

APPENDIX 1. RESEARCH PERMISSION LETTER



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 753/UN48.7.1/DT/2023

13 Maret 2023

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala Sekolah SMK Negeri 2 Tabanan
 di Tabanan

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

Nama	: Maha Bhagavati Devi Dasi
NIM	: 1912021053
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2022/2023
Judul	: DEVELOPING ENGLISH LEARNING MATERIAL FOR BASIC CULINARY FOR TENTH-GRADE STUDENTS VOCATIONAL HIGH SCHOOL AT SMK NEGERI 2 TABANAN

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

a.n Dekan,
 Wakil Dekan I,




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

NIP. 197609022000031001

Tembusan:

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

APPENDIX 2. REPLY LETTER IN SMKN 2 TABANAN

**PEMERINTAH PROVINSI BALI**
DINAS PENDIDIKAN KEMUDAAN DAN OLARAGA
SMK NEGERI 2 TABANAN
Alamat : Jl. Wisnu, Belayu - Marga, Tabanan (82181) Telp (0361) 8945356

Nomor : B.31.070/1377/SMKN 2 TABANAN/DIKPORA Kepada
Lampiran : - Yth. Dekan FBS
Perihal : Permohonan Ijin Penelitian Universitas Pendidikan Ganesha
di-
Singaraja

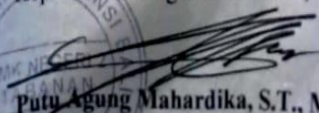
Dengan Hormat,


Memperhatikan dan memenuhi permintaan surat Nomor : 753/UN48.7.1/DT/2023 Tanggal : 13 Maret 2023, Perihal : Permohonan Ijin Penelitian, pada prinsipnya kami mengijinkan Mahasiswa atas nama :

Nama : Maha Bhagavati Devi Dasi
NIM : 1912021053
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : Strata 1 (S1)
Judul : *Developing English Learning Material for Basic Culinary For Tenth-Grade Students Vocational High School At SMK Negeri 2 Tabanan.*

Untuk melaksanakan pengambilan data untuk menyelesaikan Skripsi/Tugas Akhir, sesuai dengan judul yang telah ditetapkan.

Demikian kami sampaikan agar dapat dilaksanakan sebagaimana mestinya.

Tabanan, 2 Mei 2023
Kepala SMK Negeri 2 Tabanan,

Putu Agung Mahardika, S.T., M.Pd.
NIP 19801124 200501 1 006



APPENDIX 3. EXPERT JUDGMENT

1. EXPERT JUDGMENT I

QUALITY OF THE ENGLISH TEXTBOOK USED BY 10TH-GRADE STUDENTS
AT SMK NEGERI 2 TABANAN

No.	Dimension	Quality of Product	Score			
			1	2	3	4
1.	Layout and Design	The textbook includes a detailed overview of the function, structures, and vocabulary that will be taught in each unit (Litz, 2005).				✓
		The layout and design are appropriate and clear (Litz, 2005).				✓
		The textbook is organized effectively (Litz, 2005)				✓
		The textbook provides a vocabulary list (Litz, 2005).				✓
		The textbook provides a review section (Litz, 2005).			✓	
		The textbook provides clear objectives (Litz, 2005)				✓
2.	Activities	The textbook provides a balance of activities (Litz, 2005).				✓
		The activities encourage sufficient communicative and meaningful practice (Litz, 2005).			✓	
		The activities incorporate individual, pairs, and group work (Litz, 2005)				✓



		The subject and contents of the textbook are interesting, challenging, and motivating (Litz, 2005)				√
		There are sufficient varieties in the subject and contents of the textbook (Litz, 2005)				√
		The materials are not culturally biased and do not portray negative stereotypes (Litz, 2005)				√
	SUM					
	AVERAGE					

1. What is your opinion about each unit?

Each unit has been well organized.

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

		The language used is at the right level for students' current English ability (Litz, 2005).				✓
		The progression of grammar points and vocabulary items is appropriate (Litz, 2005)				✓
		The grammar points are presented with brief and easy examples and explanations (Litz, 2005).				✓
		The language functions exemplify English that I/my students will be likely to use in the future (Litz, 2005)			✓	
5.	Subject and the content	The subject and contents of the book are relevant to student's needs as an English language learner (s) (Litz, 2005).				✓
		The subject and contents of the textbook are generally realistic (Litz, 2005).			✓	

		The subject and contents of the textbook are interesting, challenging, and motivating (Litz, 2005)				✓
		There are sufficient varieties in the subject and contents of the textbook (Litz, 2005)				✓
		The materials are not culturally biased and do not portray negative stereotypes (Litz, 2005)				✓
	SUM					
	AVERAGE					

1. What is your opinion about each unit

Please make the topic more specific about English for
Basic Culinary

2. What aspect should be revised on each unit?

Explore more about ~~Eng~~ language use in Culinary

3. What is your suggestion for this unit?

Overall is good

Singaraja, April 18th, 2023

English Language

Educatoin Lecturer,



Putu Ad. Krisna Juniarta, S.Pd, M.Pd

NIP. 198706122015041006

2. EXPERT JUDGMENT II

**QUALITY OF THE ENGLISH TEXTBOOK USED BY 10TH-GRADE STUDENTS
AT SMK NEGERI 2 TABANAN**

No.	Dimension	Quality of Product	Score			
			1	2	3	4
1.	Layout and Design	The textbook includes a detailed overview of the function, structures, and vocabulary that will be taught in each unit (Litz, 2005).				✓
		The layout and design are appropriate and clear (Litz, 2005).				✓
		The textbook is organized effectively (Litz, 2005)				✓
		The textbook provides a vocabulary list (Litz, 2005).				✓
		The textbook provides a review section (Litz, 2005).			✓	
		The textbook provides clear objectives (Litz, 2005)				✓
2.	Activities	The textbook provides a balance of activities (Litz, 2005).				✓
		The activities encourage sufficient communicative and meaningful practice (Litz, 2005).			✓	
		The activities incorporate individual, pairs, and group work (Litz, 2005)				✓

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

		The language used is at the right level for students' current English ability (Litz, 2005).				✓
		The progression of grammar points and vocabulary items is appropriate (Litz, 2005)				✓
		The grammar points are presented with brief and easy examples and explanations (Litz, 2005).				✓
		The language functions exemplify English that I/my students will be likely to use in the future (Litz, 2005)			✓	
5.	Subject and the content	The subject and contents of the book are relevant to student's needs as an English language learner (s) (Litz, 2005).				✓
		The subject and contents of the textbook are generally realistic (Litz, 2005).			✓	

		The subject and contents of the textbook are interesting, challenging, and motivating (Litz, 2005)			✓	
		There are sufficient varieties in the subject and contents of the textbook (Litz, 2005)			✓	✓
		The materials are not culturally biased and do not portray negative stereotypes (Litz, 2005)			✓	✓
	SUM					
	AVERAGE					

1. What is your opinion about each unit?

Each unit is well organized but need some ~~improvements~~ improvements

2. What aspect should be revised on each unit?
Give more additional information

3. What is your suggestion for this unit?
The unit is developed well

Tabanan, April 14th, 2023

Basic culinary teacher,



Ni Luh Nyoman Tri Rimbawani S.Pd.

APPENDIX 4. BLUEPRINT OF INTERVIEW GUIDE QUALITY

1. INTERVIEW GUIDE QUALITY 1st PROSPECTIVE SUPERVISOR

Interview Guide Quality

Instruction:

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

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

	pembelajaran mata pelajaran Basic Culinary sudah memuaskan bagi Bapak/Ibu?		
10	Apakah buku yang Bapak/Ibu gunakan telah memfokus pada mata pelajaran Basic Culinary?	✓	

Singaraja, February 23th 2023

Supervisor I



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

NIP. 198204212008122003

2. INTERVIEW GUIDE QUALITY 2nd PROSPECTIVE SUPERVISOR

Interview Guide Quality

Instruction:

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

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

	pembelajaran mata pelajaran Front Office sudah memuaskan bagi Bapak/Ibu?		
10	Apakah buku yang Bapak/Ibu gunakan telah memfokus pada mata pelajaran Front Office?	✓	

Singaraja, February 23th 2023

Supervisor II



Gede Mahendrayana, S.Pd., M.Pd

NIP. 199007252015041002

APPENDIX 5. BLUEPRINT QUESTIONNAIRE QUALITY

1. QUESTIONNAIRE QUALITY 1st PROSPECTIVE SUPERVISOR

Questionnaire Quality

Instruction:

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

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

	<p> sederhana.</p> <p> b. intermediate (menengah), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari dimanapun meskipun belum lancar.</p> <p> c. advanced (mahir), mampu menggunakan bahasa Inggris untuk berkomunikasi di semua situasi dengan lancar dan benar.</p>		
8	<p> Secara umum, saya menginginkan pembelajaran bahasa Inggris yang dapat membuat saya....</p> <p> a. mampu menguasai grammar dengan baik</p> <p> b. mampu menguasai kosakata, arti, serta cara pengucapannya</p> <p> c. membedakan ungkapan formal dan informal</p> <p> d. lainnya (tuliskan)....</p>	√	
9	<p> Dari segi model, materi Bahasa Inggris yang saya inginkan adalah...</p> <p> a. di dalamnya terdapat banyak gambar</p> <p> b. hanya menyajikan teks-teks untuk dipelajari</p> <p> c. memiliki tampilan menarik dan colorful</p> <p> d. d. lainnya (tuliskan)</p>	√	
10	<p> Secara umum, tema yang saya inginkan ketika belajar listening, speaking, reading, dan writing adalah....</p> <p> a. kehidupan sehari-hari</p> <p> b. pendidikan</p> <p> c. pemerintahan</p> <p> d. perikanan</p> <p> e. isu atau berita terkini</p> <p> f. lainnya (tuliskan.)....</p>	√	
11	<p> Tersedianya media dalam bentuk gambar untuk materi Bahasa Inggris menurut saya....</p> <p> a. sangat membantu</p> <p> b. tidak berpengaruh</p>	√	

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

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

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

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

<p>b. Guru sebaiknya memberikan teks untuk dibaca dan mengartikannya langsung bersama siswa</p> <p>c. Guru sebaiknya mengawasi kelas sambil mengontrol pekerjaan siswa dan memberi komentar</p> <p>d. Guru sebaiknya menuntun siswa dalam membahas teks yang telah di berikan</p> <p>e. lainnya (tuliskan)</p>		
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Singaraja, February 23th 2023

Supervisor I



Scanned with CamScanner

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

NIP. 198204212008122003



2. QUESTIONNAIRE QUALITY 2nd PROSPECTIVE SUPERVISOR

Questionnaire Quality

Instruction:

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

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

4	<p>Skill dan pengetahuan bahasa Inggris yang akan sering saya gunakan saat bekerja nanti adalah....</p> <ul style="list-style-type: none"> a. listening b. speaking c. reading d. writing e. pronunciation f. vocabulary g. grammar h. lainnya (tuliskan).... 	√	
5	<p>Kemampuan bahasa Inggris saya secara umum berada pada tingkat....</p> <ul style="list-style-type: none"> 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	<p>Saya merasa kesulitan dalam komunikasi menggunakan Bahasa Inggris ketika....</p> <ul style="list-style-type: none"> a. memahami ungkapan sehari-hari b. mengekspresikan ungkapan sehari-hari c. memahami teks yang dibaca d. mengungkapkan gagasan tertulis e. lainnya (tuliskan.).... 	√	
7	<p>Dalam menunjang pekerjaan saya maupun pendidikan yang lebih tinggi nanti, seharusnya kemampuan Bahasa Inggris saya berada pada level....</p> <ul style="list-style-type: none"> a. beginner (pemula), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari secara 	√	

	<p>sederhana.</p> <p>b. intermediate (menengah), mampu menggunakan bahasa Inggris untuk komunikasi sehari-hari dimanapun meskipun belum lancar.</p> <p>c. advanced (mahir), mampu menggunakan bahasa Inggris untuk berkomunikasi di semua situasi dengan lancar dan benar.</p>		
8	<p>Secara umum, saya menginginkan pembelajaran bahasa Inggris yang dapat membuat saya....</p> <p>a. mampu menguasai grammar dengan baik</p> <p>b. mampu menguasai kosakata, arti, serta cara pengucapannya</p> <p>c. membedakan ungkapan formal dan informal</p> <p>d. lainnya (tuliskan)....</p>	√	
9	<p>Dari segi model, materi Bahasa Inggris yang saya inginkan adalah...</p> <p>a. di dalamnya terdapat banyak gambar</p> <p>b. hanya menyajikan teks-teks untuk dipelajari</p> <p>c. memiliki tampilan menarik dan colorful</p> <p>d. d. lainnya (tuliskan)</p>	√	
10	<p>Secara umum, tema yang saya inginkan ketika belajar listening, speaking, reading, dan writing adalah....</p> <p>a. kehidupan sehari-hari</p> <p>b. pendidikan</p> <p>c. pemerintahan</p> <p>d. perikanan</p> <p>e. isu atau berita terkini</p> <p>f. lainnya (tuliskan.)....</p>	√	
11	<p>Tersedianya media dalam bentuk gambar untuk materi Bahasa Inggris menurut saya....</p> <p>a. sangat membantu</p> <p>b. tidak berpengaruh</p>	√	

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

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

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

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

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 23th 2023

Supervisor II



Gede Mahendrayana, S.Pd., M.Pd

NIP. 199007252015041002



APPENDIX 6. BLUEPRINT QUESTIONNAIRE LIKERT-SCALE QUALITY

1. QUESTIONNAIRE LIKERT-SCALE QUALITY 1st PROSPECTIVE SUPERVISOR

Questionnaire of Likert-scale for Experts Judgment Quality

Instruction:

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

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

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

Singaraja, February 23rd 2023

Supervisor I



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

NIP. 198204212008122003



2. QUESTIONNAIRE LIKERT-SCALE QUALITY 2nd PROSPECTIVE SUPERVISOR

Questionnaire of Likert-scale for Experts Judgment Quality

Instruction:

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

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

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

Singaraja, February 23th 2023

Supervisor II

A handwritten signature in black ink, appearing to read 'Gede Mahendrayana', is centered within a light gray rectangular box.

Gede Mahendrayana, S.Pd., M.Pd

NIP. 199007252015041002



APPENDIX 7. CP & ATP

**ALUR TUJUAN PEMBELAJARAN
PROGRAM KEAHLIAN KULINER**

Bidang Keahlian : Pariwisata
Mata Pelajaran : Dasar-Dasar Kuliner
Fase : E
Nama Penyusun : I Made Mudita, A.Md Par.,S.E.

Capaian Pembelajaran : Pada akhir fase E (kelas X SMK/MAK), peserta didik akan mendapatkan gambaran mengenai program keahlian yang dipilihnya sehingga mampu menumbuhkan dorongan hati (*passion*) dan visi untuk merencanakan dan melaksanakan aktivitas belajar.

Selain itu, pada akhir fase E peserta didik mampu menjelaskan dasar-dasar Industri Kuliner, Perkembangan Bidang Kuliner, *Entrepreneurship* dan *job profile* di bidang kuliner, menerapkan prosedur pelaksanaan Kebersihan, Kesehatan, Keselamatan, dan Kelestarian Lingkungan/*Cleanliness Health Safety Environmental Sustainability* (CHSE), serta menerapkan persiapan dasar memasak.

Jumlah Jam : 432 JP @45 menit

Deskripsi : Dasar-Dasar Kuliner adalah mata pelajaran yang memuat materi dasar dalam kegiatan mengolah makanan yang berasal dari bahan yang masih mentah menjadi makanan yang siap dikonsumsi. Istilah-istilah di bidang kuliner yang ada dalam mata pelajaran Dasar-Dasar Kuliner dituliskan dengan bahasa Inggris sebagai landasan untuk mempelajari bahasa Inggris untuk kebutuhan belajar di fase berikutnya melalui **penyelarasan dgn kurikulum berstandar ASEAN (Common ASEAN Tourism Curriculum/CATC)**

Mata pelajaran Dasar-Dasar Kuliner bertujuan memastikan peserta didik dapat memahami proses bisnis bidang industri kuliner, memahami perkembangan dan isu

terkini bidang kuliner secara global, dan perkembangan teknologi yang berkaitan dengan bidang kuliner, memahami profesi dan kewirausahaan (*foodpreneurs* dan *job profile*) di bidang kuliner, memahami dasar penerapan pelayanan prima (*excellent service*) pada industri kuliner, menerapkan prinsip Pelaksanaan CHSE (*Cleanliness Hygiene Safety and Environment Sustainability*) dan HACCP (*Hazard Analysis Critical Control Point*), memahami tahapan operasional persiapan dasar memasak meliputi pengetahuan alat, bahan, dan metode dasar memasak, memahami struktur menu masakan dan melaksanakan praktik dasar memasak masakan Indonesia, *oriental* dan *continental* serta *Pastry* dan *Bakery*.

Elemen	Capaian Pembelajaran	Tujuan Pembelajaran	Alur Tujuan pembelajaran	Alokasi Waktu
Proses bisnis industri kuliner	Pada akhir fase E, peserta didik mampu menjelaskan konsep industri kuliner, pentingnya bidang kuliner di industri pariwisata dan perhotelan, proses bisnis bidang kuliner, secara mandiri.	1.1 Menjelaskan sumber informasi terkini tentang industri pariwisata 1.2 Menjelaskan sumber informasi tentang kepatuhan dan masalah terkait yang berdampak pada industri pariwisata 1.3 Menerapkan informasi yang bersumber dari industri pariwisata 1.4 Menerapkan informasi produk tentang makanan dan minuman	1.1 Menjelaskan sumber informasi terkini tentang industri pariwisata 1.2 Menjelaskan sumber informasi tentang kepatuhan dan masalah terkait yang berdampak pada industri pariwisata 1.3 Menerapkan informasi yang bersumber dari industri pariwisata 1.4 Menerapkan informasi produk tentang makanan dan minuman 1.5 Menjelaskan pengetahuan produk	72 JP

Elemen	Capaian Pembelajaran	Tujuan Pembelajaran	Alur Tujuan pembelajaran	Alokasi Waktu
		1.5 Menjelaskan pengetahuan produk makanan dan minuman yang relevan dengan pelanggan	makanan dan minuman yang relevan dengan pelanggan	
Perkembangan Bidang Kuliner secara global dan perkembangan teknologi yang berkaitan dengan bidang kuliner	Pada akhir fase E, peserta didik mampu menjelaskan dengan kreatif sejarah memasak, peran teknologi dalam dunia kuliner dan perkembangannya sejak jaman primitif sampai modern, komputerisasi pada industri kuliner serta perkembangan terkini tentang bidang kuliner, termasuk <i>fusion food</i> dan <i>gastronomy molecular</i> .			
Profesi dan kewirausahaan (<i>foodpreneurs</i> dan <i>job-profile</i>)	Pada akhir fase E, peserta didik mampu menjelaskan profesi atau okupasi dunia kerja bidang kuliner dan peluang berwirausaha dengan di bidang kuliner.			



Elemen	Capaian Pembelajaran	Tujuan Pembelajaran	Alur Tujuan pembelajaran	Alokasi Waktu
Penerapan pelayanan prima (<i>excellent service</i>) pada industri kuliner	Pada akhir fase E, peserta didik mampu menerapkan pelayanan prima pada bidang kuliner.	<p>4.1 Menerapkan cara menjawab panggilan telepon masuk</p> <p>4.2 Menerapkan cara membuat panggilan telepon</p> <p>4.3 Menerapkan cara berkomunikasi dengan pelanggan dan kolega dari latar belakang yang beragam</p> <p>4.4 Menerapkan cara penanganan kesalahpahaman antar budaya</p> <p>4.5 Menerapkan cara berkomunikasi secara efektif</p> <p>4.6 Menerapkan cara membangun dan memelihara hubungan yang efektif dengan rekan kerja dan pelanggan</p> <p>4.7 Menerapkan cara bekerja dalam tim</p>	<p>4.1 Menerapkan cara menjawab panggilan telepon masuk</p> <p>4.2 Menerapkan cara membuat panggilan telepon</p> <p>4.3 Menerapkan cara berkomunikasi dengan pelanggan dan kolega dari latar belakang yang beragam</p> <p>4.4 Menerapkan cara penanganan kesalahpahaman antar budaya</p> <p>4.5 Menerapkan cara berkomunikasi secara efektif</p> <p>4.6 Menerapkan cara membangun dan memelihara hubungan yang efektif dengan rekan kerja dan pelanggan</p> <p>4.7 Menerapkan cara bekerja dalam tim</p>	54 JP
Pelaksanaan Kebersihan,	Pada akhir fase E,			

Elemen	Capaian Pembelajaran	Tujuan Pembelajaran	Alur Tujuan pembelajaran	Alokasi Waktu
Kesehatan, Keselamatan, dan Kelestarian Lingkungan/ <i>Cleanliness</i> <i>Health Safety</i> <i>Environmental Sustainability</i>	peserta didik mampu menerapkan prosedur pelaksanaan kebersihan, kesehatan, keselamatan, dan kelestarian lingkungan secara mandiri, kolaborasi dan konsisten, sehingga peserta didik lebih berhati-hati dalam menangani makanan dan memahami langkah mengelola limbah di bidang kuliner sebagai bagian dari pelestarian lingkungan.			
Praktik dasar memasak secara menyeluruh	Pada akhir fase E, peserta didik mampu menjelaskan dengan baik tentang peralatan dapur yang digunakan pada industri kuliner, bahan makanan, menu, dasar-dasar masakan Indonesia, Oriental, Kontinental dan <i>Pastry Bakery</i> , serta melaksanakan			



Elemen	Capaian Pembelajaran	Tujuan Pembelajaran	Alur Tujuan pembelajaran	Alokasi Waktu
	praktik dasar memasak sebagai dasar memodifikasi berbagai masakan dengan kreatif.			



Appendix 8. Research Documentation



APPENDIX 8. BIOGRAPHY

RIWAYAT HIDUP PENULIS



Maha Bhagavati Devi Dasi, lahir di Denpasar pada tanggal 10 Desember 2000 sebagai putri ketiga dari pasangan Drs. I Made Kadok, M. Pd dan Ni Wayan Sukasih. Penulis adalah warga negara Indonesia, dan menganut Agama Hindu. Saat ini penulis bertempat di Desa Selanbawak, Kecamatan Marga, Kabupaten Tabanan, Provinsi Bali. Riwayat pendidikan penulis dapat dijabarkan sebagai berikut. Penulis menamatkan bangku Pendidikan Sekolah Dasar di SD 2 Selanbawak dan lulus pada tahun 2013. Setelah itu, penulis melanjutkan pendidikan ke bangku Sekolah Menengah Pertama di SMP Negeri 4 Mengwi dan lulus pada tahun 2016. Kemudian penulis melanjutkan ke bangku Sekolah Menengah Atas di SMA Negeri 1 Abiansemal dengan mengambil jurusan Matematika dan Ilmu Pengetahuan Alam dan lulus pada tahun 2019. Setelah itu, penulis melanjutkan pendidikan ke Perguruan Tinggi Negeri di Universitas Pendidikan Ganesha dengan mengambil program studi Pendidikan Bahasa Inggris.

APPENDIX 9. RESEARCHER-PRODUCED PRODUCTS



PREFACE

First of all, the author would like to express praise and gratitude to God Almighty for His blessings and grace in guiding and directing me to complete a book entitled "Basic Culinary". The book entitled Basic Culinary is structured to help class X students in the Culinary Skills Program based on the Merdeka curriculum. This book is expected to be a learning resource that can enrich students' knowledge and skills before studying material in the next class.

The author thanks to all those who have contributed to the completion of this book. Hopefully this book can enrich the knowledge and skills of students. The book contains two units on Basic Culinary services that are tailored to the needs of the expertise program to meet learning objectives.

The author realizes that this book is far from perfection. Therefore, constructive criticism and suggestions are needed for the improvement of this book. Hopefully this book can be useful in supporting the learning process. Last, the writer would like to say thank you.

Singaraja, April 2023

the author

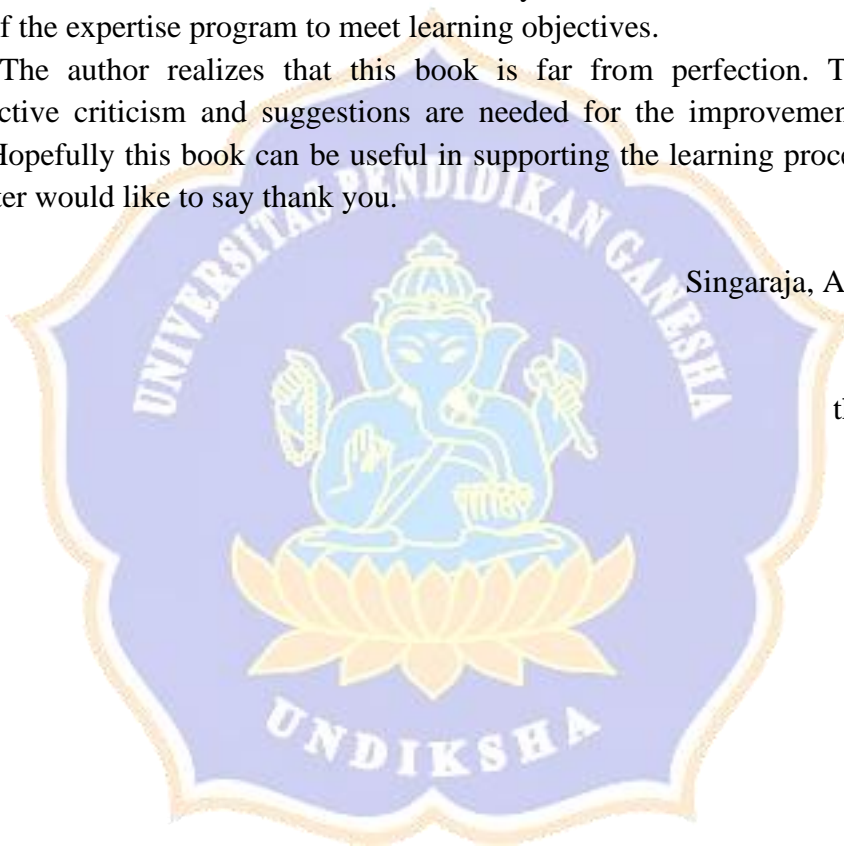
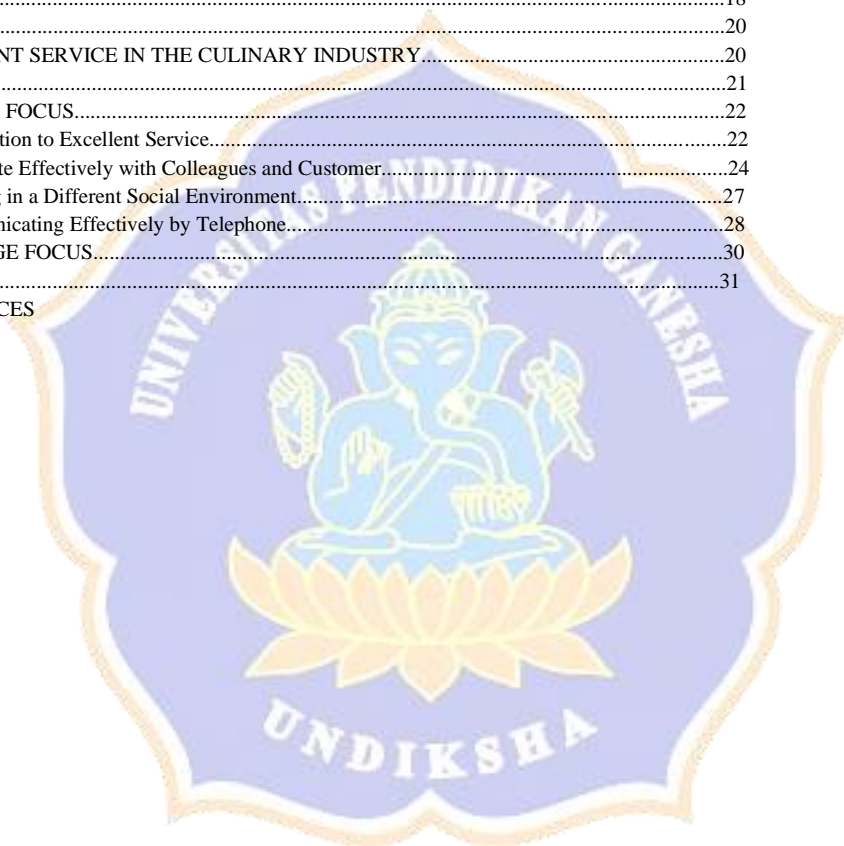


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UNIT 1

Culinary Industry Business Processes



Source: www.store.sirclo.com



INPUT

Activity 1 : Look at the pictures below, write down the differences between the pictures!



Source: [www.](#)

Restaurant



Source: www.versadesign.co.uk

Canteen



CONTENT FOCUS

Tourism and Hospitality Industry

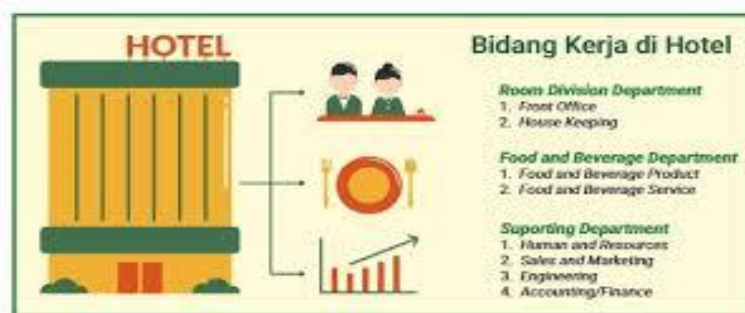
The tourism industry is a group of business fields that produce goods or services to serve people's needs. And various business fields that are different, but interrelated. The development of the tourism industry has opened up employment opportunities, increased people's income and standard of living, and can also encourage industries such as handicrafts, souvenirs, transportation and especially catering. The fields these businesses include the business of tourist attractions, tourism areas, business of tourist transportation services, tourism travel services, food and beverage services, accommodation, entertainment and recreation services, meetings, travel intensive, conferences and exhibitions, tourism information services, consulting services tourism, tour guide services, and spa.



Source: www.phinemo.com

In the context of tourism, Hospitality is defined as something that is provided to meet the needs of tourists. Hospitality covers a wide range of specialties including food, accommodation, spa services, conference facilities and more. These services are available to visitors and residents of the communities in which they live, although hospitality appears to be more important for tourists. Hotels are an example of a well-known accommodation facility. These hotels have their own classification, ranging from five-star hotels to the cheapest. Each type of hotel with a different star rating has different service standards.

This hotel has its own organizational structure in its operations. Various hotel departments are interconnected and support each other to offer the best service to the guests. The number and types of departments in each hotel are not always the same. This section is divided according to the size of the hotel. Regarding work areas or departments in hotels, in general, can be seen in the following figure.



Room division department is a departmental group in charge of serving guests directly. In this department there are front office in charge of serving the needs of customers in booking rooms, check-in and check out, and provide information to customers. House keeping department in charge of cleaning, arranging, maintaining rooms, and public areas to make guests feel comfortable



Source: www.presidencycollege.edu.in

Food and beverage department in charge of providing and serving food and drink needs of customers. Food and beverage department has two parts, food and beverage product and food and beverage service. Food and beverage product in charge of making the product, either food and drinks, meanwhile food and beverage service in charge of serving food for guests.



Source: www.nait.ca

Supporting department is a collection of departments in the hotel who acts as a supporter of hotel operations. Within this department be found human and resources department in charge of resource management resources in the hotel to run effectively and efficiently, sales and

marketing department as a hotel marketing team, engineering department as a repair team and maintenance of equipment in hotels, as well as accounting department on duty take care of finances.



Source: www.arinugraha.com

Culinary Industry

The culinary industry started with the desire to fulfill one of the basic human needs, namely food. In ancient times, people searched for food to survive. Over time, the more modern humans, the more sophisticated the technology used. Likewise in the world of the culinary industry. So far, the culinary world has developed rapidly and turned into a promising field.



Source: www.okezone.com

Culinary-related cooking activities. Therefore, the cooking industry is usually associated with food processing. The culinary industry includes all economic activities related to food. The cooking industry is an area with many development opportunities. According to the Ministry of Tourism and Creative Industries, the food industry has a significant share of the total revenue of the creative and tourism industries, namely 30%. With this great contribution, more and more job opportunities and entrepreneurship are opening up in the food industry.

The Importance of Culinary in the Tourism Industry and Hospitality

In the tourism and hospitality industry, culinary has an important role. The tourism industry is related to culinary because it plays a role in providing food in tourist spots for tourists. This condition occurs because the magnitude of the potential for tourists to buy food at their place of stopover travel. It is very unlikely that a tourist will travel as long some

days bring food from home. There fore, culinary and The tourism industry cannot be separated from one another.



Source: www.liputan6.com



✚ Types of Business in the Culinary Industry

There are many types of businesses in the culinary field. After graduating from the SMK Program Culinary Skills, you can work or be self-employed in various types Culinary business according to your interests and talents. Several types of culinary business as follows.

1. Restaurant

Restaurant is a business of preparing and serving food drinks to customers. Restaurants provide places for people sit and eat food cooked and served on the spot with predetermined price. Restaurants also sometimes serve customers who want their food to take home (take away). Restaurant Have several types as follows.

Types of Restaurant	Picture	Description
Fine Dining Restaurant	<p>Source: www.abisgajian.id</p>	<p>Fine dining restaurant is a restaurant that provides service complete with specific foods. Decor fine dining restaurant on generally luxurious, with special eating procedures that have been arranged, sometimes you have to wear certain clothes (dress code). Fine dining restaurant have relatively expensive food prices. Factor the causes include food ingredients, the cuisine served, as well as quality food serving equipment.</p>

	 <p>Source: www.kompas.com</p>	
<p>Casual Restaurant</p>	 <p>Source : www.pendulummag.com</p> <p>Source : www.jamesbeard.org</p>	<p>Casual Restaurant is a restaurant that sells its products with average price, with an atmosphere casual. Atmosphere Casual means not too formal atmosphere. Generally in this type of restaurant guests will sit in the chairs provided and order food through the server that approached them. The menu served in this type of restaurant is more simple than fine dining restaurant.</p>
<p>Fast Food Restaurant</p>	 <p>Source: www.restronearby.com</p>	<p>Prioritize fast food and beverage service the hallmark of this restaurant. The room decor is relaxed, cutlery simple, but still clean and tidy. Customers wishing to dine in fast food restaurant need to come to the sales counter, order food, and pay for it. After Payment is completed, customers do not have to wait long and food will be served soon.</p>

	 <p>Source: www.thejakartapost.com</p>	
<p>Ethnic restaurant</p>	 <p>Source: www.kaum.com</p>  <p>Source: www.dreamstime.com</p>	<p>Ethnic restaurant is a specialty restaurant that sells food specific to a particular region or country, for example, a special restaurant for Indian food, and a Balinese food specialty restaurant. Ethnic restaurants have special food procedures and are usually adapted to the traditions of the region of origin of the food. For example, in a restaurant that sells Padang food.</p>

2. Cafe

Cafes are also called coffee shops. At first these places only served coffee. Along with the times, cafes also sell food but in a limited variety. Coffee drinks sold in cafes vary greatly, namely coffee brewed manually or using an espresso machine. In addition to coffee drinks, cafes sometimes provide non-coffee drinks for customers who don't want to buy coffee. The cafe has an informal atmosphere. In Indonesia, the majority of customers who come to cafes are teenagers or adults.



Source: <https://www.ruparupa.com>

3. Bakery

Bakery is a culinary business place whose main products are cakes and bread. For example white bread, sweet bread, croissant, various danish pastry, and various cake. In addition to continental pastries and breads, several bakeries sell pastries Indonesian traditional. In general, bakery also received cake orders according to customer requests, such as birthday cakes with certain design.



Source: www.tripadvisor.co.id

4. Catering

This type of culinary business only cooks food when there is an order. The menu choices and prices offered by catering vary. In fact, many caterers can provide food according to the customer's budget. In running the business, there is a daily catering that provides the customer's food needs every day for a certain period. Daily catering provides a different menu every day for relatively the same customers. For example, catering provides lunch for students at school or at certain institutions. There are also caterers who only accept orders for special events, such as weddings and circumcisions. This type of catering does not serve the provision of daily food. Even so, there are also caterers who serve both services simultaneously.



Source: www.medinacatering.id

5. **Street Food Counter**

Food that is sold on the side of the road or commonly called street vendors is often underestimated. Even so, street food counters can also provide food or beverage services to customers with good quality following food safety standards. Apart from selling contemporary food, many street food counters also sell traditional food. These traditional food sellers are often found in traditional market areas. Various types of traditional food are sold, including kue lumpur, barongko, onde-onde, and kue bingka.



Source: www.pinterest.com

6. **Semi-Finished Food**

Semi-finished food is food that needs further processing before it can be served. Examples of semi-finished foods include sausages, meatballs and smoked meats. Currently semi-finished food has a lot of enthusiasts because it is considered more practical. You can even start a semi-finished food business by opening a shop or selling it online.



Source: www.steemit.com

E. Culinary Industry Business Process

The sustainability of the culinary industry is inseparable from the business processes of the culinary industry. Culinary industry business processes are procedures or steps followed or various interrelated events to produce a culinary product or service. You can see one of the business process flows in the following image.



1. Input

Input is the initial part in the form of resources used in the world of the culinary industry. Before starting a culinary business, you need to consider ideas, market opportunities, or current culinary trends. In addition, the Input section also includes labor, cooking ingredients, and energy sources such as electricity and gas.

2. Process

Process is an activity or steps taken to produce a product or service. In the culinary industry business process, there are activities for processing food ingredients, managing waste left over from processing, maintenance of work areas and tools, making purchasing decisions, and selling.

3. Output

Output is the result achieved, can be either positive or negative output. Even so, the expected output from a culinary business is positive. Forms of positive output can be in the form of quality products, attractive food, beautiful drinks, and services that satisfy consumers.

LANGUAGE FOCUS

This part is consisting of expressions used in serving the needs of customers or guests in the tourism and hospitality industry, more precisely in the room department, grammar review, and vocabulary review.

1. The expressions used in serving the needs of customers or guests in the tourism and hospitality industry, more precisely in the room department.
 - a. When meeting customers or guests, greet them with "Good morning/afternoon/evening" and introduce yourself "My name is Yesi."
 - b. After introducing yourself, offer to help "Can I help you?"
2. Grammar Riview
 - The word "can" is included to modal verbs that use for possibility, ability, permission, request, and advice. It is commonly used in conversation to ask or offer something.
3. Vocabulary Review.
 - Good : /gʊd/
 - introduce : /,ɪntrə'djuːs/
 - Help : /help/



TASK

This part is providing with tasks to measure students' understanding of the material and increase students' four language skills of writing and reading.

1. WRITING SECTION

Visit the nearest culinary industry, for example restaurants, cafes, caterers and bakeries in your neighborhood. As a group, analyze the industry's business processes in a format like the following table. You can develop tables according to your individual creativity. Do it in your assignment book.

Culinary Industry Business Process Analysis

Nama Industri :
 Jenis :
 Alamat :

Process	Aspect	Description
Input	1. Food ingredients used.	
	2. Number of workers.	
	3. Special skills required by the workforce.	
	4. Source of energy used.	
Process	1. Long food processing time.	
	2. Food processing steps (if a lot of food is processed, you may take just one example).	
	3. Waste management.	
	4. Tool maintenance.	
Output	1. Products.	
	2. Services.	

A. READING SECTION

Answer the question below correctly!

1. What is meant by the culinary industry?
2. Why is the culinary industry important in the tourism sector?
3. What is a fine dining restaurant?

4. What are the differences between the culinary industry business and the culinary industry?

5. Explain the culinary industry business processes related to the process!

B. SPEAKING SECTION

Please have a conversation with your friends about serving the needs of guests or customers when they make reservations!



UNIT 2

Excellent Service in the Culinary Industry



INPUT

Activity 1: Look at the pictures below and answer the questions!



What do you think about the picture? What are they doing?

Discuss with your classmates about it!



✚ CONTENT FOCUS

✚ Introduction to Excellent Service

Service is an activity or sequence of activities that occurs in direct interaction between a person and another person or machine physically, and provides customer satisfaction. Services are activities offered by organizations or individuals to consumers/customers that are intangible and cannot be owned. In services called consumers (customers) are people who benefit from activities carried out by organizations or officers from service-providing organizations.

Excellent service is an activity carried out by waiters to provide the best service to customers. Good service will give satisfaction to customers. If customers are satisfied with the services provided, they will return to using the services or products offered. They will even recommend other people to use similar services or products. This can be good for the company and can increase sales and profits.

- Excellent Service Concept

Success in developing and implementing excellent service is inseparable from the ability to choose the concept of approach. The concept of excellent service is to develop excellent service by aligning the concepts of attitude, attention, action, ability, appearance and responsibility.

- The personal concept of excellent service includes elements of personality, appearance, behavior, communication, knowledge, and delivery. The concept of excellent service consists of the following:

- Personal prima appear friendly
- Personal prima appear polite
- Personal prima appear confident
- Personal prima look neat
- Personal prima appear cheerful
- Personal prima happy to forgive

- Personal prima happy to hang out
- Personal prima appeared to learn from others
- Personal prima happy in fairness
- Personal prima likes to please others

✚ Cooperate Effectively with Colleagues and Customer

Working effectively with colleagues and customers is part of excellent service. In order to work together effectively, effective communication is needed. Communication is the process of conveying messages from one party to another. In the professional world of the industry, communication with customers or colleagues needs to be done in a polite, professional, clear and concise manner.



Unclear, impolite, and unsuccinct communication results in poor cooperation with colleagues and customers. For example, you work in a culinary industry kitchen and ask a co-worker to fetch a bread knife. You only gave the instruction "Please fetch a knife from the tool rack", even though there were several types of knives on the tool rack. Instructions that are not clear cause your co-workers to just pick up a knife. Apparently, the knife that was taken was a small knife for peeling vegetables, not a bread knife. As a result, your co-workers will have to go

back to the rack to pick up the correct type of knife. The illustration shows an example of bad communication makes work ineffective.



LET'S DISCUSS

If you were in the co-worker's position, what would you do when asked to get a knife? Express your opinion orally in class.

There are two forms of communication in the workplace, namely verbal and nonverbal communication. Verbal communication is done verbally and in writing. Nonverbal communication is done with gestures, facial expressions, and hand movements.

Communication with customers has the main objective, which is to provide information related to the products and services offered by the company. As a product/service provider, you need to provide relevant information. Therefore, you must have sufficient knowledge about the product or service being sold.

One of the ethics in communicating with customers is to avoid "I don't know" answers. Even so, if you really don't know the answers to customer questions, you still have to show excellent service by telling the truth followed by an apology. Next, let the customer know if you will be looking for answers to these questions. Ask other staff or seek information from various sources, then provide it answers to these questions to customers.

Good relationships need to be built with colleagues or customers. Colleagues as internal customers and consumers who use our products/services as external customers have their own needs that we must pay attention to. In serving external customers, sometimes there are customers with special needs, for example people with disabilities, language limitations or other special needs such as certain food allergies, having to eat certain foods and so on.

In addition to conducting effective communication, the ability to work together in a team is also part of excellent service. Teamwork is necessary because you cannot work alone. Sometimes due to forgetfulness, when working all work is completed by itself. These conditions can cause you to be tired and work results are not optimal.

Working in a Different Social Environment

Every human being has differences, both in character, education, background, interest in something, appetite, language, and others. As part of the culinary industry, you should learn to work in a different environment. Colleagues and customers come from all backgrounds. Whatever their background, you should be able to respect it. You need to show a professional attitude so you can provide satisfaction to customers.

When you communicate or collaborate with different people, always think positively. Never think negatively just because the person you are talking to has a different skin color, ethnicity, or speech style than you. Show respect to everyone who works with you. Misunderstandings can occur when communicating, especially if you communicate with people who have different cultures. No matter how good the way you communicate and work in a team, sometimes misunderstandings still occur. When you realize that there has been a misunderstanding, you should immediately correct the misunderstanding.

Communicating Effectively by Telephone

Communicating by telephone is often done by professionals working in the culinary industry. Even by telephone, excellent service should always be provided.

When it rings, the phone should be picked up and answered within a maximum of three rings. Don't let the phone ring for too long before picking it up. When answering the phone, use polite language, greet

according to company standards, be enthusiastic and friendly, and offer assistance. If you know the customer who is calling, say hello by name.

An example of how to receive a good call between the food service staff in the room (room service) of a hotel and its customers.

Room service : "Good evening, with Ana in room service. Can I help you?"

Customer : "Hi, I'd like to order something to eat"

Room service : "Sure, what do you fancy?"

Customer : "I'd like to have French fries and tuna sandwich."

Room Service : "Would you like anything else? Something to drink?"

Customer : "Yeah, sure. A glass of orange juice, please"

Room Service : Okay, so that will be French fries, tuna sandwich and orange juice.

Customer : "Correct."

Room Service : "Now could you please tell me your name and your room number?"

Customer : "It's Joseph, room 184"

Room Service: Thank you Mr. Joseph. Your meal will be delivered as soon as it's all ready. Enjoy!

When you are going to call someone related to work, you need to make sure the phone number is correct before calling. Also pay attention to the country code to be addressed and the area code, the name of the person to be called, and the title or position. If the wrong number when calling, apologize first before hanging up.

LANGUAGE FOCUS

This part is consisting of expressions used in the receive a good call between the food service staff in the room (room service) of a hotel and its customers, grammar review, and vocabulary review.

- a. The expressions used in the receive a good call between the food service staff in the room (room service) of a hotel and its customers.
 1. When picking up the phone, greet customer with "Good morning/afternoon/evening" and introduce yourself "with Ana in room service."
 2. After introducing yourself, offer to help "Can I help you?"
 3. What do you want to order?
 4. Oh, yes. I would like to order iced coffee, then.
- b. Grammar Review
 1. The use of "with Ana in room service." is used to introduce yourself to hotel guests before offering services.
 2. The word "can" is included to modal verbs that use for possibility, ability, permission, request, and advice. It is commonly used in conversation to ask or offer something.
 3. The word "would" is include to modal. "would like to" would like means to show a desire
- c. Vocabulary Review.
 - Good : /gʊd/
 - introduce : /,ɪntrə'dju:s/
 - Room : /rʊm/
 - Service : /'sɜ:rvis/
 - Help : /help/
 - Would: /wʊd/

TASK

This part is providing with tasks to measure students' understanding of the material and increase students' four language skills of listening, speaking, reading, and writing.

A. LISTENING SECTION

Please listen to the audio played by the teacher and answer the questions below!

<https://youtu.be/7cyuDf-RT0o>

Questions :

1. What's the name of the room service?
2. What's the name of the customer?
3. What type of breakfast did the customer order?
4. What did the customer order?
5. What is the customer's room number?

B. SPEAKING SECTION

Make a role play with your friends about how to communicate well with customers in the following situations.

1. A customer places an order for a product at a restaurant:
2. Customers complain.

C. READING SECTION

Essay Questions

Answer the question below correctly!

1. What is excellent service?
2. Write down the importance of excellent service in the culinary industry!
3. Identify three forms of nonverbal communication in ministry prima in the field of culinary industry and its meaning!
4. What would you do if a colleague misunderstood you?
5. What is the form of a professional attitude when receiving a telephone call?

D. WRITING SECTION

Write a paragraph about your experience at a restaurant in an uncomfortable situation, for example there is a misunderstanding between the customer and the restaurant waiter.