

## Appendix 1. English ATP (*Alur Tujuan Pembelajaran*) or Syllabus



**PEMERINTAH PROVINSI BALI**  
DINAS PENDIDIKAN, KEPEMUDAAN DAN OLAH RAGA  
**SEKOLAH MENENGAH KEJURUAN NEGERI 1 SINGARAJA**  
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### ALUR TUJUAN PEMBELAJARAN

### MATA PELAJARAN BAHASA INGGRIS

#### A. IDENTITAS

<b>Nama dokumen</b>	<b>: Alur dan Tujuan Pembelajaran</b>
<b>Mata pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Fase</b>	<b>: E</b>
<b>Kelas</b>	<b>: X Semua Program Keahlian</b>
<b>Penyusun</b>	<b>: Putu Eka Sekyawati, S.Pd.</b>

#### B. CAPAIAN PEMBELAJARAN FASE E

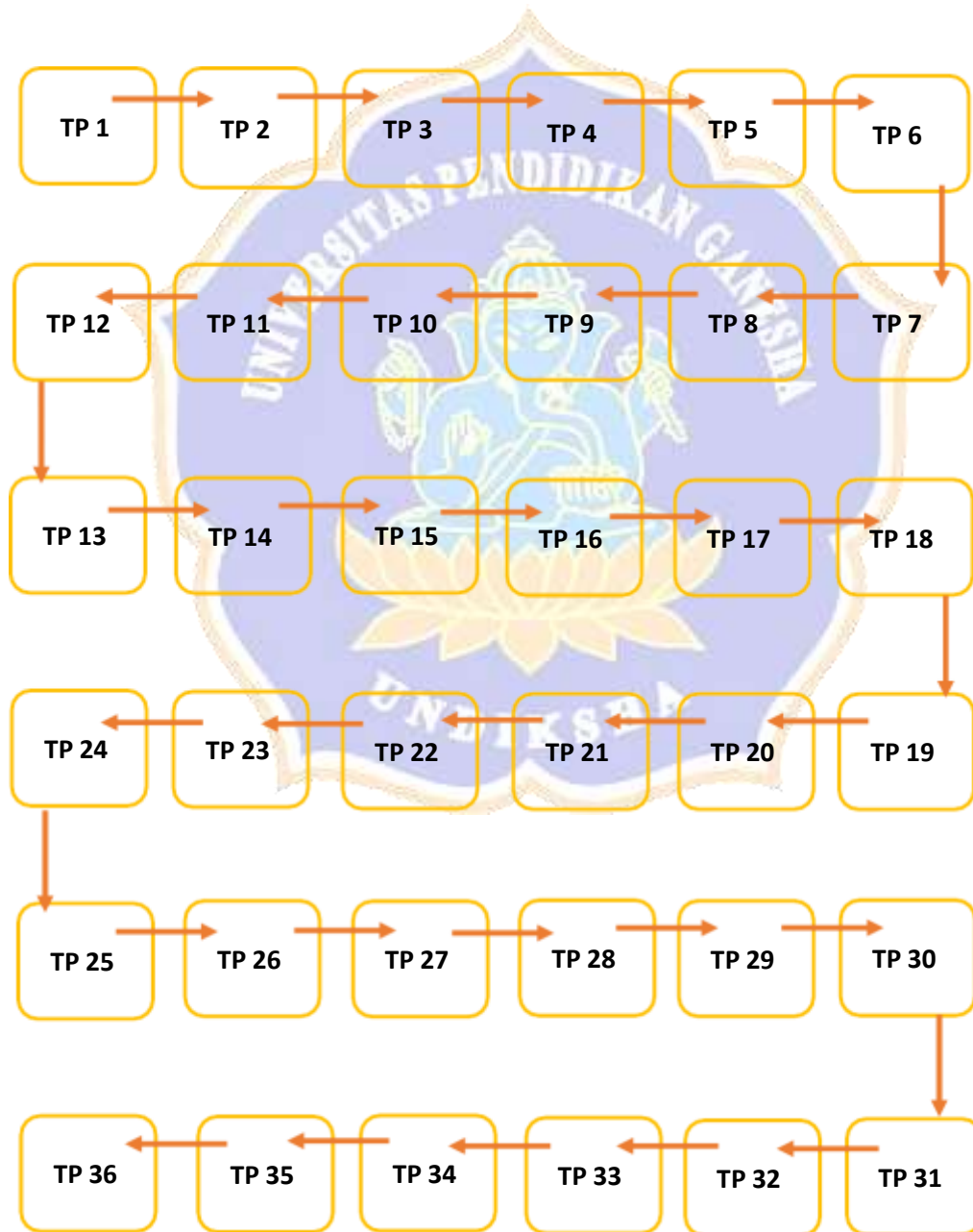
Pada akhir fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.

#### C. CAPAIAN BERDASARKAN ELEMEN

ELEMEN	CAPAIAN
Menyimak	Menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda.
Berbicara	Menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Memberikan pendapat dan membuat perbandingan. Menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.
Membaca	Membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif.
Memirsa	Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.
Menulis	Menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar.

ELEMEN	CAPAIAN
Mempresentasikan	Menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

**D. BAGAN TUJUAN PEMBELAJARAN**



## E. ALUR TUJUAN PEMBELAJARAN

### 1. ELEMEN: Menyimak – Berbicara

CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI	PROFIL PELAJAR PANCASILA	JUMLAH JAM
Menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda/ Menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Memberikan pendapat dan membuat perbandingan. Menggunakan	(TP1) M1. Peserta didik mampu menangkap inti dari pembicaraan meminta dan memberi pendapat dan pikiran dengan orang lain berdasarkan karakteristik jurusannya dengan kritis. (TP2) M2. Peserta didik dapat menganalisis unsur kebahasaan teks interaksi transaksional dengan ungkapan pendapat dan pikiran yang sesuai dengan karakteristik jurusannya dengan kritis. (TP3) M3. Peserta didik mampu mengemukakan pendapat dengan ungkapan meminta dan memberi pendapat dan pikiran kepada orang	<ul style="list-style-type: none"> <li>➤ Listening expressions use in asking, giving opinion and thought, dialogue involving asking, giving opinion and thought.</li> <li>➤ Expressions and responses use in asking, giving opinion and thought.</li> <li>➤ Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their etc.</li> <li>➤ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> <li>➤ Simple Present/Future Tense.</li> </ul>	Bernalar kritis, kreatif, gotong royong, berakhlak mulia, mandiri.	16

CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI	PROFIL PELAJAR PANCASILA	JUMLAH JAM
<p>elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.</p>	<p>lain sesuai dengan karakteristik jurusannya baik lisan maupun tulisan dengan santun.</p>			



CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI	PROFIL PELAJAR PANCASILA	JUMLAH JAM
	<p>(TP4) B1. Peserta didik mampu menyusun opini tentang kehidupan keseharian dan minat pemuda yang sesuai dengan karakteristik jurusannya dengan kreatif.</p> <p>(TP5) B2. Peserta didik mampu mempertahankan pendapat sendiri dan membandingkannya pada pendapat orang lain yang sesuai dengan karakteristik jurusannya dunia kerja dengan santun.</p> <p>(TP6) B3. Peserta didik dapat mengkombinasikan bahasa lisan dengan bahasa non – verbal dengan kreatif untuk bisa dipahami dalam sebagian konteks dalam memberikan pendapat yang sesuai dengan karakteristik jurusannya.</p>	<ul style="list-style-type: none"> <li>➤ Expressions and responses use in asking, giving opinion and thought.</li> <li>➤ Expressions and responses use in defending, supporting and giving alternatives opinion and thought.</li> <li>➤ Non – verbal expression to defend, support and give alternatives opinion and thought.</li> </ul>	<p>Bernalar kritis, kreatif, gotong royong, berakhlak mulia, mandiri.</p>	

## 2. ELEMEN: Membaca – Memirsa

CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI	PROFIL PELAJAR PANCASILA	JUMLAH JAM
<p>Membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi.</p> <p>Mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif.</p>	<p>(TP7) M1. Peserta didik mampu mengidentifikasi fungsi social Narrative text yang sesuai dengan karakteristik jurusannya.</p> <p>(TP8) M2. Peserta didik mampu menganalisis struktur dan unsur kebahasaan Narrative text yang sesuai dengan karakteristik jurusannya dengan benar.</p> <p>(TP9) M3. Peserta didik menyimpulkan isi Narrative text yang sesuai dengan karakteristik jurusannya dengan benar.</p> <p>(TP10) M4. Menganalisis pesan moral text Narrative yang sesuai dengan karakteristik jurusannya dengan tepat.</p>	<ul style="list-style-type: none"> <li>➤ Definition, social function, generic structure, language feature Narrative text.</li> <li>➤ Narrative text example, information, moral value on the text.</li> </ul>	<p>Bernalar kritis, kreatif, gotong royong, berakhlak mulia, mandiri.</p>	<p>8</p>

CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI	PROFIL PELAJAR PANCASILA	JUMLAH JAM
	<p>(TP11) M5. Peserta didik mampu mengidentifikasi gambaran umum, informasi tertentu dan rincidari teks Deskriptif yang sesuai dengan karakteristik jurusannya dengan penuh percaya diri dan bertanggung jawab.</p> <p>(TP12) M6. Peserta didik mampu menganalisis struktur kebahasaan yang digunakan dalam teks berbentuk Deskriptif yang sesuai dengan karakteristik jurusannya dengan penuh percaya diri.</p> <p>(TP13) M7. Peserta didik mampu membandingkan fungsi sosial, struktur teks dan unsurkebahasaan teks Deskriptif dengan teks yang sesuai</p>	<ul style="list-style-type: none"> <li>➤ Definition, social function, generic structure, language feature</li> <li>Descriptive text.</li> <li>➤ Descriptive text example and information in the text.</li> <li>➤ Adjectives used to describe things, places or person.</li> </ul>	<p>Bernalar kritis, kreatif, gotong royong, berakhlak mulia, mandiri.</p>	<p>16</p>



CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI	PROFIL PELAJAR PANCASILA	JUMLAH JAM
	<p>dengan karakteristik jurusannya lainnya dengan teliti.</p> <p>(TP14) M8. Peserta didik mampu menyimpulkan fungsi sosial, struktur teks dan unsur kebahasaan teks Deskriptif yang sesuai dengan karakteristik jurusannya dengan benar.</p> <p>(TP15) M9. Peserta didik mampu menyusun teks Deskriptif tulis sederhana sesuai dengan karakteristik jurusannya dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>			
	<p>(TP16) M10. Peserta didik mampu mengidentifikasi tujuan teks Prosedur lisan dan tulis dengan memberi dan meminta</p>	<p>➤ Definition, social function, generic structure. language feature Procedure text.</p>	<p>Bernalar kritis, kreatif, gotong royong, berakhlak mulia, mandiri.</p>	<p>16</p>

CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI	PROFIL PELAJAR PANCASILA	JUMLAH JAM
	<p>informasi sesuai dengan karakteristik jurusannya dengan teliti.</p> <p>(TP17) M11. Peserta didik mampu merinci ke bagian - bagian struktur teks Prosedur lisan dan tulis yang sesuai dengan karakteristik jurusannya dengan memberi dan meminta informasi sesuai dengan konteks penggunaannya dengan kreatif.</p> <p>(TP18) M12. Peserta didik mampu menyimpulkan unsur kebahasaan teks Prosedur lisan dan tulis yang sesuai dengan karakteristik jurusannya dengan memberi dan meminta informasi sesuai dengan konteks penggunaannya dengan bertanggung jawab.</p>	<p>➤ Procedure text example and information in the text.</p>		

CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI	PROFIL PELAJAR PANCASILA	JUMLAH JAM
	<p>(TP19) M13. Peserta didik mampu menyusun teks Prosedur yang sesuai dengan karakteristik jurusannya dengan memberi dan meminta informasi sesuai dengan konteks penggunaannya dengan benar.</p>			
	<p>(TP20) M14. Peserta didik mampu menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks Eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan karakteristik jurusannya secara baik.</p> <p>(TP21) M15. Peserta didik mampu menangkap makna dalam teks Eksposisi analitis tentang topik yang hangat dibicarakan yang sesuai dengan karakteristik jurusannya dengan kritis.</p>	<ul style="list-style-type: none"> <li>➤ Definition, social function, generic structure, language feature Exposition Analytical text.</li> <li>➤ Exposition Analytical example and information in the text.</li> </ul>	<p>Bernalar kritis, kreatif, gotong royong, berakhlak mulia, mandiri.</p>	<p>8</p>

CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI	PROFIL PELAJAR PANCASILA	JUMLAH JAM
	(TP22) M16. Peserta didik mampu menyusun Exposition text tentang topik yang hangat dibicarakan yang sesuai dengan karakteristik jurusannya dengan jujur.			
	<p>(TP23) M17. Peserta didik mampu membuat garis besar tentang fungsi social Recount text yang sesuai dengan karakteristik jurusannya dengan teliti.</p> <p>(TP24) M18. Peserta didik mampu menganalisis struktur Recount text dan unsur kebahasaan yang sesuai dengan karakteristik jurusannya dengan benar.</p> <p>(TP25) M19. Peserta didik mampu menyimpulkan isi Recount text yang sesuai dengan karakteristik jurusannya dengan benar.</p>	<ul style="list-style-type: none"> <li>➤ Definition, social function, generic structure, language feature Recount text.</li> <li>➤ Recount text example and information in the text.</li> </ul>	Bernalar kritis, kreatif, gotong royong, berakhlak mulia, mandiri.	10

CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI	PROFIL PELAJAR PANCASILA	JUMLAH JAM
	<p>(TP26) M20. Peserta didik mampu menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada Report text sederhana tentang benda/peristiwa alam yang sesuai dengan karakteristik jurusannya.</p> <p>(TP27) M21. Peserta didik menangkap makna dalam Report text lisan dan tulis sederhana tentang benda/peristiwa alam yang sesuai dengan karakteristik jurusannya dengan teliti.</p> <p>(TP28) M22. Peserta didik mampu menyusun Report text sederhana benda/peristiwa alam sesuai dengan karakteristik jurusannya dengan kreatif.</p>	<p>➤ Definition, social function, generic structure, language feature Report text.</p> <p>➤ Report text example and information in the text.</p>	<p>Bernalar kritis, kreatif, gotong royong, berakhlak mulia, mandiri.</p>	<p>20</p>

### 3. ELEMEN: Menulis – Mempresentasikan

CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI	PROFIL PELAJAR PANCASILA	JUMLAH JAM
<p>Menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca.</p> <p>Membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar.</p> <p>Menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca.</p> <p>Membuat perencanaan, menulis, mengulas dan menulis ulang</p>	<p>(TP29) M23. Peserta didik mampu merencanakan penyusunan teks fiksi Narrative text yang sesuai dengan karakteristik jurusannya sesuai dengan tujuan dan target pembaca dengan teliti.</p> <p>(TP30) M24. Peserta didik mampu mengarang cerita fiksi Narrative text yang berdasarkan konteks dunia kerja sesuai dengan tujuan dan target pembaca dengan baik.</p> <p>(TP31) M25. Peserta didik mampu mengoreksi dan mengembangkan Narrative text yang berkaitan dengan karakteristik jurusannya yang telah disusunnya dengan baik.</p> <p>(TP32) M26. Peserta didik mampu menyajikan Narrative text yang</p>	<ul style="list-style-type: none"> <li>➤ Definition, features, generic structure, language feature making fiction or non – fiction stories.</li> <li>➤ Conjunctions, time connective, capitalization, grammar.</li> </ul>	<p>Bernalar kritis, kreatif, gotong royong, berakhlak mulia, mandiri.</p>	<p>18</p>

CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI	PROFIL PELAJAR PANCASILA	JUMLAH JAM
berbagai jenis tipe teks dengan menunjukkan strategi koreksi.	<p>berkaitan dengan karakteristik jurusannya yang telah disusun kepada publik melalui berbagai saluran.</p> <p>(TP33) M27. Peserta didik mampu merencanakan penyusunan teks non fiksi Recount sesuai dengan karakteristik jurusannya berkaitan dengan tujuan dan target pembaca dengan teliti.</p> <p>(TP34) M28. Peserta didik mampu menyusun cerita non fiksi Recount yang berkaitan dengan karakteristik jurusannya, sesuai dengan tujuan dan target pembaca dengan baik.</p> <p>(TP35) M29. Peserta didik mampu mengoreksi dan mengembangkan Recount text yang berkaitan dengan karakteristik jurusannya, yang telah</p>			

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	<p>disusunnya dengan baik.</p> <p>(TP36) M30. Peserta didik mampu menyajikan Recount text yang berkaitan dengan karakteristik jurusannya yang telah disusun kepada publik melalui berbagai saluran.</p>			

Mengetahui,

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Singaraja, 14 Juli 2023

Penyusun

**Putu Eka Sekyawati, S,Pd.**  
**NIP. -**






## Appendix 2. Blueprint for Developing Vocabulary Learning Media using Canva for 10th Grade of Hospitality Major Students


### Blueprint Learning Media for Teaching English Vocabulary for 10th Grade of Hospitality Major Students


(Source: English ATP (*Alur Tujuan Pembelajaran*) or Syllabus of 10th Grade)

Grade	Topic	Basic Competencies	Learning Objectives	Focus/Type	Learning Contents
10th of hospitality major	Descriptive Text	Read and respond to descriptive text. Read to learn something or to get information. Search for and evaluate specific details and the essence of descriptive text.	(TP11) M5. Students are able to identify general description, specific and detailed information from descriptive text according to the characteristics of hospitality major. (TP12) M6. Students are able to analyze the linguistic structure used in descriptive text according to the characteristics of hospitality major. (TP13) M7. Students are able to compare the social function, text structure and linguistic elements of descriptive text with other texts according to the characteristics of hospitality major. (TP14) M8. Students are	Vocabulary / Learning video	<p><b>Opening:</b></p> <p>- Giving stimulation</p> <p><b>Mary:</b> “What is your favorite restaurant, John?”  <b>John:</b> “My favorite restaurant is Chez Max Restaurant.”  <b>Mary:</b> “What is the restaurant like?”  <b>John:</b> “It is convenient and strategic because it is located in the heart of the city. The waiters are friendly and always provide excellent service to guests.”  <b>Mary:</b> “What is the food like?”  <b>John:</b> “The food is fresh and delicious.”  <b>Mary:</b> “What is your favorite dish?”  <b>John:</b> “I like their seafood. I think you should try it.”  <b>Mary:</b> “Okay then.”</p> <p>- Greeting and recalling back the stimulation</p> <p>“Hi friends! Welcome to this video with me Kristina. Friends, can you remember what Mary asked John earlier? Yup, Mary asked</p>

			<p>able to conclude the social function, text structure and linguistic elements of descriptive text according to the characteristics of hospitality major.</p> <p>(TP15) M9. Students are able to create simple descriptive text according to the characteristics of hospitality major.</p>	<p>about John’s favorite restaurant. Then, John answered her while describing the place.”</p> <p>- Giving concise information about the learning topic</p> <p>“Well, this time we will learn about the text that has to do with describing objects, namely descriptive text. So, what is descriptive text?”</p> <p><b>Main:</b></p> <p>- Giving explanation about the definition of descriptive text</p> <p>“Descriptive text is a text that describes a particular person, animal, place, or thing. So, descriptive text is a text that describes an object in detail. The object can be a person, animal, place, or thing.”</p> <p>- Giving explanation about the social function of descriptive text</p> <p>“Social function or purpose of this text is to describe a particular person, animal, place, or thing.”</p> <p>- Giving explanation about the generic structure of descriptive text</p> <p>“There are two generic structures of descriptive</p>
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				<p>text, the first one is identification and the second one is description. Identification is a paragraph that gives a general explanation of the object to be described. Meanwhile, description is a paragraph that gives a detail explanation of the object that is being described.”</p> <ul style="list-style-type: none"> <li>- Giving explanation about the language features of descriptive text</li> </ul> <p>“In descriptive text there are four language features of descriptive text, namely specific object, simple present tense, action verb, and adjective.”</p> <ul style="list-style-type: none"> <li>- Giving an example of descriptive text</li> </ul> <p>“In order to understand more about descriptive text, now let's take a look at the following example.”</p> <p style="text-align: center;"><b>My Favorite Restaurant</b></p> <p><b>Identification:</b></p> <p>When the opportunity to eat out arises, my favorite restaurant to visit is Chez Max Restaurant. It is located in the heart of the city and has delicious food as well as its excellent service which makes it a recommended place to visit. I often go there with my family for dinner on weekends.</p> <p><b>Description:</b></p>
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				<p>Chez Max Restaurant is a luxury restaurant that has a large area inside including reception, cashier, dining hall, bar, pantry, kitchen, cloakroom, lounge, smoking section, waiter's station, and restrooms. For the menu, they serve various types of food, such as seafood, poultry, meat, and vegetables. I particularly like their seafood and it is considered as the best one. In addition, they also serve various types of beverages either non-alcoholic or alcoholic. In this restaurant, all food and beverages are served using beautiful equipment. Another reason why Chez Max Restaurant is my favorite restaurant is because I can spend a wonderful evening with my family here. Without a doubt, this is the best restaurant ever.</p> <p>“Well, after we read the example of a descriptive text entitled My Favorite Restaurant before, in the identification paragraph we have a general idea that this text talks about the author's favorite restaurant, Chez Max restaurant and this restaurant is located in the heart of the city and has delicious food and excellent service. And then, in the description paragraph we have more detailed information about this restaurant where this restaurant has a large area and there are sections in it and serves various types of food and beverage menus.”</p>
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				<p>- Giving more vocabulary terms</p> <p>“Next, to improve your understanding of the vocabulary used, now let's take a look at some of the vocabulary terms that exist in restaurants.”</p> <p>- restaurant staff (staf restoran):  management positions (posisi manajemen)  general manager = manajer umum  assistant manager = asisten manajer  back-of-house positions (posisi area dapur)  executive chef = koki eksekutif  sous chef = asisten koki  kitchen manager = manajer dapur  line cook = juru masak garis  dishwasher = pencuci piring  front-of-house positions (posisi area depan)  head-waiter = kepala pelayan  sommelier = ahli wine  bar staff = staf bar  cashier = kasir  waiter/waitress = pramusaji atau pelayan</p> <p>- part of a restaurant (bagian-bagian dari restoran):  cashier = kasir  dining hall = ruang makan  bar = bar  pantry = pantri  kitchen = dapur  cloakroom = ruang penitipan pakaian</p>
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				<p>lounge = ruang santai  smoking section = ruang merokok  waiter's station = ruang pelayan  restrooms = toilet</p> <p>- food (makanan):  seafood (makanan laut)  fish = ikan  squid = cumi-cumi  crab = kepiting  mussel = remis  shrimp = udang  poultry (unggas)  chicken = ayam  turkey = kalkun  duck = bebek  quail = burung puyuh  pheasant = burung pegar  meat (daging)  beef = daging sapi  lamb = daging domba  veal = daging sapi muda  pork = daging babi  venison = daging rusa  vegetables (sayuran)  carrot = wortel  potato = kentang  spinach = bayam  broccoli = brokoli  mushroom = jamur</p> <p>- beverages (minuman):</p>
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				<p>non-alcoholic (tanpa alkohol)  coffee = kopi  tea = teh  hot chocolate = coklat panas  juice = jus  mineral water = air mineral  alcoholic (alcohol)  wine = anggur  beer = bir  cocktail = koktail  liqueur = likeur  spirit = spirit</p> <p>- the equipment (peralatan):  knife = pisau  fork = garpu  spoon = sendok  plate = piring  bowl = mangkok  glass = gelas  cup = cangkir  teapot = teko  tray = nampan  wine bucket = ember anggur</p> <p>- 5 basic tastes (5 rasa dasar):  sweet = manis  sour = asam  salty = asin  bitter = pahit  umami = gurih atau umami</p>
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				<p>- meal times (waktu makan):  breakfast = sarapan  lunch = makan siang  dinner = makan malam</p> <p><b>Closing:</b></p> <p>- Giving exercises</p> <p><b>Exercise 1</b>  Find a word in the box that is opposite in the meaning to the underlined words in the sentences below.  [worst, small, cold, empty, unfriendly] <i>*the words in the box*</i></p> <ol style="list-style-type: none"> <li>On the weekend Chez Max restaurant is always <u>full</u>.</li> <li>This restaurant has a <u>large</u> area inside.</li> <li>The waiters are <u>friendly</u> to guests.</li> <li>Their seafood is considered as the <u>best</u> one.</li> <li>The guest ordered <u>hot</u> chocolate.</li> </ol> <p><b>Exercise 2</b>  Choose an action word from the box to fill in the blanks.  [making, processing, cooking, cleaning, delivering] <i>*the words in the box*</i></p> <ol style="list-style-type: none"> <li>The chef is ... the food order.</li> <li>The bartender is ... the coffee.</li> <li>The waiter is ... the food order.</li> <li>The cashier is ... the bill payment.</li> </ol>
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					<p>5. The dishwasher is ... the dirty dishes.</p> <p>- Giving closing</p> <p>“Thank you for watching and see you in the next video. Bye!”</p>
10th of hospitality major	Analytical Exposition Text	<p>Read and respond to descriptive text. Read to learn something or to get information. Search for and evaluate specific details and the essence of descriptive text.</p>	<p>(TP20) M14. Students are able to analyze the social function, text structure, and linguistic elements of analytical exposition text on a topic of general interest, according to the characteristics of hospitality major well.</p> <p>(TP21) M15. Students are able to grasp the meaning in an analytical exposition text on a topic of general interest, according to the characteristics of hospitality major, critically.</p> <p>(TP22) M16. Students are able to compose an analytical exposition text on a topic of general interest, according to the characteristics of</p>	Vocabulary / Learning video	<p><b>Opening:</b></p> <p>- Giving stimulation</p> <p><b>Becky:</b> “I think in this digital era, the presence of Online Travel Agents, such as Traveloka, Tiket.com, Agoda, etc. is very helpful for hoteliers in developing their hotel business.”</p> <p><b>David:</b> “You’re right. Apart from hoteliers, the platform is also very helpful for customers to search, compare and book hotel rooms online.”</p> <p><b>Becky:</b> “I also agree with you, David! I booked my hotel room for this weekend online using one of the Online Travel Agent and it helped me a lot.”</p> <p>- Greeting and recalling back the stimulation</p> <p>“Hi friends! Welcome to this video with me Kristina. Friends, have you watched the conversation between Becky and David before? If so, did you know that giving an opinion is included in the exposition text. Then, what do you think about the existence of Online Travel Agent in the hospitality industry? Please give</p>


			<p>hospitality major, honestly.</p>	<p>your opinion here.”</p> <ul style="list-style-type: none"> <li>- Giving concise information about the learning topic</li> </ul> <p>“Well, this time we will learn about the text that related to expressing opinions or arguments, namely analytical exposition text. So, what is analytical exposition text?”</p> <p><b>Main:</b></p> <ul style="list-style-type: none"> <li>- Giving explanation about the definition of analytical exposition text</li> </ul> <p>“Analytical exposition text is a text that elaborates the author's opinion or logical argument on a phenomenon/issue that needs attention. In simple terms, this text contains the author's thoughts logically about things that happen around him/her.”</p> <ul style="list-style-type: none"> <li>- Giving explanation about the social function of analytical exposition text</li> </ul> <p>“Social function or purpose of this text is to persuade the readers that the phenomenon/issue being discussed is an important matter where the writer expresses his/her opinion accompanied by logical arguments so that the reader is convinced that the topic discussed is</p>
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				<p>important.”</p> <ul style="list-style-type: none"> <li>- Giving explanation about the generic structure of analytical exposition text</li> </ul> <p>“There are three generic structures of analytical exposition text, the first one is introduction/thesis, the second one is arguments, and the last one is reiteration/conclusion. introduction/thesis is initial section that introduces the topic to be discussed and the opinion of the author. arguments are section that presents supporting arguments based on logical data that support the author's opinion. reiteration/conclusion is final section that contains a reaffirmation of the author's opinion on the topic discussed.”</p> <ul style="list-style-type: none"> <li>- Giving explanation about the language features of analytical exposition text</li> </ul> <p>“To create a good analytical exposition text, there are three language features of analytical exposition text that must be considered, as you can see in this video, namely using simple present tense. Using connective words that aim to connect ideas in the form of phrases, clauses, sentences, or paragraphs. For example, to add information or opinion you can use, such as and, moreover, in addition, and also; to compare ideas you can use, such as but, however, meanwhile, on the other hand, and</p>
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				<p>even though; to show causality you can use, such as because, therefore, thus, despite, and due to. And using words that express the writer's thoughts or feelings for example, such as feel, think, know, realize, etc.”</p> <p>- Giving an example of analytical exposition text</p> <p>“In order to understand more about analytical exposition text, now let's take a look at the following example.”</p> <p>The Benefits of Online Travel Agent (OTA) in Hospitality Industry</p> <p>Introduction/Thesis:</p> <p>The rapid advancement of technology has had a profound impact on the hospitality industry. It is undeniable that technological advancements have changed the way people plan and conduct their trips. The presence of Online Travel Agent (OTA) in the hospitality industry offers many benefits to both customers and hoteliers.</p> <p>Arguments:</p> <p>Through Online Travel Agent (OTA) customers can easily search, compare and book online hotel rooms according to their needs and budget. In addition, customers can also see the availability of reviews and detailed photos of hotel property. So that it can make it easier for customers to choose the hotel room they want</p>
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				<p>to book.</p> <p>On the other hand, for hoteliers, this platform has a global reach because it has a database of users from various countries that can help hoteliers reach a wider market. In addition, the platform is easy to use where hoteliers can easily manage the bookings and availability of hotel room online. Moreover, this platform can help build the trust and reputation of the hotel through the review and rating system provided on the Online Travel Agent (OTA) platform. Thus, it can increase the number of hotel room bookings.</p> <p>Reiteration/Conclusion:</p> <p>In conclusion, Online Travel Agent (OTA) is the best platform for the hospitality industry that has offered many benefits to both customers and hoteliers. This platform has had a significant positive impact on the hospitality industry with its global reach resulting in an increase in hotel room bookings. Thus, the presence of this platform is a golden opportunity to grow your hotel business.</p> <p>“Well, after we read the example of an analytical exposition text entitled The Benefits of Online Travel Agent (OTA) in Hospitality Industry before, in introduction/thesis in the first paragraph, the writer introduces the topic to be discussed, which is about the benefits of Online Travel Agent in the hospitality industry. She expressed her opinion that this platform has</p>
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				<p>many benefits for both customers and hoteliers. And then, in arguments in the second and third paragraphs, the writer provides two arguments to support her opinion. Furthermore, in reiteration/conclusion in the fourth paragraph, the writer repeats or emphasizes her opinion after presenting several arguments.”</p> <p>- Giving more vocabulary terms</p> <p>“Next, to improve your understanding of the vocabulary used, now let's take a look at some of the vocabulary terms about hospitality that exist in the previous example.”</p> <p>online travel agent = agen perjalanan online  hospitality industry = industri perhotelan  hotel = hotel  hotel room = kamar hotel  hotelier = pengusaha hotel  customer = pelanggan  book = memesan  budget = anggaran  review = ulasan  rating = penilaian  available = tersedia  easy = mudah  choose = memilih  manage = mengelola  offer = menawarkan  trust = kepercayaan  reach = jangkauan</p>
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				<p>reputation = reputasi  opportunity = peluang  benefit = manfaat</p> <p><b>Closing:</b></p> <p>- Giving exercises</p> <p><b>Exercise 1</b>  Find a word in the box that is opposite in the meaning to the underlined words in the sentences below.  [check-out, hangs up, turns off, closes, cold] <i>*the words in the box*</i></p> <ol style="list-style-type: none"> <li>5. The receptionist <u>picks up</u> a phone call from a guest for a reservation.</li> <li>6. The guest asks to <u>check-in</u>.</li> <li>7. The bellboy <u>opens</u> the door for the guest to enter the room.</li> <li>8. The guest <u>turns on</u> the television in the room for entertainment.</li> <li>9. The guest orders toast and <u>hot</u> coffee at the hotel restaurant for breakfast.</li> </ol> <p><b>Exercise 2</b>  Choose an action word from the box to fill in the blanks.  [cleans, carries, cooks, lay down, makes] <i>*the words in the box*</i></p> <ol style="list-style-type: none"> <li>1. The guest ... a reservation by phone call.</li> <li>2. The bellboy ... the guest's luggage to the hotel room.</li> </ol>
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				<p>3. The guest ... on the bed in the hotel room. 4. The restaurant chef ... the guest's order for dinner. 5. The housekeeper ... the hotel room.</p> <p>- Giving closing</p> <p>“Thank you for watching this video and see you next time. Bye!”</p>
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### Appendix 3. The Result of Quality Judgement (Expert 1)

#### Expert Judgement Rubric for Judging the Quality of the Learning Video

**Title** : Developing Learning Media in Teaching English for Vocational High School Students  
**Author** : Kristina Kusuma Deviana  
**Expert** : Putu Adi Krisna Juniarta, S.Pd., M.Pd.  
**Institution** : Universitas Pendidikan Ganesha

#### Description

This evaluation sheet is used to judge the quality of English vocabulary learning media developed using Canva for 10th grade of hospitality major at SMK Negeri 1 Singaraja. The learning videos developed are to support and assist English teachers in teaching vocabulary on the topic of descriptive text. Regarding this point, it is a necessity to get your response and suggestion toward the content and media of the product.

#### Instruction

1. This evaluation sheet is field by the expert.
2. There are 5 scopes of scoring for every component.
3. Give checklist mark (✓) in the scoring column with the following information:
  - 1) Very Poor, 2) Poor, 3) Average, 4) Good, and 5) Excellent.

#### 1. Content Expert Evaluation

No	Name of Instrument	Criteria	Score					Total
			1	2	3	4	5	
1	Content expert evaluation sheet	a. The learning objectives are clear and simple					✓	5
		b. The learning objectives in accordance with the ATP ( <i>Alur Tujuan Pembelajaran</i> ) or syllabus				✓		4

		c. The scope and depth of learning objectives						✓	5
		d. Using appropriate learning strategies						✓	5
		e. Interactivity						✓	5
		f. Provide motivation in learning						✓	5
		g. Contextuality and actuality				✓			4
		h. Suitability of learning strategies						✓	5
		i. Easy to understand						✓	5
		j. Consistency of the material with learning objectives						✓	5
		k. The accuracy and consistency of the material						✓	5
<b>Total</b>									53

(Adapted from Findawati & Suprianto, 2014)

## 2. Media Expert Evaluation

No	Name of Instrument	Criteria	Score					Total
			1	2	3	4	5	
1	Media expert evaluation sheet	a. Clarity of the program instruction					✓	5
		b. Text readability				✓		4
		c. Quality of picture display					✓	5
		d. Effectiveness of learning media					✓	5

	e. Creativity of design				✓	5
	f. Sound clarity			✓		4
	g. Carrying capacity music				✓	5
	h. The ease of application management				✓	5
	i. Can be used on application or website				✓	5
	j. Appropriate selection of application or software or tool types for development			✓		4
<b>Total</b>						47

(Adapted from Findawati & Suprianto, 2014)

**Comments/Suggestions:**

Singaraja, 31 Januari 2024

Expert Judge,



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

NIP. 198706122015041006

## Appendix 4. The Result of Quality Judgement (Expert 2)

### Expert Judgement Rubric for Judging the Quality of the Learning Video

**Title** : Developing Digital Learning Media in Teaching English for Vocational High School Students  
**Author** : Kristina Kusuma Deviana  
**Expert** : Prof. Dr. Ni Luh Putu Sri Adnyani, S.Pd., M.Hum.  
**Institution** : Universitas Pendidikan Ganesha

#### Description

This evaluation sheet is used to judge the quality of English vocabulary learning media developed using Canva for 10th grade of hospitality major at SMK Negeri 1 Singaraja. The learning videos developed are to support and assist English teachers in teaching vocabulary on the topic of descriptive text. Regarding this point, it is a necessity to get your response and suggestion toward the content and media of the product.

#### Instruction

1. This evaluation sheet is field by the expert.
2. There are 5 scopes of scoring for every component.
3. Give checklist mark (✓) in the scoring column with the following information:
  - 1) Very Poor, 2) Poor, 3) Average, 4) Good, and 5) Excellent.

#### 1. Content Expert Evaluation

No	Name of Instrument	Criteria	Score					Total
			1	2	3	4	5	
1	Content expert evaluation sheet	a. The learning objectives are clear and simple				✓		4
		b. The learning objectives in accordance with the ATP ( <i>Alur Tujuan Pembelajaran</i> ) or syllabus					✓	5

	c. The scope and depth of learning objectives				✓		4	
	d. Using appropriate learning strategies					✓	5	
	e. Interactivity				✓		4	
	f. Provide motivation in learning					✓	5	
	g. Contextuality and actuality					✓	5	
	h. Suitability of learning strategies				✓		4	
	i. Easy to understand				✓		4	
	j. Consistency of the material with learning objectives					✓	5	
	k. The accuracy and consistency of the material					✓	5	
<b>Total</b>								50

(Adapted from Findawati & Suprianto, 2014)

## 2. Media Expert Evaluation

No	Name of Instrument	Criteria	Score					Total
			1	2	3	4	5	
1	Media expert evaluation sheet	a. Clarity of the program instruction				✓		4
		b. Text readability					✓	5
		c. Quality of picture display					✓	5
		d. Effectiveness of learning media				✓		4
		e. Creativity of design					✓	5

	f. Sound clarity					✓	5	
	g. Carrying capacity music					✓	5	
	h. The ease of application management				✓		4	
	i. Can be used on application or website				✓		4	
	j. Appropriate selection of application or software or tool types for development				✓		4	
<b>Total</b>								45

(Adapted from Findawati & Suprianto, 2014)

**Comments/Suggestions:**

Singaraja, 31 Januari 2024

Expert Judge,



Prof. Dr. Ni Luh Putu Sri Adnyani, S.Pd., M.Hum.

NIP. 197803112003122001

## Appendix 5. Instrument Validation Sheet (Expert 1)

### Instrument Validation Sheet

**Validator** : Putu Adi Krisna Juniarta, S.Pd., M.Pd.

**Institution** : Universitas Pendidikan Ganesha

#### Content Expert Evaluation Sheet

This evaluation sheet is filled by the expert judges. Give checklist mark (✓) in the scoring column and if there are comments, it can be filled in the comment column. The content expert evaluation sheet was adapted from Findawati & Suprianto (2014).

No	Name of Instrument	Criteria	Relevant	Irrelevant	Comments
1	Content expert evaluation sheet	a. The learning objectives are clear and simple	✓		
		b. The learning objectives in accordance with the ATP ( <i>Alur Tujuan Pembelajaran</i> ) or syllabus	✓		
		c. The scope and depth of learning objectives	✓		

	d. Using appropriate learning strategies	✓		
	e. Interactivity	✓		
	f. Provide motivation in learning	✓		
	g. Contextuality and actuality	✓		
	h. Suitability of learning strategies	✓		
	i. Easy to understand	✓		
	j. Consistency of the material with learning objectives	✓		
	k. The accuracy and consistency of the material	✓		





### Media Expert Evaluation Sheet

This evaluation sheet is filled by the expert judges. Give checklist mark (✓) in the scoring column and if there are comments, it can be filled in the comment column. The media expert evaluation sheet was adapted from Findawati & Suprianto (2014).

No	Name of Instrument	Criteria	Relevant	Irrelevant	Comments
1	Media expert evaluation sheet	a. Clarity of the program instruction	✓		
		b. Text readability	✓		
		c. Quality of picture display	✓		
		d. Effectiveness of learning media	✓		
		e. Creativity of design	✓		
		f. Sound clarity	✓		
		g. Carrying capacity music	✓		
		h. The ease of application management	✓		
		i. Can be used on application or website	✓		

		j. Appropriate selection of application or software or tool types for development	✓		
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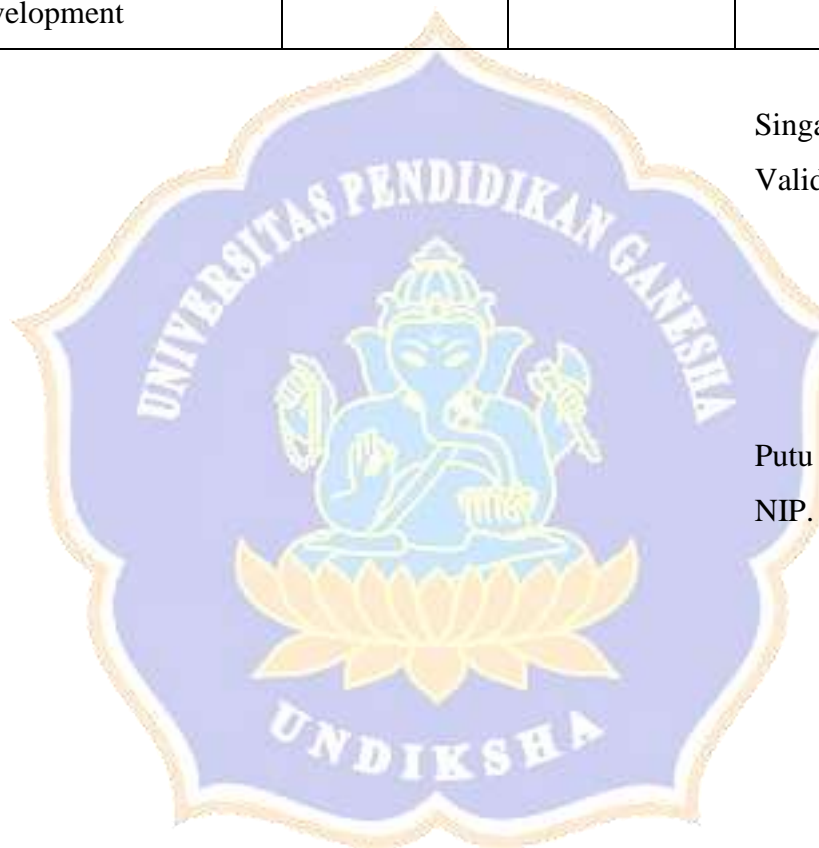
Singaraja, 31 Januari 2024

Validator,



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

NIP. 198706122015041006



## Appendix 6. Instrument Validation Sheet (Expert 2)

### Instrument Validation Sheet

**Validator** : Prof. Dr. Ni Luh Putu Sri Adnyani, S.Pd., M.Hum.

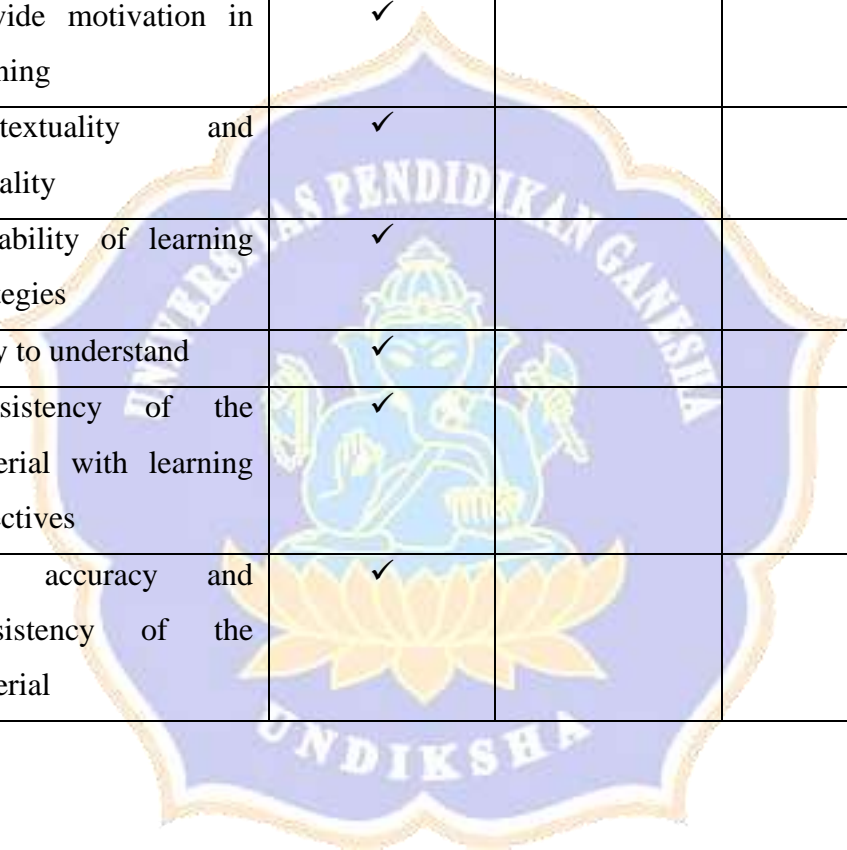
**Institution** : Universitas Pendidikan Ganesha

#### Content Expert Evaluation Sheet

This evaluation sheet is filled by the expert judges. Give checklist mark (✓) in the scoring column and if there are comments, it can be filled in the comment column. The content expert evaluation sheet was adapted from Findawati & Suprianto (2014).

No	Name of Instrument	Criteria	Relevant	Irrelevant	Comments
1	Content expert evaluation sheet	a. The learning objectives are clear and simple	✓		
		b. The learning objectives in accordance with the ATP ( <i>Alur Tujuan Pembelajaran</i> ) or syllabus	✓		
		c. The scope and depth of learning objectives	✓		

	d. Using appropriate learning strategies	✓		
	e. Interactivity	✓		
	f. Provide motivation in learning	✓		
	g. Contextuality and actuality	✓		
	h. Suitability of learning strategies	✓		
	i. Easy to understand	✓		
	j. Consistency of the material with learning objectives	✓		
	k. The accuracy and consistency of the material	✓		



### Media Expert Evaluation Sheet

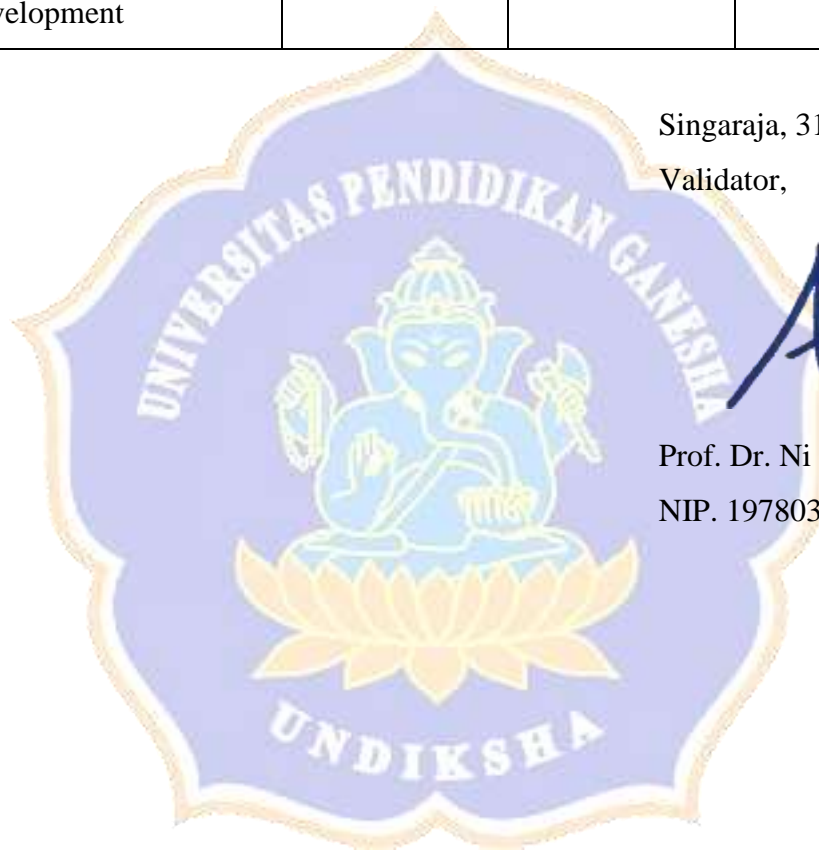
This evaluation sheet is filled by the expert judges. Give checklist mark (✓) in the scoring column and if there are comments, it can be filled in the comment column. The media expert evaluation sheet was adapted from Findawati & Suprianto (2014).

No	Name of Instrument	Criteria	Relevant	Irrelevant	Comments
1	Media expert evaluation sheet	a. Clarity of the program instruction	✓		
		b. Text readability	✓		
		c. Quality of picture display	✓		
		d. Effectiveness of learning media	✓		
		e. Creativity of design	✓		
		f. Sound clarity	✓		
		g. Carrying capacity music	✓		
		h. The ease of application management	✓		
		i. Can be used on application or website	✓		

		j. Appropriate selection of application or software or tool types for development	✓		
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Singaraja, 31 Januari 2024

Validator,



*Aug 7*

Prof. Dr. Ni Luh Putu Sri Adnyani, S.Pd., M.Hum.

NIP. 197803112003122001

## Appendix 7. English Vocabulary Learning Media by using Canva

1<sup>st</sup> Learning Video (Descriptive Text)

Link:

<https://drive.google.com/file/d/1QpXuarK912jQ1o8hgdcmgHQ3nFfNnFuQ/view?usp=sharing>

2<sup>nd</sup> Learning Video (Analytical Exposition Text)

Link:

[https://drive.google.com/file/d/1iXaeqq9ODfIqYLIfRp9aUfN\\_0nJ1UoxB/view?usp=sharing](https://drive.google.com/file/d/1iXaeqq9ODfIqYLIfRp9aUfN_0nJ1UoxB/view?usp=sharing)



## CURRICULUM VITAE



Kristina Kusuma Deviana was born in Singaraja on May 16<sup>th</sup>, 2001. The researcher was born to a married couple, Mr. Hadi Kusnadi and Mrs. Ninik Evinovita. The researcher is Indonesian and Buddhist. Now the researcher's address is Pulau Samosir Street, Penarukan Village, Buleleng District, Buleleng Regency, Bali Province.

The researcher completed her elementary education at SD Mutiara in 2013. Then the researcher continued at SMP Negeri 2 Singaraja and graduated in 2016. In 2019, the researcher graduated from SMA Negeri 3 Singaraja majoring in Social Science and continued to bachelor degree of English Language Education, Department of Foreign Language, Faculty of Languages and Arts, Ganesha University of Education. In the final semester of 2024, the author completed her thesis entitled Developing Learning Media in Teaching English Vocabulary for Vocational High School Students.

