



APPENDICES

Lampiran 1 Research Application 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 : 416/UN48.7.1/DT/2024

15 Februari 2024

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMKS Pariwisata Triatma Jaya Singaraja
 di SMKS Pariwisata Triatma Jaya Singaraja

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

Nama	: Muhamad Ridho Resaldi
NIM	: 2012021187
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025
Judul	: Developing An English for Culinary Book for Eleventh Grade Student at SMKS Pariwisata Triatma Jaya Singaraja

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



a.n. Dekan,
 Wakil Dekan I,

Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.
 NIP. 198104192006042002

Tembusan:

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

Lampiran 3

Thesis Supervisor Approval Letter

THESIS SUPERVISOR APPROVAL LETTER

The undersigned below

Name : Prof. Dr. Ni Made Ratminingsih, M.A. (as the 1st prospective supervisor)

NIP : 196609081991022002

Confirm that we approve to guide the thesis submitted by:

Name : Muhamad Ridho Resaldi

NIM : 2012021187

Class : 7/G

Thesis title : "Developing an English for Culinary Book for Eleventh-Grade Students at SMKS Pariwisata Triatma Jaya Singaraja."

1st Prospective supervisor,



Prof. Dr. Ni Made Ratminingsih, M.A.

NIP. 196609081991022002

2nd Prospective supervisor



I Putu Indra Kusuma, S.Pd., M.Pd. Ph.D.

NIP. 198701172014041001

Lampiran 4

Instrumen Validation from Expert 1

A. Instrument Validation for Interview for English Teacher (Expert 1)

Instruction:

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

No	Question	Relevant	Irrelevant	Comment
1	<p><i>Theory: Teaching book is crucial in the teaching and learning process (Ajayi, 2007)</i></p> <p>Bagaimana pendapat bapak/ibu mengenai penggunaan buku ajar sebagai media pembelajaran dalam mengajar mata pelajaran Bahasa Inggris bagi siswa kelas 11 jurusan Kuliner?</p>	✓		
2	<p><i>Theory: Teaching book assists teachers in achieving a lesson's objectives (Oppong Frimpong, 2021).</i></p> <p>Apa saja buku ajar yang selama ini digunakan di kelas XI Kuliner untuk mata pelajaran Bahasa Inggris dan mengapa bapak/ibu menggunakan buku tersebut?</p>	✓		
3	<p><i>Textbook is useful to assist teachers in applying the curriculum because it is based on the curriculum needed and as guidance in and</i></p>			

	<p>tujuan spesifik dalam hal ini Bahasa Inggris untuk Kuliner?</p> <p>Mohon dijelaskan pendapat bapak/ibu mengenai hal tersebut!</p>			
15	<p>Theory: Teaching technical vocabulary to assist in the learner's process of acquisition may be the duty of an ESP teacher (Brooks, 2014)</p> <p>Apakah menurut bapak/ibu pengembangan subject-specific vocabulary (contohnya culinary vocabulary, dsb) itu diperlukan untuk murid kelas 11 jurusan Kuliner?</p> <p>Mohon dijelaskan pendapat bapak/ibu mengenai hal tersebut!</p>	✓		

Singaraja, 13 Februari 2024

Supervisor I



Prof. Dr. Ni Made Ratminingsih, M.A

NIP. 196609081991022002

**B. Instrument Validation for Needs Analysis Questionnaire for Culinary Student
(Expert 1)**

Instruction:

Please give mark (✓) in the score column which is relevant or irrelevant towards the questionnaire for Culinary Student that will be used as the research instrument.

No	Statement	Relevant	Irrelevant	Comment
1	<p>Apa hal yang paling anda harapkan dari pembelajaran Bahasa Inggris di jurusan kuliner?</p> <p>a) Meningkatkan Kemampuan Berkomunikasi Sehari-hari.</p> <p>b) Meningkatkan pemahaman khusus Bahasa Inggris dalam konteks Kuliner</p> <p>c) Menyusun resep dan petunjuk dalam bahasa inggris</p> <p>d) Menyajikan presentasi kuliner dalam bahasa inggris</p> <p>e) a, b, c, d benar semua</p>	✓		
2	<p>Seberapa penting menurut anda penerapan berbahasa Inggris dalam industri kuliner?</p> <p>a) Sangat Penting</p> <p>b) Penting</p> <p>c) Netral</p> <p>d) Kurang Penting</p> <p>e) Tidak Penting</p>	✓		
3		✓		

Singaraja, 13 Februari 2024

Supervisor I



Prof. Dr. Ni Made Ratminingsih, M.A

NIP. 196609081991022002

C. Instrument Validation for Questionnaire of Students' Perception (Expert 1)

Instruction:

Please give mark (✓) in the score column which is relevant or irrelevant towards the questionnaire for Culinary Student that will be used as the research instrument.

No	Statement	Relevant	Irrelevant	Comments
1	Text yang terdapat di dalam buku nyaman untuk dibaca. a. Sangat setuju b. Setuju c. Netral d. Tidak setuju e. Sangat tidak setuju.	✓		
2	Setiap huruf pada text di dalam buku dapat dibedakan dengan mudah. a. Sangat setuju b. Setuju c. Netral d. Tidak setuju e. Sangat tidak setuju	✓		

D. Instrument Validation for Checklist for Experts' Judgement (Expert 1)

| c) Netral | | | |

Instruction:

Please give mark (✓) in the score column which is relevant or irrelevant towards the questionnaire for Culinary Student that will be used as the research instrument.

No	Statement	Relevant	Irrelevant	Comments
1	Text yang terdapat di dalam buku nyaman untuk dibaca. a. Sangat setuju b. Setuju c. Netral d. Tidak setuju e. Sangat tidak setuju.	✓		
2	Setiap huruf pada text di dalam buku dapat dibedakan dengan mudah. a. Sangat setuju b. Setuju c. Netral d. Tidak setuju e. Sangat tidak setuju	✓		



Instruction:

Please give mark (✓) in the score column which is relevant or irrelevant towards the checklist for experts' judgment that was used as the research instrument.

No	Theory	Relevant	Irrelevant	Comment
	<i>Dimension: Layout and Design</i>			
1	The textbook includes a detailed overview of the function, structures, and vocabulary that will be taught in each unit. <i>Buku teks mencakup gambaran rinci tentang fungsi, struktur, dan kosakata yang akan diajarkan di setiap unit</i>	✓		
2	The layout and design are appropriate and clear. <i>Tata letak dan desainnya sesuai dan jelas.</i>	✓		
3	The textbook is organized effectively. <i>Buku teks disusun secara efektif.</i>	✓		
4	The textbook provides a vocabulary list. <i>Buku teks menyediakan daftar kosakata.</i>	✓		
5	The textbook provides review section. <i>Buku teks menyediakan bagian ulasan.</i>	✓		
6	The textbook provides clear objectives. <i>Buku teks memberikan tujuan yang jelas</i>	✓		
	<i>Dimension: Activities</i>			
7	The textbook provides a balance of activities. <i>Buku teks memberikan keseimbangan aktivitas</i>	✓		
8	The activities encourage sufficient communicative and meaningful practice.	✓		



23	The subject and the content of the book are interesting, challenging and motivating. <i>Pokok bahasan dan isi buku menarik, menantang dan memotivasi.</i>	✓		
24	There are sufficient varieties in the subject and contents of the textbook. <i>Terdapat cukup variasi dalam subjek dan isi buku teks.</i>	✓		
25	The materials are not culturally biased and they do not portray any negative stereotypes. <i>Materinya tidak bias budaya dan tidak menggambarkan stereotip negatif apa pun.</i>	✓		

Singaraja, 13 Februari 2024

Supervisor I



Prof. Dr. Ni Made Ratminingsih, M.A.

NIP. 196609081991022002



Lampiran 5 Instrument Validation from Expert 2


A. Instrument Validation for Interview for English Teacher (Expert 2)

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

No	Question	Relevant	Irrelevant	Comment
1	<i>Theory: Teaching book is crucial in the teaching and learning process (Ajayi, 2007)</i> Bagaimana pendapat bapak/ibu mengenai penggunaan buku ajar sebagai media pembelajaran dalam mengajar mata pelajaran Bahasa Inggris bagi siswa kelas 11 jurusan Kuliner?	✓		
2	<i>Theory: Teaching book assists teachers in achieving a lesson's objectives (Oppong Frimpong, 2021).</i> Apa saja buku ajar yang selama ini digunakan di kelas XI Kuliner untuk mata pelajaran Bahasa Inggris dan mengapa bapak/ibu menggunakan buku tersebut?	✓		
3	<i>Textbook is useful to assist teachers in applying the curriculum because it is based on the curriculum needed and as guidance in and</i>	✓		

<p>tujuan spesifik dalam hal ini Bahasa Inggris untuk Kuliner?</p> <p>Mohon dijelaskan pendapat bapak/ibu mengenai hal tersebut!</p>			
<p><i>Theory: Teaching technical vocabulary to assist in the learner's process of acquisition may be the duty of an ESP teacher (Brooks, 2014)</i></p> <p>15 Apakah menurut bapak/ibu pengembangan subject-specific vocabulary (contohnya culinary vocabulary, dsb) itu diperlukan untuk murid kelas 11 jurusan Kuliner?</p> <p>Mohon dijelaskan pendapat bapak/ibu mengenai hal tersebut!</p>	✓		

Singaraja, 06 Februari 2024
Supervisor II


 I Putu Indra Kusuma, S.Pd., M.Pd., Ph.D.
 NIP. 198701172014041001

**B. Instrument Validation for Need Analysis Questionnaire for Culinary Student
(Expert 2)**

Instruction:

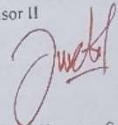
Please give mark (✓) in the score column which is relevant or irrelevant towards the questionnaire for Culinary Student that will be used as the research instrument.

No	Statement	Relevant	Irrelevant	Comment
1	<p>Apa hal yang paling anda harapkan dari pembelajaran Bahasa Inggris di jurusan kuliner?</p> <p>a) Meningkatkan Kemampuan Berkomunikasi Sehari-hari.</p> <p>b) Meningkatkan pemahaman khusus Bahasa Inggris dalam konteks Kuliner</p> <p>c) Menyusun Resep dan Petunjuk dalam Bahasa Inggris</p> <p>d) Menyajikan Presentasi Kuliner dalam Bahasa Inggris</p> <p>e) a, b, c, d benar semua</p> <p>X Lainnya (Tuliskan)</p>	✓		
2	<p>Seberapa penting menurut anda penerapan berbahasa Inggris dalam industri kuliner?</p> <p>a) Sangat Penting</p> <p>b) Penting</p> <p>c) Netral</p> <p>d) Kurang Penting</p> <p>e) Tidak Penting</p> <p>X Lainnya (Tuliskan)</p>	✓		

30	<p>Dalam proses pembelajaran, seberapa nyaman Anda dengan penggunaan teknologi?</p> <p>a) Sangat nyaman</p> <p>b) Nyaman</p> <p>c) Netral</p> <p>d) Tidak nyaman</p> <p>e) Sangat tidak nyaman</p> <p>X Lainnya (tuliskan)</p>	✓		
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Singaraja, 06 Februari 2024

Supervisor II



I Putu Indra Kusuma, S.Pd., M.Pd., Ph.D.
NIP. 198701172014041001

C. Instrument Validation for Questionnaire of Students' Perception (Expert 2)

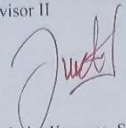
Instruction:

Please give mark (✓) in the score column which is relevant or irrelevant towards the questionnaire for Culinary Student that will be used as the research instrument.

No	Statement	Relevant	Irrelevant	Comments
1	Text yang terdapat di dalam buku nyaman untuk dibaca. a. Sangat setuju b. Setuju c. Netral d. Tidak setuju e. Sangat tidak setuju.	✓		
2	Setiap huruf pada text di dalam buku dapat dibedakan dengan mudah. a. Sangat setuju b. Setuju c. Netral d. Tidak setuju e. Sangat tidak setuju	✓		

Singaraja, 06 Februari 2024

Supervisor II



I Putu Indra Kusuma, S.Pd., M.Pd., Ph.D.
NIP. 198701172014041001




D. Instrument Validation for Checklist for Experts' Judgement (Expert 2)

Blueprint of Checklist for Expert Judges

No	Dimension	Theory	Description	Number of Item	Item Number
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).	Design of Content	1	1
		The layout and design are appropriate and clear (Litz, 2005).	Clarity of layout and design	1	2
		The textbook is organized effectively (Litz, 2005).	Organization of textbook	1	3
		The textbook provides a vocabulary list (Litz, 2005).	Vocabulary exposure	1	4
		The textbook provides review section (Litz, 2005).	Review Section	1	5
		The textbook provides clear objectives (Litz, 2005).	Objectives	1	6
2.	Activities	The textbook provides a balance of activities (Litz, 2005).	The balance of activities	1	7
		The activities encourage sufficient communicative and meaningful practice (Litz, 2005).	Meaningful activities	1	8

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, 06 Februari 2024
Supervisor II


I Putu Indra Kusuma, S.Pd., M.Pd., Ph.D.
NIP. 198701172014041001

Lampiran 6 Teaching Module of English Subject

PHASE F HIGH SCHOOL Y11 - Y12			
HIGH SCHOOL - B1 CEFR (threshold preliminary): AS COMMON REFERENCE LEVEL			
Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in areas where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. https://www.cambridgeenglish.org/images/126011-1-use-of-english-principles-of-good-practice.pdf https://im.coe.int/Coe/IM/About/CommonSearchServices/DesktopDefault.aspx?DocumentId=193000168045b15e			
PHASE F (Y11-Y12)	YEAR 11.Y12CP Breakdown	Proposed ATP for Y11	Proposed ATP for Y12
Listening and Speaking By the end of Phase F, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to open-ended questions and use strategies to initiate, sustain and conclude conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics. They use English to express opinions on social issues and to discuss youth-related interests, behaviours and values across cultural contexts. They give and justify opinions, make comparisons and evaluate perspectives. They employ self-correction and repair strategies, and use nonverbal elements such as gestures, speed and pitch to be understood in most contexts.	<ul style="list-style-type: none"> - use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. - use and respond to open-ended questions and use strategies to initiate, sustain and conclude conversations and discussion. - understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics. - use English to express opinions on social issues and to discuss youth-related interests, behaviours and values across cultural contexts. - give and justify opinions, make comparisons and evaluate perspectives. - employ self-correction and repair strategies, and use nonverbal elements such as gestures, speed 	F.1 Mengidentifikasi secara mandiri konteks, gagasan utama, dan informasi terperinci dari ragam teks deskripsi, eksposisi, dan prosedur lisan maupun tulisan yang disajikan dalam bentuk multimoda dalam lingkup minat remaja. F.2 Menjelaskan karakteristik, rangkaian penyusunan dan pengembangan gagasan dari ragam teks deskripsi, eksposisi, dan prosedur lisan dan tulisan dalam bentuk multimoda dalam lingkup minat remaja. F.3 Menganalisa makna tersirat dan tersurat dari ragam teks deskripsi, eksposisi, dan prosedur lisan dan tulisan dalam bentuk multimoda dalam lingkup minat remaja. F.4 Menguraikan gagasan dan pendapat disertai dengan alasan terhadap ragam teks deskripsi, eksposisi, dan prosedur yang disajikan dalam bentuk multimoda dalam lingkup minat remaja, sosial, dan budaya	F.1 Mengidentifikasi secara mandiri konteks, gagasan utama, dan informasi terperinci dari ragam teks argumen dan diskusi lisan maupun tulisan yang disajikan dalam bentuk multimoda dalam lingkup minat remaja. F.2 Menguraikan karakteristik, rangkaian penyusunan dan pengembangan gagasan dari ragam teks argumen dan diskusi lisan dan tulisan dalam bentuk multimoda dalam lingkup minat remaja. F.3 Menafsirkan makna tersirat dan tersurat dari ragam teks argumen dan diskusi lisan dan tulisan dalam bentuk multimoda dalam lingkup minat remaja. F.4 Merekomendasikan gagasan dan pendapat disertai dengan alasan terhadap ragam teks argumen dan diskusi yang disajikan dalam bentuk multimoda dalam lingkup minat remaja, minat remaja, sosial, dan budaya
Reading By the end of Phase F, students independently read and respond to a wide range of texts such as narratives, descriptives, expositions, procedures, argumentatives and	<ul style="list-style-type: none"> - independently read and respond to a wide range of texts such as narratives, descriptives, expositions, procedures, argumentatives and discussions - read to learn and read for pleasure. 	F.5 Mendemonstrasikan komunikasi yang efektif dalam penyampaian gagasan dan pendapat di berbagai diskusi, kegiatan kolaborasi, dan presentasi untuk berbagai tujuan. F.6 Mengimplementasikan penggunaan kosakata dan tata bahasa yang tepat dan sesuai saat menulis atau berbicara dalam berbagai konteks.	F.5 Mendemonstrasikan komunikasi yang efektif dalam penyampaian gagasan dan pendapat di berbagai diskusi, kegiatan kolaborasi, dan presentasi untuk berbagai tujuan pada beragam konteks. F.6 Mengimplementasikan penggunaan kosakata dan tata bahasa yang tepat dan sesuai saat menulis atau berbicara dalam berbagai konteks.
Writing and Presenting By the end of Phase F, students independently write an extensive range of fictional and factual text types, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation, capitalization and tenses. They express complex ideas and use a wide range of vocabulary and verb tenses in their writing. They include topic sentences in their paragraphs and use time markers for sequencing, also conjunctions, connectives and pronoun references for linking or contrasting ideas between and within paragraphs. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.	<ul style="list-style-type: none"> - independently write an extensive range of fictional and factual text types, showing an awareness of purpose and audience - plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation, capitalization and tenses. - express complex ideas and use a wide range of vocabulary and verb tenses in their writing. - include topic sentences in their paragraphs and use time markers for sequencing, also conjunctions, connectives and pronoun references for linking or contrasting ideas between and within paragraphs. - present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms. 	F.7 Merancang secara mandiri beragam teks deskripsi, eksposisi, dan prosedur tulisan melalui proses menulis dengan memperhatikan tujuan penulisan dan minat pembaca dalam lingkup minat remaja. F.8 Memproduksi secara mandiri beragam teks tulisan yang jelas dan runtut dengan pengembangan ide, organisasi dan gaya penulisan yang sesuai dengan konteks, tujuan penulisan dan minat pembaca dalam lingkup minat remaja.	F.7 Merancang secara mandiri beragam teks argumen dan diskusi tulisan melalui proses menulis dengan memperhatikan tujuan penulisan dan minat pembaca dalam lingkup global. F.8 Memproduksi secara mandiri beragam teks argumen dan diskusi tulisan yang jelas dan runtut dengan pengembangan ide, organisasi, dan gaya penulisan yang sesuai dengan konteks, tujuan penulisan dan minat pembaca dalam lingkup global.

Lampiran 7 The Checklist of English Textbook Used

The Result of The Checklist of The English Textbook Used

No	Criteria	Yes	No
1	Aligns with Merdeka Curriculum	✓	
2	Includes culinary-specific vocabulary		✓
3	Covers all essential language skills	✓	
4	Includes practical culinary exercises	✓	
5	Relevant to real-world culinary tasks		✓
6	Culturally relevant content		✓
7	Reflects diverse culinary practices and traditions		✓
8	Provides clear instructions for activities	✓	
9	Includes visual aids and multimedia resources	✓	
10	Encourages collaborative learning	✓	

Lampiran 8 The Checklist of Teaching Module Used

The Result of The Checklist of The Teaching Module of English Subject

No	Statement	Yes	No
1	The module includes essential components such as introduction, objectives, content, activities, and assessment.		✓
2	The module provides supplementary materials and resources		✓
3	The module integrates the values and characteristics of the Pancasila Student Profile.		✓
4	The module provides activities that reflect the principles of the Pancasila Student Profile.		✓
5	The learning objectives are clearly stated and easily understandable.	✓	
6	The learning objectives are specific, measurable, achievable, relevant, and time-bound (SMART).		✓
7	The content is relevant to the students' needs and interests.		✓
8	The content reflects real-world applications and contexts.		✓
9	The module includes a variety of learning activities that cater to different learning styles.		✓
10	The activities encourage critical thinking, creativity, and collaboration.	✓	

Lampiran 9 The Checklist of SKKNI

The Result of The Checklist of The SKKNI

No	Statement	Yes	No
1	SKKNI outlines specific culinary competencies that are essential for the industry	✓	
2	SKKNI provides clear competency standards for culinary skills.	✓	
3	SKKNI provides contextually relevant material for culinary education	✓	
4	SKKNI incorporates cultural and national values relevant to culinary education	✓	
5	SKKNI emphasizes the practical application of culinary skills.	✓	

Lampiran 10
The Checklist of Expert Judges 1

No	Quality of Product	Score			
		1	2	3	4
	<i>Dimension: Layout and Design</i>				
1	The textbook includes a detailed overview of the function, structures, and vocabulary that will be taught in each unit. <i>Buku teks mencakup gambaran rinci tentang fungsi, struktur, dan kosakata yang akan diajarkan di setiap unit</i>				√
2	The layout and design are appropriate and clear. <i>Tata letak dan desainnya sesuai dan jelas.</i>				√
3	The textbook is organized effectively. <i>Buku teks disusun secara efektif.</i>				√
4	The textbook provides a vocabulary list. <i>Buku teks menyediakan daftar kosakata.</i>				√
5	The textbook provides review section. <i>Buku teks menyediakan bagian ulasan.</i>				√
6	The textbook provides clear objectives. <i>Buku teks memberikan tujuan yang jelas</i>				√
	<i>Dimension: Activities</i>				
7	The textbook provides a balance of activities. <i>Buku teks memberikan keseimbangan aktivitas</i>				√
8	The activities encourage sufficient communicative and meaningful practice. <i>Aktivitas-aktivitas (di dalam buku) mendorong praktik komunikatif dan bermakna yang memadai.</i>				√
9	The activities incorporate an individual, pairs, and group work. <i>Aktivitas-aktivitas (di dalam buku) mencakup kerja individu, berpasangan, dan kelompok.</i>				√
10	The grammar points and vocabulary items are introduced in motivating and realistic contexts.				√

	<i>Poin tata bahasa dan kosakata diperkenalkan dalam konteks yang memotivasi dan realistis.</i>				
11	The activities promote creative, original and independent responses. <i>Kegiatan ini mendorong respons yang kreatif, orisinal, dan mandiri.</i>				√
	Dimension: Skills				
12	The materials include and focus on the skills that students need to practice. <i>Materinya mencakup dan fokus pada keterampilan yang perlu dipraktikkan siswa.</i>				√
13	The materials provide practice of listening and speaking skills. <i>Materi memberikan latihan keterampilan mendengarkan dan berbicara.</i>				√
14	The textbook helps students to practice speaking. <i>Buku teks membantu siswa untuk berlatih berbicara.</i>				√
15	The practice of individual skill is integrated into practice of other skills. <i>Praktek keterampilan individu diintegrasikan ke dalam praktek keterampilan lainnya.</i>				√
	<i>Dimension: Language type and content</i>				
16	The language used in the textbook is authentic, that is, like real-life English. <i>Bahasa yang digunakan dalam buku teks adalah otentik, yaitu seperti bahasa Inggris di kehidupan nyata.</i>				√
17	The language used is at the right level for students' current English ability.				√

	<i>Terdapat cukup variasi dalam subjek dan isi buku teks.</i>				
25	The materials are not culturally biased and they do not portray any negative stereotypes. <i>Materinya tidak bias budaya dan tidak menggambarkan stereotip negatif apa pun.</i>				√
Sum					

1. What is your opinion about each unit?

- Unit 1: Sudah bagus.



Singaraja, 09 Juli 2024

English Language Education Lecturer
At Ganesha University of Education

Prof. Dr. Ni Made Ratminingsih, M.A
NIP. 196609081991022002



Lampiran 11

The Checklist of Expert Judges 2

No	Quality of Product	Score			
		1	2	3	4
	<i>Dimension: Layout and Design</i>				
1	The textbook includes a detailed overview of the function, structures, and vocabulary that will be taught in each unit. <i>Buku teks mencakup gambaran rinci tentang fungsi, struktur, dan kosakata yang akan diajarkan di setiap unit</i>				√
2	The layout and design are appropriate and clear. <i>Tata letak dan desainnya sesuai dan jelas.</i>				√
3	The textbook is organized effectively. <i>Buku teks disusun secara efektif.</i>				√
4	The textbook provides a vocabulary list. <i>Buku teks menyediakan daftar kosakata.</i>				√
5	The textbook provides review section. <i>Buku teks menyediakan bagian ulasan.</i>			√	
6	The textbook provides clear objectives. <i>Buku teks memberikan tujuan yang jelas</i>				√
	<i>Dimension: Activities</i>				
7	The textbook provides a balance of activities. <i>Buku teks memberikan keseimbangan aktivitas</i>				√
8	The activities encourage sufficient communicative and meaningful practice. <i>Aktivitas-aktivitas (di dalam buku) mendorong praktik komunikatif dan bermakna yang memadai.</i>			√	
9	The activities incorporate an individual, pairs, and group work. <i>Aktivitas-aktivitas (di dalam buku) mencakup kerja individu, berpasangan, dan kelompok.</i>				√
10	The grammar points and vocabulary items are introduced in motivating and realistic contexts.				√

	<i>Poin tata bahasa dan kosakata diperkenalkan dalam konteks yang memotivasi dan realistis.</i>				
11	The activities promote creative, original and independent responses. <i>Kegiatan ini mendorong respons yang kreatif, orisinal, dan mandiri.</i>			√	
	Dimension: Skills				
12	The materials include and focus on the skills that students need to practice. <i>Materinya mencakup dan fokus pada keterampilan yang perlu dipraktikkan siswa.</i>				√
13	The materials provide practice of listening and speaking skills. <i>Materi memberikan latihan keterampilan mendengarkan dan berbicara.</i>			√	
14	The textbook helps students to practice speaking. <i>Buku teks membantu siswa untuk berlatih berbicara.</i>			√	
15	The practice of individual skill is integrated into practice of other skills. <i>Praktek keterampilan individu diintegrasikan ke dalam praktek keterampilan lainnya.</i>			√	
	<i>Dimension: Language type and content</i>				
16	The language used in the textbook is authentic, that is, like real-life English. <i>Bahasa yang digunakan dalam buku teks adalah otentik, yaitu seperti bahasa Inggris di kehidupan nyata.</i>				√
17	The language used is at the right level for students' current English ability.				√

	<i>Bahasa yang digunakan berada pada tingkat yang tepat untuk kemampuan bahasa Inggris siswa saat ini.</i>				
18	The progression of grammar points and vocabulary items is appropriate. <i>Perkembangan poin tata bahasa dan item kosa kata sudah tepat.</i>				√
19	The grammar points are presented with brief and easy examples and explanations. <i>Poin-poin tata bahasa disajikan dengan contoh dan penjelasan singkat dan mudah.</i>				√
20	The language functions exemplify English that students will be likely to use in the future. <i>Fungsi bahasa tersebut menunjukkan bahasa Inggris yang kemungkinan besar akan digunakan oleh siswa di masa mendatang.</i>			√	
	<i>Dimension: Subject and content</i>				
21	The subjects and the contents of the book are relevant to student's need as an english language learner(s). <i>Mata pelajaran dan isi buku relevan dengan kebutuhan siswa sebagai pembelajar bahasa Inggris.</i>				√
22	The subject and the contents of the book are generally realistic. <i>Subjek dan isi buku secara umum realistis.</i>				√
23	The subject and the content of the book are interesting, challenging and motivating. <i>Pokok bahasan dan isi buku menarik, menantang dan memotivasi.</i>				√
24	There are sufficient varieties in the subject and contents of the textbook.			√	

	<i>Terdapat cukup variasi dalam subjek dan isi buku teks.</i>				
25	The materials are not culturally biased and they do not portray any negative stereotypes. <i>Materinya tidak bias budaya dan tidak menggambarkan stereotip negatif apa pun.</i>				√
Sum					

1. What is your opinion about each unit?

- Unit 1:

1. I think the materials should not be stored in google drive. It is better to upload them on a particular blog because the look on blog will be better than google drive.
2. All activities are too monotonous and lack variations. All units are the same. Try to improvise a little bit.
3. The colors of the chapters and sub-chapters in all units are monotonous. All are in green

- Unit 2:

- Unit 3:

- Unit 4:

- Unit 5:

Lampiran 12
The Table of The Topic Design

No	Topic	Basis	
		The Unit of Textbook used	SKKNI
1	<p>Unit 1</p> <p>- Safety First! A Great Advice for You.</p> <p>- Dimension: Occupational Health & Safety)</p>	<p>Unit 3</p> <p>- Do You Need Some Advice? (Hortatory Exposition Text)</p>	<p>1. MAR.KP01.001.01 – Melaksanakan Kesehatan dan Keselamatan Kerja di Dapur.</p> <p>2. I.55HDR00.151.2 – Mengikuti Prosedur Kesehatan, Keselamatan & Keamanan di Tempat Kerja.</p>
2	<p>Unit 2</p> <p>- For The Next Step, You Should Do This!</p> <p>- Dimension: Cooking Method</p>	<p>Unit 4</p> <p>- Could You Show Me How to Do It? (Procedure Text)</p>	<p>1. I.55HDR00.041.2 – Menggunakan Metode Dasar Memasak.</p> <p>2. PMM.MI02.003.01 – Menggunakan metode Dasar memasak.</p> <p>3. MAR.KP02.001.01 – Menyiapkan bahan masakan dan alat memasak.</p>
3	<p>Unit 3</p> <p>- Would You Like to Describe This Dish?</p> <p>- Dimension: Course Meal</p>	<p>Unit 2</p> <p>- What Do You Call It? (Descriptive Text)</p>	<p>1. I.55HDR00.030.2 – Memperbaharui Pengetahuan Makanan dan Minuman.</p> <p>2. I.55HDR00.023.2 – Menyediakan Layanan Makanan Dan Minuman.</p> <p>3. I.55HDR00.042.2 – Menyiapkan Appetizer dan Salad.</p>

			<p>4. PMM.UB02.016.01 – Menyajikan makanan penutup.</p> <p>5. I.55HDR00.061.2 – Menangani dan Menghidangkan Keju</p>
4	<p>Unit 4</p> <p>- Do You Know The History of This Dish?</p> <p>- Dimension: Indonesian Cuisine.</p>	<p>Unit 1</p> <p>- What Legends Do You Love to Read?</p>	<p>1. I.55HDR00.030.2 – Memperbaharui Pengetahuan Makanan dan Minuman.</p> <p>2. PMM.MI02.014.01 – Menyiapkan dan membuat dessert Indonesia</p>
5	<p>Unit 5</p> <p>- Alcoholic Beverage is Bad!</p> <p>- Dimension: Alcoholic & Non-alcoholic Beverage</p>	<p>Unit 5</p> <p>- Let's Share Your Arguments (Argumentative Text)</p>	<p>1. I.55HDR00.030.2 – Memperbaharui Pengetahuan Makanan dan Minuman.</p> <p>2. I.55HDR00.024.2 – Menyediakan Layanan Minuman Beralkohol.</p> <p>3. I.55HDR00.034.2 – Menghidangkan Cocktail.</p>
6	<p>Unit 6</p> <p>- Let's Discuss This Misunderstanding.</p> <p>- Dimension:</p>	<p>Unit 6</p> <p>- Let's Discuss This Issue (Discussion Text)</p>	<p>1. I.55HDR00.150.2 – Melakukan Kerja Dalam Lingkungan Sosial yang Beragam.</p> <p>2. I.55HDR00.193.2 – Mengelola Keanekaragaman di Tempat Kerja</p>

Lampiran 13
The Table of The Topics' Learning Outcome & Learning Objectives

		<p>cuisine on Appetizer, Main Course, Dessert, Salad, and Cheese.</p> <p>1.6 Students will be able to implement language expressions: Asking & Giving Opinion.</p> <p>1.7 Students will be able to identify and explain spesific terms in food menu in cours meal.</p> <p>1.8 Student will be able to identify and analyse adjective phrase.</p>	
4	<p>Unit 4</p> <p>-</p> <p>Do You Know The History of This Dish?</p> <p>-</p> <p>Dimension: Indonesian Cuisine.</p>	<p>1.1 Students will be able to identify a narrative text (legend).</p> <p>1.2 Students will be able to identify and analyse the defintion, the structures, and the language features of a narrative text (legend).</p> <p>1.3 Students will be able to process, interpret, and evaluate information from some examples of a narrative text (legend).</p> <p>1.4 Students will be able to explain some information about Indonesia Cuisine.</p>	

No	Topic	Learning Objectives	Learning Outcome (CP)
1	<p>Unit 1</p> <p>- Safety First! A Great Advice for You.</p> <p>- Dimension: Occupational Health & Safety</p>	<p>1.1. Students will be able to identify a hortatory exposition text.</p> <p>1.2. Students will be able to identify and analyse the definition, the structures, and the language features of a hortatory exposition text.</p> <p>1.3. Students will be able to process, interpret, and evaluate information from the example of a hortatory exposition text.</p> <p>1.4. Students will be able to explain some information about Occupational Health & Safety (OHS).</p> <p>1.5. Students will be able to apply information about Occupational Health & Safety in workplace.</p> <p>1.6. Students will be able to implement several language expressions: asking & giving advice and asking & offering help.</p>	<p>Fase F</p> <p>Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berkomunikasi sesuai dengan situasi dan tujuan.</p> <p>Berbagai jenis teks seperti eksposisi, prosedur, deskripsi, narasi, argumentasi, dan diskusi menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini.</p> <p>Peserta didik menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan.</p>

		<p>1.7. Students will be able to identify and explain specific terms in Occupational Health & Safety.</p> <p>1.8. Student will be able to identify and analyse simple present tense, passive voices, and warnings.</p>	<p>Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam topik kontekstual tertentu.</p>
2	<p>Unit 2</p> <p>- For The Next Step, You Should Do This!</p> <p>- Dimension: Cooking Method</p>	<p>1.1 Students will be able to identify a procedure text.</p> <p>1.2 Students will be able to identify and analyse the definition, the structures, and the language features of a procedure text.</p> <p>1.3 Students will be able to process, interpret, and evaluate information from some examples of a procedure text.</p> <p>1.4 Students will be able to explain some information about cooking methods.</p> <p>1.5 Students will be able to apply information about cooking methods.</p> <p>1.6 Students will be able to implement language</p>	<p>Mereka membaca teks tulisan untuk mempelajari sesuatu atau mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks tulisan semakin mendalam.</p> <p>Keterampilan inferensi tersirat ketika memahami informasi dan kemampuan evaluasi berbagai jenis teks dalam Bahasa Inggris sudah berkembang.</p>

		<p>expressions: asking someone to do something.</p> <p>1.7 Students will be able to identify and explain specific terms in some cooking methods.</p> <p>1.8 Student will be able to identify and analyse action verbs and prepositions.</p>	<p>Mereka memproduksi teks lisan dan tulisan serta visual dalam Bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam.</p> <p>Peserta didik</p>
3	<p>Unit 3</p> <p>- Would You Like to Describe This Cuisine?</p> <p>- Table Manner</p>	<p>1.1 Students will be able to identify a descriptive text.</p> <p>1.2 Students will be able to identify and analyse the definition, the structures, and the language features of a descriptive text.</p> <p>1.3 Students will be able to process, interpret, and evaluate information from some examples of a descriptive text.</p> <p>1.4 Students will be able to explain some information about cuisine on Appetizer, Main Course, Dessert, Salad, and Cheese.</p> <p>1.5 Students will be able to apply information about</p>	<p>memproduksi beragam teks tulisan dan visual, fiksi maupun non-fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.</p>

Lampiran 14

The Blueprint of English for Culinary Book Material (Chapter 1)

Topic	<p>Topic 1 (Hortatory Exposition Text)</p> <p>Safety First! A Great Advice for You.</p> <p>Dimension: Occupational Health & Safety</p>
Input	<ol style="list-style-type: none"> 1. Passage 1: Do you know that every 15 seconds, 153 workers have a work-related accident, and one of them dies around the world? 2. Passage 2: Do you know why it is important for workers to be aware of potential hazards in their workplace? 3. Passage 3: Do you know if a work accident in the kitchen could have been prevented by a safety tool? 4. Passage 4: Do you know that you can persuade someone to follow occupational health and safety guidelines by using a hortatory exposition text?
Content Focus	<ol style="list-style-type: none"> 1. Passage 1: Occupational Health & Safety 2. Passage 2: Hazard & Its Type. 3. Passage 3: Duties of Workers. 4. Passage 4: Hortatory Exposition Text.
Language Focus	<p><i>Grammar Review</i></p> <ol style="list-style-type: none"> 1. Passage 1: Simple Present Tense. 2. Passage 2: Passive Voice. 3. Passage 3: Warnings & Precautions. 4. Passage 4: Language Expression: Asking & Giving Advice.
Task	<ol style="list-style-type: none"> 1. Passage 1 <ol style="list-style-type: none"> a. Task 1: Make a Conversation b. Task 2: Essay Question c. Task 3: Write Your Understanding d. Task 4: Speech in Action 2. Passage 2 <ol style="list-style-type: none"> a. Task 1: Safety Role-play b. Task 2: Listen To & Take Notes c. Task 3: Hazard Report d. Task 4: Personal Report

	<ol style="list-style-type: none"> 3. Passage 3 <ol style="list-style-type: none"> a. Instructional Making b. Interactive Demonstration c. Think & Solve d. Safety Report 4. Passage 4 <ol style="list-style-type: none"> a. Task 1: Text Analysis b. Task 2: Composing Hortatory Exposition Text c. Task 3: Group Advice d. Task 4: Class Debate
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BIOGRAPHY



Muhamad Ridho Resaldi, born in Singaraja, May 17 2000. He was born to the couple Reso and Siti Hajar Karyawati. He is an Indonesian citizen and believed in Islam religion. He currently lives at Jalan Manggis Gang Baitul Iman No 14, Kampung Kajanan, Singaraja. He completed his junior education at SD Negeri 5 Singaraja in 2012. Then, he continued his studies at SMP Negeri 2 Singaraja and graduated in 2015. In 2018, he graduated from SMK Negeri 3 Singaraja majoring in Electrical Engineering and continued his higher education at Ganesha University of Education. At the time of writing this thesis, he was still registered as an undergraduate student in the English Language Education Study Program at Ganesha University of Education

