

## APPENDICES

### Appendix 1a. Need Analysis Questionnaire for the Alumnus of the International Bali Institute of Tourism

#### Instruksi:

**A. Berikut adalah sejumlah fungsi fungsi bahasa (language function) yang mungkin saudara gunakan ditempat bekerja. Language function berikut di dapatkan dari referensi terkait dalam bahasa inggris untuk perhotelan/kapal pesiar.**

**B. Amati fungsi fungsi bahasa tersebut selanjutnya berikan tanda (√) bila anda menggunakan di tempat saudara bekerja.**

NO	LANGUAGE FUNCTION	DIPERLUKAN	TIDAK DIPERLUKAN
1	Greeting People		
2	Introducing Oneself		
3	Asking Permission		
4	Starting a Conversation		
5	Making Comparisons		
6	Talking about Feelings		
7	Giving Command		
8	Inquiring about Location		
9	Describing Things and Places		
10	Asking for Help		
11	Offering for Help		

12	Talking about People and Their Occupation		
13	Asking about Price		
14	Talking about Quantity		
15	Asking for and Telling the Time		
16	Inviting Someone		
17	Expressing Like and Dislike		
18	Expressing Satisfactions/Dissatisfaction		
19	Describing Daily Habits and Routines		
20	Talking about Change		
21	Giving Option		
22	Talking about Ability		
23	Talking about Obligation		
24	Expressing Probability		
25	Talking about People Have Done Something		
26	Giving a Reasons		
27	Solving Problem		
28	Talking about Future Plans or Action		
29	Making Appointments		
30	Making Suggestion		
31	Persuading Someone		
32	Agreeing Something		

33	Disagreeing an Opinion		
34	Explaining the Drink		
35	Talking about Favorite Things		
36	Expressing Intention		
37	Making Predictions		
38	Showing Direction		
39	Giving Compliments		
40	Asking for Vacancy		
41	Applying for Job		
42	Interviewing for a Job		
43	Describing Job		
44	Preparing for an Interview		
45	Ten Rules about Interview		
46	Interview Tips		
47	Types of Service		
48	Handling Complaint		
49	Greeting and Welcoming Guests		
50	Types of Beverage		
51	Method of Mix Ingredients		
52	Greeting Welcoming Guest		
53	Slang Language		
54	Talking about Past Action		
55	Talking about People Have		
56	Part of Speech		

57	Present Tense		
58	Past Tense		
59	Future Tense		
60	Taking Order		
61	Recipes Menu		
62	Explaining the Menu		
63	Grammar Review		
64	Ordering Food in a Restaurant		
65	Expressing a Preference		
66	Comparing		
67	Talking about Recent Changes		
68	Expressing Opinions		
69	Taking Reservation		
70	Receiving Guests		
71	Taking Order on The Phone		
72	Reservation Problem		
73	Dealing With Phone Service		
74	Asking for Someone Helps		
75	Paying Bills		
76	Serving the Food		
77	Spelling System		
78	At the Bar		
79	Banqueting		
80	Hotel and Restaurant Staff		

81	Restaurant Service Information		
82	Types of Services		
83	Handling Special Reservation Cases		
84	Suggesting Aperitif and Wines		
85	Expression of Congratulation		
86	Types of Adjectives		
87	Asking for Attention		
88	Expression to Tell the Experience		
89	Telling Narrative Story		
90	The Use of Linking Verb		
91	Expression Used to Request and Over a Song		
92	Ordering Food		
93	Retelling Past Event		
94	Describing Location		
95	Describing Action		
96	Asking For Advice		
97	Expressing Reason Like and Dislike		
98	Clarifying		
99	Speaking in General		
100	Expressing Apology, Excuse and Regret		

**C .Selain language function di atas adakah fungsi fungsi bahasa yang lain yang digunakan dalam English for Bartender ? Jika ada tulislah di dalam kolom berikut :**

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_
- 9) \_\_\_\_\_
- 10) \_\_\_\_\_
- 11) \_\_\_\_\_
- 12) \_\_\_\_\_
- 13) \_\_\_\_\_
- 14) \_\_\_\_\_
- 15) \_\_\_\_\_



## RESULT OF THE QUESTIONER

### Appendix 1b. The Results of the Questionnaire on Alumni, ESP Lecturer and Stakeholder of the International Bali Institute of Tourism

*No Language Function*

1	Greeting People
2	Introducing oneself
3	Solving Problem
4	Explaining the drink
5	Applying for job
6	Interviewing for a job
7	Preparing for Interview
8	Expression used in introducing
9	Handling complaint
10	Greeting and welcoming guest
11	Types of beverage
12	Method of mix ingredients
13	Greeting and welcoming guest
14	Taking order
15	Recipes menu

16	Explaining the menu
17	Ordering food in restaurant
18	Receiving guest
19	Serving the food
20	At the bar
21	Types of service
22	Explaining bar tools
23	Procedure text
24	Bar knowledge

Based on data collected from questionnaires to alumni, ESP Lecturer and Stakeholder there were 24 language functions needed for ESP learning.

**Appendix 2a. The Interview Guide for the Alumnus of the International Bali Institute of Tourism**

1. What year did you graduate from STPBI?
2. How old are you?
3. What is your company's name? Please describe your company!
4. Which department or team do you belong to? What kind of work do you do in the department or team?
5. How long have you been working in your company? What is your position in your company?
6. Do you use English at work?



7. If yes, in what occasions do you use English?
8. How important is it for you to use English in your job?
9. If you can give advice to those who are preparing for a job, what would you recommend them to prepare in terms of English?



## **Appendix 2b. The Transcript of Interview with the Alumnus of the International Bali Institute of Tourism**

Researcher : What year did you graduate from STPBI?

Alumnus : I graduate on 2018, two years ago

Researcher : How old are you?

Alumnus : I'm 25 years old.

Researcher : What is your company's name? Please describe your company!

Alumnus : I work at Omnia as a bartender. It is a bar located in Pecatu, Bali.

Researcher : Which department or team do you belong to? What kind of work do you do in the department or team?

Alumnus : I belong to Bar Team as bartender

Researcher : How long have you been working in your company? What is your position in your company?

Alumnus : I've been working in my company for 2 years. My position is bartender.

Researcher : Do you use English at work?

Alumnus : Yes, I use English in speaking and listening mostly. Writing and reading are seldom to use.

Researcher : If yes, in what occasions do you use English?

Alumnus : Handling guests, describe about the drink to guest, handling complaint, and sometimes make new recipe of the drink

Researcher : How important is it for you to use English in your job?

Alumnus : It is very important because I use English to communicate with English-speaking guests at my work.

Researcher : If you can give advice to those who are preparing for a job, what would you recommend them to prepare in terms of English?

Alumnus : English speaking and more material with specific bartender

### **Appendix 2c. The Interview Guide for the ESP Lecturer at the International Bali Institute of Tourism**

1. How many years have you been teaching?
2. What grade or department do you currently teach and how many students?
3. What is your goal in teaching ESP at the International Bali Institute of Tourism?
4. What are ESP materials that your students need in Housekeeping Department?
5. What are activities that you want to conduct in your ESP lesson to help your students learn more effectively?
6. What difficulties did you encounter in your teaching?
7. What difficulties did your students encounter when you were teaching?
8. Does the institution provide ESP textbooks?
9. Do you need English for Housekeeping textbook?
10. Can you describe what kind of English for cruise line bartender textbook do you and your students need?

**Appendix 2d. The Transcript of Interview with the ESP lecturer at the International Bali Institute of Tourism**

Researcher : How many years have you been teaching?

ESP Instructor: I have been teaching for 4 years at the International Bali Institute of Tourism

Researcher : What grade or department do you currently teach and how many students?

ESP Instructor: I teach English for specific purpose at Cruise Line Bartender and Cruise line steward and teach more than 100 students.

Researcher : What is your goal in teaching ESP at the International Bali Institute of Tourism?

ESP Instructor: My goal is teaching the ESP materials to my students and they can reach our objectives of learning.

Researcher : What are ESP materials that your students need in Cruise Line Bartender Program?

ESP Instructor: Introducing self, explaining about bar tools, giving directions, explaining about drink, some of the tenses.

Researcher : What are activities that you want to conduct in your ESP lesson to help your students learn more effectively?

ESP Instructor: I often use role playing technique in my classroom to make my students learn more effectively. I give them certain situations in the hotel, and then, they play certain characters in these situations.

Researcher : What difficulties did you encounter in your teaching?

ESP Instructor: Time. Our time is limited here to teach ESP. Then, in my teaching, I emphasize more practice than theory such as grammar, preposition. They already learned them in matriculation class.

Researcher : What difficulties did your students encounter when you were teaching?

ESP Instructor: Most of the students are still shy to practice their speaking in English. Their pronunciation and vocabulary are needed to be considered.

Researcher : Is there any ESP textbook for Cruise Line Bartender?

ESP Instructor: We have some ESP books for cruise line bartender but the book is too old and need renew material.

Researcher : Do you need English for cruise line bartender book?

ESP Instructor: Yes, I do.

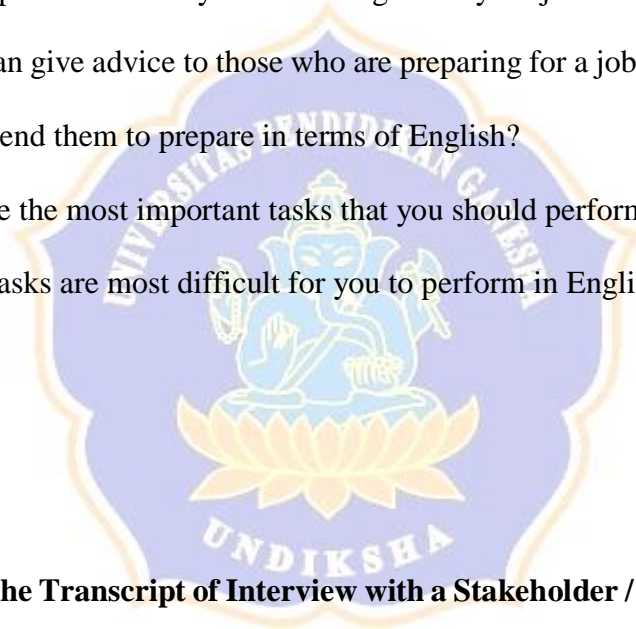
Researcher : Can you describe what kind of English for Housekeeping textbook do you and your students need?

ESP Instructor: I hope the developed material would be applicable for my students. I hope it will provide them some examples of language expressions, list of vocabulary, situations because they need some situations to role play. They also need some pictures on the developed material to make them get better understanding.

## **Appendix 2e. The Interview Guide for the Stakeholder of the International Bali Institute of Tourism**

1. How old are you?

2. What is your company's name? Please describe your company!
3. Which department or team do you belong to? What kind of work do you do in the department or team?
4. How long have you been working in your company? What is your position in your company?
5. Do you use English at work?
6. If yes, in what occasions do you use English?
7. How important is it for you to use English in your job?
8. If you can give advice to those who are preparing for a job, what would you recommend them to prepare in terms of English?
9. What are the most important tasks that you should perform in English?
10. Which tasks are most difficult for you to perform in English?



**Appendix 2f. The Transcript of Interview with a Stakeholder / Expert in cruise line bartender**

Researcher : How old are you?

Stakeholder : I'm 36 years old.

Researcher : What is your company's name? Please describe your company!

Stakeholder : I work for Carnival Cruise Line. It is an American cruise line that was founded in 1972.

Researcher : Which department or team do you belong to? What kind of work do you do in the department or team?

Stakeholder : I belong to Bartender department. Make a drink and mixing drink

Researcher : How long have you been working in your company? What is your position in your company?

Stakeholder : I've been working in my company for 12 years. My position is senior bartender.

Researcher : Do you use English at work?

Stakeholder : Yes, I use English in speaking and listening mostly.

Researcher : If yes, in what occasions do you use English?

Stakeholder : Welcoming guest, handling complaint, then explain the drink to the guest mostly

Researcher : How important is it for you to use English in your job?

Stakeholder : It is very important because I use English to communicate with English-speaking guests at my work.

Researcher : If you can give advice to those who are preparing for a job, what would you recommend them to prepare in terms of English?

Stakeholder : English grammar and listening and speaking

### Appendix 3a. The Product Evaluation Checklist for Expert Judges

Instruction: Please give response to the statements below by putting a tick (√) in the response's column. There are five levels of quality:

5 – Excellent

4 – Good

3 – Average

2 – Below Average

1 – Poor

Dimension	No.	Item	5	4	3	2	1	Comments/ Suggestions
Layout and Design	1.	The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.						
	2.	The layout and design are appropriate and clear.						
	3.	The textbook is organized effectively.						
	4.	The textbook provides a vocabulary list.						
	5.	The textbook provides review section.						
	6.	The textbook provides clear objectives.						
Activities	7.	The textbook provides a balance of activities.						
	8.	The activities encourage sufficient communicative and meaningful practice.						



	9.	The activities incorporate an individual, pairs and group work.						
	10.	The grammar points and vocabulary items are introduced in motivating and realistic contexts.						
	11.	The activities promote creative, original and independent responses.						
Skill	12.	The materials include and focus on the skills that students need to practice.						
	13.	The materials provide an appropriate balance of the four language skills.						
	14.	The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc.						
	15.	The practice of individual skill is integrated into practice of other skills.						
Language Type	16.	The language used in the textbook is authentic, that is, like real-life English.						
	17.	The language used is at the right level for students' current English ability.						
	18.	The progression of grammar points and						

		vocabulary items is appropriate.						
	19.	The grammar points are presented with brief and easy examples and explanations.						
	20.	The language functions exemplify English that I/my students will be likely to use in the future.						
Subject and Content	21.	The subject and contents of the textbook are relevant to students' needs as an English language learner(s).						
	22.	The subject and contents of the textbook are generally realistic.						
	23.	The subject and contents of the textbook are interesting, challenging and motivating.						
	24.	There are sufficient varieties in the subject and content of the textbook.						
	25.	The materials are not culturally biased and they do not portray any negative Stereotypes.						

Expert Judges,

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### Appendix 3b. The Results of Product Evaluation Checklist from Expert Judges

#### The Product Evaluation Checklist for Expert Judges

Instruction: Please give response to the statements below by putting a tick (✓) in the responses column. There are five levels of quality:

5 – Excellent

4 – Good

3 – Average

2 – Below Average

1 – Poor

Dimension	No.	Item	5	4	3	2	1	Comments/ Suggestions
Layout and Design	1.	The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.		✓				
	2.	The layout and design are appropriate and clear.		✓				
	3.	The textbook is organized effectively.		✓				
	4.	The textbook provides a vocabulary list.		✓				
	5.	The textbook provides review section.		✓				
	6.	The textbook provides clear objectives.	✓					
Activities	7.	The textbook provides a balance of activities.		✓				
	8.	The activities encourage sufficient communicative and meaningful practice.		✓				
	9.	The activities incorporate an individual, pairs and group work.	✓					
	10.	The grammar points and vocabulary items are introduced in motivating and realistic contexts.		✓				
	11.	The activities promote creative, original and independent responses.		✓				

Skill	12.	The materials include and focus on the skills that students need to practice.	✓					
	13.	The materials provide an appropriate balance of the four language skills.	✓					
	14.	The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc.	✓					
	15.	The practice of individual skill is integrated into practice of other skills.	✓					
Language Type	16.	The language used in the textbook is authentic, that is, like real-life English.	✓					
	17.	The language used is at the right level for students' current English ability.	✓					
	18.	The progression of grammar points and vocabulary items is appropriate.	✓					
	19.	The grammar points are presented with brief and easy examples and explanations.	✓					
	20.	The language functions exemplify English that I/my students will be likely to use in the future.	✓					
Subject and Content	21.	The subject and contents of the textbook are relevant to students' needs as an English language learner(s).	✓					
	22.	The subject and contents of the textbook are generally realistic.	✓					
	23.	The subject and contents of the textbook are interesting, challenging and motivating.	✓					

24.	There are sufficient varieties in the subject and content of the textbook.		✓					
25.	The materials are not culturally biased and they do not portray any negative Stereotypes.		✓					

Expert Judges,

~~1. Dr. Nandini~~

**The Product Evaluation Checklist for Expert Judges**

Instruction: Please give response to the statements below by putting a tick (✓) in the responses column. There are five levels of quality:

5 – Excellent

4 – Good

3 – Average

2 – Below Average

1 – Poor


Dimension	No.	Item	5	4	3	2	1	Comments/ Suggestions
Layout and Design	1.	The textbook includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.	✓					
	2.	The layout and design are appropriate and clear.	✓					
	3.	The textbook is organized effectively.	✓					
	4.	The textbook provides a vocabulary list.	✓					
	5.	The textbook provides review section.	✓					
	6.	The textbook provides clear objectives.	✓	✓				
Activities	7.	The textbook provides a balance of activities.	✓					
	8.	The activities encourage sufficient communicative and meaningful practice.	✓					
	9.	The activities incorporate an individual, pairs and group work.		✓				
	10.	The grammar points and vocabulary items are introduced in motivating and realistic contexts.	✓					
	11.	The activities promote creative, original and independent responses.		✓				

Skill	12.	The materials include and focus on the skills that students need to practice.	✓					
	13.	The materials provide an appropriate balance of the four language skills.	✓					
	14.	The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc.	✓					
	15.	The practice of individual skill is integrated into practice of other skills.	✓					
Language Type	16.	The language used in the textbook is authentic, that is, like real-life English.	✓					
	17.	The language used is at the right level for students' current English ability.	✓					
	18.	The progression of grammar points and vocabulary items is appropriate.	✓					
	19.	The grammar points are presented with brief and easy examples and explanations.	✓					
	20.	The language functions exemplify English that I/my students will be likely to use in the future.	✓					
Subject and Content	21.	The subject and contents of the textbook are relevant to students' needs as an English language learner(s).	✓					
	22.	The subject and contents of the textbook are generally realistic.	✓					
	23.	The subject and contents of the textbook are interesting, challenging and motivating.	✓					



24.	There are sufficient varieties in the subject and content of the textbook.	✓					
25.	The materials are not culturally biased and they do not portray any negative Stereotypes.		✓				

Expert Judges,



Lydia Mambu

**Appendix 4a The result of the product**

