

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter consists of the findings and discussions. There are three findings being discussed in order to answer three research questions. Those are as follows: 1) English materials for Food and beverage service of SMK SMSR Ubud. 2) How are The English learning material for food and beverage service Students at SMK SMSR Ubud to be developed, and 3) the quality of the English Learning materials for Food and beverage service student at SMK SMSR Ubud as perceived by expert judges.

#### **4.1 Findings**

The finding included the result of the three research questions such as The Materials Needed by student of SMK SMSR Ubud, the Development of Learning Materials for food and beverage service, and the quality of developed material. The finding explained further below:

##### **1.1.1 The Materials Needed by Food and Beverage Service Students at SMK SMSR Ubud.**

The needs analysis was carried out by using questionnaires and interview guides. The questionnaires were handed out to 35 students.

**Table 4.1 The need analysis questionnaire according to students at SMK SMSR Ubud**

<b>NO</b>	<b>STETAMENT</b>	<b>YES</b>	<b>NO</b>
	<b>The Students' English Proficiency</b>		

1.	The importance of English in your job	97%	3%
2.	Makes an effort to improve English	91%	9%
3.	Makes an effort to increase Listening skill	91%	9%
4.	Makes an effort to increase speaking skill	94%	6%
5.	Makes an effort to increase reading skill	86%	14%
6.	Makes an effort to increase writing skill	94%	6%
7.	Makes an effort to increase vocabulary proficiency	94%	6%
8.	Makes an effort to increase pronunciation.	93%	7 %
9.	Makes an effort to increase Grammar.	94%	6 %
10.	Pair work Learning activity	91%	9%
11.	Group work Learning activity	97%	3 %
13.	Individual Learning activity	77%	23%
<b>The Topic of Developed Material</b>		<b>Yes</b>	<b>No</b>
14.	Preparing Restaurant Area	97%	3%
15.	Preparing And Set Up Table	94%	6%
16.	Greeting The Guest	94%	6%
17.	Taking And Process The Order	94%	6%
18.	Serving Food	94%	6%
19.	Closing Restaurant Area	94%	6%
20.	No Alcoholic Beverage	91%	9%
<b>General Needs by students</b>		<b>Yes</b>	<b>No</b>
21.	Studying English for Working	94%	6%
22.	English for Studying only	94%	6%

23.	Studying English for other purposes	71%	29%
24.	The English skills needed in their job:		
	<i>a. Listening</i>	100%	
	<i>b. Reading</i>	100%	
	<i>c. Speaking</i>	100%	
	<i>d. Writing</i>	100%	
25.	Using English in Face to face	63%	37%
26.	Using English in Telephone	62%	38%
27	The participant of using English		
	<i>hotel manager</i>	46%	54%
	<i>working partners</i>	43%	57%
	<i>guest</i>	94%	6%
	<i>native speaker</i>	86%	14%
	<i>non-native speaker</i>	74%	31%
<b>Average</b>		92.09%	7.91%

Based on the percentage of students' responses to statements on the questionnaire, it can be seen that all students agree with a percentage above 62%. The average obtained for the agreed response was 92.09% and 7.91% for the disagreed response.

Besides, the researcher conducted a need analysis by analyzing the syllabus. It was aim to find out the English materials used at SMK SMSR Ubud, the standard competency as well as learning indicators. The syllabus was analyzed based on SKKNI level II for SMK (National qualification framework). It was found that there were 7 topics needed to be developed. Those topics were *preparing area restaurant, preparing*

*and table set up, Greeting the guest, Taking and process the order, serving and clear up food and beverage, Closing area restaurant and nonalcoholic beverage.* The communication skill has covered the topics needed by the students to be used in their future work field.

There are some course objectives such as the students are able to tell the expressions in explaining the how to prepare restaurant area and restaurant equipment, describe the table set up, tell the expression of greeting the guest in the restaurant and the characteristic of waiter and waitress, tell the taking order process and describe how to serve food and beverage, explaining the type of service and how to clear up the dirty plate. Explaining how to close the restaurant, and the last describes how to make a non-alcoholic beverage. There were four target skills that needed to be develop such as Speaking, Listening, Writing and Reading skills.

The researcher conducted an interview section with the students at SMK SMSR Ubud. There were ten questions in interviewing the restaurant students. The interview questions as guidance which was related to aspect in the questionnaires. The results of the interview showed that the students were still lack of English speaking skills and listening skills. They added that they have problems to practice their listening skills since the listening materials were limited. Some of them were also still lack of English vocabulary. They stated it was difficult to remember the meanings of English vocabulary. They also stated that the English materials for Food and beverage service were limited. So, the students needed the materials which supported them in developing their English proficiency. They stated that they wanted the developed material

providing them some pictures, language expression, vocabulary list and its pronunciation, and materials that they needed which support their understanding.

An interview was also carried out with the stakeholders of SMK SMSR Ubud. The results of the interview showed that basically in handling guest was totally the same as another hotel, the differences depended on the standard operating procedure of each restaurant. In addition, the stakeholder explained that they often use English in the restaurant for welcoming the guest, taking the order, serving food and beverage, Moreover, in the workplace should know a basic work for example: how to prepare restaurant area, how to set up a table, how to make beverages, and how to be a good waiter and waitress.

For the waiter/waitress, greeting and welcoming the guest were done when the guest arrived in the restaurant. Before coming into a restaurant guests must check whether they have reservation or not. The results of the interview also showed that handling the guest in the restaurant had differences in each standard operational procedure, therefore, the students had to know generally how to handle the guest in the restaurant in order to avoid miscommunication in the procedure.

#### **4.1.2 The Development of English material for Food and Beverage Service Student at SMK SMSR Ubud.**

This present study used the research procedure that proposed by (Richey & Klein, 2007) in developing a set of materials of English for Food and beverage service, there are three steps such as design, development, and evaluation. In designing steps,

the process of data collection started from need analysis to the students, the ESP teacher, and the stakeholder of SMK SMSR Ubud and the stakeholder of Bridges Bali restaurant (Manager). Before conducting the need analysis, the researcher made a questionnaire and interview guides as research instruments that had been evaluated and validated by the experts. The result of need analysis was found some characteristics to developed the learning material. After collecting data from need analysis, it was continued by designing the material based on the result of need analysis. Furthermore, in the development process, the resercaher gathered the data from the result of need analysis and then made a blue print of the product. And the last step was Evaluation. In evaluation, it was judged by two experts' judges and one practionnaire to analyze the quality of the product.

#### **4.1.2.1. Conducting of Needs Analysis**

The purposed of need analysis was to find out the students' need at SMK SMSR Ubud, to collect information about their particular problem, and to identify a gap between what they are able to do and what they needed are expected to be able to do.

The needs analysis was carried out by using questionnaires and interview guides. The questionnaires were handed out to 35 students. The detailed results of needs analysis questionnaire for students could be seen in *appendix 3* Meanwhile, the interviews were done with 1(one) ESP Teacher and students, 1 (one) and the stakeholder at school and one manager at bridges Bali restaurant. The detailed

transcript of interview with the students, the ESP teacher, and the stakeholders could be seen in *appendix 3*.

#### **4.1.2.1.1 The Result of Need Analysis Questionnaire to Students**

The questionnaires contained several aspects. The first aspects included students' background and English proficiency such as sex, and their English proficiency covering their thought on the importance of mastering English in the hospitality industry, the frequency of practicing English with the foreigner, target needs, and learning needs. The target needs included necessities, lacks, and wants to be proposed by Hutchinson & Waters (1987). The second aspects based on the need of topics from syllabus and SKKNI level II for SMK. It was also presented the same topics as prior interview and discussions with ESP teacher at SMK SMSR Ubud. The questionnaires consisted of twenty-seven items.

#### **4.1.2.1.2 The Results of Need Analysis Interview with Student of SMK SMSR Ubud**

The interview with students was done to know the present situation and the students' need. They stated that they would use English for working in the restaurant such as greet guests, taking the order, serving food and beverage. Besides, they also needed some technical in Restaurants such as how to prepare a restaurant area, how to set up table, close the restaurant's area and make nonalcoholic beverage.

The results of the interview showed that the students were still lack of English speaking skills and listening skills. They added they have problems to practice their

listening skills since the listening materials were limited. Some of them were also still lack of English vocabulary. They stated it was difficult to remember the meanings of English vocabulary. They also stated that the English materials for Food and beverage service were limited. So, the students needed the materials which supported them in developing their English proficiency. They stated that they wanted the developed material providing them some pictures, language expression, vocabulary list and its pronunciation, and materials that they needed which support their understanding.

#### **4.1.2.1.3 The Results of the Interview on Stakeholder at SMK SMSR Ubud**

The interview with the stakeholder was done to have clear information about their experiences in the workplace. The stakeholder trained at Sully Resort and Spa Ubud from 2009 until 2011 as Hotel Supervisor. Then, he switched his profession to become an ESP teacher in several schools at Gianyar, now He is working at SMK SMSR Ubud as chief of a study program.

There were some purposes of interviewing stakeholders such as to discover what should be able to do and to discover the current issue at their workplace. The results of the interview also showed that basically in handling guest was totally the same as another hotel, the differences depended on the standard operating procedure of each restaurant. In addition, the stakeholder explained that they often use English in the restaurant for welcoming the guest, taking the order, serving food and beverage, Moreover, in the workplace should know a basic work for example: how to prepare



restaurant area, how to set up a table, how to make beverages, and how to be a good waiter and waitress.

For the waiter/waitress, greeting and welcoming the guest were done when the guest arrived in the restaurant. Before coming into a restaurant guests must check whether they have a reservation or not. The results of the interview also showed that handling the guest in the restaurant had differences in each standard operational procedure, therefore, the students had to know generally how to handle the guest in the restaurant in order to avoid miscommunication in the procedure.

Moreover, the stakeholder also explained that the most important task in English is speaking skills, and listening skills. The stakeholder added that the impression of the guest occurs when the food and beverage are served and requesting something. So, it is so important for the stakeholder to make the students know how to make a good service or handling some situations of the guests when they are in the restaurant.

#### **4.1.2.1.4 The Results of the Interview on Stakeholder at Bridges restaurant.**

The interview was also conducted to stakeholder (manager) at Bridges Bali Restaurant. Bridges Bali restaurant is a casual fine dining restaurant, divine wine & cocktail bar and one of culinary destination which has cooperation with SMK SMSR Ubud in conducting fieldwork practicing of the students. The aim of giving interview to the stakeholder at Bridges Bali Restaurant to find out the stakeholder wants, needs

and the lack towards ESP in the workplace and also to collect the data to develop English learning material.

The stakeholder trained at Double six luxury hotel for 2 years as operational manager, and then he decided to work at MSC cruise ship started from 2006-2016 as assistant buffet manager. And now is working as restaurant manager at bridges Bali restaurant. The stakeholder explained that they often use English for welcoming the guest, taking the order, serving food and beverage, Moreover, in the workplace should know a basic work, for example: how to prepare restaurant area, how to set up a table, how to make beverages, and how to be a good waiter and waitress.

The results of the interview also showed that grooming is so important when working in hospitality. Therefore, the students need to learn how to be a good waiter and waitress to enrich their experience in hospitality and it will be useful when they work or do a training program from the school.

Moreover, the stakeholder also explained that the most important task in English is vocabulary, speaking, and listening. Because he stated that if working in the restaurant we cannot talk without words, and speak up without listening. For example, when a waiter is welcoming guest, taking the guest order, and serving food. If she/he has less vocabulary, speaking skills, and listening skills it will be miss-communication between guest and server. Therefore, those skills must be achieved.

#### 4.1.2.1.5 The Results of the Interview on ESP Teacher.

The interview was also done to ESP teacher at SMK SMSR Ubud. The purpose of interviewing the teacher was to know the goal of teaching English for Food and Beverage service. The interview was conducted through video call because of the pandemic covid19 that made all the teacher worked from home. The result of interview was the goal of teaching English for F&B service were to prepare a good skill in order to get a better job in the future. In addition, the ESP teacher revealed that the sources of material were taken from internet. In addition, the ESP teacher expected that the product should covered four language skill such as Speaking, listening, writing and reading and be able to improve the students' English skill.

Regarding the results of needs analysis from questionnaires, the interviews, and document study, the researcher concluded that the characteristics of the material needed to develop learning material as follows.

- a. The materials should contain some topics which were specific for the students. Therefore, there were 7 topics needed to be developed. Those were: *preparing restaurant area, prepare and set up the table, greet the guest, taking and process the order, serving food and beverage, close restaurant area, and nonalcoholic beverage.*
- b. The material should cover four major language skills including listening, speaking, reading, and writing. These language skills are important to the students since they will give them a chance to practice their English.

- c. The material should consist of information and explanation. The information is presented in the form of content focus, vocabulary focus, and additional information.
- d. The material should provide some language expressions which are presented in *language focus* to make the students figure out how the language works and ease them to practice the language.
- e. The material should provide various activities that enable the students to build their creativity, confidence, and proficiency in language skills. Additionally, the activities are presented in various learning styles such as group work, individuals and pairs.
- f. The material should also contain review sections in the end of the unit. The review section will help the students remember what they have learned because the student will write their point of view and evaluate what they have learned from the unit.
- g. The product must use strategy in the form of a task which proffers the student with communicative drill in order to achieve the students learning goal in a period of time.
- h. From the document analysis, the researcher found that the syllabus at SMK SMSR Ubud doesn't match for SKKNI SMK Level II (National qualification framework). The syllabus used at the school was about definition and type of continental food, while those materials belonged to food and beverage products so, the researcher decided to improve the syllabus because it is the basic document in making the learning material. The researcher improves the

syllabus according to the needs of the teacher and students at the school. This caused researchers held an interview that aims to find material and indicators that must be achieved by students. In improving the syllabus, it has been discussed with supervisors and teachers at SMK SMSR Ubud.

The material should be interesting. The researcher found that the existing material was not interesting to use. There were only speaking and writing activities. Moreover, the book used has not been revised and updated yet since it was firstly used at SMK SMSR Ubud. The book was published on 1999. Meanwhile, there were no reading and listening activity and less content focus related to the topic. In addition, the book used was not contextual based on the recent information about the real situation in restaurant.

#### 4.1.2.3 Material Design

From the result of questionnaire and the interview, the data was analyzed and then design the blueprint. From needs analysis a draft of product was made as a guideline in developing the material. Table 4.14 The blueprint of product as follow:

No.	Unit	Basic Competencies	Materials	Activities
1.	Preparing restaurant area	Adequate understanding the concept of preparing restaurant areas.	Language expressions of preparing restaurant area	1. Crossword activity 1. Listen and complete the dialogue. 2. Role-play activity 3. True/False activity 4. Write the correct expression or response in the table.

2.	Preparing and set up the table	Adequate understanding of the concept preparing and set up the table	Language expressions of setting up the table	<ol style="list-style-type: none"> <li>1. Matching activity</li> <li>2. Listen to an audio and complete the paragraph.</li> <li>3. Role-play activity</li> <li>4. Answer some questions</li> <li>5. Word search activity</li> </ol>
3.	Greeting the guest	Adequate understanding of the concept of Greeting the guest	Language expressions of greeting the guest	<ol style="list-style-type: none"> <li>1. Complete the pictures with appropriate expression</li> <li>2. Answer the question by listening the audio</li> <li>3. Role-play activity</li> <li>4. Answer some questions.</li> <li>5. Mind mapping</li> </ol>
4.	Taking and process the order	Adequate understanding the concept of taking order	Language expression of taking order	<ol style="list-style-type: none"> <li>1. Word search activity</li> <li>2. Listen to a short dialogue and complete the conversation.</li> <li>3. Role-play activity</li> <li>4. List of the procedure in taking order by reread the article.</li> <li>5. Write an order into captain order.</li> </ol>
5.	Serving food and beverage	Adequate understanding of the concept of serving food and beverage	Language expressions of serving food and beverage	<ol style="list-style-type: none"> <li>1. Word search activity</li> <li>2. Answer questions from the audio.</li> </ol>

				<ol style="list-style-type: none"> <li>3. Role-play activity</li> <li>4. Answer some questions.</li> <li>5. Complete some short dialogues.</li> </ol>
6.	Close the restaurant area	Adequate understanding of the concept of close the restaurant area	Language expressions of closing restaurant area	<ol style="list-style-type: none"> <li>1. Word search activity</li> <li>2. Listen to an audio and complete the conversation.</li> <li>3. Role-play activity</li> <li>4. Answer some questions.</li> <li>5. Complete the dialogue</li> </ol>
7.	Nonalcoholic beverage	Adequate understanding of the concept of nonalcoholic beverage	Phrases useful in learning nonalcoholic beverage	<ol style="list-style-type: none"> <li>1. Word search activity</li> <li>2. Listen to an audio and complete the dialogue.</li> <li>3. Role-play activity</li> <li>4. Answer the following questions.</li> <li>5. Write down the recipe of alcoholic beverage.</li> </ol>

From the table above, it could be seen that the learning material consist of seven units. Those are *preparing the restaurant areas, preparing and set up the table, greet the guest, taking and process the order, serving food and beverage, close the restaurant area, and a nonalcoholic beverage*. After making the blueprint of the materials, the next step was designing the draft of the material that included the topics and activities.

The material model design used proposed by Hutchinson & Waters (1987) consist of input, content focus, language expression, and task.

a. Input

An input in each unit in the form of picture, and questions to stimulate the students' ideas. For instance, the first unit discussed preparing the restaurant area. Then, the picture and questions related to preparing the restaurant areas were provided.

b. Content Focus

In *content focus* helped the students to gain the information about the topic. The *content focus* in each unit was represented by reading passage. In unit 2, a reading passage about the table set up was provided. It contained an explanation of the procedure of the table set up.

c. Language Focus

The *language focus* also provided to develop the material. In *language focus*, it helped the learners to practice the language used. For instance, in unit 3, the *language focus* concerned the language expression of welcoming guest which would be used by the students to welcome the guests in the restaurant.

d. Vocabulary Focus

Vocabulary focus also provided to develop the material in the form of vocabulary list and it's completed with part of speech and pronunciation. The pronunciation and vocabulary were taken from [www.oxforddictionaries.com](http://www.oxforddictionaries.com). For instance, unit 4 discussed taking the order. Therefore, a vocabulary list presented was related to the taking order.



#### e. Vocabulary Task

After learning the vocabulary focus, the student also would do a vocabulary task to train the students' memory. Vocabulary tasks in the developed material including a crossword puzzle, word search activity, and matching activity.

#### f. Listening Task

The listening task was completed with listening audio. a notevibes.com application (<https://notevibes.com/cabinet.php>) was used to convert text to an audio file with natural voices. First, the researcher opened the application, added a new document that would be converted, chose the speaker's voice, determined the speed of the speech, converted to MP3, and saved the audio. Then, the audios were burnt into a CD (Compact Disk). There were two kinds of listening activity namely fill in the gap, and short answer questions,. The process of how to design a listening task could be seen in figure 4.1.

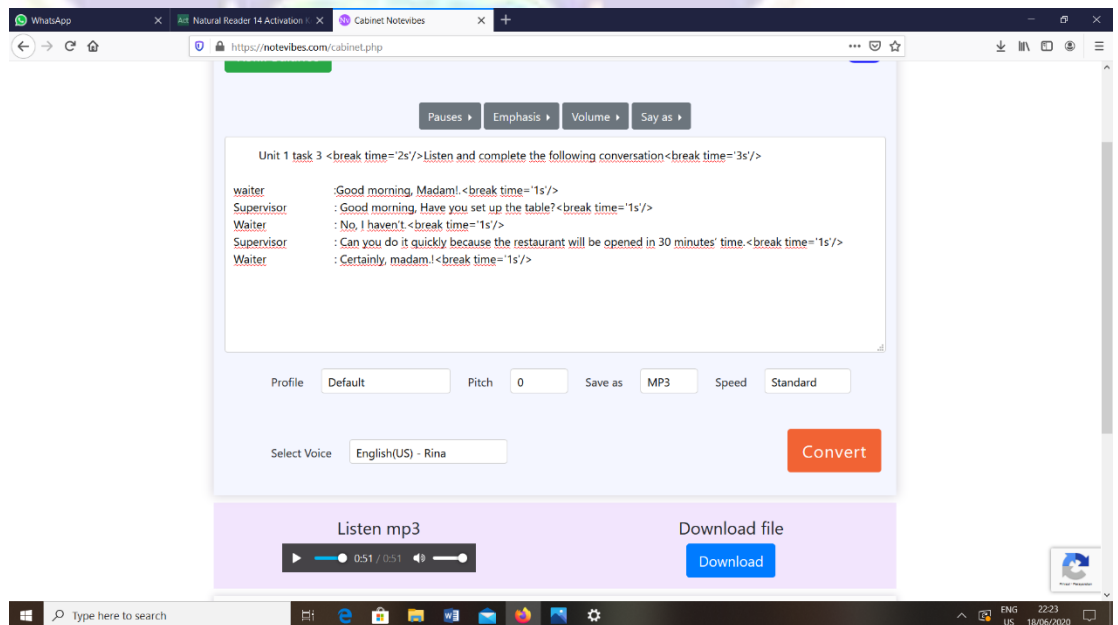


Figure. 4.1 notevibes.com application

First, insert the file that would be converted, selected the voice, arranged the pause which sentence would be paused, set up the pitch whether it would be high or lower pitch, and then save as MP3, then continued by converting the file and the last step is downloaded file.

a. Speaking Task

The developed material was also completed with speaking task. There were some activities in speaking task in each unit such as role-play scenarios, practice a conversation in pairs, and put the conversation in correct order. The activities in speaking were done in pair work and in a group.

b. Reading Task

There were some activities of reading tasks in each unit such as true or false, answer some questions, list some vocabulary and put the sentence into the correct order.

c. Writing Task

Developed material in writing task was different. Writing task was done in group, individually, and in pairs. There were some writing tasks in each unit such as answering the questions, filling a blank, writing a conversation or nonalcoholic beverage recipe, and completing a conversation.

d. Review Section

At the end of the unit, the book was completed with a review section. The students would summarize the topic that they have learned from the unit. This kind of evaluation is categorized as a summative assessment. The students

expressed their point of view about the main points of the topic and concluded the review with restatements of the overall opinion of the topic.

In the designing phase of the English materials for food and beverage service, the researcher also designed the cover of the developed materials. The design of the cover could be seen in the following figure below.



Figure. 4.2 Front Cover of Developed Material

Figure 4.1 above presents the front cover of the developed material. The front cover usually provides such information that appears at the beginning of the book. The researcher designed the front cover by using the *Microsoft Word 2007* and used the basic color white and grey since those colors were neutral. Then, the researcher added

two pictures of foods and beverages in the restaurant. as illustrations of the F&B service department work field.

The title of the developed material was English for Food and beverage service. The word ‘English’ and ‘Food and beverage’ used the *Times New Roman* font type, whereas the word ‘for’ used the *Vivaldi* font type. The font size of the word ‘Food and beverage’ was bigger than ‘English for’ in order to make the students could catch directly the idea about the work field of the developed materials.

#### **4.1.2.4. Material Development**

After the materials were designed, the next phase was developing the material. the researcher used *Microsoft Word 2007*. Each unit consists of a title, an *input*, a *content focus*, a *language focus*, a vocabulary focus, a listening task, a speaking task, a reading task, and a writing task which can be elaborated as follow:

a. Unit 1 – Preparing Restaurant Area

The title of the unit was ‘*Preparing Restaurant Area*’. The objective of this unit is the students can explain the procedure in preparing restaurant’s area. The cover of unit that consisted of title, and the objective of the unit as follow:

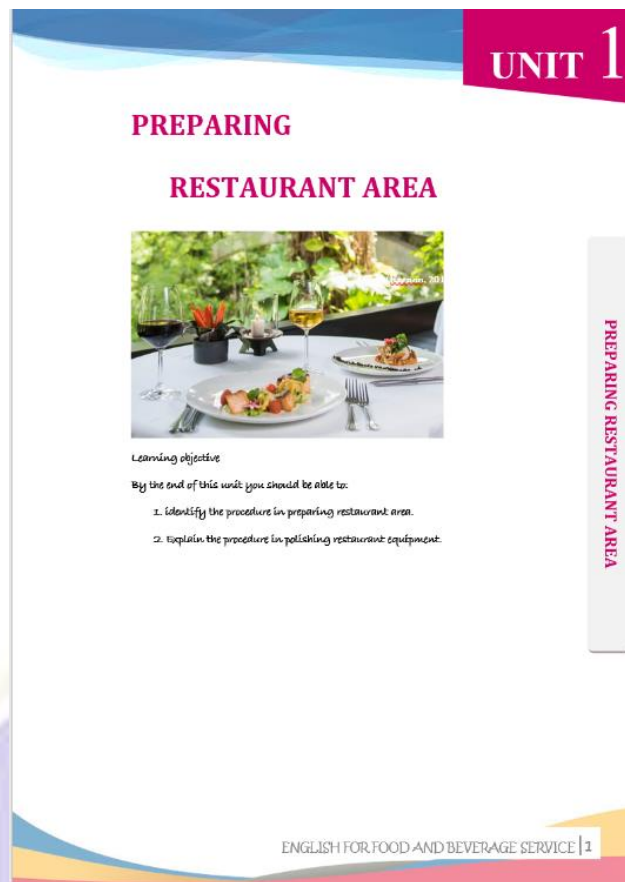


Figure 4.3. The cover of Unit 1

In this unit, the students identified the waiter and waitress activities through pictures and brainstorming questions as the material of *input*. In input, the researcher put pictures about the Waiter and waitress are preparing the restaurant area which was taken from the website of Bridges Bali restaurant ([www.bridgesbali.com](http://www.bridgesbali.com)). Meanwhile, below the pictures, the researcher put 8 questions related to the topic.

Then, the explanation or reading passage of cleaning and checking the restaurant area was introduced in the *content focus*. It explained how to prepare the restaurant's area and restaurant's equipment. The researcher took the

reading passage from *Trainee Manual Take food orders and provide table service, ASEAN (2013)*.

Furthermore, in *language focus*, the students were provided with language expressions and phrases of preparing restaurants' area. The *tasks* in this unit covered some language skills such as vocabulary, listening, speaking, reading and also writing. In the vocabulary task, the students fill a crossword. Meanwhile, listening to an audio and completing a conversation are done as listening activities. To help the students to be more confident, role-playing as a speaking activity is provided.

b. Unit 2 – Preparing and Set up Table.

The title of the unit was '*Preparing and set up table*'. In this unit the students are able to identify the restaurant equipment and explain the procedure of table set up. In input, the researcher put a picture which should be identified by the student. The picture was taken from [www.bridgesbali.com](http://www.bridgesbali.com). The input could be seen in the figure 4.4 below.

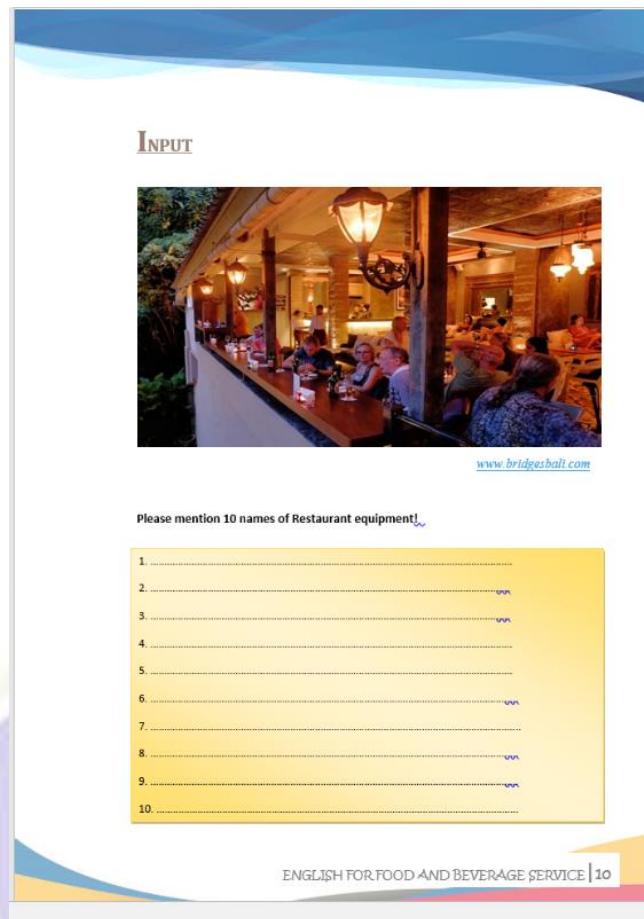


Figure 4.4. The cover of Unit 2

Then, the explanation or reading passage of table set up was introduced in *content focus*. It was adapted from *Trainee Manual Take food orders and provide table service, ASEAN (2013)*. It explained how to set up the table and kind of table set up.

Meanwhile, in *language focus*, the students were provided with some phrases of table set up . The *tasks* in this unit covered some language skills such as vocabulary, listening, speaking, reading and also writing. In the vocabulary task, the students match the words to their synonyms. Meanwhile, listening to an audio and complete the paragraph. In the reading task, the

students answered the questions after reading the reading passage. Finally, the writing task in this unit is find out the words in the scramble letter.

c. Unit 3 – Greet the Guest

The title of the unit was '*Greet the Guest*'. In this unit students are able to describe the characteristic of waiter-waitress and tell the expressions in welcoming and handling the guest in the restaurant.

As an *Input*, a picture complete with a conversation between guests and waitress. And then, the students answered the question related to the conversation. In input, the researcher put a picture about welcoming or greet the guest. The picture was taken from [www.bridgesbali.com](http://www.bridgesbali.com). Meanwhile, below the picture, the researcher put 5 questions related to the topic.

The reading passage of 'Greet and Welcoming the guest' was presented in *content focus*. The figure could be seen below.





## CONTENT FOCUS

Read the article below!

### Greet or Welcoming the Guest

When customers arrive, it is the responsibility of the service staff to promptly meet them. This normally includes a smile and an appropriate greeting at the door. Remember that customers like to feel important and they should always be treated accordingly. Besides, first impressions count and as they say "You only get one chance to make a first impression". When guests arrive in your dining area, the first two steps should be:

- To greet or welcome them
  - To enquire whether or not they have a reservation or booking.
- Check at your workplace to see if this is Standard Operating Procedure or not. Where guests say that they have a reservation, you should confirm this in your reservations book, to identify the table they have been allocated on the table/floor plan. Check with them the number of guests expected. Often there can be an extra one, and sometimes there are one or two who will be cancellations. Where there are cancellations, the chair and cover should be removed from the table so that the table is not embarrassed by empty places.
- Ask your guests to follow you to their table
  - Escort the guests to the table and draw out chair - seat ladies' first
  - Move the chairs forward as guests seat themselves. The action of escorting guests to their seats is called "seating a guest" which is an important action to make guests feel welcome and not let them wait. This is good guest service.
  - Introduce yourself as the waiter/waitress who will be looking after them for the meal. Or alternatively, if you are the hostess, introduce the server by name.
  - Giving the menu and general information on food and beverage. Product knowledge is a fundamental necessity in nearly every aspect of customer service in hospitality and when assisting guests you should know everything about all the dishes you have for sale – ingredients, cooking process, time to

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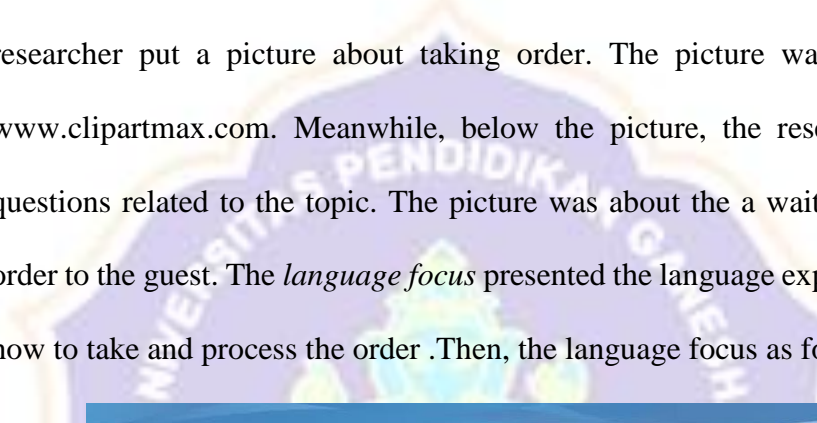
Figure 4.5. The cover of Unit 3

Meanwhile, the *language focus* in this unit showed the language expression of greeting the guest. The *tasks* included some language skills such as vocabulary, listening, speaking, reading and also writing. In the vocabulary task 5, the task is developing words. Additionally, the students also practice their listening by listening to an audio and complete the the conversation. The speaking task is done by the students by role-playing a conversation between a guest and a waiter. In the reading task, the student answered the question base on the reading passage in content focus, meanwhile, the writing task is

done by the students by filling the blank space of the conversation about greeting the guest.

d. Unit 4 – Taking and Process the order

The title of the unit was *‘Taking and Process the Order’*. In this unit, the students are expected to be able to take and process the order and also tell the language expression about taking and process the order. In input, the researcher put a picture about taking order. The picture was taken from [www.clipartmax.com](http://www.clipartmax.com). Meanwhile, below the picture, the researcher put 5 questions related to the topic. The picture was about the a waiter was taking order to the guest. The *language focus* presented the language expression about how to take and process the order .Then, the language focus as follow:



**LANGUAGE FOCUS**

<b>Expression in Taking Order</b>	<b>Expression In Giving Alternatives</b>	<b>Expression In Confirming The Order</b>
"Are you ready to order now?"	"I am sorry, sir, but there is no more asparagus"	"How would you like your steak done?"
"Would you like to order now?"	"I am afraid we are out of asparagus, sir."	"How do you want your steak done/ medium/ rare?"
<b>Expression In Giving Recommendation</b>	"I would recommend the cucumber mousse instead"	"How do you like to have any extra cooked?"
"We have two specialties this week. They are...."	"You may like to try the cucumber mousse instead"	"Would you like to have any extra vegetable or salad?"
"The specialties for this week are..... and....."		

Figure 4.6 The *Language Focus* of Unit 4

The *tasks* also included some language skills as such as vocabulary, listening, reading, speaking and writing. The first activity was vocabulary task. Then, it is continued to listening activity. After the students are able to listen, they are encouraged to practice their speaking skill through role play. This activity is done in pairs. Then, reading task was done by reread the passage and make a list the procedure of taking order. The last activity was writing task. In writing tasks, the students were required to write a guest's order based on the instruction.

e. Unit 5 – Serving Food and beverage

The title of the unit was '*Serving food*'. The objective of learning is the students are able to explain type of service and tell the language expressions of serving food. In this unit, there were pictures of type of services in an *input*. Besides pictures, an instruction to label the picture with the sentences was also provided as an *input*.

Furthermore, the explanation of serving food in *content focus*. It contained lists of the procedure in serving food and beverage. In *language focus*, it provided useful language expressions of serving food and beverage. Besides, the vocabulary focus was also provided to enrich the students' vocabulary and train the students' pronunciation. Pronunciation and the vocabulary were taken from [www.oxforddictionaries.com](http://www.oxforddictionaries.com). The vocabulary focus in this unit can be seen in the figure below.

## VOCABULARY FOCUS

Study some vocabulary and its pronunciation in the table below!

Vocabulary	Pronunciation	Vocabulary	Pronunciation
Food (n)	/fu:d/	tray (n)	/treɪ/
serve (v)	/sɜ:(r)v/	service (n)	/'sɜ:(r)vɪs/
plate (n)	/pleɪt/	Smile (n)	/smaɪl/
American (adj)	/ə'merɪkən/	friendly (adj)	/'fren(d)li/
enjoy (n)	/ɪn'dʒɔɪ/	Salt (n)	/sɔ:lt/

Note: n = noun; v = verb; adj. = adjective



Figure 4.7 The Vocabulary Focus of Unit 5

The *tasks* in this unit also included vocabulary, listening, speaking, reading, and writing. In the vocabulary task, the task is finding some words in hidden letters. For the listening activity, the students will listen to an audio and answer the questions. To encourage the students' speaking skill, role-playing activity was inserted in this topic. Meanwhile, the reading task is answering the questions. Lastly, the students are asked to complete some short dialogues as a writing activity

f. Unit 6 – Close the restaurant Area

The objective of learning in this unit is the students are able to present the guests' bill and to tell the procedure in closing the restaurant area.

The *input* of the first topic presented a picture of a waiter was giving the bill. The students are asked to complete the conversation. There were 5 questions provided related to the picture. Meanwhile, the further explanation of

standard operation procedure in closing the restaurant area could be found in *content focus*.

The *language focus* in this topic emphasized the language expression of presenting the bill. On the other hand, *tasks* included some language skills as other units such as vocabulary, listening, reading, speaking and writing. In vocabulary task, the task is word search activity. The vocabulary task of the unit 6 could be seen in Figure 4.8.

**TASK 1**  
Find some words related to "give the bill to the guest" below!

1. customer	
2. ....	C L P A Y W R S I G N
3. ....	U O H S H A E I W S L
4. ....	S U C H E C K C A S A
5. ....	T N H S C H E C K I U
6. ....	O D A F A V R E H G N
7. ....	M R N X R O V C L N D
8. ....	E I G F P U I N E A R
9. ....	R A E G E C C L A T Y
10. ....	D I Y B S H E J S U D
	R R D L A E H U H R R
	Y F O L D R N G A E I
	P A Y M E N T K I V O
	K I N C L U D E K I L
	Z N B I L L E C T S A

Figure 4.8 The Vocabulary Task of Unit 6

Meanwhile, to encourage the students' listening skill, they are asked to listen to an audio and complete the conversation. The speaking task is done by practicing the conversations in front of the class. Then, the students were also provided by reading task and answer the question based on the passage before. Finally, the students were encouraged to practice their writing skill by completing the conversations.

g. Unit 7 – Nonalcoholic beverage

The objective of the learning in this unit was the students are expected be able to explain type of nonalcoholic beverage. As the previous units, this unit also contained *input*, *content focus*, *language focus*, and *tasks*.

As an *Input*, there were some picture of bartender and brainstorming questions were provided for the students to identify the materials of the unit. The students were asked to answer the question based on the picture. The explanation of nonalcoholic beverage in *content focus*. Meanwhile, the phrases of nonalcoholic beverage could be found in *language focus*.

The *tasks* included some language skills as other units such as vocabulary, listening, reading, speaking and writing. In the vocabulary task, the task is finding some words hidden in a word search box. The students are encouraged to find some vocabulary related to asking and giving directions in random letters. Additionally, the students also practice their listening by listening to an audio and complete the text.

## **TASK 2**

**Listen and complete the paragraph below!**

1. \_\_\_\_\_ are made in a 2 \_\_\_\_\_ and have become increasingly popular. The ingredients required might include 3. \_\_\_\_\_ or vegetables, the latter being sweetened if necessary. Also frozen fruit, 4. \_\_\_\_\_, fruit juices, milk and honey may be used in a recipe. 5. \_\_\_\_\_ is often used to ensure the product is well chilled on serving. Pre-made bottled or carton versions are also available.

Figure 4.9 The Listening Task of Unit 7

To help the students to be more confident in their speaking, speaking activity will be done by practicing a conversation in front of the class. Meanwhile, the reading task is done by answering the questions related to the passage before. Finally, the students are encouraged to practice their writing skill by writing a about presenting the bill.

### 4.1.3. The Quality of the Developed Material for Food and beverage service at SMK SMSR Ubud as Perceived by Expert Judges.

#### 4.1.3.1. The Results of Product Evaluation

In judging the developed material, the researcher used two expert judges and one practionnaire. They are the experts in English teaching materials. The checklists were distributed to the judges in order to determine the quality of the product. The results of expert judgments as follows:

Table 4.15 Expert Judgments Score

Items	Judge 1	Judge 2	Judge 3	Items	Judge 1	Judge 2	Judge 3
1.	5	5	5	15.	4	5	4
2.	5	5	4	16.	4	4	5
3.	5	5	4	17.	4	4	5
4.	4	5	5	18.	3	4	4
5.	5	5	5	19.	4	4	5
6.	5	4	4	20.	4	4	5
7.	4	3	4	21.	4	4	5
8.	4	4	4	22.	4	5	4
9.	5	5	4	23.	4	4	4
10.	5	5	5	24.	4	5	4
11.	5	4	4	25.	4	5	5

12.	5	4	5
13.	4	5	5
14.	4	5	5

Total	108	112	114
Score total	334		

The table 4.15 above was presented the result of the quality of the product. The score of the quality of the product that was given by the expert judges then it was calculated by using the formula which was proposed by Nurkancana and Sunartana (2011).

The explanation of the formula as follow:

$$M_i = \frac{1}{2} (\text{ideal maximum score} + \text{ideal minimum score})$$

$$SD_i = \frac{1}{3} M_i$$

$M_i$  = Ideal Mean

$SD_i$  = Ideal standard deviation

$\bar{X}$  = The score of expert judges

In the expert judgment checklist, there were 25 items.

Maximum item = 5

Total score = 375

Minimum item = 1

Total score = 75

After that was calculating  $M_i$  and  $SD_i$ . The detail calculation of data quality as follows:



$$Mi = \frac{1}{2} (\text{ideal maximum score} + \text{ideal minimum score})$$

$$Mi = \frac{1}{2} (375 + 75) = 225$$

$$SDi = \frac{1}{3} Mi$$

$$SDi = \frac{1}{3} \times 225 = 75$$

After  $Mi$  and  $SDi$  were calculated. After that, it was put into the criteria of the product quality to obtain the interval score of each category. The calculation was presented below:

a. Excellent

$$\bar{X} \geq Mi + 1.5 SDi$$

$$\bar{X} \geq 225 + (1.5 \times 75)$$

$$\bar{X} \geq 337.5$$

b. Good Material

$$Mi + 0.5 SDi \leq \bar{X} < Mi + 1.5 SDi$$

$$225 + (0.5 \times 75) \leq \bar{X} < 225 + (1.5 \times 75)$$

$$262.5 \leq \bar{X} < 337.5$$

c. Average material

$$Mi - 0.5 SDi \leq \bar{X} < Mi + 0.5 SDi$$

$$225 - (0.5 \times 75) \leq \bar{X} < 225 + (0.5 \times 75)$$

$$187.5 \leq \bar{X} < 262.5$$

d. Below Average Material

$$Mi - 1.5 SDi \leq \bar{X} < Mi - 0.5 SDi$$

$$225 - (1.5 \times 75) \leq \bar{X} < 225 - (0.5 \times 75)$$

$$112.5 \leq \bar{X} < 187.5$$

e. Poor Material

$$\bar{X} < Mi - 1.5 SDi$$

$$\bar{X} < 225 - (1.5 \times 75)$$

$$\bar{X} < 112.5$$

Table 4.17 The interval score of the category of product

Criteria	Interval Score	Category
$\bar{X} \geq Mi + 1.5 SDi$	$\bar{X} \geq 337.5$	Excellent
$Mi + 0.5 SDi \leq \bar{X} < Mi + 1.5 SDi$	$262.5 \leq \bar{X} < 337.5$	Good
$Mi - 0.5 SDi \leq \bar{X} < Mi + 0.5 SDi$	$187.5 \leq \bar{X} < 262.5$	Average
$Mi - 1.5 SDi \leq \bar{X} < Mi - 0.5 SDi$	$112.5 \leq \bar{X} < 187.5$	Below Average
$\bar{X} < Mi - 1.5 SDi$	$\bar{X} < 112.5$	Poor

From the evaluation given by three experts judges, it was known that the total score from the expert judges was 334. It was considered as a Good material.

## 4.2 Discussions

In this discussion section, the researcher linked between theories and the findings.

### 4.2.1 The Materials Needed by the XI Grade Students of at SMK SMSR Ubud

The needs analysis was carried out by using questionnaires and interview guides. The questionnaires were handed out to 35 students. Based on the analysis, there were 7 units should develop as materials for teaching English for Food and Beverage service. Those were: *Preparing restaurant's area, Preparing and set up table, Greet the Guest, Taking and process the order, serving food and beverage, Closing restaurant's area, the last was nonalcoholic beverage.*

Those topics are common situations that might happen when the students work as waiter or waitress. The students are assumed to be able to have an initial conversation with the guests such as welcoming and greeting the guests and taking the guest's order, and others. Then, the students are also expected to be capable of performing serving foods and set up table. Moreover, the students are also predictably adequate to present the bill. They also should know how to close restaurant area. As an addition, the students are looked forward being capable of making nonalcoholic beverage. They are also expected to be able to make a captain order and process the order.

The study was conducted by Putrawan (2013) was quite similar. Student must have nation character to become a good worker. The purpose of the study to measuring the effectiveness of the English materials developed, and determining the quality of the materials developed which is inserted by nation characters. To find out the answer the

researchers used interview, questionnaire test and document analysis. The data of the present study was analyzed descriptively and quantitatively. The researcher developed the product that was suitable for student at SMK. The final product of this research was the department related and character based English Materials completed with compact disc (CD) for listening material. The materials are in the form of text which consists of two units.

Suryani et al (2019) implemented Design and Development research by Richey & Klein, (2007). The phases were analysis, design, development, and evaluation. The data were obtained from document study, observation sheet, interview guide, questionnaire and a scoring rubric. The data were analyzed qualitatively and quantitatively. The result of product evaluation done by the four expert judges shows that the developed product is categorized as excellent materials. The outcome of this study is the product which is in the form of audio recording (CD-RW) and the printed listening materials along with the answer key and listening scripts.

#### **4.2.2 The Development of Learning Materials for XI Grade Students of SMK SMSR Ubud**

Theoretically, a material design model purposed by Hutchinson & Waters (1987). There was some aspect in developing the developed material such as Input, content focus, language focus and task. The input aspect may in the form of a text, Video, or diagram based on the need analysis. Since English is used as a mean of communication by the students, the developed material provides them some *inputs* which are connected with the real situation in their future work. They are presented in

some colorful pictures, dialogues, and brainstorming questions that increase students' interest and motivation. It is supported by the theory Hutchinson & Waters (1987). They state that materials should provide a stimulus for learning. Therefore, the developed material provides interesting text, pictures and dialogue to engage the students' thinking.

Meanwhile, the content focus was presented in the form of reading passage. After the topic is introduced in *input*, then, the developed material also provides them a reading passage in each unit which help them to convey some information. According to Tomlinson (2011), materials should help learners to feel at ease. The learners are most at ease with texts and illustrations that they can relate to their own culture than they are with those which are culturally exotic. Therefore, the developed material helps the students to comprehend some ideas of the explanation easily because it related to the students' culture, it also provides some illustration and the level of reading skill on the reading passage is adjusted to the age of the students. After gaining some information related to the topic, in *language focus* the students will learn how the language used. According to Hutchinson & Waters (1987), good materials should have both opportunities for analysis and synthesis. Therefore, in *language focus*, learners have the chance to practice it, and study how it works. The developed material facilitates the students to be able to use language as a tool of communication through some language expressions.

Based on the results of needs analysis by students showed that the most of students were very interested to learn speaking (94%) and listening (91%), followed by writing (94%) and reading (86%). Therefore, the *task* in the developed materials

covered four language skills including listening, speaking, reading and writing. It is supported by theory of Hutchinson and Water (1987). Besides that, According to Tomlinson (2011) materials should help learners to develop confidence. Developing learners' confidence can be done by building confidence through activities which try to 'push' learners slightly beyond their existing proficiency. Therefore, the developed material helps the students to develop their confidence by providing some activities which have slightly more difficult with the level of existing students' proficiency. In addition, Litz (2005) explains that materials should provide the activities incorporate an individual, pairs and group work. Thus, the developed materials help the students to encourage their social skill through group work activities, be independent and creative through individual work and build their cooperation in pair work and group work.

Additionally, Vivic (2011) states the materials should also relate closely to the learners' specific skills and content needs. It is also supported by Tomlinson (2011). He states that a statement that what is applied must be relevant and useful by students. At ESP, English teachers can choose the material easily that was relevant to the choice of specific topics and assignments students are also studying in their field of study. Therefore, the topics developed were the skills and content that students need in their future work fields. Those were *Preparing restaurant's area, Preparing and set up table, Greet the Guest, Taking and process the order, serving food and beverage, Closing restaurant's area, the last was nonalcoholic beverage*. By providing the students with useful and relevant materials, it will facilitate the students to use the target language to achieve communicative competence in accordance with their future work field.

Besides theories and findings, this aspect also discusses the previous research related to ESP. In relation to the previous research, research conducted Kasumajaya, (2015) the study was in developing English materials for front office course for the students of hotel accommodation at PPLP Dhyna Pura. The R&D model was used in this study which was proposed by (Sugiyono, 2016). Hutchinson and Waters (1987) model design was used comprising *input*, *content focus*, *language focus*, and *tasks*. The material evaluation check list proposed by McDonough *et al.* (2013) was used to indicate the quality of the developed product. The quality of the developed product was very good and had met the criteria of material evaluation.

#### **4.2.3 The Quality of Developed Learning Material for Students at SMK SMSR Ubud**

In judging the developed material there were two expert judges and one practitioner. In terms of layout and design, criteria from Hutchinson and Waters (1987), Litz (2005) and Tomlinson (2011) were taken into matters. This aspect consisted of a detailed overview of the functions, clarity of layout and design, textbook organization, vocabulary list, review sections, and clear objectives. The results of expert judgment towards the developed material showed that clarity of layout and design, vocabulary exposure, review sections and objectives availability in the developed material were excellent. Even though they were excellent, there were still some points needed to be revised regarding the detailed overview of the functions and organization of topics.

The second aspect that considered by the expert judges was activities and task. The criteria were taken from Litz (2005), Hutchinson & Waters (1987), and Tomlinson,

(2011). One of the principles of developing materials is proposed by (Litz, 2005) on the criteria of material evaluation. He states that the activities incorporate an individual, pairs, and group work. This is supported by Hutchinson & Waters (1987). He explains that materials should build a balanced view that presented complexity and task which was easy to manage. Tomlinson (2011) adds that the materials should take into account that the learners differ in learning style, therefore, the activities should be varied to fulfill the learners' needs. Additionally, Litz (2005) suggests the activities of the materials should promote creative, original and independent responses. Hutchinson & Waters (1987) add materials should provide models of correct and appropriate language use. This is supported by Tomlinson (2011). He suggests different learners have different preferred learning styles. This means, that activities should be variable and should cater for all learning styles. Thus, the points were taken into consideration in this aspect were the balance of activities, meaningful activities, activity variation, grammar focus and students' response toward the activity. Concerning the variation of activities, the results of expert judgments were excellent in which the activities and task in developed material were varied incorporated an individual, pairs, and group work. However, there were some revisions from the expert judges regarding the language use or grammatical in the activities.

In relation to skills aspects, Litz (2005) proposes the skills that the students need to practice, an appropriate balance of the four language skills, attention to sub-skills and the practice of individual skills that integrated into the practice of other skills. Thus, these criteria became the indicators of the material evaluation. The result of



expert judgment towards the appropriate balance of the four language skills such as listening, speaking, reading, and writing in developed material were excellent.

Meanwhile, for the other points, language type and content, the criteria were taken from Litz (2005), Hutchinson and Waters (1987), and Tomlinson (2011). Litz (2005) states that the language used in the textbook is authentic, that is, like real-life English. Moreover, Tomlinson (2011) suggests Materials expose the learner to genuine language usage. Further, Hutchinson & Waters (1987) state good materials provide a stimulus to learning which contains opportunities for learners to use their current knowledge and skills. Regarding the results of the expert judgments towards the language type and content of developed material was authentic, at the right level for students' current English ability were good. Additionally, the grammar points were presented with brief and easy examples and explanations, and the language functions exemplified English that the students will be likely to use in the future. However, some revisions in terms of grammatical use needed to be considered.

In the last aspect, subject and content, the criteria were taken from Litz (2005), Hutchinson and Waters (1987), Tomlinson (2009), and Vicic (2011). As Hutchinson and Waters (1987) state good materials contain interesting texts. Tomlinson (2011) states that materials can achieve impact when it is new, varied presented with attractive and interesting content. Moreover, what is being taught should be perceived by learners as relevant and useful. (Vivic, 2011) states the materials should also relate closely to the learners' specific skills and content needs, which is an important precondition for full exploitation of the materials as well as the learners' motivation. From the criteria mentioned above, the expert judges agreed the subject and content of the textbook is

relevant to students' needs as an English language learner. From the evaluation given by the three experts, it was known that the expert judges's score was 334 and It was considered as a Good material.

