

## APPENDICES

### Appendix 1 Permission Letter



KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI  
UNIVERSITAS PENDIDIKAN GANESHA  
PROGRAM PASCASARJANA

Jalan Udayana No. 11 Singaraja, Bali 81116 Telepon. 081999446444 Laman [www.pasca.undiksha.ac.id](http://www.pasca.undiksha.ac.id)

Nomor : 353/UN48.14.1/PT.02.05/2026  
Lamp : -  
Perihal : Mohon Izin Pengambilan Data

Yth. Direktur LPK Bali Crystal College  
di tempat

Dengan hormat, dalam rangka pengumpulan data untuk Penelitian Tesis mahasiswa Program Pascasarjana Universitas Pendidikan Ganesha, bersama ini kami mohon kesedian Bapak/Ibu untuk dapat menerima dan mengizinkan mahasiswa kami dengan identitas:

Nama : I Wayan Wira Praditya  
NIM : 2329081046  
Program studi : Pendidikan Bahasa Inggris (S2)  
Judul Penelitian : DEVELOPING ENGLISH E-MODULE FOR CULINARY STUDENTS AT LPK  
BALI CRYSTAL COLLEGE

untuk mendapatkan data/informasi yang dibutuhkan oleh mahasiswa dalam melakukan penelitian.  
Demikian disampaikan, atas berkenaan dan kerja sama yang baik kami ucapkan terima kasih.

Singaraja, 10 Desember 2025

a.n Direktur,  
Wakil Direktur I,



Ida Bagus Putu Arnyana  
NIP. 195812311986011005

Tembusan :  
1. Kepala Subbagian Program Pascasarjana  
2. Mahasiswa yang bersangkutan



Catatan :  
• UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 "Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"  
• Dokumen ini tertanda ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BsrE  
• Surat ini dapat dibuktikan keasliannya dengan menggunakan *qr code* yang telah tersedia

Appendix 2 Instruments Expert Judgments

**LEMBAR *EXPERT JUDGEMENT***  
**SURAT KETERANGAN VALIDASI INSTRUMEN PENELITIAN**

Yang bertandatangan di bawah ini:

Nama : Prof. Dr. I Gede Budasi, M.Ed

NIP : 195812311985031022

Setelah membaca, menelaah dan mencermati kesesuaian isi pernyataan terhadap instrumen berupa lembar panduan interview (*interview guide*), dan angket (*questionnaire*) yang akan digunakan untuk penelitian berjudul “*DEVELOPING ENGLISH E-MODULE FOR CULINARY STUDENTS AT LPK BALI CRYSTAL COLLEGE*” yang dibuat oleh:

Nama : I Wayan Wira Praditya  
NIM : **2329081046**  
Program Studi : Pendidikan Bahasa Inggris (S2)  
Fakultas : Pascasarjana

Dengan ini menyatakan lembar penilaian instrumen tersebut (✓)

- ☐ Layak digunakan untuk mengambil data tanpa revisi
- ☒ Layak digunakan untuk mengambil data dengan revisi sesuai saran
- ☐ Tidak layak

Catatan (bila perlu)

.....  
.....

Singaraja, 10 Oktober 2025

  
Prof. Dr. I Gede Budasi, M.Ed  
NIP. 195812311985031022

**LEMBAR *EXPERT JUDGEMENT***  
**SURAT KETERANGAN VALIDASI INSTRUMEN PENELITIAN**

Yang bertandatangan di bawahini:

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

NIP : 197609022000031001

Setelah membaca, menelaah dan mencermati kesesuaian isi pernyataan terhadap instrumen berupa lembar panduan interview (*interview guide*), dan angket (*questionnaire*) yang akan digunakan untuk penelitian berjudul “*DEVELOPING ENGLISH E-MODULE FOR CULINARY STUDENTS AT LPK BALI CRYSTAL COLLEGE*” yang dibuat oleh:

Nama : I Wayan Wira Praditya  
NIM : 2329081046  
Program Studi : Pendidikan Bahasa Inggris (S2)  
Fakultas : Pascasarjana

Dengan ini menyatakan lembar penilaian instrumen tersebut (✓)

- ☐ Layak digunakan untuk mengambil data tanpa revisi
- ☒ Layak digunakan untuk mengambil data dengan revisi sesuai saran
- ☐ Tidak layak

Catatan (bila perlu)

.....  
.....

Singaraja, 10 Oktober 2025



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.  
NIP. 197609022000031001

### Expert Judgement of Interview Guide

Tabulation		Expert 1	
		Irrelevant	Relevant
Expert 2	Irrelevant	A = 0	B = 0
	Relevant	C = 0	D = 6

### Expert judgment of the Questionnaire

Tabulation		Expert 1	
		Irrelevant	Relevant
Expert 2	Irrelevant	A = 0	B = 0
	Relevant	C = 0	D = 35

### Expert judgement of the Content Expert Judgement

Tabulation		Expert 1	
		Irrelevant	Relevant
Expert 2	Irrelevant	A = 0	B = 0
	Relevant	C = 0	D = 17

### Expert judgement of the Media Expert Judgement

Tabulation		Expert 1	
		Irrelevant	Relevant
Expert 2	Irrelevant	A = 0	B = 0
	Relevant	C = 0	D = 10

# Appendix 3 Syllabus



## LEMBAGA PELATIHAN KERJA PARIWISATA BALI CRYSTAL COLLEGE

Ijin Nomor : KEP.560/8953/Disnaker

Jl. Ir. Soekarno ,Tampaksiring, Gianyar-Bali

Tlpn: (0361) 4793156, HP: 087762478394, e-mail: info@bali-crystalcollege.com

Nama Instruktur : \_\_\_\_\_

NO	MATERI	WAKTU	Kelas :		Kelas :		Kelas :		Kelas :		Kelas :	
			Tgl	Paraf	Tgl	Paraf	Tgl	Paraf	Tgl	Paraf	Tgl	Paraf
1	Introduction of FBP Department (Section in FBP Department)	90 menit										
	Praktek : Explaining FBP Department & Mention Section in FBP Department	90 menit										
2	Meet the Chef (Kosa kata terkait struktur organisasi di dapur, istilahistilah jabatan kerja, denah di dapur, kebersihan dan kesehatan di tempat kerja)	90 menit										
	Meet the Chef (Kosa kata terkait struktur organisasi di dapur, istilahistilah jabatan kerja, denah di dapur, kebersihan dan kesehatan di tempat kerja)	90 menit										
3	Vegetables & Fruits, Meat Seasoning, Cooking Method, Cutting Method	90 menit										
	Vegetables & Fruits, Meat Seasoning, Cooking Method, Cutting Method	90 menit										
4	Kitchen Utensils	90 menit										
	Kitchen Utensils	90 menit										
5	Recipe and Preparation (Kosa kata terkait Ingredients)	90 menit										

	Recipe and Preparation (Kosa kata terkait Ingredients)	90 menit												
6	How to Cook (Istilah-istilah kerja umum dalam dunia memasak + istilah-istilah lanjutan)	90 menit												
	How to Cook (Istilah-istilah kerja umum dalam dunia memasak + istilah-istilah lanjutan)	90 menit												
7	Role Play Simulasi Memasak – Koordinasi dengan Kolega di Dapur	90 menit												
	Role Play Simulasi Memasak – Koordinasi dengan Kolega di Dapur	90 menit												
8	Describing Taste	90 menit												
	Describing Taste	90 menit												
9	Presenting Food Method	90 menit												
	Presenting Food Method	90 menit												
10	Middle Test (Teori)	90 menit												
11	Handling Complaints	90 menit												
	Handling Complaints	90 menit												
12	Describing Dishes/Chef Table (Interview Teori)	90 menit												
	Describing Dishes/Chef Table (Interview Teori)	90 menit												
13	Describing Dishes/Chef Table (Interview Teori)	90 menit												
	Describing Dishes/Chef Table (Interview Teori)	90 menit												
14	Describing Dishes/Chef Table (Interview Teori)	90 menit												
	Describing Dishes/Chef Table	90 menit												
15	Final test	90 menit												

**NB : Student Must mention 10 words every meeting**



#### Appendix 4 Result of Interview Guide

Indicators	Instructor 1	Instructor 2
Students' Expectations	The students expect to have proficient English and be connected to the industry. And to have skills in reading, writing, listening, and speaking.	Students expect to have English for their technical skills: knowing kitchen sections, explaining cooking methods, explaining ingredients, and handling complaints.
Students' Motivation	Students are excited when the game was used during the learning process, and they are motivated to learn with videos.	The students are excited when property was used, such as the kitchen lab practices was used to explain kitchen sections
Students' Lack	The student lacked knowledge of culinary and did not know the vocabulary in the field. They also had fewer exercises in practicing English in a culinary context.	Students lacked the ability in use English in a culinary context.
Students' Personal Information	The students had not joined any ESP courses outside college	The students did not know anything about ESP courses outside college
	The students had background working and training in the culinary department. Most of the students came from a vocational high school in the same department. Thus, they had the experience.	The students had knowledge of culinary arts based on their experience in their on-the-job training program in high school.
Students' Language Information	The students' proficiency level was B1-intermediate, as most can handle daily activities. For instance, students can describe reasons why they chose the culinary department.	The students' level was A2-elementary. Most students can communicate in simple, routine tasks about culinary.

Appendix 5 Result of Questionnaire

Dimensions	Indicators	Statements	Yes	No
Students' Characteristics and Background	Students' Lacks	1. I face difficulty in understanding the terms used in culinary	30	-
		2. I face difficulty in mentioning the ingredients, equipment, and other vocabs in culinary	30	-
		3. I face difficulty in comprehending what foreigners or other English speaker said	30	-
		4. I face difficulty in comprehending an English text	30	-
		5. I face difficulty in using English verbally or in written	30	-
	Students' Motivation	6. I have less motivation in learning English	30	-
		7. I feel motivate to learn English within group discussion or project	30	-
		8. I feel motivate to learn English alone	30	-
		9. I feel motivate to learn English in an interactive and fun activity	30	-
	Students' Expectation	10. I expect to have better English proficiency in culinary field	30	-
		11. I expect that my English skills will improve my career in culinary field	30	-



	Students' professional information	12. I have joined ESP course before	30	-
		13. I have joined training program or worked in culinary field before	30	-
		14. I have learned about culinary before	30	-
	Students' personal information	15. I have family background who also speaks English	30	-
		16. I live near or in tourism area	30	-
		17. I often speak English with foreigners	30	-
	Students' Environment or Situation	18. My learning environment was full of English	30	-
		19. I am required to proficient in English for the position that I apply	30	-
Students' Language Information	Students' English Proficiency	20. I have low vocabulary mastery	30	-
		21. I think that my listening and reading skills in English was not enough	30	-
		22. I think that my writing and speaking skills in English	30	-
	Students' Language Learning	23. I prefer to study English by listening music or watching movie	30	-
		24. I can understand the English text better with the provision of picture or image	30	-
		25. I need a learning module or book that can be accessed without time and space limitation	30	-

		26. I can learn English better with clear instruction	30	-
		27. I need more tasks or practice with real or daily life problems	30	-
	Students' learning objective	28. I should be able to communicate in English verbally and written to improve my career in Culinary	30	-
	Language Functions	29. I need to learn the expression of giving instructions or commands	30	-
		30. I need to learn English to describe cooking process or technique	30	-
		31. I need to learn English to report progress	30	-
		32. I need to learn the expression of requesting tool or ingredient in English	30	-
		33. I need to learn English for checking understanding or clarification,	30	-
		34. I need to learn English about health and safety warning	30	-
		35. I need to learn English about expressing problem and giving or asking suggestion.	30	-

## Appendix 6 Content Validity


### The Blueprint of Media Expert Judgment

<b>Dimensions</b>	<b>Indicators</b>	<b>Number of Item</b>	<b>Total Items</b>
Multimedia	Combining texts and images in harmony which allows the readers to understand the context better	1	1
Contiguity	Providing text for each displayed picture	2	1
Modality	Using graphic, audio, or narration to explain materials	3	1
Redundancy	Avoiding multiple text or long text with no valuable information	4	1
Coherence	Decorative elements with clear purposes	5	1
Consistency	Providing a consistent layout, colour, and typograph without any sudden format changes confusing readers	6	1
Effective Typograph	Providing legible fonts and readable with a good contrast with the background	7,8	2
Use of White Space	Providing sufficient empty space around texts and images	9	1
Clear Navigation	Providing with intuitive navigation features, such as; next or previous buttons, internal links, or clickable table of contents	10	

### The Media Validity by Expert 1

Dimensions	Statements	Scales				
		1	2	3	4	5
Multimedia	1. The e-book consists of in a harmony combination of texts and images					√
Contiguity	2. Each picture provided with text as a clarification for its function or meaning in the e-book					√
Modality	3. There is a graphic, audio, or narration explaining the materials					√
Redundancy	4. There is no multiple text or long text with no valuable information					√
Coherence	5. The e-book consists of decorative elements with clear purposes					√
Consistency	6. The e-book is designed with a consistent layout, colour, and typograph without any sudden format changes confusing readers					√
Effective Typograph	7. The e-book is designed with legible fonts and readable.					√
	8. There is no contrast between the fonts and background layout				√	
Use of White Space	9. The e-book is designed with sufficient empty space around texts and images					√
Clear Navigation	10. The e-book is designed with intuitive navigation features, such as; next or previous buttons, internal links, or clickable table of contents					√
Total		49				
Mean (Total Score/Total Item)		4.90				

Singaraja, 11 Januari 2026

  
Prof. Dr. I Gede Budasi, M.Ed  
 NIP. 195812311985031022

### The Media Validity by Expert 2

Dimensions	Statements	Scales				
		1	2	3	4	5
Multimedia	1. The e-book consists of in a harmony combination of texts and images					√
Contiguity	2. Each picture provided with text as a clarification for its function or meaning in the e-book					√
Modality	3. There is a graphic, audio, or narration explaining the materials					√
Redundancy	4. There is no multiple text or long text with no valuable information					√
Coherence	5. The e-book consists of decorative elements with clear purposes					√
Consistency	6. The e-book is designed with a consistent layout, colour, and typograph without any sudden format changes confusing readers					√
Effective Typograph	7. The e-book is designed with legible fonts and readable.				√	
	8. There is no contrast between the fonts and background layout					√
Use of White Space	9. The e-book is designed with sufficient empty space around texts and images					√
Clear Navigation	10. The e-book is designed with intuitive navigation features, such as; next or previous buttons, internal links, or clickable table of contents					√
Total		48				
Mean (Total Score/Total Item)		4.80				

Singaraja, 6 Desember 2025

*Rmdra*

Dr. Dewa Putu Ramendra, S.Pd., M.Pd.  
NIP. 197609022000031001

### Blueprint of Content Validity

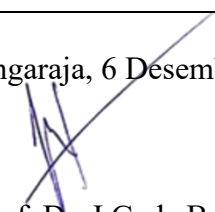
Dimensions	Indicators	Number of Item	Total Items
Need-Based	Using students' needs as a foundation	1	1
Goal-Oriented	Focusing on students' communication outcomes	2,3,4,5	4
Students-Centred	Encouraging students' active participation	6,7,8	3
Contextualized	Matching with students' professional and academic setting	9,10	2
Authentic	Providing real-world tasks or problems	11	1
Skills-Integrated	Consisting of four language skills practices	12	1
Flexible/Adaptable	Providing a chance to modification based on the context	13	1
Accuracy	Providing the materials with citations or references	14	1
Relevance	Providing the materials which are relevant to the learning objectives	15	1
Organization	Arranging the learning materials from the easiest to the most difficult level	16	1
Clarity and Readability	Using a clear and concise language	17	1
Total Items			17



### Content Validity by Expert 1

Dimensions	Statements	Scales				
		1	2	3	4	5
Need-Based	1. The materials are designed based on students' needs					√
Goal-Oriented	2. The e-book consists of speaking and writing practices					√
	3. The e-book consists of listening and reading practices					√
	4. The e-book consists of English materials in culinary field					√
	5. The e-book consists of subsection to improve students' vocabulary mastery					√
Students-Centred	6. The e-book consists of individual task					√
	7. The e-book consists of group or pair task					√
	8. The e-book consists of interactive task encouraging students' participation					√
Contextualized	9. The e-book provides English materials in culinary or industrial context					√
	10. The e-book provides English learning materials based on SKKNI and current curriculum					√
Authentic	11. The e-book provides a real-contextual classrooms activity relevant to culinary field				√	
Skills-Integrated	12. The e-book integrates four English skills materials					√
Flexible/Adaptable	13. The e-book provides a chance to modification based on the context					√
Accuracy	14. The materials are completed with references					√
Relevance	15. The materials are relevant to the learning objectives					√
Organization	16. The learning materials are arranged gradually (from the easiest to most difficult one)				√	
Clarity and Readability	17. The materials are presented in a clear and concise language					√
Total		83				
Mean (Total Score/Total Item)		4.88				

Singaraja, 6 Desember 2025

  
Prof. Dr. I Gede Budasi, M.Ed  
 NIP. 195812311985031022

### Content Validity by Expert 2

Dimensions	Statements	Scales				
		1	2	3	4	5
Need-Based	1. The materials are designed based on students' needs					√
Goal-Oriented	2. The e-book consists of speaking and writing practices					√
	3. The e-book consists of listening and reading practices					√
	4. The e-book consists of English materials in culinary field					√
	5. The e-book consists of subsection to improve students' vocabulary mastery					√
Students-Centred	6. The e-book consists of individual task					√
	7. The e-book consists of group or pair task					√
	8. The e-book consists of interactive task encouraging students' participation					√
Contextualized	9. The e-book provides English materials in culinary or industrial context					√
	10. The e-book provides English learning materials based on SKKNI and current curriculum					√
Authentic	11. The e-book provides a real-contextual classrooms activity relevant to culinary field					√
Skills-Integrated	12. The e-book integrates four English skills materials					√
Flexible/Adaptable	13. The e-book provides a chance to modification based on the context					√
Accuracy	14. The materials are completed with references					√
Relevance	15. The materials are relevant to the learning objectives					√
Organization	16. The learning materials are arranged gradually (from the easiest to most difficult one)				√	
Clarity and Readability	17. The materials are presented in a clear and concise language					√
Total		84				
Mean (Total Score/Total Item)		4.94				

Singaraja, 6 Desember 2025



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.  
NIP. 197609022000031001

## Appendix 7 Documentation

