

Appendix 1 Letter Requesting Permission to Conduct Research



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

Nomor : 2997/UN48.14.1/PT.02.05/2026
Lamp : -
Perihal : Mohon Izin Pengambilan Data

Yth. Direktur Jolly Roger International
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 Sumerta Winaya Asnadi
NIM : 2429081009
Program studi : Pendidikan Bahasa Inggris (S2)
Judul Penelitian : *Developing an English for Food Beverage Service Module with AI-Generated Audio & Illustration for Vocational Students: R & D*

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

Singaraja, 3 Juni 2026
a.n Direktur,
Wakil Direktur I,



Ida Bagus Putu Arnyana
NIP. 195812311986011005

Tembusan :

1. Kepala Subbagian Program Pascasarjana
2. Mahasiswa yang bersangkutan

Catatan :



**Balai Besar
Sertifikasi
Elektronik**

- 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 BarE
- Surat ini dapat dibuktikan keasliannya dengan menggunakan *qr code* yang telah tersedia

Appendix 2 Statement of Research Conduct



**YAYASAN
JOLLY ROGER
EDUCATION**

**JOLLY ROGER
INTERNATIONAL**
Hotel & Cruise Line College



Berdasarkan Undang-Undang Republik Indonesia Nomor 6 Tahun 2023
Sertifikat Standar: 91200034219890002 Tertanggal 12 Desember 2023 | NIB: 9120003421989
SEKRETARIAT: JALAN TERATAI, DESA DAUH PEKEN, TABANAN (82111) | TELEPON (0361) 7996642 / 081338565454

SURAT KETERANGAN

Nomor: 005/DIR/JRI/VI/2026

Yang bertandatangan di bawah ini,

Nama : I Komang Artawan, S.S., M.Pd.
Jabatan : Direktur Utama
Institusi : Jolly Roger International – Hotel & Cruise Line College

Menerangkan bahwa,

Nama : I Wayan Sumerta Winaya Asnadi
NIM : 2429081009
Program Studi : S2 Pendidikan Bahasa Inggris
Fakultas : Pasca Sarjana - Universitas Pendidikan Ganesha

memang benar yang bersangkutan telah mengadakan penelitian di Lembaga Jolly Roger International dengan judul *“Developing an English for Food Beverage Service Module with AI-Generated Audio for Vocational Students: Research & Development”*.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Tabanan, 19 Juni 2026

Direktur Utama,


I Komang Artawan, S.S., M.Pd.

Appendix 3 Need Analysis Questionnaire Results Tabulation

No	Respondent	N1	N2	N3	N4	N5	N6	N7	L1	L2	L3	L4	L5	L6	W1	W2	W3	W4	W5	W6
1	R1	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5
2	R2	5	4	5	4	5	5	5	4	5	4	5	5	5	5	5	5	5	4	5
3	R3	5	5	5	5	5	5	5	4	5	5	4	5	5	5	4	5	5	5	5
4	R4	5	5	5	5	5	5	4	4	5	3	4	4	5	5	4	5	5	5	5
5	R5	4	5	5	5	4	4	5	5	5	5	5	5	5	5	4	4	4	4	4
6	R6	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5
7	R7	5	5	5	5	5	5	5	5	5	4	5	5	4	5	5	5	5	5	5
8	R8	5	5	5	5	5	5	5	4	5	5	5	4	5	5	5	5	5	5	5
9	R9	5	5	5	5	5	5	4	5	5	5	4	5	5	5	5	5	5	5	5
10	R10	5	4	5	4	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5
11	R11	5	5	5	5	5	5	4	5	5	5	5	4	5	5	5	5	5	5	5
12	R12	5	5	5	5	5	5	5	5	5	4	5	5	4	5	4	5	5	5	5
13	R13	5	5	5	5	5	5	4	4	5	5	5	4	5	5	5	5	5	5	5
14	R14	5	5	5	5	5	5	5	5	5	4	4	5	4	5	5	5	5	5	5
15	R15	5	5	4	5	5	5	5	4	5	4	5	5	4	5	5	5	5	4	5
16	R16	5	5	5	5	5	5	5	5	5	4	5	5	4	5	5	5	5	5	5
17	R17	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5
18	R18	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	4
19	R19	5	5	4	4	4	4	5	5	5	4	5	5	5	5	5	5	5	4	5
20	R20	5	5	4	5	5	5	5	5	5	5	4	5	3	4	5	4	4	4	4
21	R21	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
22	R22	5	5	5	5	5	5	4	4	5	4	4	5	5	5	4	5	5	5	5
23	R23	5	5	4	4	4	5	5	5	5	5	5	4	4	5	5	5	5	5	4
24	R24	5	4	4	5	5	4	5	5	5	5	5	5	5	5	5	4	5	4	4
25	R25	5	5	4	5	5	5	5	5	5	4	5	5	5	4	5	5	5	4	4
26	R26	5	4	4	5	5	4	5	5	5	4	5	5	4	4	5	3	4	4	3
27	R27	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	4
28	R28	5	4	5	5	5	5	5	5	4	5	4	5	5	5	4	4	5	4	5
29	R29	4	5	4	4	5	4	5	5	5	5	5	5	5	4	4	4	4	4	4
30	R30	4	5	5	5	5	2	4	5	5	4	5	5	5	5	5	4	4	4	4
Average		4.88	4.73	4.75	4.79	4.88	4.77	4.83	4.65	4.87	4.56	4.73	4.85	4.73	4.75	4.81	4.67	4.83	4.65	4.63

Appendix 4 Reliability of Need Analysis Questionnaire

Case Processing Summary			
		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.626	.598	19

Item Statistics			
	Mean	Std. Deviation	N
N1	4.9000	.30513	30
N2	4.8333	.37905	30
N3	4.7000	.46609	30
N4	4.8333	.37905	30
N5	4.9000	.30513	30
N6	4.7333	.63968	30
N7	4.7667	.43018	30
L1	4.7667	.43018	30
L2	4.9667	.18257	30
L3	4.5667	.56832	30
L4	4.7333	.44978	30
L5	4.8333	.37905	30
L6	4.6667	.54667	30
W1	4.8333	.37905	30
W2	4.7667	.43018	30
W3	4.6667	.54667	30
W4	4.8000	.40684	30
W5	4.6333	.49013	30
W6	4.6333	.55605	30

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
N1	85.6333	8.447	.463	.	.592
N2	85.7000	8.838	.168	.	.619
N3	85.8333	8.006	.431	.	.583
N4	85.7000	8.976	.106	.	.626
N5	85.6333	8.999	.147	.	.621

N6	85.8000	7.269	.488	.	.563
N7	85.7667	9.564	-.146	.	.657
L1	85.7667	9.633	-.171	.	.660
L2	85.5667	9.289	.035	.	.628
L3	85.9667	8.723	.094	.	.635
L4	85.8000	9.545	-.139	.	.658
L5	85.7000	9.666	-.190	.	.657
L6	85.8667	9.154	-.028	.	.652
W1	85.7000	8.493	.328	.	.601
W2	85.7667	8.806	.145	.	.622
W3	85.8667	7.223	.626	.	.544
W4	85.7333	7.720	.653	.	.558
W5	85.9000	7.334	.673	.	.543
W6	85.9000	7.266	.596	.	.548

Scale Statistics			
Mean	Variance	Std. Deviation	N of Items
90.5333	9.361	3.05956	19

Inter-Item Correlation Matrix																			
	N1	N2	N3	N4	N5	N6	N7	L1	L2	L3	L4	L5	L6	W1	W2	W3	W4	W5	W6
N1	1.000	-.149	.024	.149	.259	.742	.079	-.184	-.062	-.060	-.201	-.149	-.207	.149	.342	.413	.667	.438	.386
N2	-.149	1.000	.098	.280	-.149	.095	-.247	-.035	.415	-.027	-.067	-.200	-.111	.040	-.035	.555	.000	.402	.191
N3	.024	.098	1.000	.293	.267	.185	-.361	-.189	-.122	.013	-.230	-.098	.271	.488	-.189	.406	.400	.558	.625
N4	.149	.280	.293	1.000	.447	.095	-.247	-.035	-.083	-.027	-.270	.040	-.111	.040	-.035	.055	.000	.217	.027
N5	.259	-.149	.267	.447	1.000	.212	-.184	-.184	-.062	-.060	-.201	.149	.000	-.149	.079	.000	.111	.208	.183
N6	.742	.095	.185	.095	.212	1.000	.142	-.234	-.079	.145	-.256	-.190	-.164	.095	.017	.526	.583	.557	.491
N7	.079	-.247	-.361	-.247	-.184	.142	1.000	.255	-.102	.136	.202	.388	-.342	-.247	.068	-.196	-.079	-.256	-.082
L1	-.184	-.035	-.189	-.035	-.184	-.234	.255	1.000	-.102	.277	.202	.388	-.196	-.247	.255	-.342	-.276	-.093	-.370
L2	-.062	.415	-.122	-.083	-.062	-.079	-.102	-.102	1.000	-.144	.308	-.083	-.115	-.083	.337	.230	-.093	.244	-.125
L3	-.060	-.027	.013	-.027	-.060	.145	.136	.277	-.144	1.000	.072	-.027	.185	-.027	.136	-.148	-.089	.153	-.084
L4	-.201	-.067	-.230	-.270	-.201	-.256	.202	.202	.308	.072	1.000	-.067	.047	-.067	.380	-.093	-.113	-.146	-.267
L5	-.149	-.200	-.098	.040	.149	-.190	.388	.388	-.083	-.027	-.067	1.000	-.111	-.200	-.035	-.277	-.224	-.340	-.136
L6	-.207	-.111	.271	-.111	.000	-.164	-.342	-.196	-.115	.185	.047	-.111	1.000	.222	-.196	.077	.155	.043	.151
W1	.149	.040	.488	.040	-.149	.095	-.247	-.247	-.083	-.027	-.067	-.200	.222	1.000	-.035	.388	.447	.402	.518
W2	.342	-.035	-.189	-.035	.079	.017	.068	.255	.337	.136	.380	-.035	-.196	-.035	1.000	.098	.118	.071	-.082
W3	.413	.555	.406	.055	.000	.526	-.196	-.342	.230	-.148	-.093	-.277	.077	.388	.098	1.000	.775	.558	.718
W4	.667	.000	.400	.000	.111	.583	-.079	-.276	-.093	-.089	-.113	-.224	.155	.447	.118	.775	1.000	.484	.732
W5	.438	.402	.558	.217	.208	.557	-.256	-.093	.244	.153	-.146	-.340	.043	.402	.071	.558	.484	1.000	.502
W6	.386	.191	.625	.027	.183	.491	-.082	-.370	-.125	-.084	-.267	-.136	.151	.518	-.082	.718	.732	.502	1.000

Appendix 5 Expert Judges of Questionnaire Results

No	Statement	Response		Suggestion
		Relevant	Irrelevant	
1	I need to study English materials that reflect current industry practices in restaurants, café and hotels to enhance my practical understanding	✓		
2	I need the structured vocabulary list and expressions specifically tailored for effective communication in the Food & Beverage service	✓		
3	I need listening materials that reflect real communication in modern hospitality settings, including handling digital payments and technology-assisted service.	✓		
4	I need the exposure to a variety of English accents commonly found in hospitality teamwork to improve my listening comprehension through AI-Generated audio.	✓		
5	I need listening tasks that simulate real-life communication scenarios, such as order-taking, upselling, and effectively handling customer complaints	✓		
6	I need to study and practice both receptive (listening and reading) and productive (speaking and writing) language skills to have good communication abilities	✓		
7	I need Generated AI material or other digital materials that facilitate independent learning	✓		
8	I feel like I lack familiarity with authentic restaurant conversations.	✓		
9	I do not get enough listening comprehension practice in various Food & Beverage service situations during my English learning.	✓		
10	I feel like I lack exposure to industry-standard terminology used in F&B in a professional setting	✓		
11	I feel like the listening audio I use does not reflect real communication in Food & Beverage service situations.	✓		
12	I feel like that I lack confidence when speaking with foreign guests due to limited exposure to diverse conversational inputs and contexts	✓		
13	I do not have enough learning materials that help me master the English skills required in Food & Beverage service.	✓		

14	I would like the module to incorporate realistic, industry-specific audio to improve the authenticity of listening experiences	✓		
15	I would like the listening activities to include structured tasks for pre-listening, while-listening, and post-listening part	✓		
16	I would like to have materials that allow flexibility for classroom and self-study use.	✓		
17	I would like the audio materials to feature a variety of accents, including American, British, Australian, Taiwanese, Hong Kong, Turkish, Indian, and others, to expose many different English pronunciations through AI-Generated listening audio.	✓		
18	I would like the module to include dialogues and tasks that simulate real restaurant interactions	✓		
19	I would like to integrate vocabulary lists and pronunciation support to improve speaking skills	✓		
20	Which situations in Food & Beverage service do you find most important to practice listening to (for example: taking orders, handling complaints, explaining menu items)?	✓		
21	What difficulties do you experience when trying to understand listening activities in your Food & Beverage classes?	✓		
22	Are there any parts of your current textbook or learning materials that you find confusing or unhelpful? What are they?	✓		
23	What types of audio materials (like conversations, announcements, or role-plays) do you think would help you learn better in your Food & Beverage classes?	✓		
24	What skills do you feel you need more help with in your Food & Beverage classes that aren't covered well in your current materials?	✓		
25	What types of conversations or situations in the Food & Beverage industry do you find hardest to understand or deal with? Can you give an example?	✓		
26	Currently, I most often learn English through the following activities:	✓		

	• Listening to the teacher's explanations • Listening to stories or experience told by the teacher • Taking notes from the board or from the teacher's explanations • Memorizing vocabulary • Completing exercises in worksheets • Writing down sentences dictated by the teacher • Reading texts from the textbook • Answering reading comprehension questions • Practicing conversations guided by the teacher • Translating English sentences or texts into Indonesian • Watching English-language videos on YouTube • Playing quiz-based learning games such as Kahoot or Quizizz • Using learning applications and social media (e.g., WhatsApp, TikTok)			
27	I would like to learn English using the following: <i>(Please check your preferences; you may select more than one option below.)</i> • Educational games such as Kahoot • AI-based applications (e.g., chatbots or speech generators) Please explain why you chose these options.	✓		
28	I would prefer having listening audio in the form of: • Monologue (Explanation) • Dialogue (Conversation)	✓		

Singaraja, 6 March 2026
Judge 1,



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

No	Statement	Response		Suggestion
		Relevant	Irrelevant	
1	I need to study English materials that reflect current industry practices in restaurants, café and hotels to enhance my practical understanding	✓		
2	I need the structured vocabulary list and expressions specifically tailored for effective communication in the Food & Beverage service	✓		
3	I need listening materials that reflect real communication in modern hospitality settings, including handling digital payments and technology-assisted service.	✓		
4	I need the exposure to a variety of English accents commonly found in hospitality teamwork to improve my listening comprehension through AI-Generated audio.	✓		
5	I need listening tasks that simulate real-life communication scenarios, such as order-taking, upselling, and effectively handling customer complaints	✓		
6	I need to study and practice both receptive (listening and reading) and productive (speaking and writing) language skills to have good communication abilities.	✓		
7	I need Generated AI material or other digital materials that facilitate independent learning	✓		
8	I feel like I lack familiarity with authentic restaurant conversations.	✓		
9	I do not get enough listening comprehension practice in various Food & Beverage service situations during my English learning.	✓		
10	I feel like I lack exposure to industry-standard terminology used in F&B in a professional setting	✓		
11	I feel like the listening audio I use does not reflect real communication in Food & Beverage service situations.	✓		
12	I feel like that I lack confidence when speaking with foreign guests due to limited exposure to diverse conversational inputs and contexts	✓		
13	I do not have enough learning materials that help me master the English skills required in Food & Beverage service.	✓		

14	I would like the module to incorporate realistic, industry-specific audio to improve the authenticity of listening experiences	✓		
15	I would like the listening activities to include structured tasks for pre-listening, while-listening, and post-listening part	✓		
16	I would like to have materials that allow flexibility for classroom and self-study use.	✓		
17	I would like the audio materials to feature a variety of accents, including American, British, Australian, Taiwanese, Hong Kong, Turkish, Indian, and others, to expose many different English pronunciations through AI-Generated listening audio.	✓		
18	I would like the module to include dialogues and tasks that simulate real restaurant interactions	✓		
19	I would like to integrate vocabulary lists and pronunciation support to improve speaking skills	✓		
20	Which situations in Food & Beverage service do you find most important to practice listening to (for example: taking orders, handling complaints, explaining menu items)?	✓		
21	What difficulties do you experience when trying to understand listening activities in your Food & Beverage classes?	✓		
22	Are there any parts of your current textbook or learning materials that you find confusing or unhelpful? What are they?	✓		
23	What types of audio materials (like conversations, announcements, or role-plays) do you think would help you learn better in your Food & Beverage classes?	✓		
24	What skills do you feel you need more help with in your Food & Beverage classes that aren't covered well in your current materials?	✓		
25	What types of conversations or situations in the Food & Beverage industry do you find hardest to understand or deal with? Can you give an example?	✓		
26	Currently, I most often learn English through the following activities:	✓		

	• Listening to the teacher's explanations • Listening to stories or experience told by the teacher • Taking notes from the board or from the teacher's explanations • Memorizing vocabulary • Completing exercises in worksheets • Writing down sentences dictated by the teacher • Reading texts from the textbook • Answering reading comprehension questions • Practicing conversations guided by the teacher • Translating English sentences or texts into Indonesian • Watching English-language videos on YouTube • Playing quiz-based learning games such as Kahoot or Quizizz • Using learning applications and social media (e.g., WhatsApp, TikTok)			
27	I would like to learn English using the following: <i>(Please check your preferences; you may select more than one option below.)</i> • Educational games such as Kahoot • AI-based applications (e.g., chatbots or speech generators) Please explain why you chose these options.	✓		
28	I would prefer having listening audio in the form of: • Monologue (Explanation) • Dialogue (Conversation)	✓		

Singaraja, 6 March 2026

Judge 2,

Made Hery Santosa, Ph.D.

Appendix 6 Interview Guideline of Instructors dan Industry Practitioner

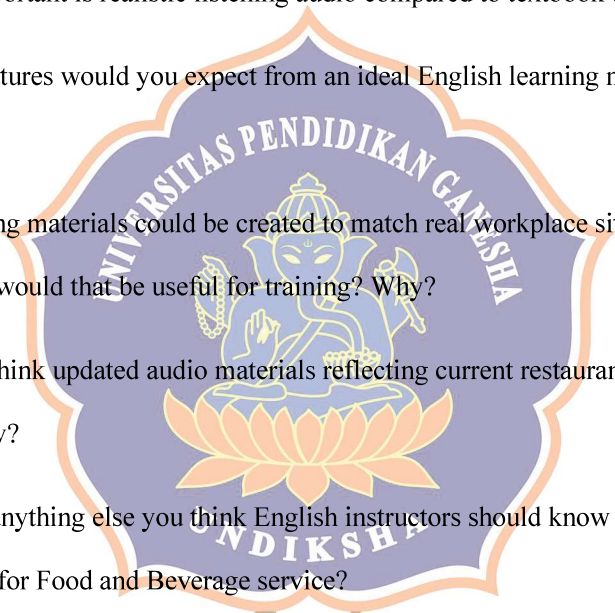
A. Interview Guideline of Instructors

1. What specific listening topics or scenarios do you think are urgently needed for Food & Beverage classes? Why do you think this is important? How would you rank the priority of the topics?
2. What challenges do you face when teaching listening in ESP classes? Could you provide some examples?
3. What problems do you encounter with the current learning module or textbook?
4. What kind of AI-generated audio would be most helpful for your teaching (e.g., dialogues, announcements, restaurant noise, role-play scripts)? How often do you need them?
5. What features should a new ESP module include to improve student engagement and performance? Could you provide some examples?
6. Is there any specific technology or digital tool you wish to integrate into your teaching? Why?
7. Based on your experience, what competencies are still not adequately addressed in existing EFB learning materials? Could you provide some examples?
8. Please describe any real industry communication the students struggle with the most. Could you explain the context or the scenario?

B. Interview Guideline of Industry Practitioners

1. In your daily work, when do staff most frequently use English?
2. What situation do F&B staff need to understand English most often?
3. Which listening situations are most difficult for staff? Why?
4. What accents do staff commonly encounter at work?
5. What English expressions or phrases should F&B staff master to work effectively?

6. Are there common communication mistakes made by staff when speaking English?
7. Based on your experience, are graduates or trainees ready to communicate in English when they start work? Why or why not?
8. Which English skills are weakest among new staff?
9. What kind of English training materials would best prepare F&B staff for real work situations?
10. What types of guest interactions require the highest level of listening accuracy?
11. How important is realistic listening audio compared to textbook dialogues? Why?
12. What features would you expect from an ideal English learning module for F&B staff?
13. If listening materials could be created to match real workplace situations and accents, would that be useful for training? Why?
14. Do you think updated audio materials reflecting current restaurant practices are necessary?
15. Is there anything else you think English instructors should know to better prepare students for Food and Beverage service?



Appendix 7 Curriculum, Syllabus, and Existing Food and Beverage Service Module Screenshots

STRUKTUR KURIKULUM

ENGLISH FOR FOOD & BEVERAGE SERVICE AND BARTENDER

No.	Unit Kompetensi	Alokasi Waktu (JP)		
		T	P	Total
1	Mengidentifikasi perlengkapan dalam food & beverage service serta bartending dalam Bahasa Inggris	2	2	4
2	Mengidentifikasi jenis bahan-bahan memasak dalam Bahasa Inggris	2	2	4
3	Mengidentifikasi jenis menu makanan dan minuman dalam restoran dan bar	2	2	4
4	Menggunakan ungkapan dalam menangani reservasi di restoran dan bar (langsung atau via telepon)	2	2	4
5	Menerapkan ungkapan sederhana dalam menyambut pelanggan (greeting, welcoming, asking reservation, escorting, seating)	2	2	4
6	Menggunakan ungkapan sederhana dalam melayani tamu di restoran atau bar (<i>sequence of service</i>)	2	6	8
7	Mempresentasikan dan menyarankan menu kepada tamu (<i>upselling</i>)	2	4	6
8	Menangani pembayaran tamu	1	1	2
9	Menggunakan ungkapan dalam memberikan layanan minuman anggur	2	2	4
10	Menggunakan ungkapan dalam menangani <i>room service</i>	2	2	4
11	Menggunakan ungkapan sederhana dalam menampilkan layanan <i>gueridon</i>	2	2	4
12	Menangani keluhan tamu/pelanggan	2	2	4
Total		22	30	52

FOOD AND BEVERAGE SERVICE ENGLISH FOR SERVICE

I. Conversation Practice

A. At the restaurant

1) The waiter

- ✓ What can I do for you?
- ✓ Can I help you?
- ✓ Can I take your coat?
- ✓ Have you booked a table?
- ✓ How many are you?
- ✓ Would you follow me, please?
- ✓ Can I take your order, sir/madam?
- ✓ What would you like to start with?
- ✓ What would you like to drink?
- ✓ What would you like for dessert?
- ✓ How would you like your steak? (rare, medium, well done)
- ✓ Do you want a salad with it?
- ✓ What kind of dressing?
- ✓ Anything to drink?
- ✓ Do you want a dessert?
- ✓ The burgers are very good.
- ✓ Sorry, the hamburgers are off.
- ✓ Is everything all right?
- ✓ Did you enjoy your meal?

SILABUS
PROGRAM FOOD & BEVERAGE SERVICE (OFF THE JOB TRAINING)
ENGLISH FOR FOOD AND BEVERAGE SERVICE

Unit Kompetensi:

Mengidentifikasi Perlengkapan dalam Food & Beverage Service Serta Bartending dalam Bahasa Inggris

Perkiraan Waktu Pelatihan:

4 JP

NO.	ELEMEN KOMPETENSI	KRITERIA UNJUK KERJA	INDIKATOR PENCAPAIAN/UNJUK KERJA			MATERI / POKOK BAHASAN	ALOKASI WAKTU		METODE	MEDIA / SUMBER BELAJAR	IMPLEMENTASI
			Pengetahuan	Keterampilan	Sikap		T	P			
1	Mengenal alat dalam melayani makanan dan minuman	1.1. Peralatan dilafalkan secara jelas dan benar dalam Bahasa Inggris. 1.2. Fungsi peralatan disebutkan secara benar dalam Bahasa Inggris.	- Dapat mengidentifikasi jenis-jenis alat pelayanan makanan dan minuman dalam Bahasa Inggris. - Dapat menyebutkan fungsi masing-masing alat dalam Bahasa Inggris.	- Mampu mengucapkan pelafalan peralatan pelayanan makanan dan minuman secara benar. - Mampu menulis <i>equipment</i> dalam Bahasa Inggris. - Mampu menyebutkan fungsi <i>food & beverage service equipment</i> dalam Bahasa Inggris.	Harus menunjukkan sikap cekatan, terampil, jelas, dan komunikatif.	<i>Food & beverage Equipment</i> <i>Daily Verbs</i>	1 JP	1 JP	- Diskusi - Presentasi - Tanya jawab - Demonstrasi	- LCD/projector - PPT - Video - Gambar - Handbook	<i>Off the Job training</i>



Appendix 8 The Results of the Open-Ended Questions in the Student Questionnaire

Item No	Question	Response
Needs		
20	Which situations in Food & Beverage service do you find most important to practice listening to (for example: taking orders, handling complaints, explaining menu items)?	• Welcoming guests • Taking orders • Handling complaint • Listening to guest request • Explaining and recommending menu • Handling reservation • Room service • Serving wine • Handling payment
24	What skills do you feel you need more help with in your Food & Beverage classes that are not covered well in your current materials?	• Speaking • Listening
Lacks		
21	What difficulties do you experience when trying to understand listening activities in your Food & Beverage classes?	• Vocabulary • Accent • Speed • Grammar
22	Are there any parts of your current textbook or learning materials that you find confusing or unhelpful? What are they?	• Illustration quality • Authentic material • Need more language expressions • Vocabularies • Need more examples • Need more listening • Need formal and informal dialogues
25	What types of conversations or situations in the Food & Beverage industry do you find hardest to understand or deal with? Can you give an example?	• Handling complaint • Explaining menu • Taking orders • Handling guest requests • Handling payments • Asking about allergies • Serving wine
Wants		
23	What types of audio materials (like conversations, announcements, or role-plays) do you think would help you learn better in your Food & Beverage classes?	• Role Play • Dialogues
Learning Needs		

26	Currently, I most often learn English through the following activities: • Listening to the teacher's explanations • Listening to stories or experience told by the teacher • Taking notes from the board or from the teacher's explanations • Memorizing vocabulary • Completing exercises in worksheets • Writing down sentences dictated by the teacher • Reading texts from the textbook • Answering reading comprehension questions • Practicing conversations guided by the teacher • Translating English sentences or texts into Indonesian • Watching English-language videos on YouTube • Playing quiz-based learning games such as Kahoot or Quizizz • Using learning applications and social media (e.g., WhatsApp, TikTok)	• Listening to the teacher's explanations • Taking notes from the board or from the teacher's explanations • Memorizing vocabulary • Completing exercises in worksheets • Practicing conversations guided by the teacher • Watching English-language videos on YouTube • Playing quiz-based learning games such as Kahoot or Quizizz
27	I would like to learn English using the following: <i>(Please check your preferences; you may select more than one option below.)</i> • Educational games such as Kahoot • AI-based applications (e.g., chatbots or speech generators) Please explain why you chose these options.	• Educational online games • AI- powered application
28	I would prefer having listening audio in the form of: • Educational games such as Kahoot • Monologue (Explanation) • Dialogue (Conversation)	• Educational online games • Dialogue (Conversation)

Appendix 9 The Interview Results of Instructors

No	Question	Response
1	What specific listening topics or scenarios do you think are urgently needed for Food & Beverage classes? Why do you think this is important? How would you rank the priority of the topics?	• Greeting guests • Sequence of Service • Taking orders • Serving wine • Describing menu • Upselling • Cross selling • Handling reservation • Room service • Handling complaint • Gueridon • Communicating with international guests
2	What challenges do you face when teaching listening in ESP classes? Could you provide some examples?	• Pronunciation • Audio speed • Vocabulary • Lack of topic-oriented listening audio • Difficult to find listening audio sources
3	What problems do you encounter with the current learning module or textbook?	• Sequence of Service • Unclear structure of modules • Unsynchronized materials • There is no listening audio • Lack of illustration • General exercise, need more specific • Too complex words or phrases • Difficult to use for the instructors
4	What kind of AI-generated audio would be most helpful for your teaching (e.g., dialogues, announcements, restaurant noise, role-play scripts)? How often do you need them?	• Conversation & transcript
5	What features should a new ESP module include to improve student engagement and performance? Could you provide some examples?	• Improved module with audio • Grammar Structure • Attractive illustration • Varied difficulty level • Vocabulary lists • Examples for every topic
6	Is there any specific technology or digital tool	• AI • Online quiz

	you wish to integrate into your teaching? Why?	
7	Based on your experience, what competencies are still not adequately addressed in existing EFB learning materials? Could you provide some examples?	• Vocabulary about tools • Menu • Handling complaint • Handling bill • Reservation • Room service • Gueridon service
8	Please describe any real industry communication the students struggle with the most. Could you explain the context or the scenario?	• Sequence of Service • Case study related to each topic discussed



Appendix 10 The Interview Results of Industry Practitioners

No	Question	Response
1	In your daily work, when do staff most frequently use English?	• Interaction with guests • Operational interaction with most colleagues is foreigner • Welcoming guests • Handling guest
2	What situation do F&B staff need to understand English most often?	• Greeting • Offering help • How to handle reservation • Sequence of service • Small talk (most important) • Telling ingredients and allergens • Handling complaints
3	Which listening situations are most difficult for staff? Why?	• Vocabulary about tools • Menu • Handling complaint • Handling bill • Reservation • Room service • Gueridon service • Taking order • Strong accents • Fast speech • Background noise during busy service • Unclear pronunciation of the guest
4	What accents do staff commonly encounter at work?	• British • France • Russian • Australian • Indian • Chinese • Thai • Singapore
5	What English expressions or phrases should F&B staff master to work effectively?	• Greeting • Offering help • How to handle reservation • Sequence of service • Small talk (most important) • Explain product • Menu explanation • Handling payment • Recommend menu • Apologizing • Handling complaints

6	Are there common communication mistakes made by staff when speaking English?	• Grammar • Fluency • Instruction understanding • Limited vocabulary • Lack of confidence • Misunderstanding • Mispronunciation
7	Based on your experience, are graduates or trainees ready to communicate in English when they start work? Why or why not?	• Depends on their ability, motivation, and educational background • Not fully ready, they are lack of confidence, practical listening, and spoken communication
8	Which English skills are weakest among new staff?	• Speaking, e.g. upselling, explaining services, spontaneous response from unexpected guests • Listening • Writing, e.g. handling online reservation • Vocabulary
9	What kind of English training materials would best prepare F&B staff for real work situations?	• Vocabulary about tools and focused on Food and Beverage Service • Including handling complaint topic • Case study • Listening practice • Speaking practice • Role play • Real-case listening audio • Simulation
11	How important is realistic listening audio compared to textbook dialogues? Why?	• Highly important, especially when handling telephone and being in charge in certain outlet
12	What features would you expect from an ideal English learning module for F&B staff?	• Having chapters per topic • Providing attractive illustration • Including topic about body language • Vocabulary • Accent exposure
13	If listening materials could be created to match real workplace situations and accents, would that be useful for training? Why?	• It would be great and useful for interview process • Highly recommended, because the guests would be varied from many different countries

		• To improve staff confidence, listening accuracy, and readiness to handle
14	Do you think updated audio materials reflecting current restaurant practices are necessary?	• Yes, absolutely • To have new menu trends, payment system update, and guest expectation •
15	Is there anything else you think English instructors should know to better prepare students for Food and Beverage service?	• Teach basic knowledge • Prioritize Listening and Speaking • Instructors feedback • Video references with subtitle • Learn Cross Culture • Update the change in the industry • Focus on practical communication rather than theory



Appendix 11 Expert Judgement Results of the Developed EFBS Module with AI-Generated Listening Audio

English for Food and Beverage Expert Evaluation (Material Design)

Nama Bahan Ajar yang dikembangkan	: English for Food and Beverage Service Module
Mata Latih	: English for Food and Beverage Service
Pembuat	: I Wayan Sumerta Winaya Asnadi

Pengantar:

Lembar evaluasi ini digunakan untuk menilai kualitas pada sebuah produk yang berbentuk bahan ajar. Bahan ajar ini merupakan bahan ajar bahasa Inggris yang berbasis ESP dengan tujuan pekerjaan yang akan digunakan sebagai sarana pembelajaran pada mata kuliah bahasa Inggris untuk mahasiswa vokasi bidang *Food and Beverage Service*. Sehubungan dengan hal tersebut, Bapak/Ibu sebagai ahli material design dimohon untuk memberikan tanggapan terhadap produk ini.

Petunjuk Pengisian:

Berilah tanda centang (✓) pada kolom yang tersedia.

Kriteria penilaian

5 = Sangat baik

4 = Baik

3 = Cukup

2 = Kurang

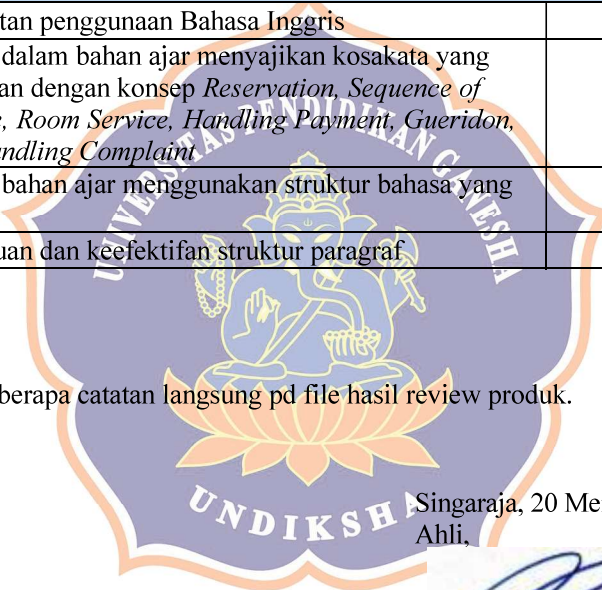
1 = Sangat kurang

No	Pernyataan	Kriteria				
		1	2	3	4	5
Struktur Bahan Ajar						
1	Tampilan bahan ajar secara umum menarik					√
2	Organisasi penyajian bahan ajar secara umum disusun secara sistematis					√
Materi Bahan Ajar						
3	Kesesuaian materi bahan ajar dengan perangkat pembelajaran (kurikulum, silabus dan <i>lesson plan</i>)					√
4	Kepaduan antar tema dan materi bahan ajar					√
5	Kejelasan materi bahan ajar				√	
6	Kedalaman materi bahan ajar					√
7	Kemenarikan materi bahan ajar					√
8	Kemudahan dalam memahami bahan ajar					√
9	Isi bahan ajar tidak bertentangan dengan norma-norma yang ada					√
10	Kesesuaian antara materi bahan ajar dan gambar mauun ilustrasi lainnya					√
11	Topik yang diangkat dalam materi bahan ajar					√
12	Relevansi materi bahan ajar dalam meningkatkan daya nalar					√

13	Relavansi materi bahan ajar dalam meningkatkan rasa percaya diri					√
14	Materi dalam bahan ajar sesuai dengan karakteristik pembelajar					√
15	Materi dalam bahan ajar memfasilitasi informasi terkait bidang keahlian dan profesi					√
16	Materi dalam bahan ajar sesuai dengan konteks kehidupan sehari-hari					√
17	Materi dalam bahan ajar melatih keterampilan berbahasa siswa					√
18	Materi dalam bahan ajar menyajikan instruksi yang bermanfaat bagi siswa					√
19	Bahan ajar ini menyajikan kegiatan yang bervariasi pada setiap unit					√
20	Bahan ajar ini mengkolaborasikan keterampilan berbahasa siswa					√
21	Bahan ajar memiliki desain yang menarik				√	
Bahasa						
22	Ketepatan penggunaan Bahasa Inggris				√	
23	Materi dalam bahan ajar menyajikan kosakata yang berkaitan dengan konsep <i>Reservation, Sequence of Service, Room Service, Handling Payment, Gueridon, dan Handling Complaint</i>					√
24	Materi bahan ajar menggunakan struktur bahasa yang tepat				√	
25	Kepaduan dan keefektifan struktur paragraf					√

Catatan:

Perhatikan beberapa catatan langsung pd file hasil review produk.



Singaraja, 20 Mei 2026
Ahli,

Prof Dr. Ni Made Ratminingsih, M.A.

English for Food and Beverage Expert Evaluation (Technology Media)

Nama Bahan Ajar yang dikembangkan	: English for Food and Beverage Service Module
Mata Latih	: English for Food and Beverage Service
Pembuat	: I Wayan Sumerta Winaya Asnadi

Pengantar:

Lembar evaluasi ini digunakan untuk menilai kualitas pada sebuah produk yang berbentuk bahan ajar. Bahan ajar ini merupakan bahan ajar bahasa Inggris yang berbasis ESP dengan tujuan pekerjaan yang akan digunakan sebagai sarana pembelajaran pada mata kuliah bahasa Inggris untuk mahasiswa vokasi bidang *Food and Beverage Service*. Sehubungan dengan hal tersebut, Bapak/Ibu sebagai ahli median teknologi dimohon untuk memberikan tanggapan terhadap produk ini.

Petunjuk Pengisian:

Berilah tanda centang (✓) pada kolom yang tersedia.

Kriteria penilaian

5 = Sangat baik

4 = Baik

3 = Cukup

2 = Kurang

1 = Sangat kurang

No	Pernyataan	Kriteria				
		1	2	3	4	5
Tampilan Median Pembelajaran						
1	Tampilan media pembelajaran secara umum menarik				✓	
2	Organisasi penyajian media pembelajaran secara umum sistematis				✓	
3	Penggunaan jenis dan ukuran font sesuai				✓	
4	Tampilan visual relevan dengan materi pembelajaran				✓	
5	Lay out dan tata letak gambar sudah sesuai				✓	
6	Audio relevan dengan tujuan pembelajaran				✓	
7	Kejelasan audio dan visual media pembelajaran				✓	
8	Kemenarikan ilustrasi yang ditampilkan				✓	
9	Materi dapat diakses dengan mudah dan terorganisir				✓	
10	Materi memiliki rancangan grafis yang tepat				✓	
Materi Media Pembelajaran						
11	Kesesuaian materi bahan ajar dengan perangkat pembelajaran (silabus, dan lesson plan)				✓	
12	Kejelasan paparan materi dalam media pembelajaran				✓	
13	Kemenarikan tampilan materi dalam media pembelajaran				✓	
14	Kemudahan dalam memahami materi dalam media pembelajaran				✓	

Singaraja, 20 Mei 2026

Ahli,

Made Hery Santosa

Appendix 12 Expert Judgement of the Developed EFBS Module with AI-Generated Listening Audio Results Tabulation

English for Food and Beverage Expert Evaluation (Material Design)

No	Pernyataan	Kriteria				
		1	2	3	4	5
Struktur Bahan Ajar						
1	Tampilan bahan ajar secara umum menarik					5
2	Organisasi penyajian bahan ajar secara umum disusun secara sistematis					5
Materi Bahan Ajar						
3	Kesesuaian materi bahan ajar dengan perangkat pembelajaran (kurikulum, silabus dan <i>lesson plan</i>)					5
4	Kepaduan antar tema dan materi bahan ajar					5
5	Kejelasan materi bahan ajar				4	
6	Kedalaman materi bahan ajar					5
7	Kemenarikan materi bahan ajar					5
8	Kemudahan dalam memahami bahan ajar					5
9	Isi bahan ajar tidak bertentangan dengan norma-norma yang ada					5
10	Kesesuaian antara materi bahan ajar dan gambar maupun ilustrasi lainnya					5
11	Topik yang diangkat dalam materi bahan ajar					5
12	Relevansi materi bahan ajar dalam meningkatkan daya nalar					5
13	Relavansi materi bahan ajar dalam meningkatkan rasa percaya diri					5
14	Materi dalam bahan ajar sesuai dengan karakteristik pembelajar					5
15	Materi dalam bahan ajar memfasilitasi informasi terkait bidang keahlian dan profesi					5
16	Materi dalam bahan ajar sesuai dengan konteks kehidupan sehari-hari					5
17	Materi dalam bahan ajar melatih keterampilan berbahasa siswa					5
18	Materi dalam bahan ajar menyajikan instruksi yang bermanfaat bagi siswa					5
19	Bahan ajar ini menyajikan kegiatan yang bervariasi pada setiap unit					5
20	Bahan ajar ini mengkolaborasikan keterampilan berbahasa siswa					5
21	Bahan ajar memiliki desain yang menarik				4	
Bahasa						
22	Ketepatan penggunaan Bahasa Inggris				4	
23	Materi dalam bahan ajar menyajikan kosakata yang berkaitan dengan konsep <i>Reservation, Sequence of Service, Room Service, Handling Payment, Gueridon, dan Handling Complaint</i>					5
24	Materi bahan ajar menggunakan struktur bahasa yang tepat				4	
25	Kepaduan dan keefektifan struktur paragraf					5
Total		0	0	0	16	105
Mean		4.88				

English for Food and Beverage Expert Evaluation (Technology Media)

No	Pernyataan	Kriteria				
		1	2	3	4	5
Tampilan Media Pembelajaran						
1	Tampilan media pembelajaran secara umum menarik				✓	
2	Organisasi penyajian media pembelajaran secara umum sistematis				✓	
3	Penggunaan jenis dan ukuran font sesuai				✓	
4	Tampilan visual relevan dengan materi pembelajaran				✓	
5	Lay out dan tata letak gambar sudah sesuai				✓	
6	Audio relevan dengan tujuan pembelajaran				✓	
7	Kejelasan audio dan visual media pembelajaran				✓	
8	Kemenarikan ilustrasi yang ditampilkan				✓	
9	Materi dapat diakses dengan mudah dan terorganisir				✓	
10	Materi memiliki rancangan grafis yang tepat				✓	
Materi Media Pembelajaran						
11	Kesesuaian materi bahan ajar dengan perangkat pembelajaran (silabus, dan lesson plan)				✓	
12	Kejelasan paparan materi dalam media pembelajaran				✓	
13	Kemenarikan tampilan materi dalam media pembelajaran				✓	
14	Kemudahan dalam memahami materi dalam media pembelajaran				✓	
Total		0	0	0	56	0
Mean		4.00				



Appendix 13 User Review Questionnaire Sheet

English for Food and Beverage Instructor Questionnaire

Nama Bahan Ajar yang dikembangkan	: English for Food and Beverage Service Module
Mata Latih	: English for Food and Beverage Service
Pembuat	: I Wayan Sumerta Winaya Asnadi

Pengantar:

Lembar evaluasi ini digunakan untuk menilai kualitas pada sebuah produk yang berbentuk bahan ajar. Bahan ajar ini merupakan bahan ajar bahasa Inggris yang berbasis ESP dengan tujuan pekerjaan yang akan digunakan sebagai sarana pembelajaran pada mata kuliah bahasa Inggris untuk mahasiswa vokasi bidang Food and Beverage Service. Sehubungan dengan hal tersebut, Bapak/Ibu sebagai pengajar dimohon untuk memberikan tanggapan terhadap produk ini.

Petunjuk Pengisian:

Berilah tanda centang (✓) pada kolom yang tersedia.

Kriteria penilaian

5 = Sangat baik

4 = Baik

3 = Cukup

2 = Kurang

1 = Sangat kurang

No	Pernyataan	Kriteria				
		1	2	3	4	5
Komponen Kelayakan Isi						
1	Cakupan materi					
2	Akurasi materi					
3	Kemutakhiran					
4	Mengandung wawasan produktivitas					
5	Merangsang keingintahuan (curiosity)					
6	Mengembangkan kecakapan hidup (life skills)					
7	Mengembangkan wawasan kebinekaan (sense of diversity)					
8	Mengandung wawasan kontekstual					
Komponen Penyajian						
9	Daftar isi					
10	Tujuan setiap bab					
11	Integrasi 4 skill (Listening, Speaking, Reading, dan Writing)					
12	Kosa kata					
13	Tata bahasa					
14	Pertanyaan/soal latihan pada setiap bab					
15	Transkrip audio					

Komponen Kebahasaan						
16	Sesuai dengan tingkat atau level peserta didik					
17	komunikatif					
18	Dialogis dan interaktif					
19	Lugas					
20	Koherensi dan keruntutan alur pikir					
21	Kesesuaian dengan kaidah bahasa Inggris					
22	Penggunaan istilah dan simbol/lambang					
Komponen Kegrafikan						
23	Cover Buku					
24	Isi buku					
25	Keterbacaan (Kesesuaian dalam pemilihan huruf, ilustrasi dan format					

Tabanan, .. Mei 2026

Instruktur,



Appendix 14 Instructor Evaluation Results toward the Developed EFBS Module with AI-Generated Listening Audio

English for Food and Beverage Instructor Questionnaire

Nama Bahan Ajar yang dikembangkan	: English for Food and Beverage Service Module
Mata Latih	: English for Food and Beverage Service
Pembuat	: I Wayan Sumerta Winaya Asnadi

Pengantar:

Lembar evaluasi ini digunakan untuk menilai kualitas pada sebuah produk yang berbentuk bahan ajar. Bahan ajar ini merupakan bahan ajar bahasa Inggris yang berbasis ESP dengan tujuan pekerjaan yang akan digunakan sebagai sarana pembelajaran pada mata kuliah bahasa Inggris untuk mahasiswa vokasi bidang Food and Beverage Service. Sehubungan dengan hal tersebut, Bapak/Ibu sebagai pengajar dimohon untuk memberikan tanggapan terhadap produk ini.

Petunjuk Pengisian:

Berilah tanda centang (✓) pada kolom yang tersedia.

Kriteria penilaian

5 = Sangat baik

4 = Baik

3 = Cukup

2 = Kurang

1 = Sangat kurang

No	Pernyataan	Kriteria				
		1	2	3	4	5
Komponen Kelayakan Isi						
1	Cakupan materi					✓
2	Akurasi materi					✓
3	Kemutakhiran					✓
4	Mengandung wawasan produktivitas					✓
5	Merangsang keingintahuan (curiosity)					✓
6	Mengembangkan kecakapan hidup (life skills)					✓
7	Mengembangkan wawasan kebinekaan (sense of diversity)					✓
8	Mengandung wawasan kontekstual					✓
Komponen Penyajian						
9	Daftar isi					✓
10	Tujuan setiap bab					✓
11	Integrasi 4 skill (Listening, Speaking, Reading, dan Writing)					✓
12	Kosa kata					✓
13	Tata bahasa					✓
14	Pertanyaan/soal latihan pada setiap bab					✓

15	Transkrip audio					✓
Komponen Kebahasaan						
16	Sesuai dengan tingkat atau level peserta didik				✓	
17	komunikatif					✓
18	Dialogis dan interaktif					✓
19	Lugas					✓
20	Koherensi dan keruntutan alur pikir					✓
21	Kesesuaian dengan kaidah bahasa Inggris					✓
22	Penggunaan istilah dan simbol/lambang					✓
Komponen Kefrafikan						
23	Cover Buku				✓	
24	Isi buku					✓
25	Keterbacaan (Kesesuaian dalam pemilihan huruf, ilustrasi dan format					✓



Tabanan, 25 Mei 2026

Instruktur,

[Handwritten Signature]

I Gede Bagus Wisnu Bayu Temaja, S.Pd., M.A.

English for Food and Beverage Instructor Questionnaire

Nama Bahan Ajar yang dikembangkan	: English for Food and Beverage Service Module
Mata Latih	: English for Food and Beverage Service
Pembuat	: I Wayan Sumerta Winaya Asnadi

Pengantar:

Lembar evaluasi ini digunakan untuk menilai kualitas pada sebuah produk yang berbentuk bahan ajar. Bahan ajar ini merupakan bahan ajar bahasa Inggris yang berbasis ESP dengan tujuan pekerjaan yang akan digunakan sebagai sarana pembelajaran pada mata kuliah bahasa Inggris untuk mahasiswa vokasi bidang Food and Beverage Service. Sehubungan dengan hal tersebut, Bapak/Ibu sebagai pengajar dimohon untuk memberikan tanggapan terhadap produk ini.

Petunjuk Pengisian:

Berilah tanda centang (✓) pada kolom yang tersedia.

Kriteria penilaian

5 = Sangat baik

4 = Baik

3 = Cukup

2 = Kurang

1 = Sangat kurang

No	Pernyataan	Kriteria				
		1	2	3	4	5
Komponen Kelayakan Isi						
1	Cakupan materi					✓
2	Akurasi materi					✓
3	Kemutakhiran					✓
4	Mengandung wawasan produktivitas				✓	
5	Merangsang keingintahuan (curiosity)					✓
6	Mengembangkan kecakapan hidup (life skills)					✓
7	Mengembangkan wawasan kebinekaan (sense of diversity)					✓
8	Mengandung wawasan kontekstual					✓
Komponen Penyajian						
9	Daftar isi					✓
10	Tujuan setiap bab					✓
11	Integrasi 4 skill (Listening, Speaking, Reading, dan Writing)					✓
12	Kosa kata					✓
13	Tata bahasa					✓
14	Pertanyaan/soal latihan pada setiap bab					✓
15	Transkrip audio					✓
Komponen Kebahasaan						

16	Sesuai dengan tingkat atau level peserta didik				✓	
17	komunikatif					✓
18	Dialogis dan interaktif					✓
19	Lugas					✓
20	Koherensi dan keruntutan alur pikir				✓	
21	Kesesuaian dengan kaidah bahasa Inggris					✓
22	Penggunaan istilah dan simbol/lambang					✓
Komponen Kegrafikan						
23	Cover Buku					✓
24	Isi buku					✓
25	Keterbacaan (Kesesuaian dalam pemilihan huruf, ilustrasi dan format				✓	

Tabanan, 22 Mei 2026

Instruktur,



Si Luh Kade Mery Anjelina, S.Pd.



Appendix 15 Instructor Evaluation Results Tabulation

No	Pernyataan	Instruktur	
		I1	I2
Komponen Kelayakan Isi			
1	Cakupan materi	5	5
2	Akurasi materi	5	5
3	Kemutakhiran	5	5
4	Mengandung wawasan produktivitas	5	4
5	Merangsang keingintahuan (curiosity)	5	5
6	Mengembangkan kecakapan hidup (life skills)	5	5
7	Mengembangkan wawasan kebinekaan (sense of diversity)	5	5
8	Mengandung wawasan kontekstual	5	5
Komponen Penyajian			
9	Daftar isi	5	5
10	Tujuan setiap bab	5	5
11	Integrasi 4 skill (Listening, Speaking, Reading, dan Writing)	5	5
12	Kosa kata	5	5
13	Tata bahasa	5	5
14	Pertanyaan/soal latihan pada setiap bab	5	5
15	Transkrip audio	5	5
Komponen Kebahasaan			
16	Sesuai dengan tingkat atau level peserta didik	4	4
17	komunikatif	5	5
18	Dialogis dan interaktif	5	5
19	Lugas	5	5
20	Koherensi dan keruntutan alur pikir	5	4
21	Kesesuaian dengan kaidah bahasa Inggris	5	5
22	Penggunaan istilah dan simbol/lambang	5	5
23	Cover Buku	4	5
24	Isi buku	5	5
25	Keterbacaan (Kesesuaian dalam pemilihan huruf, ilustrasi dan format	5	4
Average Score		4.92	4.84
Total Average		4.88	

Appendix 16 Students' Perception Questionnaire Form

English for Food and Beverage Students' Questionnaire Form

Nama Bahan Ajar yang dikembangkan	: English for Food and Beverage Service Module
Mata Latih	: English for Food and Beverage Service
Pembuat	: I Wayan Sumerta Winaya Asnadi

Pengantar:

Formulir ini digunakan untuk mengukur persepsi produk yang berbentuk bahan ajar. Bahan ajar ini merupakan bahan ajar bahasa Inggris yang berbasis ESP dengan tujuan pekerjaan yang akan digunakan sebagai sarana pembelajaran pada mata kuliah bahasa Inggris untuk mahasiswa vokasi bidang Food and Beverage Service. Sehubungan dengan hal tersebut, dimohon untuk memberikan tanggapan terhadap penggunaan produk ini baik di kelas maupun di luar kelas.

Petunjuk Pengisian:

Berilah tanda centang (✓) pada kolom yang tersedia.

Kriteria penilaian

5 = Sangat setuju

4 = Setuju

3 = Ragu-ragu

2 = Tidak setuju

1 = Sangat tidak setuju

No	Pernyataan	Kriteria				
		1	2	3	4	5
1	Tujuan pembelajaran dalam modul ini disampaikan dengan jelas.					
2	Materi dalam modul ini sesuai dengan bidang studi saya.					
3	Modul ini membantu saya mengembangkan kemampuan bahasa Inggris yang dibutuhkan di dunia kerja.					
4	Aktivitas dalam modul ini memberikan kesempatan yang cukup untuk berlatih bahasa Inggris.					
5	Kegiatan menyimak (listening) dalam modul ini membantu meningkatkan kemampuan saya memahami bahasa Inggris lisan.					
6	Tugas-tugas dalam modul ini mendorong saya untuk menggunakan bahasa Inggris dalam situasi yang nyata.					
7	Petunjuk pengerjaan setiap aktivitas mudah dipahami.					
8	Penjelasan materi dalam modul ini disampaikan dengan jelas.					
9	Saya dapat mengerjakan aktivitas dalam modul ini tanpa mengalami kebingungan.					
10	Topik-topik yang disajikan dalam modul ini menarik.					

11	Modul ini meningkatkan motivasi saya untuk belajar bahasa Inggris.					
12	Aktivitas listening dalam modul ini membuat proses pembelajaran lebih menarik.					
13	Audio listening dalam modul ini mencerminkan situasi komunikasi yang nyata.					
14	Materi dalam modul ini menggambarkan penggunaan bahasa Inggris yang relevan dengan dunia kerja.					
15	Variasi aksent bahasa Inggris yang digunakan dalam audio membuat pembelajaran terasa lebih autentik.					
16	Tingkat kesulitan bahasa dalam modul ini sesuai dengan kemampuan saya.					
17	Aktivitas listening dalam modul ini tidak terlalu mudah maupun terlalu sulit.					
18	Tugas-tugas dalam modul ini sesuai dengan tingkat kemampuan bahasa Inggris saya saat ini.					
19	Fitur QR Code memudahkan saya mengakses materi listening.					
20	Audio listening dalam modul ini membantu saya meningkatkan kemampuan bahasa Inggris.					
21	Fitur digital dalam modul ini mendukung proses belajar saya.					
22	Secara keseluruhan, modul ini bermanfaat bagi pembelajaran bahasa Inggris saya.					
23	QR Code dalam modul ini mudah digunakan					
24	Saya dapat mengakses audio listening melalui QR Code dengan mudah.					
25	Saya tidak mengalami kesulitan teknis saat menggunakan fitur digital dalam modul ini.					
26	Secara keseluruhan, modul ini mudah digunakan.					
27	Bagian atau fitur apa yang paling membantu Anda dalam mempelajari bahasa Inggris? Jelaskan alasannya.					
28	Apakah Anda mengalami kesulitan saat menggunakan modul ini? Jika ya, jelaskan kesulitan yang Anda alami.					
28	Bagaimana pendapat Anda tentang penggunaan audio listening dengan berbagai aksent bahasa Inggris dalam modul ini?					
29	Apa saran Anda untuk meningkatkan kualitas modul ESP digital ini di masa mendatang?					

Appendix 17 Perception Questionnaire Results Tabulation

No	Respondent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
1	R1	5	5	5	5	4	5	4	5	4	4	5	5	5	5	5	4	4	4	5	5	5	5	5	5	5	5
2	R2	3	4	5	5	4	5	4	4	4	4	4	5	5	5	5	5	5	4	5	5	5	4	5	5	5	3
3	R3	4	5	5	5	4	5	4	4	4	4	5	4	5	4	4	4	4	4	4	5	4	5	4	5	5	4
4	R4	5	5	5	5	4	5	5	5	4	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5
5	R5	5	5	1	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	R6	4	5	4	3	4	4	4	4	5	3	4	5	4	4	5	4	4	4	4	3	5	3	5	5	5	4
7	R7	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
8	R8	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
9	R9	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
10	R10	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
11	R11	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	4	4	4
12	R12	5	5	5	5	5	5	4	5	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
13	R13	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
14	R14	5	5	5	5	4	5	4	5	4	4	5	5	5	4	5	4	4	4	4	4	4	5	4	4	4	5
15	R15	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
16	R16	4	5	5	4	5	5	4	4	5	5	4	4	4	5	4	5	4	5	5	5	5	5	4	4	4	5
17	R17	4	4	4	4	4	4	4	4	4	4	4	5	4	4	5	4	5	4	4	4	4	5	5	4	4	4
18	R18	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
19	R19	5	5	5	5	4	5	5	5	4	5	5	4	4	5	5	4	5	3	5	5	5	5	5	5	5	5
20	R20	5	5	5	5	4	5	4	5	4	4	4	4	3	5	5	4	5	5	4	5	5	5	5	5	5	5
21	R21	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5
22	R22	5	5	5	5	5	5	4	5	4	5	5	5	5	5	5	3	5	4	4	4	5	5	5	5	5	4
23	R23	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
24	R24	4	5	4	4	4	5	5	4	5	5	5	4	4	5	5	4	4	4	5	4	4	5	5	5	5	4
25	R25	4	5	5	5	4	4	4	4	4	4	5	4	5	4	5	5	5	4	4	4	4	4	5	5	5	5
Mean		4.53	4.84	4.67	4.73	4.57	4.67	4.65	4.67	4.41	4.61	4.71	4.80	4.61	4.76	4.80	4.49	4.59	4.47	4.63	4.67	4.80	4.78	4.71	4.82	4.73	4.63