini ada buku |
| | | tentang pramusaji, macam- |
| | | macam service ada disini, |
| | | dik. Yang di service |

| | biasanya di kelas 11 (boga |
|--|------------------------------|
| | 1-5). Kurikulum yang |
| | dipakai itu kurikulum |
| | merdeka. Buku ajar nya |
| | memang dapat dari pusat. |
| | Yang lama juga tetap kita |
| | pakai sebagai patokan, kita |
| | liat masih ndak sejajar atau |
| | masih nyambung tidak |
| | dengan buku yang baru. |
| - SENDIDIO | Ternyata setelah |
| ALS LEMOIDING | dibandingkan isinya sama |
| | saja. Cuma dulu pakai |
| N S | RPP, silabus. Kalau |
| 1 5 5 15271 | sekarang CP, ATP. Beda |
| | istilahnya saja. |
| 5 Apakah menurut Bapak/Ibu, materi yang | Sudah memenuhi dia. |
| disajikan dalan buku ajar selama ini sudah | Yang di servie itu isi |
| memenuhi kebutuhan Bapak/Ibu? | bukunya tentang |
| | bagaimana kiat-kiat |
| | menjadi pramusaji, |
| | bagaimana cara |
| The second secon | menyajikan hidangan |
| <i>VNDIKS</i> | secara amerika, rusia. Itu |
| | dari yang dulu sampe |
| | sekarang masih isi |
| | bukunya seperti itu. Harus |
| | ada tambahan materi |
| | contohnya, cara |
| | menyajikan hidangan kan |
| | ada banyak tu tidak hanya |
| | - |

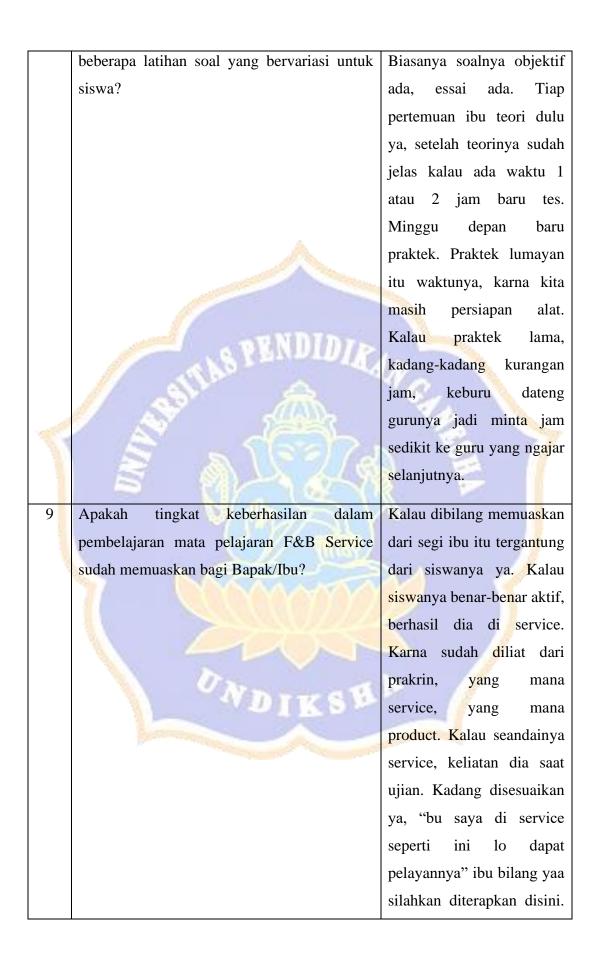
| Apakah bahan ajar yang Bapak/Ibu gunakan sudah menyajikan contoh percakapan yang aslinya? Apakah bahan ajar yang Bapak/Ibu gunakan sudah menyajikan contoh percakapan yang aslinya? Kalau ibu di service punya tim, bukan im sih. Kita dibantu oleh pak eka namanya dulu kerja dikapal, terus honor disini di bagian TU. Lalu, karna dia Bahasa Inggris nya bagus, lumayan lancar, pak Eka itu disuruh bantu ke boga kuliner, khususnya di service. Selama pelajaran service, siswa diharapkan dari awal masuk kelas harus sudah menggunakan Bahasa Inggris. Untuk yang dari plating alat, set up table, itu sudah mulai pakai Bahasa Inggris. Ibu di bantu sama pak Eka. Kalau ibu yakan hanya scara umum saja bisa. Kalau bapaknya kan sudah semuanya bisa karna dulunya kerja di kapal di | | | amerika dan rusia saja, jadi |
|--|-----|--|--|
| Apakah bahan ajar yang Bapak/Ibu gunakan sudah menyajikan contoh percakapan yang menggunakan kondisi yang sama seperti yang aslinya? Apakah bahan ajar yang Bapak/Ibu gunakan sudah menyajikan contoh percakapan yang im, bukan im sih. Kita dibantu oleh pak eka namanya dulu kerja dikapal, terus honor disini di bagian TU. Lalu, karna dia Bahasa Inggris nya bagus, lumayan lancar, pak Eka itu disuruh bantu ke boga kuliner, khususnya di service. Selama pelajaran service, siswa diharapkan dari awal masuk kelas harus sudah menggunakan Bahasa Inggris. Untuk yang dari plating alat, set up table, itu sudah mulai pakai Bahasa Inggris. Ibu di bantu sama pak Eka. Kalau ibu yakan hanya scara umum saja bisa. Kalau bapaknya kan sudah semuanya bisa karna dulunya kerja di kapal di | | | |
| Apakah bahan ajar yang Bapak/Ibu gunakan sudah menyajikan contoh percakapan yang menggunakan kondisi yang sama seperti yang aslinya? Kalau ibu di service punya tim, bukan im sih. Kita dibantu oleh pak eka namanya dulu kerja dikapal, terus honor disini di bagian TU. Lalu, karna dia Bahasa Inggris nya bagus, lumayan lancar, pak Eka itu disuruh bantu ke boga kuliner, khususnya di service. Selama pelajaran service, siswa diharapkan dari awal masuk kelas harus sudah menggunakan Bahasa Inggris. Untuk yang dari plating alat, set up table, itu sudah mulai pakai Bahasa Inggris. Ibu di bantu sama pak Eka. Kalau ibu yakan hanya scara umum saja bisa. Kalau bapaknya kan sudah semuanya bisa karna dulunya kerja di kapal di | | | |
| Apakah bahan ajar yang Bapak/Ibu gunakan sudah menyajikan contoh percakapan yang menggunakan kondisi yang sama seperti yang aslinya? Kalau ibu di service punya tim, bukan im sih. Kita dibantu oleh pak eka namanya dulu kerja dikapal, terus honor disini di bagian TU. Lalu, karna dia Bahasa Inggris nya bagus, lumayan lancar, pak Eka itu disuruh bantu ke boga kuliner, khususnya di service. Selama pelajaran service, siswa diharapkan dari awal masuk kelas harus sudah menggunakan Bahasa Inggris. Untuk yang dari plating alat, set up table, itu sudah mulai pakai Bahasa Inggris. Ibu di bantu sama pak Eka. Kalau ibu yakan hanya scara umum saja bisa. Kalau bapaknya kan sudah semuanya bisa karna dulunya kerja di kapal di | | | |
| 6 Apakah bahan ajar yang Bapak/Ibu gunakan sudah menyajikan contoh percakapan yang menggunakan kondisi yang sama seperti yang aslinya? 6 Apakah bahan ajar yang Bapak/Ibu gunakan sudah menyajikan contoh percakapan yang tim, bukan im sih. Kita dibantu oleh pak eka namanya dulu kerja dikapal, terus honor disini di bagian TU. Lalu, karna dia Bahasa Inggris nya bagus, lumayan lancar, pak Eka itu disuruh bantu ke boga kuliner, khususnya di service. Selama pelajaran service, siswa diharapkan dari awal masuk kelas harus sudah menggunakan Bahasa Inggris. Untuk yang dari plating alat, set up table, itu sudah mulai pakai Bahasa Inggris. Ibu di bantu sama pak Eka. Kalau ibu yakan hanya scara umum saja bisa. Kalau bapaknya kan sudah semuanya bisa karna dulunya kerja di kapal di | | | _ |
| sudah menyajikan contoh percakapan yang menggunakan kondisi yang sama seperti yang aslinya? | | | aja. |
| menggunakan kondisi yang sama seperti yang aslinya? | 6 | Apakah bahan ajar yang Bapak/Ibu gunakan | Kalau ibu di service punya |
| aslinya? namanya dulu kerja dikapal, terus honor disini di bagian TU. Lalu, karna dia Bahasa Inggris nya bagus, lumayan lancar, pak Eka itu disuruh bantu ke boga kuliner, khususnya di service. Selama pelajaran service, siswa diharapkan dari awal masuk kelas harus sudah menggunakan Bahasa Inggris. Untuk yang dari plating alat, set up table, itu sudah mulai pakai Bahasa Inggris. Ibu di bantu sama pak Eka. Kalau ibu yakan hanya scara umum saja bisa. Kalau bapaknya kan sudah semuanya bisa karna dulunya kerja di kapal di | | sudah menyajikan contoh percakapan yang | tim, bukan im sih. Kita |
| dikapal, terus honor disini di bagian TU. Lalu, karna dia Bahasa Inggris nya bagus, lumayan lancar, pak Eka itu disuruh bantu ke boga kuliner, khususnya di service. Selama pelajaran service, siswa diharapkan dari awal masuk kelas harus sudah menggunakan Bahasa Inggris. Untuk yang dari plating alat, set up table, itu sudah mulai pakai Bahasa Inggris. Ibu di bantu sama pak Eka. Kalau ibu yakan hanya scara umum saja bisa. Kalau bapaknya kan sudah semuanya bisa karna dulunya kerja di kapal di | | menggunakan kondisi yang sama seperti yang | dibantu oleh pak eka |
| di bagian TU. Lalu, karna dia Bahasa Inggris nya bagus, lumayan lancar, pak Eka itu disuruh bantu ke boga kuliner, khususnya di service. Selama pelajaran service, siswa diharapkan dari awal masuk kelas harus sudah menggunakan Bahasa Inggris. Untuk yang dari plating alat, set up table, itu sudah mulai pakai Bahasa Inggris. Ibu di bantu sama pak Eka. Kalau ibu yakan hanya scara umum saja bisa. Kalau bapaknya kan sudah semuanya bisa karna dulunya kerja di kapal di | | aslinya? | namanya dulu kerja |
| dia Bahasa Inggris nya bagus, lumayan lancar, pak Eka itu disuruh bantu ke boga kuliner, khususnya di service. Selama pelajaran service, siswa diharapkan dari awal masuk kelas harus sudah menggunakan Bahasa Inggris. Untuk yang dari plating alat, set up table, itu sudah mulai pakai Bahasa Inggris. Ibu di bantu sama pak Eka. Kalau ibu yakan hanya scara umum saja bisa. Kalau bapaknya kan sudah semuanya bisa karna dulunya kerja di kapal di | | E | dikapal, terus honor disini |
| bagus, lumayan lancar, pak Eka itu disuruh bantu ke boga kuliner, khususnya di service. Selama pelajaran service, siswa diharapkan dari awal masuk kelas harus sudah menggunakan Bahasa Inggris. Untuk yang dari plating alat, set up table, itu sudah mulai pakai Bahasa Inggris. Ibu di bantu sama pak Eka. Kalau ibu yakan hanya scara umum saja bisa. Kalau bapaknya kan sudah semuanya bisa karna dulunya kerja di kapal di | | NO PENDIDIA | di bagian TU. Lalu, karna |
| Eka itu disuruh bantu ke boga kuliner, khususnya di service. Selama pelajaran service, siswa diharapkan dari awal masuk kelas harus sudah menggunakan Bahasa Inggris. Untuk yang dari plating alat, set up table, itu sudah mulai pakai Bahasa Inggris. Ibu di bantu sama pak Eka. Kalau ibu yakan hanya scara umum saja bisa. Kalau bapaknya kan sudah semuanya bisa karna dulunya kerja di kapal di | | Thomas | dia Bahasa <mark>Ing</mark> gris nya |
| boga kuliner, khususnya di service. Selama pelajaran service, siswa diharapkan dari awal masuk kelas harus sudah menggunakan Bahasa Inggris. Untuk yang dari plating alat, set up table, itu sudah mulai pakai Bahasa Inggris. Ibu di bantu sama pak Eka. Kalau ibu yakan hanya scara umum saja bisa. Kalau bapaknya kan sudah semuanya bisa karna dulunya kerja di kapal di | | | bagus, lumayan lancar, pak |
| service. Selama pelajaran service, siswa diharapkan dari awal masuk kelas harus sudah menggunakan Bahasa Inggris. Untuk yang dari plating alat, set up table, itu sudah mulai pakai Bahasa Inggris. Ibu di bantu sama pak Eka. Kalau ibu yakan hanya scara umum saja bisa. Kalau bapaknya kan sudah semuanya bisa karna dulunya kerja di kapal di | - | | Eka itu disuruh bantu ke |
| service, siswa diharapkan dari awal masuk kelas harus sudah menggunakan Bahasa Inggris. Untuk yang dari plating alat, set up table, itu sudah mulai pakai Bahasa Inggris. Ibu di bantu sama pak Eka. Kalau ibu yakan hanya scara umum saja bisa. Kalau bapaknya kan sudah semuanya bisa karna dulunya kerja di kapal di | 3.0 | | boga kuliner, khususnya di |
| dari awal masuk kelas harus sudah menggunakan Bahasa Inggris. Untuk yang dari plating alat, set up table, itu sudah mulai pakai Bahasa Inggris. Ibu di bantu sama pak Eka. Kalau ibu yakan hanya scara umum saja bisa. Kalau bapaknya kan sudah semuanya bisa karna dulunya kerja di kapal di | - 1 | | service. Selama pelaj <mark>a</mark> ran |
| harus sudah menggunakan Bahasa Inggris. Untuk yang dari plating alat, set up table, itu sudah mulai pakai Bahasa Inggris. Ibu di bantu sama pak Eka. Kalau ibu yakan hanya scara umum saja bisa. Kalau bapaknya kan sudah semuanya bisa karna dulunya kerja di kapal di | | | service, siswa dihara <mark>p</mark> kan |
| Bahasa Inggris. Untuk yang dari plating alat, set up table, itu sudah mulai pakai Bahasa Inggris. Ibu di bantu sama pak Eka. Kalau ibu yakan hanya scara umum saja bisa. Kalau bapaknya kan sudah semuanya bisa karna dulunya kerja di kapal di | | | dari awal masuk <mark>ke</mark> las |
| yang dari plating alat, set up table, itu sudah mulai pakai Bahasa Inggris. Ibu di bantu sama pak Eka. Kalau ibu yakan hanya scara umum saja bisa. Kalau bapaknya kan sudah semuanya bisa karna dulunya kerja di kapal di | | | harus sudah menggunakan |
| up table, itu sudah mulai pakai Bahasa Inggris. Ibu di bantu sama pak Eka. Kalau ibu yakan hanya scara umum saja bisa. Kalau bapaknya kan sudah semuanya bisa karna dulunya kerja di kapal di | | | Bahasa Inggris. Untuk |
| pakai Bahasa Inggris. Ibu di bantu sama pak Eka. Kalau ibu yakan hanya scara umum saja bisa. Kalau bapaknya kan sudah semuanya bisa karna dulunya kerja di kapal di | | | yang dari plating alat, set |
| Kalau ibu yakan hanya scara umum saja bisa. Kalau bapaknya kan sudah semuanya bisa karna dulunya kerja di kapal di | | | up table, itu sudah mulai |
| Kalau ibu yakan hanya scara umum saja bisa. Kalau bapaknya kan sudah semuanya bisa karna dulunya kerja di kapal di | | Unit | pakai Bahasa Inggris. Ibu |
| scara umum saja bisa. Kalau bapaknya kan sudah semuanya bisa karna dulunya kerja di kapal di | | ADIKSP | di bantu <mark>s</mark> ama pak Eka. |
| Kalau bapaknya kan sudah semuanya bisa karna dulunya kerja di kapal di | | | Kalau ibu yakan hanya |
| semuanya bisa karna dulunya kerja di kapal di | | | scara umum saja bisa. |
| dulunya kerja di kapal di | | | Kalau bapaknya kan sudah |
| | | | semuanya bisa karna |
| bagian service. Makanya | | | dulunya kerja di kapal di |
| | | | bagian service. Makanya |
| sekarang kalau ada tamu | | | sekarang kalau ada tamu |

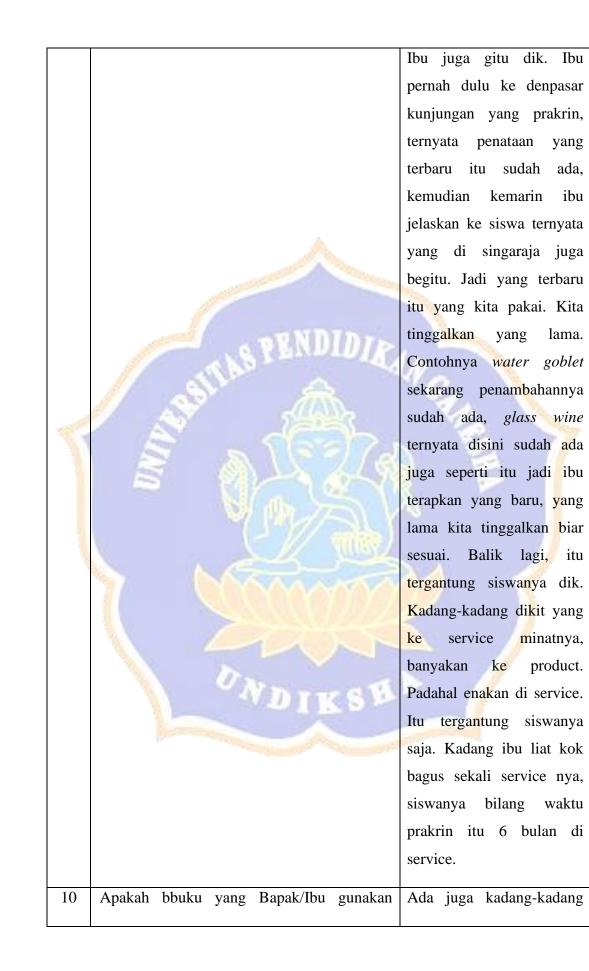


disini siswa itu sudah bisa full dengan Bahasa Inggris. Sebelum masuk kelas juga siswa di ada kumpul lapangan, kalau tidak salah selasa itu khusus Inggris. Dari kumpul di lapangan sudah literasi. Guru Bahasa Inggris juga pada pembelajaran Bahasa Inggris sudah ditekankan sama ibunya kalau bisa hal-hal yang menjurus ke mis<mark>al</mark>nya percakapannya bagaimana, alat-alatnya itu, supaya nyambung gitu.

sedikit. hanya Karna setiap pelajaran ibu sering minta silahkan anaksearching. Cari bagaimana contoh-contoh pelayanan secara Amerika, urutannya suruh dah cari. Kemudian secara Rusian juga kemudian jelaskan satu satu atau siapa yang tau. Setelah itu baru kita

| | praktekan. Sudah tau |
|--|-----------------------------------|
| | siswanya contohnya, apa |
| | yang membedakan |
| | pelayanan secara Amerika |
| | dan Rusia. Kalau masalah |
| | gambar harus di searching, |
| | di buku hanya sedikit. |
| | Paling gambarnya itu |
| | kadang kadang buram |
| | tidak berwarna karna hitam |
| NUNDER STREET | putih. Makanya ibu suruh |
| AND INTERNET | searching tambahan di |
| | internet, kalau bisa cari |
| 5 5000 | videonya bagaimana, nanti |
| 5 5 5 5 2 2 3 | kita hidupkan videonya |
| | baru kita praktekan. Masih |
| | mencari di internet, di |
| | youtube. Kuran <mark>g</mark> lah |
| | masalah gambar. Kalau di |
| | buku paling hanya |
| | sepintas-sepintas saja, |
| | paling satu aja, warnanya |
| | ga jelas lagi. Tapi bagus |
| UNDIKSE. | juga bisa searching lebih |
| | gampang tahu urutannya, |
| | awalnya gimana, |
| | gambarnya gimana, apa |
| | sesuai teori dengan |
| | prakteknya atau tidak |
| 9 Anakah hahan aian yang galama mi talah | Latiban and tatan st- |
| 8 Apakah bahan ajar yang selama ni telah Banak/Ibu gunakan gudah manyaiikan | Latihan soal tetap ada. |
| Bapak/Ibu gunakan sudah menyajikan | Paling itu-itu aja soalnya. |



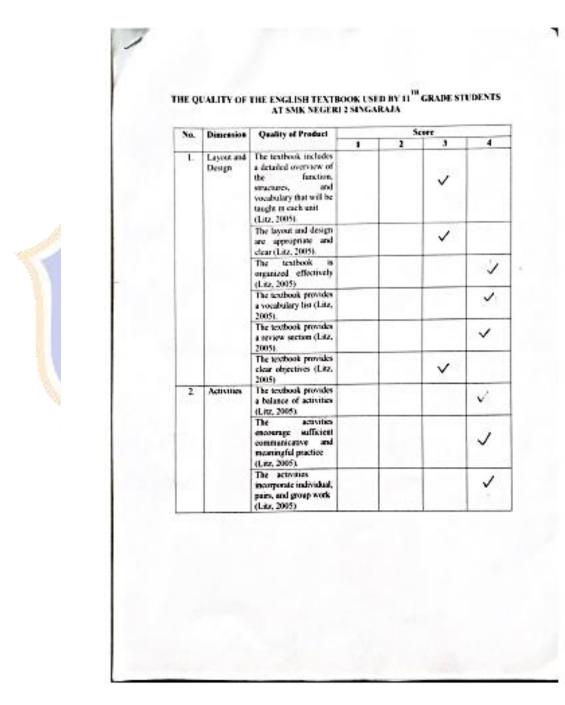




diisi produknya sebagai pengulangan lah modelnya. Sudah mengkhusus dia, seperti yang ibu bilang tadi kiatkiat menjadi pramusaji, apa saja perlengkapannya, perlengkapan diri dari ujung rambut ke ujung kaki, itudah dijelaskan. Kemudian alat-alat yang mesti di siapkan di sevice kan beda dia dari yang di Kemudian produk. bagaiaman table set up, macam-macam gelas, sendok, piring sudah semua ada. Jadi kan siswa harus tau dia yang mana piring *maincorse* yang mana piring *desert*. Sendok juga, pelan-pelan juga karna hampir mirip-mirip alatnya. Ini besaran, ini kecilan. Alat juga sudah atur supaya bisa mereka ambil. Bukunya ada yang pake Bahasa Indonesia, tidak full pakai Bahasa Inggris.

APPENDIX 8. THE RESULT OF THE EXPERT JUDGMENT CHECKLIST

1. EXPERT JUDGMENT I



| | | The grammar points and vocabulary items are introduced in motivating and realistic contexts (Lite, 2005). | ~ | |
|----|---------------------------------|--|---|---|
| | | The activities promote creative, original, and independent responses (Lite, 2005) | | |
| 3. | Skills | The materials include and factus on the skills thus students need to practice (Lifz, 2005). | | V |
| | | The materials provide practice in listening and speaking skills (Laz, 2005) | | ~ |
| | | The textbook helps students to practice speaking (Litz, 2005). | | ~ |
| | | The practice of individual skills is integrated into the practice of other skills (Unz, 2005). | | V |
| | Language type and content | The language used in the textbook is authentic, that is, like real-life English (Litz, 2005). | | V |



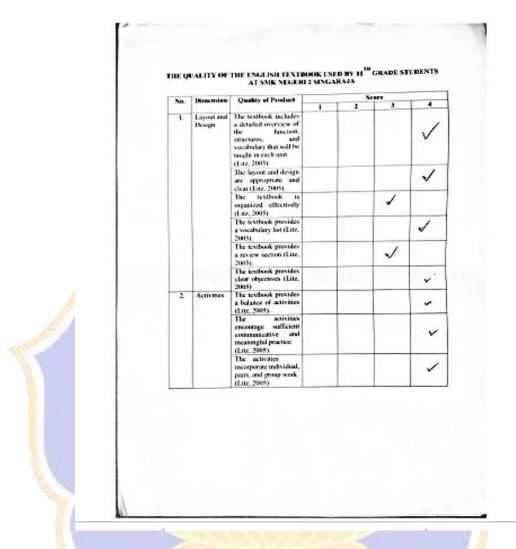
| | | The language used is at the right level for students' current English ability (Litz. 2005). | | ~ |
|----|-------------------------------|---|---|---|
| | | The progression of glammar points and vocabulary items is appropriate (Litz, 2005) | 1 | |
| | | The grammat points are presented with brief and casy examples and explanations (Litz, 2005). | ~ | |
| | | The language functions exemplify English that Univ students will be likely to use in the future (Litz, 2005) | 1 | |
| 5. | Subject and the content | The subject and contains of the book are relevant to studers's needs as an English language learner (s) (Litte, 2005) | | ~ |
| | | The subject and contents of the textbook are generally reaksor (Lizz, 2005). | | 7 |



| | The subject and contents of the textbook are interesting, challenging, and many aring (Litz, 2009) | | ~ |
|---|--|--|---------------------------|
| | There are sufficient varieties in the subject and contents of the textbook (Litz, 2005) | \checkmark | |
| | The materials are not estimatly based and do not portray negative stenorypes (Lae, 2005) | | ~ |
| | sum | | |
| | | | |
| | AVERAGE | | |
| Both 1. 0 | naropenneous-antennet n whits need to be revised byectives fawt | in terms of | <u>-</u> (1 5 |
| <u>Boll</u> 1. 0 2- U | naropenenaturench mit n units nuced to be revised byectives Part ink length | in terms of | - (1 5 |
| 801 1. 0 2- U 3. F | naropeanabasencebeen n umits need to be revised byectives Part ink length ont Size | in terms o; | - (I S |
| <u>Both</u> <u>1. 0</u> <u>2. U</u> <u>3. F</u> <u>4. P</u> | naropenonabasench mit n units nued to be revised byectives Part ink length ont Size juhare Size | | - (łs |
| <u>Both</u> <u>1.0</u> <u>2.1</u> <u>3.F</u> <u>4.P</u> <u>5.</u> T | naropenonaboutowheart a units nued to be revised byective: Part ink length out Size jubure Size Zesign of the review section | | |
| <u>Boll</u> <u>3. 0</u> <u>3. F.</u> <u>4. P.</u> <u>5. T</u> 2. What app | naropenenabaseniteenit n units noed to be revised byective: Part ink length out Size johure Size Design of the review section an unable envised on each unit? | n | |
| Both <u>1. 0</u> <u>2. U</u> <u>3. F</u> <u>9. P</u> <u>5. T</u> <u>1. J</u> | naropenenabantonih mart n units nued to be revised byectives faut ink length out Size luture Size Design of the review section and unuelebe entitle and unart hdd objectives part for bot | n 4 sections. | |
| <u>Both</u> <u>1. 0</u> <u>2. U</u> <u>3. F</u> <u>9. P</u> <u>5. T</u> <u>1. J</u> <u>1. J</u> | naropenenabantonihanni n units nued to be revised byectives fort ink length ink length int Size ichure Size Zesign of the review section on ubuility enviod on each ann? hold objectives part for bot horten, the link which dire | n | |
| Both <u>1. 0</u> <u>2. U</u> <u>3. F.</u> <u>4. P</u> <u>5. T</u> <u>1. J</u> <u>1. J</u> <u>2. S</u> | naropenenabasenshami n units need to be revised byectives fort ink length ink length int Size leture Size Design of the review section an unality envised in action of the picture wiled. | n h sections. ruked as the | |
| Both <u>1.0</u> <u>2.0</u> <u>3.F</u> <u>9.P</u> <u>5.T</u> <u>1.1</u> <u>2.5</u> <u>1.1</u> | naropenenabantonih mini n units nucl to be revised byectives fant ink length out Size lubure Size Design of the review section on workthe environ on outh mini hold objectives parts for bot horten. The link which dise t the picture wied. Idd the fort Size for a | n h sections. ruked as the more visible | |

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| | | | |
| | | | Singeraja, May 3 rd , 2023 English Language Education Locturer, High Kadek Simya Dewi, S. Pd., M. Pd. Nit. 10060213013042004 |
| | | | |
| | | | |

2. EXPERT JUDGMENT II



DIKSNA

| | | The grammar points and vocabulary means are arresoluced in motivating and realistic contents (Litz, 2005). | | ~ |
|----|---------------------------------|---|--|---|
| | | The activities promote ensurive, original, and independent responses (Lite, 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) | | 1 |
| | | The testbook helps students to practice speaking (Lttr. 2006). | | r |
| | | 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 technols 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). | r | |
|---|-------------------------------|---|---|---|
| | | The progression of grammar points and vocabulary items is appropriate (Litz, 2005) | 1 | |
| | | The guarantar points are presented with brief and casy evanples and explanations (Litz, 2005). | | ~ |
| | | The language functions exemplify English that Unity stackents will be likely to use in the future (Litz, 2005) | | v |
| * | Subject and the content | The subject and contents of the book are relevant to student's needs as an English language learner (s) (Litz, 2005). | | v |
| | | The subject and contents of the textbook are generally realistic (Litz, 2005). | V | |

| | The subject and contents of the textbook are interesting, challenging, and motivating (Litz, 2005) | | | - |
|--|---|-------------------------------|--------|---|
| | There are sufficient surreties in the subject and contents of the testbook (Litz, 2005) | | ~ | |
| | The materials are not culturally based and de not portray negative stereotypes (Laz, 2005) | | 1- | |
| | SUM | | | |
| | AVERAGE | | | |
| - 2 | the opinion of each unit that vory detail and early understand bare of searcest | - 2010 | | - |
| | Characterized and the second | - S2416 | | |
| | fhaf vory deteil and dairy understand base of Ermenet utageet should be ervised on each wik? | - 2010 | | |
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| - - - 2 سع 2 الو لا | that vary detail and tary understand base of Ereneral arageershould be enrived on each wek? And an and decision Needs to revisers unrely bas all be decide base of the Activities | level y out and toghion | Astign | |
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3. What is your suggestion for this and? every und abouty towen explaination detail on ceneral too level student Singaraja, April 28th, 2023 F&B Service Teacher, Lah Sri Wiani, S.Pd. NIP. 198308053602212082

APPENDIX 9. LEARNING OUTCOMES (CP)

A Tujuan

Mata pelajaran Kuliner bertujuan membekali peserta didik dengan kemampuan sofiskil dan hardskil melalui proses pembelajaran sehingga peserta didik mampu:

- 1. mengaplikasikan proses persiapan, pembuatan hingga penyajian dan pengemasan makanan dan minuman;
- 2. melakukan pelayanan makan dan minum sesuai dengan standar industri.
- 8. Capaian pembelajaran Mapel Pilihan

| Elemen | Capaian Pembelajaran |
|-------------------|-----------------------------|
| Penyajian Makanan | Pada akhir fase F peserta |
| dan Minuman | didik mampu memilih alat |
| | hidang yang tepat, menata, |
| | memorsi, menyajikan, |
| | mengemas hidangan, dan |
| | membuat hiasan |
| | berdasarkan kreativitas |
| | peserta didik yang mengacu |
| | kepada perkembangan |
| | industri. |
| Pelayanan Makan | Pada alchir fase F ini |
| dan Minuman | diharapkan peserta didik |
| | mampu |
| | menerapkan dan melakukan |
| | pelayanan sesuai dengan |
| | prosedur, bersikap sopan, |
| | ramah, jujur. Peserta didik |
| | mampu melakukan |
| | komunikasi dengan baik, |
| | melakukan pengantaran |
| | pesanan pelanggan sesuai |
| | standarpelayanan prima. |



APPENDIX 10. THE FLOW OF LEARNING OBJECTIVE (ATP)



Karakteristik Mata Pelajaran

Mata pelajaran Kuliner menekankan pada aspek-aspek so/tskiV yang berkaitan dungan kedisiplinan, ketangguhan, dan keuletan yang diperlukan peserta didik untuk menunjang pengembangan pengetahuan, keterampilan dan sikap. Mata pelajaran ini memuat kompetensi profesional untuk membekali tamatan sebagai juru masak yang mandiri dan siap untuk bekerja di dunia usaha dan dunia industri, melanjutkan sesual keahliannya, dan/atau sebagai wirausaha sesuai bidangnya.

Capatan Pembelajaran

Pada akhir fase F peserta didik mumpa memilih alar hadang yang tepat, menala, memorsi, menyajikan, mengamas hidangan, dan membaat hiasanberdasarkan kraatistas peserta didik yang mengacu kepada perkembangan industri. Dan Pada akhir fase F ini diharapkan peserta didik mampu menerapkan dan melakakan pelayanan sesari dengan pesedar, bersikap sopat, ramah, jagar. Peserta didik mampu melakakan komunikasi dengan baik, melakakan pengantaran pesaran pelanggan sesari stanlar pelayanan prima.

| LEMEN | CP | K/ | ATA KUNCI | 10 | EVIDENCE | |
|---------------------------------------|---|-------------------------------|---------------------------|---------------------------------|---|-----------------------------|
| | | KOMPETEN | MATERI | | | |
| ELAS XI SEM | ESTER I | | | | | |
| Yenyajian Viakanan dan Viinuman | Pada akhir fase ⁵ peserta didik mampu memilih alat hidang yang tepat, memata, memorsi, mengenas | | Alat hidang yang bepat | Menikkalor Nidang yang Sepat | Praisek Memilih alat hidung yang tepat | |
| E . (| hidangan, dan membuat hiasan herdararkan | Menala | Hidangan | Menata hidangan | Praktek Menata Nidangan | |
| | berdasarkan membuat hiasar berdasarkan kreativitas peserta didik yang mengacu kepada perkembangan | membuat hiasar berdasarkan | Memoral | Hidangan | Memorsi Hidangan | Praktek Memorsi Nidangan |
| | | Menyajikan | Hidengan | Menyajikan hidangan | Praktek menyajikan hidangan | |
| | | Mengemas | Mengemas hidangan | Mengemus hidangan | Praktek mengemas hidangan | |

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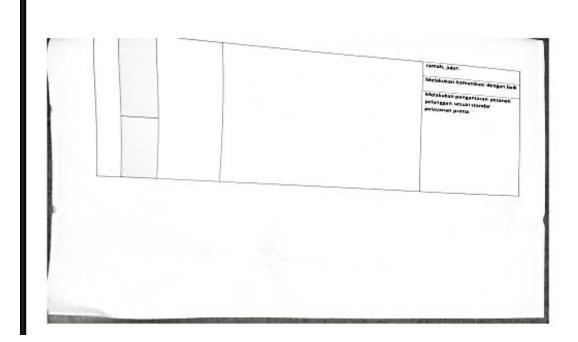
AND /////

11 11

| | industri. | | | | |
|-----------------------------------|--|-------------|---|--|--|
| | | Membuat | Hiasan berdasarkan kreativitas peserta didik yang mengacu kapada | berdasarkan kreativitas pesarta didik yang mengatu | Praktek Membuat hiacan berdasarkan kreativitas peserta didik yang mengacu kepada perkembangan industri |
| SEMESTER 2 | | | | | |
| Pelayanan Makan dan Minuman | Pada akhir fase F ini diharapkan peserta didik memerupkan dan melakukan pelayanan sesuai dengandrosedur, bersikap sopan, ramah, jujur. | Menerapitan | Pelayanan sesuai denganproseitur, teesikap sopan, namah, jugur, | Menerapkan pelayanan sesuai denganprosedur, berskap sopan, ramah, jajur. | Praktok menerapitan pelayanan sesuai dengan prosedur, berukap sopan, ramah, jujur. |
| | komunikasi dengan baik, melakukan | Melakukan | Pelayanan sesual denganprosedur, bersikap sopan, ramah, jujur. | Melakukan pelayanan sesuai denganprosedur, bersikap sopan, ramah, jujur. | Praktek melakukan pelayanan sesuai dengan prosedur, bersikap sopan, ramah, jujur. |
| | | Melakukari | Komunikasi dengan | Melakukan komunikasi | Praktek melakukan |

| pengantaran penanan pel sesuai | 1928 C | baik | dengan baik. | komunikasi dengan baik n Praktek melakukan |
|--|----------------------------|---|--|---|
| pelayanan pri | | Pengamaran pesanan pelenggan sesuai seandar pelayanan prima | Melakukan pengantara pesanan pelanggan Sesu- utander pelayanan prima | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | 100 |
| 2 | | | | ~~ |
| Berdasarkan pemetaan TP di atas, m SEMESTER I | maka ATP dapat disusuo seb | ags beilag | SEMESTER | 2 |
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| | 1 | | Penyajian Pada akhir fase F geserta didik mampu memilih alat hidang yang tepat, memata, memorsi, menyajian, mengemas hidangan, dan membuak hasan berdasarkan krustinitas peserta didik yang mengacu kepada perkembangan industri. | Menata hidangan |
| | | | | Memorsi hidangan |
| | | Makanan dan | | Menyajikan hidangan |
| | | Minuman | | Mengemas hidangan |
| х | | | | Membuat hiasan berdasarkan kreativitas peserta didik yang mengacu kepada perkembangan industri |
| l | , | Pelayanan Makan dan Minuman | Pada akhir fase F ini diharapkan peserta didik mampu menerapkan dan melakukan pelayanan sesuai denganprosedur, bersikap sopen, ramah, jujur. Peserta didik mampu melakukan somunikau dengan bak, melakukan penjantaran penanan | Menerapkan pelayanan sesuai denganprosedur, bersikap sopan, ramah, jujur |
| | | | pelanggan StSuai standar pelayanan prima | Melakukan pelayanan sesuai denganprosedur, bersikap sopan, |



APPENDIX 11. MATERIAL USED IN TEACHING BY TEACHER



 Nama Penyusun
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 Putu Lilis Arlantini "S.Pd.

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 SMK Negeri 2 Singaraja

 Tahun
 :
 2022

 Jenjang
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 SMK

 Face
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 Jokasi Waktu
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 4 JP (2 kali pertemuan)

 Mas Pelajaran
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 Menet pilihan

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 Penyajian Makann Dan

 Misuman
 :
 ?
 Peralutan Hidang

 Metode Pembelajaran
 :
 Hetode Demostrasi

 Capatan Pembelajaran Pesetta Didik Mampa memilih alat hidang yang tepat n Peahlelajaran & Peatla Dala mampa memilih peralatan hidang yang tepat b Peatla Dala mampa menyebukan peralatan hidang c Pesetta Dala Mampu menata akt bidang sesuai hidangan 2. T

| Langkah Pembelajaran | Deskripti Kegiatan | | |
|-------------------------|---|--------------|--|
| Pendahuluan | Guru menyapa peserta didik dan mengucapkan salam Guru meminta salah situ peserta didik untuk memupun doa Guru metakukan presensa peserta didik sambil melihatkerapian dan kelengkapan pakanan peserta didik. Guru menyampatkan moteri, teknik penilaian, dan cakupan secara garas besar keguran yang akan dilakukan Guru menyalakan tujuan pembelajaran yang akan dirapat Guru membalakan pertangan pembelajaran yang akan dirapat Guru membalakan pertangan pembelajaran yang akan dirapat | 20 menit | |
| Kegiatan Inti | 1) Gara Menjelaskan Alat hidang dengan demonstrasi | 145 menit | |
| Langkah Pembelajaran | Siswa mengamati alat hidang yang dijelaskan guru. Siswa dihimbing guru menyebutkan peralatan Siswa Diskusi peralatan hidang yang sudah dijelaskan Siswa menjelaskan hasal diskusinya dan siswa menyebutkan peralatan hedang. | | |
| Penutap | Guru mengajak pesertu didik melakukan refleksi terhadap kegiatan yang sudah dilaksanakan dan ditulis dalam buku catatan masing-masing. Guru menunjuk beberapu peserta didik untuk membenikan kesimpulan dari materi yang telah dipelajan. | 15 men | |

Penemuon ke 2

| Langkah Pembelajaran | Deskripsi Kegiatan | | |
|-------------------------|---|-------------|--|
| Pendahuluan | Gani menyapa peserta didk dan mengucapkan sahan Gani memuta salah sutu peserta didk amak mengin dua Gani melakukan presensi peserta didk sambil melahakerapian dan kelengkapan pakatian peserta didik Gour menyampoilan materi, teknik penilaian, dan cakuparsevani paris besar kerpatan yang silan dilakukan Gura menjelaskan tujuan pembelajaran yang akan dicapai Gura menjelaskan penanyaan pemamik kepada peserta didik | 20 menit | |
| Kegiatan luti | Garu Menjelaskan penataan hidangan dari appetizzer sampai dessert dan alat hidang digunakan | | |
| Langkah Pembelajaran | Siswa mengamati aku hidang yang dijelaskan gara. Siswa mengamati aku hidangan dan aku hidang digunakan. Siswa Diskusi penaraan hidangan dan peralatan hidang yang digunakan. Siswa menjelaskan hesil diskusinya. | 15 menti | |
| Penatup | 4. Sossa menjerakati peserta duli melakukan refleksi terhadap kegiatan yang sudah dilaksanakan dan ditulis dalam buku catatan musing- masing Gunu menunjuk beberapa peserta dulik untuk memberikan kesimpulan dari materi yang telah dipekapri | | |

VUIKSP

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| Lo | ntur Kerj | e Pesetta Didik | | | | |
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| ь |) Soal | | | | | |
| | | tilah alat-alat yang digunak mentasi dan tunyakkan peral | | ajikan makanan | . 1 | |
| | | Penilaian Presentasi Kelor | | | | |
| | Norna K | clompol. | | | | |
| | Wakna i Materi | Presentasi : | | | | |
| | Angota | | | | | |
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| | | Street Contractor and Street Street Street | | | | |
| | 2 | Menurjakaan petalatan | | | | |
| | 3 | Menanjakaan petalatan Kakompakan Penthagaian Kerja | | | | |
| | - | Kelompakan | | | | |

Kegistan 2 : ø) Petunjuk Kerja :
 Baat kelompek yang terdini dan 3-4 orang. h) Seal 1. Buatlah susanan hudangan dari Appetizzer sampai Dessert dan tulis nama aka hidang yang sesuri dengan hidangannya! c) Rubrik Penilaian Presentasi Kelompok Nara Kelompak 3 Wakta Presentasi ; Materi Anggota 4 Sangat Baik No Kriteria Perulaian Kurang Cukup Baik (20-39) 40.59 60-79 80-100 1 Perguasaan Maten 2 Alat Peraga 3 Kebompakan Pembagaan Kerja 4 Penyanguian JUMLAH SKOR4 NILAI

PERALATAN HIDANG

MATERI

5 87 J

Alat-alat yang digunakan untuk menyajikan mukanan A. Wares

Yang dimakuad dengan ware disiru adalah segala bentak benda peralatan yang diganakan sebagai alat hidang dan alat makan tumum. Ware terbagi atas chinaware, selverware dan glassware

I. Chinaware

23

Chrasware adalah pecah belah yang terbuat dari bahan ketaraik, perselin atau tembikar untuk keperlaan operasional restoran. Umak peralatan yang terbaat dari kerawak pada umumnya mempunyai dinding yang tebul, permakaannya sedati kasar naman mempunyai ketahanan yang tinggi. Sedangkan penaltan yang terbuat dari perselin atau tembikar biasanya disdingnya tipis, bahas tetapi tidak mempunyan ketaharan yang tenggi terhadap paras. Peralatan ini apabila terkena paras yang tinggi nangkin akan pecah

Secara keseluruhan ehinaware dapat diklasifikasikan sebagai berikut

- a Platter
- Adalah pering ladar dangan berhagai akaran yaitu setaN, medium dan Jarge. Metupanyai tigu bernak, ada yang berbernak lonjong (oroal platter), bulat (roosel platter) dan persenji penjang (rectangular platter)

b. Plates

6.00

- 1) Dinner plate, yaitu piring ceper besar yang dipergunakan untuk menyajikan hidangan utama Berdumeter 36 cm
- 2) Scop plate, adabh pring celong yang biasa diperganakan untuk makan dinarah seharihari Indonesia ataupun keperluan prasmanan dan untuk menyajikan sup. Diameter soup plate adalah 22 cm
- 3) Dessert plate, yartu piring tanggong yang diperganakan untuk menyapkan hidangan penalap, bidangan pembuka dan kadang-kadang sebagai underloterialas sewaktu menyajikan bidangan pembuka penutup. Duancter dessert plate adalah 18 cm.
- 4) B & B plate (Batter and Sread), yaitu diperganakan untuk menyajikan roti dan mentega, disebut juga sale plate atas quarter plate karena di dalam menata meja selalu diletakkan disamping kin gapa (dinner fark). Diameternya sekitar 15 cm.
- 5) Fish plate, yaita piring satuk menyajikan hadangan ikati
- 6) Breakfast plate, yaitu peng untuk hidangan makan pagt
- 7) Show plate, yaitu pring ceper ukuran sedikit lebih besar dari pada dinner plate, diberi dekorasi yang bagus untuk show

c. Cups

1) Soup cup, adalah mangkuk berbentuk cangkir dengan ukuran lebih boar dan mempunyai pegangan di kanan karinya antak menyajikan sap cair. Diameternya sekitar

10 cm.

- d. Sincer 1) Soup succer, adalah tatakan soup cup dengan diameter 14 cm. e.
- Boal
 - 1) Soup bowl, adalah mangkuk sap untuk menyajikan sap kental
- 2) Cereal bost, adalah pung cekang seperti mangkak amak menyajikan babar maapan sereal. 3) Finger bowl, adalah mangkuk tempat untuk mencuki tangan yang diletakkan di atas meja
- maken.
- 4) Sagar bowl, adalah tempat uwuk menempatkan gala yang berada di atas meja makan
- 5) Suprene bool, adalah tempat untuk menyajikan shrimp cocktail, ice cream di dalam kamar.
- Butter bowl, adalah tempat mentega yang diletakkan di atas maja makan.

Alat- alat yang digunakan untuk menyajikan minu Glassware

Pernakanan pelas untuk restoran dan bar di hotel tergantang pada kelas daripada hotel tersebut harga dari mukanan'mimenan yang dijual sena jenis function yang diselenggarakan Desain gelas tergamang dari pabrik yang mengeluarkan disamping kecenderangan model saat ini. Yang umam diperganakan adalah gelas tanpa wanaa jadi patih bersih dan tidak mempengandhi wanta mimanan yang ada didalamnya. Gelas yang diperganakan dapat dibedakan menjadi dan tipe, yaitur

- a. Gelas yang bertangkai (storongelass)
 - geha untuk menyajikan air os 1) Water goblet gelas untik menyopkan anggur merah
 - 2) Red wine glass
 - gelas antak menyajikan anggor patih 3) White wine plass 4) Suzeer Champagne glass : geles ontak menyajikan sampunye atau es krim

 - 5) Tulip champagne glass :getts untak menyajikan sampanye gelis untik menyajikan koktil
 - 6) Cocktail glass gelas untuk menyajikan milk shake 7) Milk shakes glass
- 8) Sour glass

h. Gelas yang tidak bertangkar (assteriorang/ero)

gelas untuk menyapikan bir 1) Beer mag

- gdas untik menjajikan jus 2) Juice glass gelas untuk menyajikan soft drink 3) High ball glass galas untuk menyapikan punch 4) Purch glass
- gelas untak menyajikan es teh 5) ke toa glass gelas kocil untuk mengakur 6) Shot plans 7) Collin plass

geles estak menyajikan mixed drink 8) Zorthie glass

9) Cardinal glass

- Tokaik Pencucian Perakutas Ilidang Tokaik pencucian yang benar akan memberikan basil akhir pencucian yang sehat dan anam, oleh sebah nu pertu ditami tahgan stangan pencucana sebagai berikat
 Sengong : menuakan segala koram dia sua-ma makanama sebelam penalatan di cuci
 Hadang dan suking : menganyat air di atas perakaan yang alan di cuci sebangga benah dari mada sisa makanan
 Wohang : mengang penalatan dangan cara menggasek dan melantakan sisa makanan dengan zar pencuci
 Rinsing : mencuci penalatan yang telah digosak dengan sampa benah dangan dara di bilas dengan ar benah
 Samitang : mengakan penakan yang telah digosas pencerkin dengan cara menalam dengan ar pama 10 dengan cucian, laratan der akhir, adam panas, strar ubra violet, sup panas
 Tooking : mengeingkan dengan mengemakan kan atau banduk dengan makasi menghitangan sisa-sisa koteran yang mangkan masih menempel sebagai ahitan proces pencukin.

GLOSARIUM

eutleries adalah alal makan dan minuman yang berlungsi memindahkan sesuatu makanan dan minuman dan piring atau golas ke mulut.

327 8

Glassware adalah peralatan yang digunakan untuk menyajikan minuman di restoran, bar, maupun cafe,

Menu adalah daftar makanan yang disajikan kepada tamu di ruang makan. Menu ini berasal dari behasa Prancis 'Le Menu'

DAFTAR PUSTAKA

https://www.google.com/wearch?q=menu*adalah&bl=id&xxxrE=ALiCrgZAcAxkSNqV0lhrKi_ hharXgUShgO?ci-ALi658035822316&ci=bg71YqP9EuHU27sPotSFwAQ&vcd=0ahUKEwij7X rhup2-AAVb6mXBHSJqAUQQ4UDCA0&uacr=5&og=menu*adalah&gs_lep=Cgdnd3Mtd2 jeE-AMxBOxATIAEMv1ABAAEAcx9xBegZB4B0B01CAAQHIAEAAvBBAAPBCACA AQHhAHMgYIABAcEAcx9gzAEB40B21CCAAQHbAHMgYIABAeEAuKBAhBGABKBA hGGABQAFiqCmDHDmgAcAF4AIABbYgB6qKSAQMzIJGYAQCgAQHAAQE&sclient=g ws=wiz ws-wiz

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APPENDIX 12. THE RESULT OF THE PRODUCT (MODULE)





F&B SERVICE ENGLISH FOR SPECIFIC PURPOSE

WARES

& SEQUENCE OF SERVICE By: Putu Zelda Aldani



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TABLE OF CONTENT

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| Language Focus | RENDIDIAN - | |
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UNIT 1



WARES & TABLE SET UP

TYPES || FUNCTIONS || GUIDELINES



ACUVITY 1: LOOK at the picture below and match it with the correct name!

| Picture 1 | | A | Saucer champagne glass |
|-----------|-----|----|------------------------|
| Picture 2 | END | B | Sauce/gravy boat |
| Picture 3 | | R. | |
| | | С | Bill tray |
| Picture 4 | | 意 | $\sum_{i=1}^{n}$ |
| | | D | Gueridon |
| Picture 5 | 20m | E | Cheese knife |
| Picture 6 | | F | Platter |
| | | | |

Table.1 Activity 1

| Picture 7 | G | Molton |
|-----------|---|--------|
|-----------|---|--------|



FOCUS OF THE STUDY

In this unit, students are presented with material on wares and table set up. Through the material presented in this unit, students are expected to be able to fulfill the learning outcomes. The material in this unit aims to equip students with soft skills and hard skills through the learning process so that students are able to choose the right wares, and apply the preparation to serving process.





CONTENT FOCUS

This section consists of two main topics, namely material about wares and table set up/table setting. Each topic will be explained in detail starting from the definition, types, and several steps in it.

A. Wares

1. Wares Definition

Within the scope of food and beverage service, a waiter/waitress must know a number of things, one of which is related to wares. Wares have a very important role and a waiter/waitress must have a good understanding of serving utensils. Wares are all equipment used for eating and drinking, and are used in the right way and in accordance with their respective functions. Wares itself consists of chinaware, glassware, table accompaniments and other equipment used in serving food.

2. Types of Wares

Wares are classified into several things namely, chinaware, silverware, glassware, and other equipment.

a) Chinaware

Chinaware is glassware made of ceramic, porcelain or earthenware for restaurant operations. For equipment made of ceramics generally have thick walls, the surface is slightly rough but has high resistance. Meanwhile, utensils made of porcelain or earthenware usually have thin, smooth walls but do not have high resistance to heat. When exposed to high heat, this equipment may break.



Overall chinaware can be classified as follows:

a. Platters

Is a lodor plate with various sizes ranging from small, medium and large. Has three shapes, there are oval platter, round platter and rectangular platter.

- b. Plates
 - Dinner plate, which is a large flat plate used to serve the main course. It has 26 cm in diameter.
 - Soup plate, is a concave plate that is usually used for daily Indonesian home meals or buffet needs and for serving soup. The diameter of the soup plate is 22 cm.
 - Dessert plate, which is a plate that is used to serve desserts, appetizers and sometimes as an underliner/base when serving appetizers/desserts. The diameter of the dessert plate is 18 cm.

• B & B plate (Butter and Bread), which is used to serve bread and butter, also called a side plate or quarter plate because when setting

the table it is always placed to the left of the fork (dinner fork). Its diameter is about 15 cm.

- Fish plate, which is a plate for serving fish dishes.
- Breakfast plate, which is a plate for breakfast dishes.
- Show plate, which is a flat plate that is slightly larger in size than a dinner plate, given a nice decoration for the show.

c. Cups

- Soup cup, is a cup-shaped bowl with a larger size and has handles on either side for serving liquid soup. Its diameter is about 10 cm.
- d. Saucer
 - Soup saucer, is a soup cup mat with a diameter of 14 cm.
- e. Bowl
 - Soup bowl, is a soup bowl for serving thick soup.
 - Cereal bowl, is a concave plate like a bowl for serving porridge or cereal.
 - Finger bowl, is a bowl for washing hands placed on the dining table.
 - Sugar bowl, is a place to put sugar on the dining table.
 - Supreme bowl, is a place to serve shrimp cocktail, ice cream in the room.
 - Butter bowl, is a butter place that is placed on the dining table.

b) Silverware

Silverware is a dish in the form of spoons, forks and knives. The compatibility of silverware with other equipment also determines whether or not the appearance of a dining table in a restaurant or diner. Based on the material, silverware is made of stainless steel, brass, aluminum, silver, melamine or plastic. Actually, a lot of silverware equipment is the same as chinaware, but it's differ in the main of the materials. Silverware in fact includes many cutlery, namely holloware and flatware.

1) Holloware

Holoware is a cutlery that has a concave shape and is made of silver metal covered with satinless steel. The basin in this cutlery is intended for food and drink containers. Holloware consists of several types, including: platters, sauce boats/gravy boats, water pitchers, pots, creamers, sugar bowls, ashtrays, and others.



Adopted from: https://s.id/11pG1

2) Flatware

Flatware is a type of dishes consisting of various spoons and forks made from the best materials. The materials usually used to make flatware are silver, stainless steel, chrome, brass and melamine. The most important material for making flatware, is a material that is rust resistant, strong, and also easy to clean.

• Spoon

Fork

There are some kinds of spoon such as, dinner spoon, soup spoon, dessert spoon, demintasse spoon, etc. Those spoons have different sizes dan shapes. It should be consider when the waiter/waitress will serve the food or beverage so that the tools/spoons served are in accordance with the food/drink ordered by the guest.



Adopted from: https://s.id/11pGj

Apart from spoons, there is also a fork which will complement the cutlery used. There are also several types of forks and with different functions, such as steak fork, dessert fork, snail fork, fish fork, etc.



Adopted from: https://s.id/11pGH

3) Cuttlery

Cutlery is kinds of dishes that is included in silverware which consists of various kinds of knives and other cutting tools. This material is made of silver, stainless steel, chrome, brass, and melamine. Most of the cutlery is made of stainless steel because it is rust resistant, strong, and has an affordable price. There are several types of cutlery knives that can be used, namely dessert knife, dinner knife, butter knife, cake knife, fruit knife, etc.



Adopted from: https://s.id/11pH5

c) Glassware

In addition to the serving utensils that have been described previously, glasses are no less important and very necessary in restaurants which are usually used in the dining room (dining room glass) and in the bar (bar glass). Glasses are made from various materials, namely river glass, crystal glass, plastic, and metal. The use of glasses for restaurants and bars in hotels depends on the class of the hotel, the price of the food/drink sold and the type of function being held. The design of the glass depends on the manufacturer's release despite the current trend of the model. What is commonly used is colorless glass, so it is pure white and does not affect the color of the drink in it.



Adopted from: https://s.id/11pHt

The glass used can be divided into two types, namely:

1. Stem glass

Stem Glass is used for cold drinks without ice where unchanged temperature conditions are desired. For example, water goblet, red wine glass, white wine glass, coctail glass, sour glass, etc.



Adopted from: <u>https://s.id/11p13</u>

2. Unstem glass

Unstem glass is used for drinks mixed with ice cubes. For example, beer mug, juice glass, collin glass, shot glass, etc.



B. Table Set Up

1. Table Set Up Definition

Table Set up has several types and models according to needs, for example for breakfast, lunch or dinner. There is also a type of table setup that is oriented towards American service or Russian service where all of the table setting procedures must be known by people who work in the f&b service sector. Table set up is a series of activities to close and arrange the serving table with all kinds of equipment that has been prepared such as chinaware, silverware, glassware, linen and table accessories neatly for one person according to the dish served.

There are several tools commonly used in table setting (table set up). The equipment is divided into several groups according to their respective functions and uses.

- 1. Table and Chair
- 2. Chinaware
 - B&B plate
 - Tea cup
 - Saucer
- 3. Silverware
 - Spoon
 - Fork
 - Cutlery
- 4. Glassware

5. Linen

- Moulton
- Table cloth
- Napkin
- 6. Table accessories
 - Ashtray
 - Salt & pepper shaker
 - Sugar bowl
 - Flower vase
 - Table number

2. The Function of Table Set Up

Table set up can said as a component that is very needed. There are several functions or purposes for setting the table.

- a. Becoming one of the restaurant's strategies in attracting consumers
- b. To beautify the arrangement of the dining table
- c. So that consumers can enjoy the decoration of the dining table before eating a meal
- d. To facilitate the taking of food according to the type of food wanted

3. Types of Table Set Up/Table Setting

In case of culinary, there are 3 models of how to set a table (table set up) which is usually done in a restaurant or star hotel. Each type has its own differences and characteristics in it. The following is an explanation and discussion of the types of table setups.

1) Basic Table Set Up

Basic table setting is a simple type of model setting. Usually this arrangement is used when serving appetizers (not main dishes/main course).



Adopted from: https://s.id/11pIJ

2) Standard/Causal/Informal Table Set Up

This type of table setting is generally used when serving breakfast, lunch and dinner menus. What distinguishes between the basic and standard types of arrangement is that there is an additional spoon.



Adopted from: https://s.id/11pJj

3) Ellaborate/Formal Table Set Up

This type of elaborate/formal table set up is usually used to serve a complete meal at a state banquet or when entertaining important guests.



Adopted from: https://s.id/1IpJT

4. Table Setting Guide

In setting the table, there are actually guidelines that must be known, especially by waiters who work in restaurants or hotels.

a. Basic Table Setting Guidelines

- All cutlery is placed 2 cm from the edge of the table (except the dessert knife and water goblet)
- All types of knives are placed to the right of the serving plate with the cutting edge pointing in (except the dessert knife and the butter spreader).
- All spoons are placed to the right of the serving plate in the open position (except the dessert and soup spoons).
- All forks are placed to the left of the plate in the open position (except for the dessert and oyster forks)
- The cutlery that is used first is placed on the outside of the cover
- The knife and fork were placed in front of the chair and a plate-sized space was spaced between them
- b. Tablecloth Arrangement Guidelines

To set the tablecloth, there are several steps that need to be done, as follows.

- Make sure tables and chairs are in the right position and in a solid state (strong to hold the weight on it)
- Arrange the position of tables and chairs with appropriate distances to facilitate arrangement
- Then take the multon pile that is on the side board and bring it to the dining table
- Then place it on the chair with the patterned position on top
- Install the multon (tablecloth)
- > Then attach the slip cloth and tidy it up

- Fold the napkin and place it in front of the middle seat
- Make sure the napkin is attached to the table
- ➤ Finished
- c. Complex Table Arrangement Guidelines

The steps in performing a complex table setup are as follows:

- Place all necessary table accessories with the provision that a flower vase is placed in the center of the table as well as a benchmark for placing other table accessories. Meanwhile, the table number is placed on the side facing the main door for easy viewing.
- Place the show plate in the middle of the dining table, 2 cm from the edge of the table
 - Place the silverware and cutlery starting with the dinner fork and dinner knife. So this dinner knife is positioned right in the middle of the right side of the show plate with the blade pointing inward. While the distance between the two is approximately 26 cm (the size of one serving plate). While the dinner fork is placed to the left of the show plate parallel to the dinner knife. So these two tools are the basis for laying out other cutlery.
- For other silverware equipment, it can be placed according to the existing guidelines
- For silverware, the type of fork can be placed on the left (except for types of silverware that do not have a partner)
- Place the water goblet 2 cm above the dinner knife.If the water goblet is followed by a wine glass,

place it under the water goblet where it is parallel to form a 45 degree angle from the edge of the table.

- Bread and butter plate is placed to the left of the fork at the very end (3 cm apart)
- ➢ Lastly, place the guest napkin on the show plate

C.Other Equipment

Apart from the explanation of material related to wares and table set up in the previous discussion, there are still some equipments that are actually needed in the scope of food and beverage service that must be considered by workers (waiters/waitresses) in a restaurant or hotel. Other types of equipment include.

| ÷. | | 34.01 | |
|-------|-----|---------------------------|---|
| | No. | Name | Description |
| R. C. | 1 | Round tray | Round trays, there are several sizes generally for serving drinks, appetizers, soups, salads and desserts, snacks, to carry glasses, cutleries, and others |
| | 2 | Silver tray | Trays made of metal are usually used to place table accessories |
| | 3 | Bill tray | A special small tray for placing and carrying payment receipts for services |
| | 4 | Service tray | A large rectangular tray is generally used to serve main dishes |
| | 5 | Sald and pepper shaker | Seasoning pepper and salt |
| | 6 | Mustard pot | A place to put the mustard |

Table 2. Other Equipment Description

| 7 | Soup tureen | A large bowl with a lid for heating or |
|----|------------------|---|
| | | warming soup dishes and used at buffets |
| 8 | Soup ladel | A large crooked spoon for taking soup on a |
| | | soup tureen |
| 9 | Oil dan venegar | A place to put oil and vinegar |
| | cruet | |
| 10 | Sauce boat | A place to serve the sauce in a boat-like |
| | | shape |
| 11 | Sauce ladel | Spoon to take the sauce |
| 12 | Punch bowl | Large bowl for serving mixed ice |
| 13 | Punch ladel | Mixing spoon large, long-stemmed, bent, |
| | S & 1 | for scooping mixed ice (punch) |
| 14 | Butter container | A place to serve butter |
| 15 | Flower vase | Vase or flower pot |
| 16 | Ice bucket | A kind of small bucket made of metal |
| | | which is used for placing ice cubesWine |
| | | bsasket |
| 17 | Wine bucket | Wine bottle basket to put the wine |
| 18 | Bread basket | A place to put the bread |
| 19 | Lobster pick | A kind of long small fork to pick up the |
| | | shrimp meat to put on the dinner plate, but |
| | | not a dinner fork |
| 20 | Lobster cracker | Tongs for peeling shrimp skin |
| 21 | Nut cracker | Tongs for peeling nuts |

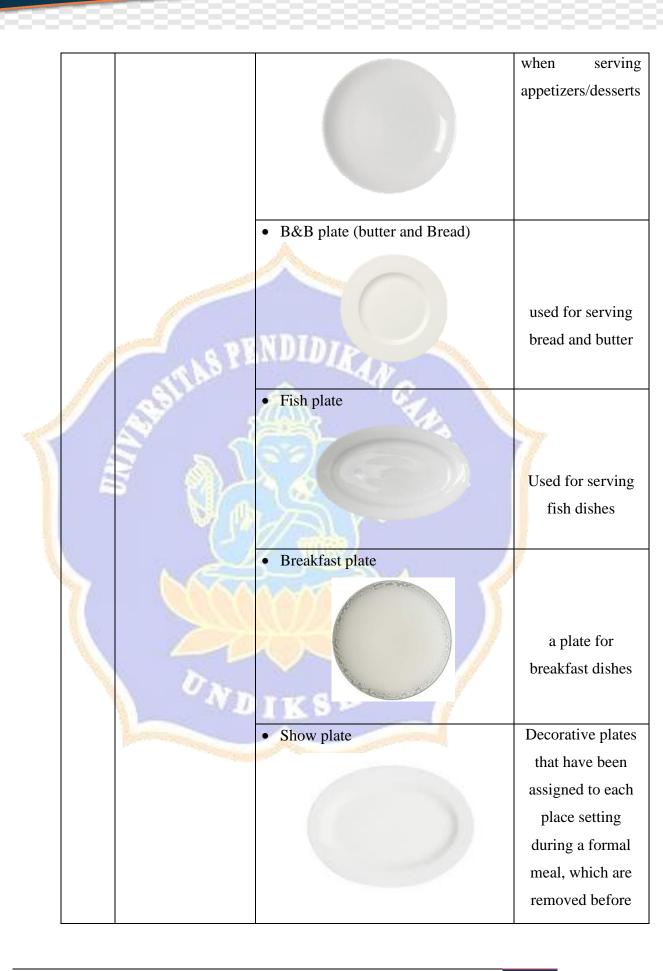
| 22 | Sugar tong | Tongs for taking sugar cubes (sugar cube) | | |
|----|-------------------|---|--|--|
| 23 | Snail tong | Pairs with snail forks for clamshell clamps | | |
| 24 | Meat skewer | Meat skewers specifically grilled dishes | | |
| 25 | Table number | Table numbers function to make it easier for waiters to remember and bring orders | | |
| 26 | Chaving dish | Food heater with wax or spirit fuel, can be | | |
| | | round, rectangular in various sizes | | |
| 27 | Gueridon | Strollers used to prepare food in restaurants | | |
| 28 | Banana split dish | Oval flat plate used to serve banana split | | |
| 29 | Table lamp | Lights on the buffet table | | |
| 30 | Candle labra | Candle holder mounted on the buffet table | | |
| 31 | Candle set | A candle holder with a glass chimney that is installed above the dining table, especially at candle light dinners | | |
| 32 | Marmalade dish | A place to serve jam | | |
| 33 | Carving fork | Fork to cut the meat | | |
| 34 | Carving board | Board for cutting meat | | |
| 35 | Carving knife | Knife for cutting meat | | |

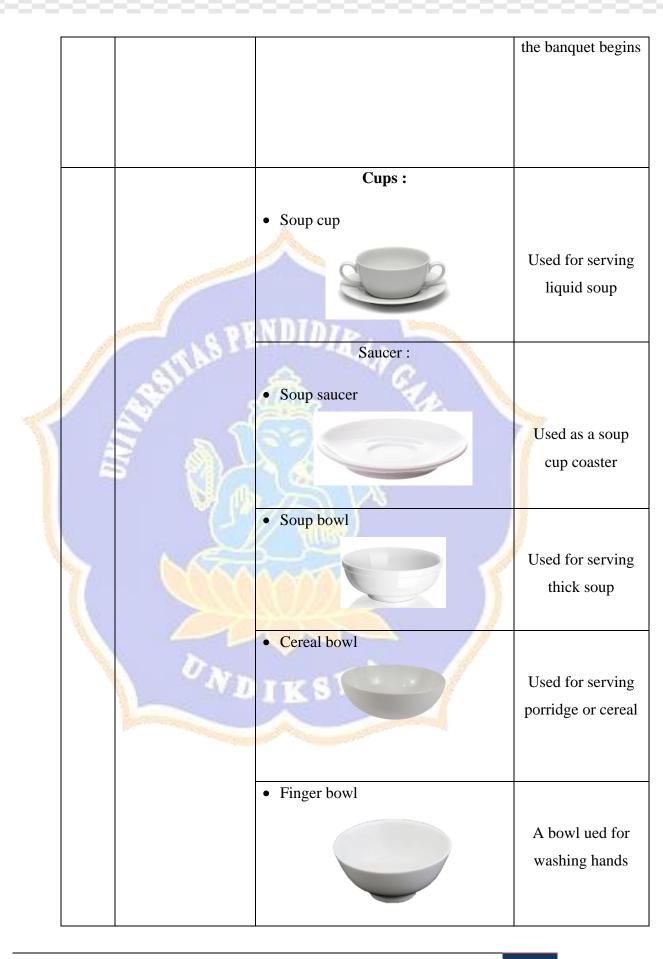


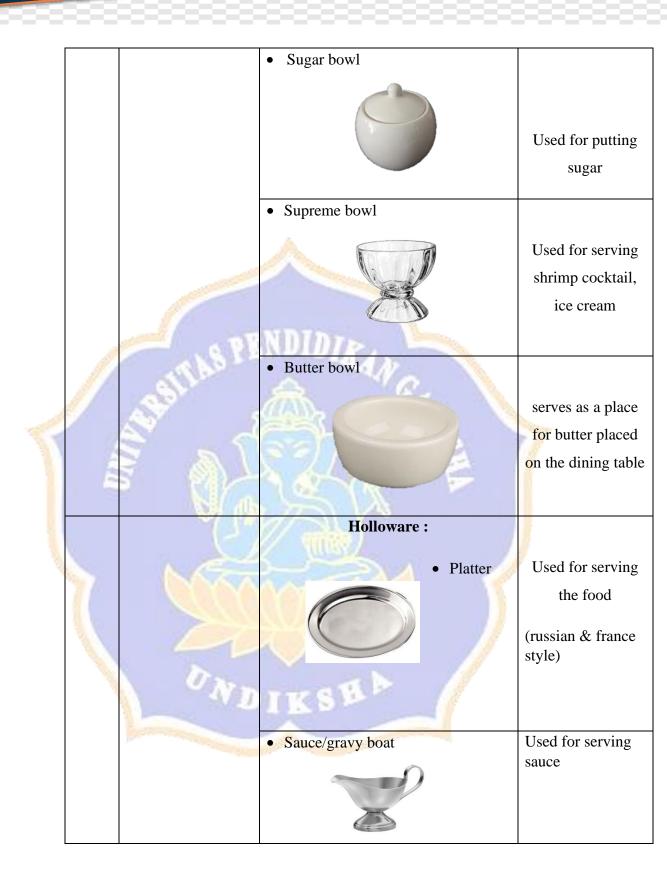
A. Vocabulary: Tools & Function (Wares)

Table 3. Tools and Function

| No. | Classification | Name | Function |
|-----|----------------|----------------------------|---|
| 1 | Chinawares | Platters | used to carry food |
| | | Plates : • Dinner plate | used to serve the main course |
| | UND VND | Soup plate | usually used for daily Indonesian home meals or buffet needs and for serving soup |
| | | Dessert plate | used to serve desserts, appetizers and sometimes as an underliner/base |

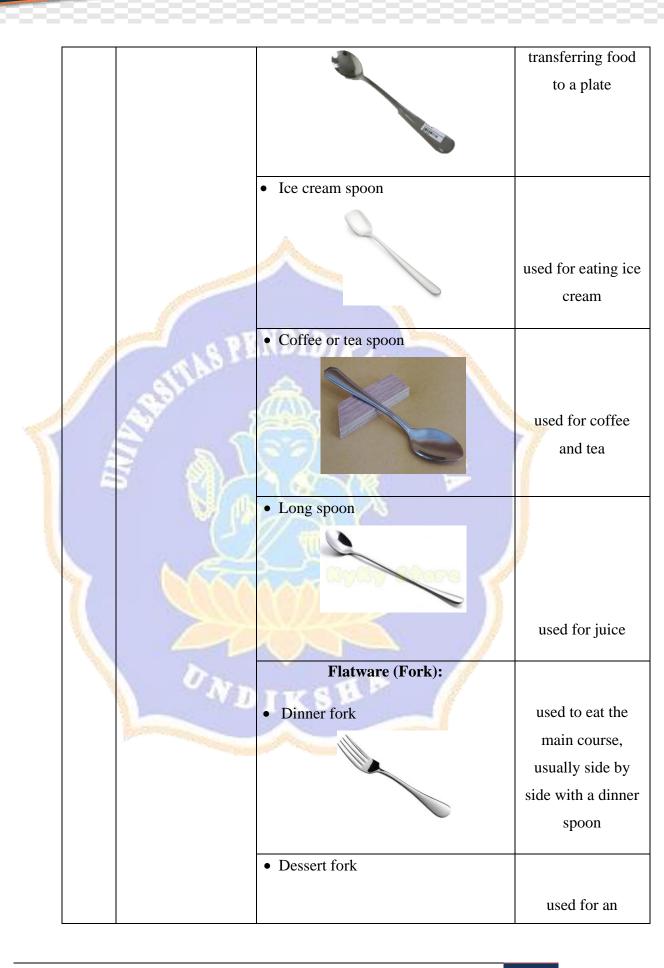


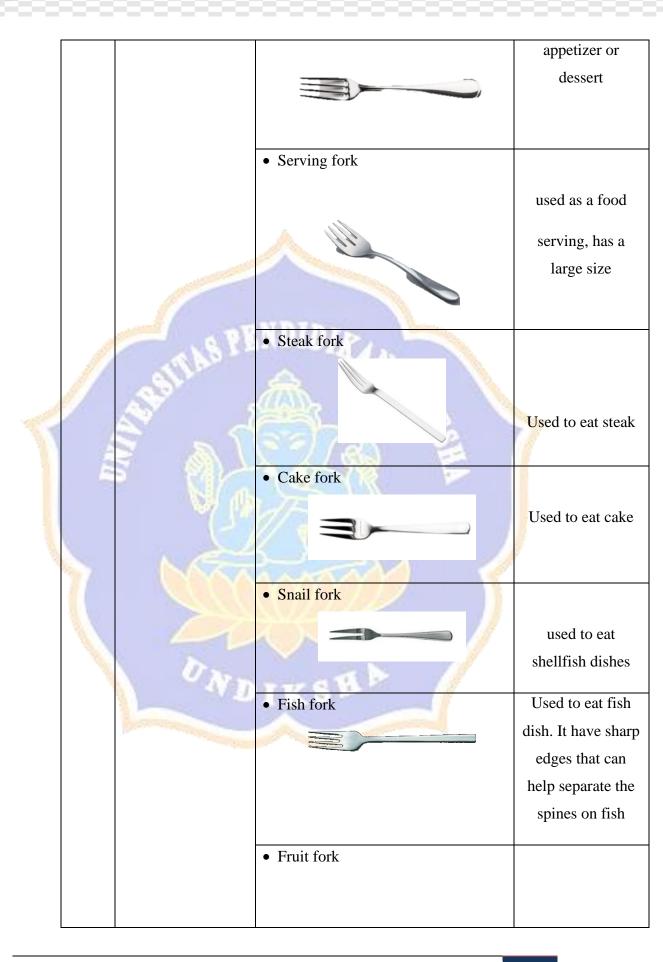


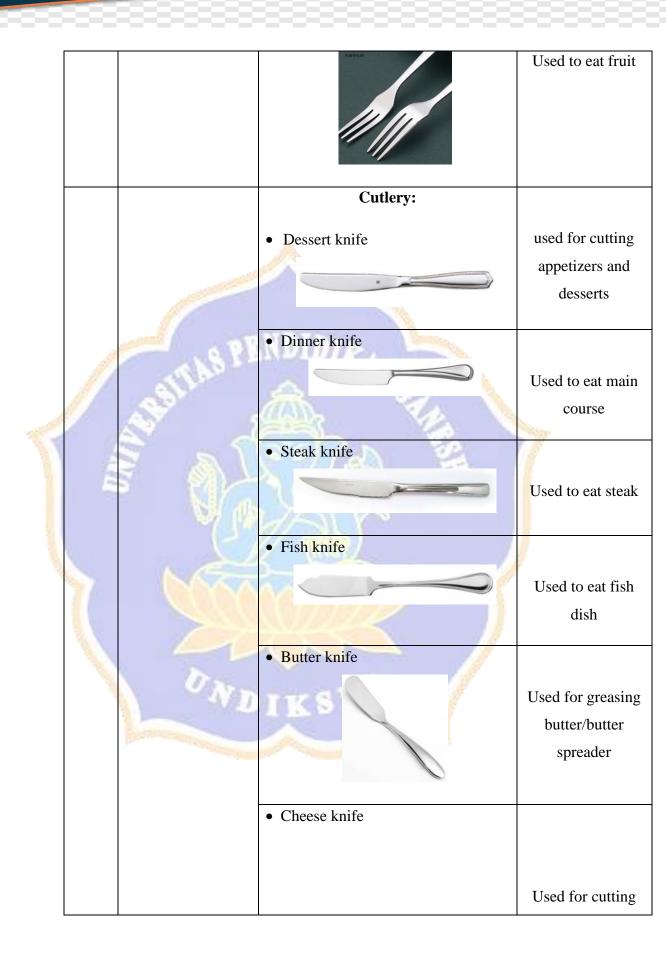


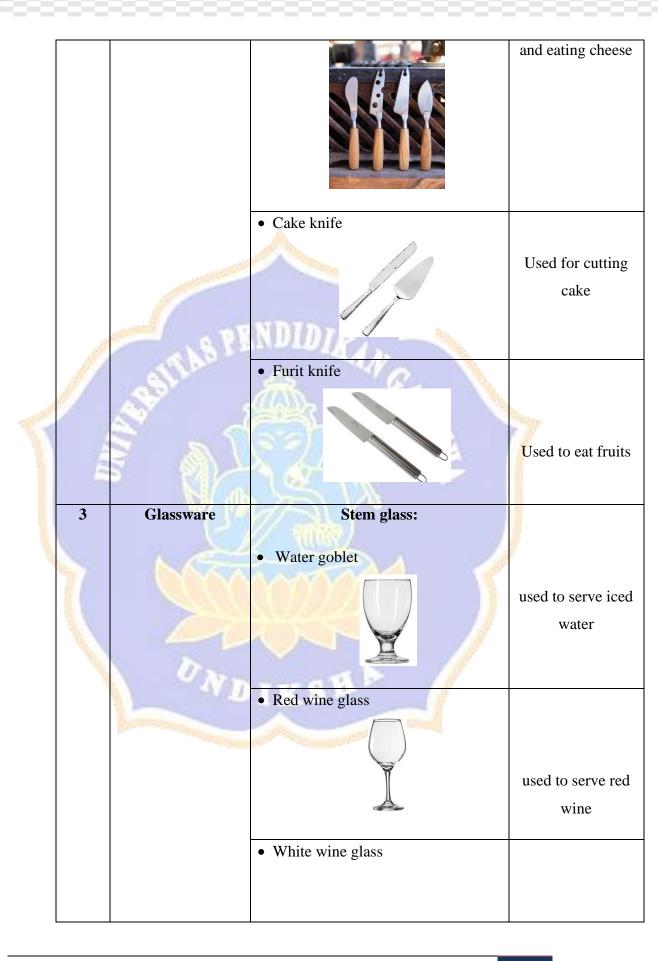
| ГТ | | 1 6 |
|------|-----------------|---|
| | • Water pitcher | place of water / to collect ice |
| | Pots | Used for mixing |
| | | drinks consisting of tea leaves / to mix coffee |
| 18 | Creamer | used for pouring |
| | | cream |
| | | 7 |
| | • Sugar bowl | Used to store sugar |
| | Vegetable bowl | used to store or serve vegetables in large portions |
| 10 N | Finger bowl | used to stir food or dough |
| | Butter place | |
| | | used as a place for butter |

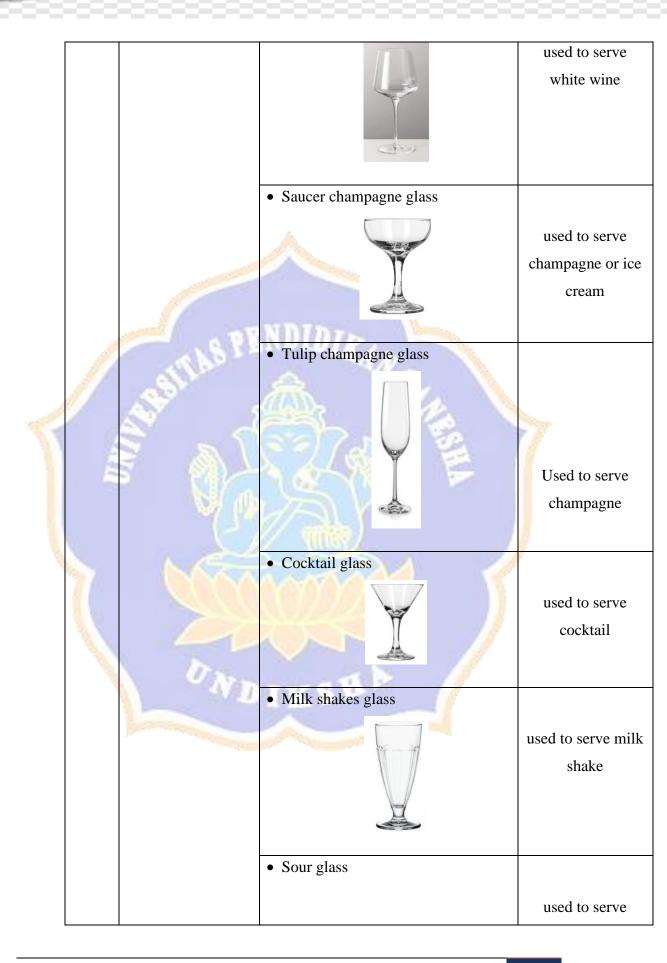
| | • Hot food cover | used to cover food so as not to be infested with insects |
|-----------|----------------------------------|---|
| | Ashtray | used as a container for ashes or burning cigarettes |
| | Flatware (sp <mark>oons):</mark> | |
| SBSTIAS I | • Dinner spoon | used to take food |
| | | instead of a serving spoon |
| | • Soup spoon | used for soup dishes |
| UND | Dessert spoon | used for serving desserts |
| | Serving spoon | |
| | | used for serving food or |

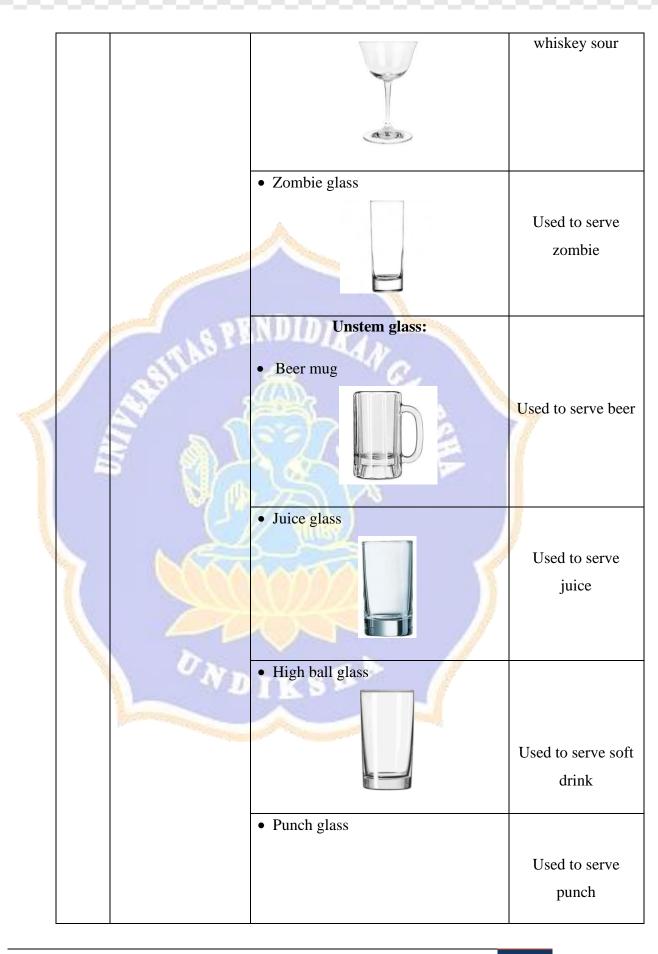


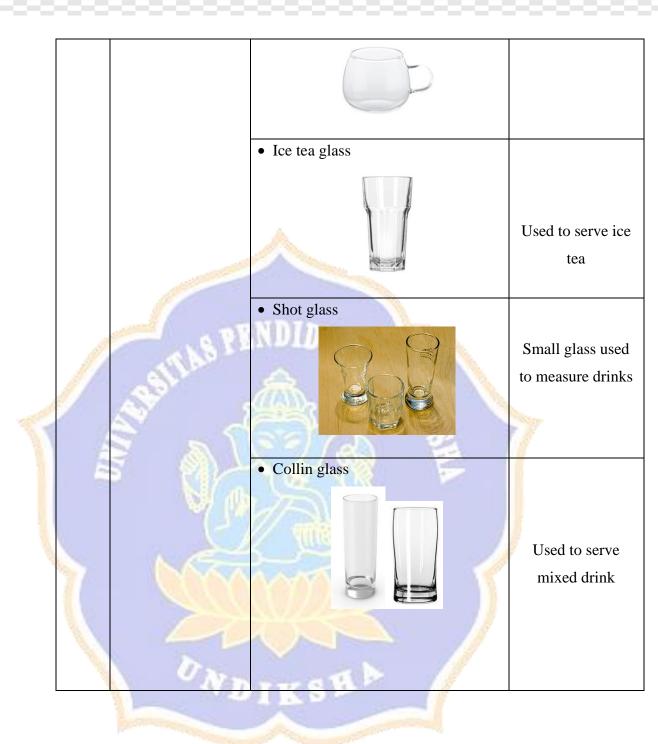












B. Vocabulary: tools & function (table set up/table setting)

Table 4. Tools and Function for Table Set Up

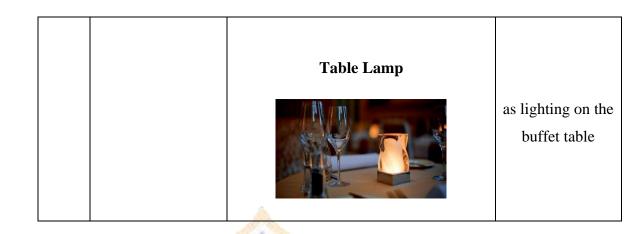
| No. | Classification | Name | Function |
|-----|----------------|----------------------|------------|
| 1 | Linen | Molton/Silence Cloth | • minimize |
| | | | friction |
| | | | between |





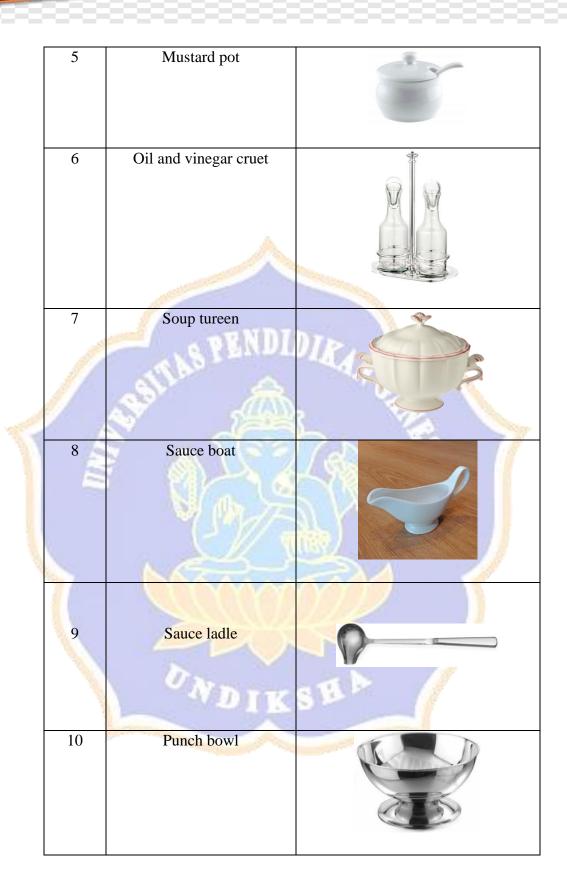


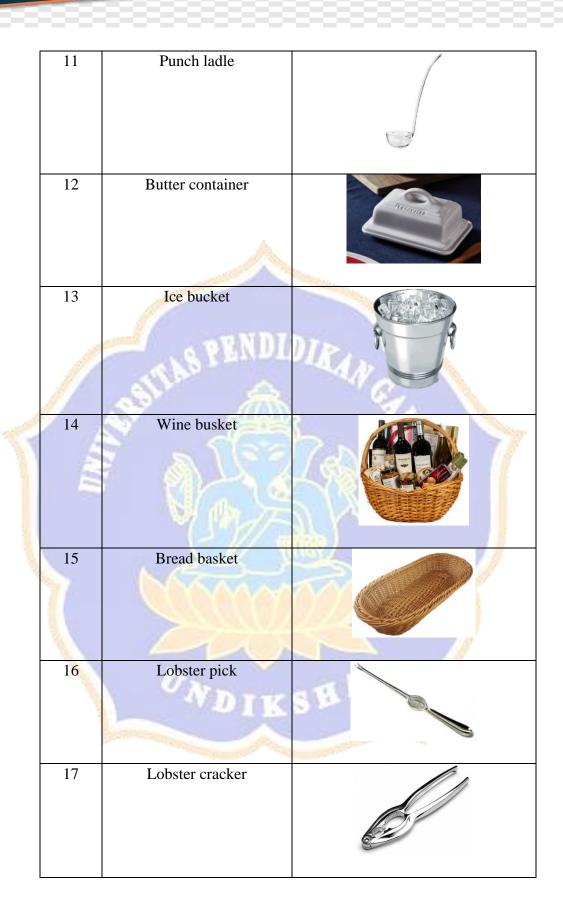




C. Vocabulary: tools (other equipment)

| Table 5. Tools (other equipment) | | |
|----------------------------------|--------------|----------|
| No. | Name | Pictures |
| | Round tray | |
| 2 | Silver tray | |
| 3 | Bill tray | |
| 4 | Service tray | |











Listening Section

In this section, students will work in group and listen from audio on Youtube video.

Below is the following step.

- Please work in a group of 3!
- Then, watch a video by clicking the QR below!



- Please mention and explain the information provided in the video!
- The representative of each group should present their work in front of the class!

Speaking Section

In this part, students are ask individually by making a video. Bellow is the istruction!



Please make a video tutorial with a maximum duration of 5 minutes on how to set the table. Students are required to explain how to set the table in the video!

Reeading Section

Please read the text in the QR bellow entitled "READING TASK UNIT 1"!

After that, please make a summary of what information provided in the text!









Writing Section

In this section, students are asked to work individually to make a checklist regarding the equipment and the amount needed to set the table consisting of:

- 1. Casual table set up
- 2. Standard/Causal/Informal Table Set Up
- 3. Ellaborate/Formal table set up





UNIT 2



SEQUENCE OF SERVICE

F&B SERVICE PROCEDURES || CONCEPT OF SOP



Activity 2:

- A. Arrange the steps below in accordance with the appropriate service procedure!
 - 1) Clear up
 - 2) Serving the order
 - 3) Escorting and sittin the guest
 - 4) Crumbing down
 - 5) Bid forewell
 - 6) Greating the guest
 - 7) Presenting the menu
 - 8) Presenting the bill
 - 9) Taking order

B. Mention the activities carried out from each picture below!

Table 6. Activity 2





IKSEP

FOCUS OF THE STUDY

. In this unit, students are provided with material on food and beverage service along with the concept of standard operational procedures. Through the material presented in this unit, students are expected to be able to fulfill their learning outcomes. The material in this unit aims to equip students with soft skills and hard skills through the learning process so that students are able to provide food and beverage services in accordance with applicable industry standards.





CONTENT FOCUS

The restaurant is part of the hotel that provides food and beverage services for guests who are staying or not. The arrangement and service of food at hotels is known as the F & B Service under the auspices of the Food and Beverage Department. The food and beverage department is divided into two major sections, namely food production (kitchen) and food and beverage service. Food Production (kitchen) is the part that prepares and processes food. While the Food and Beverages Service is the part that provides service and serving food and beverage to each guest.

A. Sequence of Service

Service is the maximum effort given by service officers from an industrial company to meet the expectations and needs of customers so that satisfaction is achieved (Sugiarto, 2002).

Service procedures in restaurants include:

- 1. Greeting the guest: The guest enters the restaurant and is greeted warmly by the restaurant hostess or restaurant receptionist.
- 2. Escorting and Sitting the guest: The guest is escorted to a table that has been ordered or preferred, or has not reserved a place at all then helps to pull out a chair when he is about to sit and opens the guest napkin
- 3. Presenting the menu/taking order: the waiter provides a menu list from the guest's left side, while helping guests if they experience difficulties with the menu offered and recording guest orders (take orders) which are then given to the relevant section.
- 4. Serving bread and butter: Serve bread and butter as a side dish.
- 5. Adjustment: The waiter clears up or replaces cutlery and adjusts it to the menu ordered by the guest.
- 6. Serving the food: Serving menu dishes according to predetermined rules.

- 7. Clear up: Clear up is the process of taking dirty utensils after guests have finished eating. When the dessert dish is taken out, the waiter takes equipment that is no longer used, such as ashtrays, B&B plates, and wine glasses.
- 8. Crumbing down: Crumbing down is the process of cleaning the dining table from dirt after the clear up process is carried out
- 9. Presenting coffee or tea: After the dessert is finished, the waiter offers tea or coffee and the sommelier offers after-meal drinks.
- 10. Presenting the bill: Before giving the bill, the waiter asks for guest comments regarding service, the taste of dishes and drinks as a benchmark for future development and improvement according to customer wishes. Then the captain waiter gives the bill using a check tray or bill order.
- 11. Bid Forewell: After payment, the captain is ready to help pull out chairs when guests stand up and say thank you.
- 12. Table setting: As soon as the guests leave the dining table, the waiter immediately performs the table setting again so that the table can be used again if there are guests.

The types and services of food and beverages are divided into four types, namely:

1) Table service

A service system where guests sit in chairs facing the dining table. Then food and drinks are delivered and served. Table service is generally divided into 4 categories, namely:

a) American Service

There are some characteristics of American service, including

- The nature of the service is simple, informal, and fast.
- The food is ready to be arranged and arranged on a plate.
- Served to guests from the left.

• Dirty dishes are lifted from the right.

b) English Service

This service is used by noble families in England. Food is available at the table and arranged by the hostess on plates and served to guests and the hostess is usually called a hostess. So, this service is widely used in households. The most common example is if someone has a birthday, then the birthday person will cut the cake and give it to the guest.

c) French Service

French service is a type of service that is formal/official. Initially this service was used for noble guests. Now it is preferred for people who want to get luxury services. Food one by one comes from the kitchen and upon arrival at the restaurant room is cooked near the guests using a "range oven or rechaud oven". After being cooked, arranged or arranged on an oval platter using a guerdion and decorated with good decorations, then one by one the dishes are offered by the waiter sequentially to guests. This type of service has the characteristic of serving the main meal as a whole. If the guest has chosen the part of the dish he likes, then it is cut by an expert waiter and served directly onto the guest's plate, which is made of good and expensive service equipment and decorations.

d) Russian Service

This type of service is often referred to as a modified French service because in several ways it has something in common with a French service. Russianstyle service is very formal, luxurious and guests feel they are getting extraordinary attention from the officers. The main differences between Russian and French are:

- Russian service need a waiter/waitrees, while French serice need two waiters/waitresses
- Food that is ordered in Russian service fully prepared in the kitchen, while French service is partly prepared in the kitchen and in the restaurant.

2) Counter service

The food served in Russian service is fully prepared in the kitchen, while French service is partly prepared in the kitchen and in the restaurant.

3) Self service

Self service or buffet service is a restaurant service system in which all complete meals (appetizers, soup, main course, dessert) are neatly arranged and arranged on a serving table or buffet table. Guests are free to take their own dishes according to taste.

4) Cary out sevice

Carry out service, better known as take out service, is a service system where guests come to buy food that is ready or prepared beforehand, wrapped in a box to take away. So, food is not enjoyed on the spot.

In case of service, there are some steps/procedures that should be apply well by the waiter/waitress in a restaurant. These procedures are very important because it will give many impact of the guest's impression and comfortability of the restaurant service. The pocedues can be seen in the description bellow.

1. Order acceptance procedure

Procedure for handling telephone orders/reservations

Place reservation services are generally carried out by guests by calling the restaurant. This is done to anticipate full places during peak hours or busy restaurants. However, there are not a few guests who come directly to the restaurant without calling/reserving in advance. The procedures for handling bookings are as follows:

- Greet guests; answer the phone immediately saying "Good afternoon, Oriental café, Dini speaking, how may I help you?", Speak in a clear, friendly, and polite voice.
- Recording order details; listen carefully to guest requests and record details. Then transfer the data to the order book, these data include: number of people who will come, name of the orderer, date and time of arrival, room number or contact number, special requests such as: nonsmoking area, private area/place), etc.
- > Repeat order data details.

2. Receive guests in the dining room

There are two ways that can be followed in recieving guest in the dining room

- If guests enter the room, they should be received in a polite manner. Ask if they have made an order. If so, check the order book and escort the guest to the table that has been prepared, but if the guest does not make an order then check if there are still empty tables for them. If there is then take them to get it. And if there are no empty seats or tables, then allow them to wait a while at the bar for example and take note of their name or room number, and as soon as a table is prepared, call them.
- Every guest who comes to the dining room should be received and greeted by saying good morning, good afternoon, or good night according to the time of day. Don't let guests enter our dining room without being greeted, and walk around looking for their own seats. This kind of thing will bring failure and give a bad impression of the company.
- 3. Taking order

Order taking is carried out by the waiter using a system called "Triplicate" where orders for both food and drinks are written in the order book (restaurant order) which is made in triplicate. **In practice it can be described as follows:**

- a. The original sheet (the top copy) will be sent and handed over to the kitchen staff to get food.
- b. The second sheet (the duplicate) is sent to the cashier to be used as data in the guest (guest's bill).
- c. The last sheet will be brought by the waiter, as a guide for setting up the equipment on the guest table and for service purposes.

The restaurant order form and the information contained there in are:

- 1) Name of restaurant/bar
- 2) Table/room number
- 3) Number of guests
- 4) Date
- 5) Waitress code
- 6) Account number

The following are steps in taking the guest's order.

- 1) Give guests the opportunity to study the menu, so guests can make the right choice.
- 2) If guests find it difficult or take a while to make a choice, give suggestions. This action is very profitable both for the waiter in increasing the account that will be paid by the guest.
 - a. Always suggest an appetizing drink.
 - b. Before guests enjoy the meal.
 - c.Suggest the type of fresh vegetables (salad) as a staple food accompaniment.

When giving advice, specific questions are always asked, including:

- Whether the drink must be accompanied by ice or not or whether the drink is given a certain garnish.
- If a guest orders a salad, what kind of dressing do you prefer.
- Likewise what kind of vegetables do you like.
- If you order food made from meat (steak), you must ask the level of doneness, whether the guest wants it: cooked, half cooked or raw.
- Suggestions should be specific, not general.

Examples:

- Do you need any dessert madam/miss/sir?
- Do you enjoy the Apple pie as the dessert madam/miss/sir?
- When taking orders, the waiter must stand up straight and not get too close visitor.
- 4) Don't interrupt or interrupt guests, but listen carefully and good.
- 5) Trying to find/recognize the host (host) in taking orders.
- 6) To ensure the order that the guest made, we have to repeat it.
- 7) If the order is for a group of guests, make a draft (draft) for it not to happen error in presentation.
- 8) Always write orders in the order book according to the order of the dishes (Courses) correct.

4. Serving the order/food and beverage

Carrying plates of food by hand means being able to carry one to four plates of food from the kitchen. In other words, take food (picking-up area) from the table safely and meet the requirements. The plate must be balanced and held firmly. The things that must be considered in carrying the plate, are:

- Position of all fingers and thumb.
- How to hold the plate.

- There is a basis when carrying the plate that it must be balanced, held firmly in a good position, should not be placed between one another or fingers may not touch the food on the plate and should not leave marks/marks on the plate.
- Carrying a plate filled with food by hand must be equipped with a service cloth, especially hot types of food.

Before the plates containing food are brought from the kitchen to guests, the following must be considered:

1) Whether the plate is not defective;

2) The type and size are suitable.

How to carry a platter filled with food and plates by hand is as follows:

1) Choose close

Take a lid that is the same size as the platter, so it can be closed properly, and make sure that the lid is completely clean and dry.

- 2) After the platter is decorated and examined by Aboyeur, close the platter properly.
- 3) Fold the service cloth lengthwise.
- 4) Place the folded service cloth crosswise over the lid of the platter.
- 5) Put a clean plate on the service cloth.
- 6) Lift the platter and plate onto the palm of your left hand, right where the two ends of the service cloth meet and leave your hands empty for balance. If the platters and plates are heavy, help hold them with your right hand for balance.
- Carefully place the platter containing the food and plate on the gueridon in front of the guest, or at the side station.
- 8) If the platter is too large and difficult to encircle the service cloth, fold the service cloth into a rectangular fold and place it on the platter.
- 9) Place the plates on the service cloth.

10) Place another folded rectangle of service cloth over your palm to avoid scalding.

5. Clear Up

Clear up is the process of taking dirty utensils after guests have finished eating. When the dessert dish is taken out, the waiter takes equipment that is no longer used, such as ashtrays, B & B plates, and wine glasses.

How to clear up:

- 1) Approach the guest from his right, with his right foot slightly forward.
- 2) Take the plate on the guest table by holding the edge of the plate while pinching the knife/spoon and fork with your thumb and other fingers under the plate.
- 3) Lift the plate while stepping backwards.
- 4) With his back to the guest, move the plate to the left hand like the position of carrying one plate, and the fork is clamped on the thumb while the knife or spoon is placed by being clamped on the fork.
- 5) Hold the plate firmly with the base of the thumb and forefinger below it evenly. Leave the right hand free.
- 6) For the second and subsequent plates, place and arrange on the wrist supports. Leftover food is set aside on the plate (1), knife/spoon and fork clamped on the fork (1).
- 7) Do it for the next plate in the same way clockwise, until everything is finished.
- 8) Bring the plate to the side board.
- 9) Place the plate on the restaurant tray and take it to the dishwashing area.

6. Crumbing down

Cleaning the table (crumbing down) means cleaning up food scraps (crumbs) or other types of dirt on the guest's table, during service. Usually this is done after the main course and bread & butter plates are cleared and of course before dessert is served. Equipment needed for crumbing down is a dessert plate and service cloth.

How to do crumbling down:

- 1) Fold the Service cloth like a pillow (pad). Hold the folded service cloth in your right hand.
- 2) Hold the dessert plate with your left hand.
- Approach the guest from his left (start from the female guest and do the opposite
- 4) clockwise around the table).
- 5) Move the dirt (crumbs) from the left side.
- 6) Move the dessert plate parallel to the table surface.
- Using your right hand equipped with a service cloth, transfer the dirt on the table to the dessert plate.
- 8) Move the dessert fork to the left of the cover.
- Move to the guest's right and do the same thing and take a dessert spoon and place it to the right of the cover.
- 10) Do the crumbing down to all the guests who are at the table in a counterclockwise motion.
- Due to guest seating conditions: it is sometimes only possible to have a "Crumbing down" from one direction
- 12) Only so that even so, clean the dirt that is on the table as clean as possible.
- Crumbing down is not only done after clearing up staple foods, but can be done at any time if necessary.
- 14) Make sure no crumbs fall to the floor

7. Changing the ashtray

Changing ashtray is replacing an ashtray that has been full of cigarette butts/ashes with a clean ashtray when guests are eating. An ashtray full of cigarette butts/ashes is hazardous to health, that is why when eating the ashtray must be replaced as soon as possible without disturbing guests. Replacing the ashtray can be done from any direction, as long as guests are not disturbed, in the right way so that no cigarette ashes fall on the guest table; especially on guest food. The tools or equipment needed to replace the ashtray are 2 ashtrays and a round tray or salver.

How to replace the ashtray:

- 1) Bring two clean ashtrays over the salver.
- 2) Take a clean one, hold it tight.
- Place the clean one directly above the dirty ashtray on the table, and lift the two ashtrays off the table and place the salver.
- 4) Put the two clean ashtrays on the table, so that one covers the other and lift up the clean ashtray that is on the top as a cover.

B. The Concept of Standard Operational Preocedure

As describe in the previous point, how to serve the food and beverage is also very important to be considered. It will give big impact on the guest impression of the restaurant service. procedures for delivering orders for food or drinks at a restaurant must be carried out seriously and in accordance with prime standards. Procedures for delivering orders for food or drinks at a restaurant must be carried out seriously and in accordance with prime standards.

In case of tourism, one of which is Food and Beverage service, prime standard called as Standard Operational Procedures. Standard Operatinal Procedures are guidelines or systematic guidelines for carrying out work in any field. The contents of the Standard Operational Procedure vary depending on the business sector being carried out, but must be made in accordance with the work procedures and work system of the unit concerned.

The role of Standard Operational Procedures is very important in any business operation, including F&B service. The quality of work increases when employees work according to the applicable Standard Operational Procedures. On the other hand, work becomes messy and undirected if there is no Standard Operational Procedure in it. There are some reason why Standard Operational Procedure is very important and needed in a restaurant. This is because it can become the identity of a restaurant if the service is good and in accordance with predetermined standards, can create Standards in Service so that service from day to day will not easily change/decrease, can guarantee Guest Safety and comfort, and can be used to measure Waiter Performance.

Standard Operational Procedure Concept

The concept of excellent service itself is based on the triple A concept, namely: attitude, attention and action. These concept is believed to be a complete concept in which the goals and implementation of excellent service or excellent service can be achieved.

a. Attitude

In the portrait of F&B Service, starting from the first impression made by the staff, especially those who are on the front line or anyone who has contact with outsiders of the restaurant. How the attitude and service of the restaurant's staff, will describe and give the restaurant's image, either directly or indirectly. Every staff (waiter/waitress) of a restaurant should have a friendly attitude and uphold the professionalism of their work and have a high sense of belonging to the restaurant. That is the first principle of excellent service, having, maintaining and improving a friendly and professional attitude.

b. Ability

Even though at first it was not a basic concept, in an increasingly developing era, employees must have the ability. This means that waiter/waitress must have the ability to serve consumers, for example communication, selling skills, the ability to solve problems quickly, anxiety management, to more practical matters such as the use of information technology.

c. Attention

Attention is the next prime service principle that must be owned by all staff (waiter/waitress), especially those who have direct contact with customers. Attention is a form of concern for customers or guests, which is related to the needs and desires of customers, as well as an understanding of the suggestions and criticisms given. In carrying out its activities, a waiter/waitress must always pay attention to and prioritize the wishes of customers, including guests of the company. Especially if the customer or guest has shown signs of needing help or service, then the waiter/waitress should hurry up or show attention to serve quickly and well.

d. Action

What needs to be done at this action stage is to take concrete action to ascertain what the customer/guest needs or desires. If you are not sure, it is better to confirm politely. If necessary, recording can be carried out, especially if the request is quite diverse, and if this is part of a transaction, then the request can be recorded in a form that must have been prepared. Don't forget to say thank you, and ask if there's anything else you can help with, while clasping your hands as a sign of respect and appreciation. So carrying out the fourth principle of excellent service, namely action is very important, as a real form of concern (attention).

e. Accountability (Responsibility)

The next concept of excellent service is accountability or responsibility, namely our partiality towards customers / guests / work partners as a form of our empathy and concern. This attitude of responsibility, if carried out properly and wholeheartedly, can minimize dissatisfaction with customers, guests or company partners.

f. Appearance

Employee appearance both physically and nonphysically reflects the credibility of the company, therefore it is important to always maintain this appearance. Appearance standards must be set by the company, and every employee must comply with them, especially when meeting customers or guests.

g. Sympathy

The last thing that becomes the basic concept of excellent service is sympathy. Sometimes they have done excellent service professionally, but due to a lack of sympathy, the service process does not go well. Sympathy itself is an attitude where you can feel what other people are feeling.



A. Language Expression

Guests will feel comfortable when they are served well. Within the scope of F&B Service, where as staff (waiter/waitress) will always deal with and communicate with guests, a waiter/waitress must know and understand how to communicate properly and in accordance with applicable ethics. Therefore, language expression is very important and needed by waiters/waitresses at work. The following are some expressions that can be used in conversation with guests at a restaurant.

Table 7. Language Expression

The waiters tell the guest to do something

(Imperative Expression)

"Please come this way, Sir."

"Please be seated, Sir. Here is the menu. I will return in a moment to take your order"

"Here is your bill, Sir. "

Asking the guests

(Interrogartive Expression)

"Do you have a reservation, Sir ?"

"How may I help you, Sir?"

"Are you ready to order, Sir ?"

"What would you like to have sir?"

Giving/offering something

(Declaratrive Expression)

"Ongol-ongol is traditional cake made from sago flour and cooking with steaming

method."

"We have sop janda. Sop janda is like soup and vegetable, the taste is unique and

traditional."

Besides the example of language expression above, there are many more examples of expressions that can be used. The following are several language expression of sequence of service which can be used as an illustration in handling guests.

Table 8. Lexical patterns of English Expresison

Handling guest reservation

- We will have a table for you.
- I can seat you at 7.30 on Tuesday, if you would kindly give me your name.
- We don't have anything available at 8.30. Is 7.30 OK?
- I have a table for four available at 7.45, please just give me your name.

Being Seated at the Restaurant

- Of course. Please come this way.
- Your table isn't quite ready yet.
- Would you like to wait in the bar?
- We're fully booked at the moment. Could you come back a bit later?
- If you wait, there'll be a table for you free in a minute.
- Would you follow me, please?
- If you would please be seated over in the waiting area, our hostess will be with you in a moment.

Ordering

- Can I take your order, Sir/ Madam?
- Are you ready to order?
- Can I take your order?
- Are you ready to order yet?
- What would you like to start with?
- What would you like for a starter?
- Anything to drink?
- Do you want a salad with it?
- How would you like your steak?

Dealing with problems

- Let me take it back for you.
- I am so sorry!
- I am sorry that I misheard you.
- Let me change it for you.
- I am so sorry, Sir!
- I'm so sorry. I'll change it for you straightaway.

B. Short Dialogue

Bellow are examples of short dialogues regarding sequence of service.

1. Dialogue in greeting the guest

- Waiter : Good day, welcome to Zynic's Kitchen. Do you have a reservation?
- Gues : Yes, we do. The name is Michell, Alberth.
- Waiter : Ahh yes. It was a table for three away from the window, correct?

Guest : Yes

Waiter : Would you follow me, Mam? Have a seat, please.

Guest : Thank you.

Waiter : Here's the menu. I'll be back in a few minutes to take your order.

2. Being Seated at the Restaurant

- Waiter : Good evening. Welcome to Emma Restaurant.
- John : I booked a table for two for 7.30 under the name of John Thomas.
- Waiter : Yes, Mr. Thomas. Please come this way.
- Waiter : Here is your table.
- John : Thanks for your help!

3. Dialogue in taking order

- Waiter : Can I take your order, Mam?
- Guest : Yes, we'd like to have two beef ribs, please.
- Waiter : Two beef ribs. And for your side dishes?
- Guest : Err, two greek salad and garlic bread, please.
- Waiter : Okay. What would you like to drink?
- Guest : Two glasses of mix juice, please.
- Waiter : Is that all, Mam?

Guest : Yes.

Waiter : Okay, I'll put your order in immediately, Mam.

(Few minutes later)

Here we are Mam, your beef ribs, greek salad, garlic bread, and mix juice. I hope you enjoy your meal, Mam.

Guest : Thank you.

4. Dialogue in paying the bill

Guest : Can we have our bill, please?

Waiter : Sure. Just a moment, Mam.

Guest : Does this total include tax?

Waiter : Yes, it does, Mam. Will you pay the bill by credit card or cash, Mam?

Guest : Credit card.

Waiter : Well then, may I have your signature here?

Guest : Of course.

Waiter : Thank you for visiting us, Mam. Have a good day.

Guest : Thank you.



Listening Section

In this section, students will work in group and listen from audio on Youtube video. Below is the following step.

- 1. Please work in a group of 5!
- 2. Then, watch a video by clicking the QR below!



- 3. Please mention and explain the information provided in the video regarding the steps to carry plates, glasses, and steps of service sequences!
- 4. The representative of each group should present their work in front of the class!

Reading Section



Please read the conversation in the QR bellow entitled "**READING TASK UNIT 2-DIALOGUE OF GUEST COMPLAINT**"! After that, please make a summary of what things you can learn from the conversation provided!



Writing Section

In this section, students are asked to work in pairs and make a dialogue regarding on handling guest in a restaurant!



Speaking Section

In this part, students are asked to make a video. Bellow is the istruction!



Work in pairs and make a video of handling guest based on the standard operational procedure!



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APPENDIX 14. BIOGRAPHY OF THE RESEARCHER



Putu Zelda Aldani was born in Tajun, June 11th, 2001. Now, she is going to 22 years old. She has a hobby of singing. She was born to a great father and a wonderful mother who is also full of love. Her father's name is Ketut Sedana her mother's name is Komang Alit Suastini with her younger brother Made Fendy Aldana and the youngest brother named Komang Villky Aldana. Finally, she has a really lovely big family who always support her to finish her study. She was born into a family who taught her so much about education and love, so she felt that living life knowing

many things with sincerity is a blessing. She started her education in 2006 at the kindergarten level, Santhi Kumara, Mengening, Kubutambahan. She continued her education to primary school in 2007 at SD Negeri 5 Tajun. She graduated in 2013 then continued to SMP Negeri 3 Kintamani and graduated in 2016. She graduated in 2019 from SMA Negeri 1 Kubutambahan in science class. In 2019 she decided to continue her studies at Ganesha University of Education and majored in English Education. She is in E class or known as Eternity class. She completed her undergraduate program in 2023 with a thesis entitled "Developing English Learning Material for Food and Beverage Service for Eleventh Grade Students at SMK NEGERI 2 Singaraja".

APPENDIX 13. DOCUMENTATION DURING THE RESEARCH



ONDIKSEA

