Developing English Material For Food And Beverage Service For XI Grade Students Of SMK SMSR Ubud

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Abstract

This study aimed at describing the English for Food and beverage service materials needed by students of SMK SMSR Ubud, describing how the materials were developed, and analysing the quality of the developed materials. This study used research and development model suggested by (Richey and Klein, 2007) comprising design, development and evaluation. The instruments used were questionnaires, interview guides, document analysis, and checklist. The findings of this study show that there were 7 topics needed to be developed included Preparing restaurant area, preparing and set up table, greet the guest, taking order, serving food, closing restaurant area, and non-alcoholic beverage. The materials were designed by following the English for Specific Purposes (ESP) material design suggested by Hutchinson and Waters (1987) involving input, content focus, language focus and task. Since English for food and beverage is part of ESP that is under English for Occupational Purposes, the effectiveness of the developed materials was evaluated using the criteria of good ESP materials suggested by Litz (2005), Hutchinson and Waters (2008), and Tomlinson (2009). After gaining the scores from the expert judges, the data then used the categorization of good teaching materials proposed by Nurkancana and Sunartana (2011). The quality of the developed materials was categorized as good material. Thus, it can be used as a main source for learning English Food and beverage service at SMK SMSR Ubud.

Keywords: ESP, Learning Material, Food and Beverage Service

1. Introduction

Bali is a tourist destination which has a unique culture and society, therefore Bali is a famous island in over the world. Bali Island has developed as one of the world's premier tourist destinations with over one million foreign visitors flying directly to Bali. By those reasons may people desire to work in tourism sector. An important element in tourism industry is a human resource. The human resource factor plays a major role in promoting tourism industry. Thus, they should have good communication skills. According to Zahedpisheh, Bakar & Saffari (2017), employees who work in tourism and hospitality industry are entirely and highly aware of the importance language proficiency and they need to have good command of English in their workplace. One of the employees working in the hotel industry is a waiter.

Working at tourism sector especially being a Waiter/waitress requires professional competence in the field of tourism. The needs of qualified and professional staff in the tourism field as well as ability to communicate English fluently and accurately must be mastered properly. One solution to cope this problem is to learn ESP (English for specific purposes) or specifically English for Food and beverage service. Food and Beverage Service covers the knowledge and skills necessary for those studying or working at a variety of levels in food and beverage service.

However, in order to develop the quality of English competence, English for food and beverage service needs to have or develop appropriate material. In addition, ESP material uses learning-centered approach to English language teaching whose methodology is based on the specific needs of the learner Hutchinson and Waters (1987), In other words, knowing the needs of the students is considered fundamental in developing English for food and beverage service materials because students come to a class with different need and social background. Without matching the needs, social background of students and current technologies to ESP material, it is impossible to create relevant materials for specific jobs.

SMK SMSR Ubud is Tourism Vocational high school which is located at Ubud. SMK SMSR offers one major that is Hotel accommodation which has four programs study such as Food and beverage service, Food and beverage product, House Keeping, and Front office. The food and beverage service program used an old book. the book has not been revised and updated yet since it was firstly used in SMK SMSR Ubud. Another problem was the text book was not well-sequenced. As Hutchinson and Waters (1987:108) state that a well sequenced textbook material consists of input, content focus, language focus, and task.

In the process of developing teaching and learning material, the first thing to do is to analyze the needs. Nunan (1988) needs analysis refers to a family of procedures for gathering information about learners and about communication tasks. Li (2014) adds that needs analysis is an activity to gather preliminary information to develop a learning curriculum that includes learning material, teaching and learning activities, developing tests and evaluating. Hutchinson and Waters (1987:54) define learning needs as what learners need to do in order to learn. In the same vein, Robinson (1991: 7) states that learning needs are what the learner needs to do to actually acquire the language. In this sense, learning needs look for data in relation to the learning situation which take into consideration learners type, cultural awareness and proficiency level in English, the available materials, the existing resources and all the information that can help the teacher to provide the learners with the appropriate knowledge

The existence of textbooks on food and beverage service is needed to support the teaching and learning process. Therefore, this study aims to develop English teaching materials for food and beverage service. The results of this study will be in the form of books and completed by Compact disk (CD) for listening task that can be used by students at SMK SMKSR Ubud.

2. Methods
Research Design

In this study, the Richey and Klien model was implemented. In implementing Richey and Klein model, there are three processes namely Design, Development and Evaluation) (Richey & Klein, 2007). In the design process, it seeks the understanding of the needs analysis Richey & Klein (2007). In the development process, the result of the needs analysis was used as a ground to build the product. The evaluation process was conducted in order to see the quality of the product included the strengths and weaknesses of the product and made sure that the product developed met the functionalities and requirements during the design and development phase. The procedure of DnD is present*ed* as designing process, development process, and evaluation process.

During the designing process, the needs was assessed through questionnaire, document analysis and interview. This was done to identify the teaching and learning goal and the teaching and learning material. The document analysed was the syllabus used in SMK SMSR Ubud and *SKKNI* (National qualification framework) and the interview was conducted with students, teachers and stakeholders of SMK SMSR Ubud and also the stakeholder at Bridges Bali restaurant.

The results from the needs analysis are then used as the basis for developing the book. Each material identified will be described through several units in the book. In conducting the book development process, this research uses the theory of material development by Hutchinson and Water (1987) which consists of input, content, language focus and tasks. This process also includes organizing the layout of the book.

In determining the quality of the books developed, this study uses expert judgment. Two experts and one practitioner were asked to assess the quality of the product descriptively based on five criteria namely (1) Layout and Design, (2) Activities, (3) Skill, (4) Language Type and (5) Subject and Content.

Instrument refers to tools to collect the data (Cresswell, 2012). In this study, to collect the data, checklist, questionnaire, and interview guide were used. The development interview guide was based on theory of need analysis of ESP developed by Hutchinson and Waters (1987) and SKKNI- National Standard Working Competence.

The results of the document analysis will be analyzed descriptively to find materials that fit the needs of student. The results of the interview will be analyzed using an interactive analysis model by Miles and Huberman in (Sugiyono, 2014) which includes data reduction, data display, conclusion drawing and verification.

3. Results and Discussion
Result

After conducting a document analysis, questionnaire, and interview, the needs are identified. To master knowledge and skills in a Food and beverage service, there are several materials that need to be taught to students. These materials include preparing restaurant area, preparing and set up table, greet the guest, taking and process the order, serving food and beverage, close restaurant area, non-alcoholic beverage. The result of needs analysis also identified the competencies, material and activities as shown in Table 1.
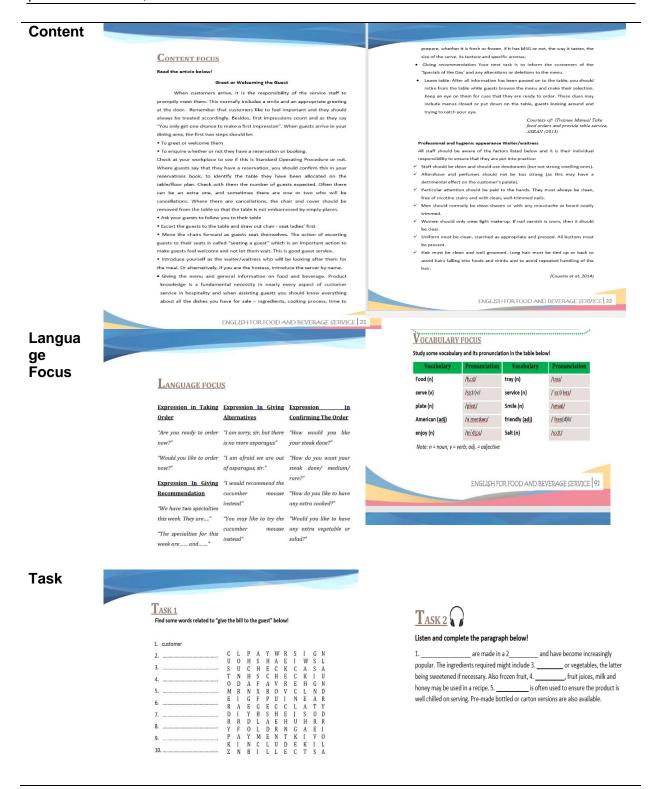
Table 1. Needs Analysis Result

No.	Unit Title	Basic Competencies	Indicators of Achievement	Activities
1.	Preparing restaurant area	Adequate understanding of the concept of preparing restaurant area	1. Adequate knowledge of the procedure in preparing restaurant equipment. 2. Adequate knowledge of polishing restaurant equipment 3. Adequate ability to tell the language expressions in preparing restaurant area.	1. Crossword activity 2. Listen and complete the dialogue. 3. Role-play activity 4. True/False activity 5. 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	4. Adequate knowledge of the concept of table set up. 5. Adequate knowledge of the procedure of table set up. 6. Adequate ability to tell the language expressions in setting table.	1. Matching activity 2. Listen to an audio and complete the paragraph. 3. Role-play activity 4. Answer some questions 5. Word search activity
3.	Greet the guest	Adequate understanding of the concept of Greeting the guest	7. Adequate knowledge of the greeting or welcoming guest 8. Adequate knowledge of being a good waiter/waitress 9. Adequate ability to tell the language expressions of welcoming guest	1. Complete the pictures with appropriate expression 2. Listen to an audio and answer the questions 3. Role-play activity 4. Answer some questions. 5. Mind mapping
4.	Taking and process the order	Adequate understanding the concept of taking order	1. Adequate knowledge of taking order 2. Adequate knowledge the procedure in taking order 3. Adequate ability to tell the language expressions of taking order	1. Write some items to go in each category beginning with the set letter. 2. Listen to a short dialogue and complete the conversation. 3. Role-play activity 4. List of the procedure in taking order by reread the article.

No.	Unit Title	Basic Competencies	Indicators of Achievement	Activities
				5. Write an order into captain order.
5.	Serving food and beverage	Adequate understanding of the concept of serving food and beverage	1. Adequate knowledge of type of service 2. Adequate knowledge the procedure in serving food and beverage 3. Adequate ability to tell the language expressions of serving food and beverage,	1. Word search activity 2. Listen to an audio and answer questions. 3. Role-play activity 4. Answer some questions. 5. Complete some short dialogues.
6.	Close restaurant area	Adequate understanding of the concept of close the restaurant area	1. Adequate knowledge of giving the bill 2. Adequate knowledge the procedure in closing restaurant area 3. Adequate ability to tell the language expressions of giving the guests' bill	1. Word search activity 2. Listen to an audio and complete the conversation. 3. Role-play activity 4. Answer some questions. 5. Complete the dialogue
7.	Nonalcoholic beverage	Adequate understanding of the concept of nonalcoholic beverage	1. Adequate knowledge of nonalcoholic beverage 2. Adequate knowledge the type of nonalcoholic beverage 3. Adequate ability to tell the language expressions of preparing nonalcoholic beverage	1. Word search activity 2. Listen to an audio and complete the dialogue. 3. Role-play activity 4. Answer the following questions. 5. Write down the recipe of alcoholic beverage.

After identifying the needs, the next step is to design the book. The book design includes putting input, content, language focus and tasks as shown in Table 2.

Table 2. The Process of Developing the Book

Content

Language Focus

Task

The next process conducted was evaluating the product. Based on the evaluation form, there are 25 items that should be assessed by the two expert judges and one practitioner. The maximum score for each item was 5 and the minimum score was 1. Thus, the total of maximum score was 375 and the minimum score was 75.

In judging the quality of the product, a set of category is developed. The product could be categorized as excellent, good, average, below average, and poor as shown in Table 3.

Table 3. Result of the Formula Used in Analyzing the Quality of the Material Developed

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

From the evaluation given by the three experts, it was known that the total score from the first expert judges was 108. It was considered as a good material. The second expert gave 112 as the total score. It was considered as a good material as well.

Discussions

In identifying learners' needs towards the materials, needs analysis was used by the researcher. Based on the analysis, the established materials were developed. As an outcome, seven units were developed as materials for teaching English for Restaurant. Those were: preparing restaurant area, preparing and set up table, greet the guest, taking and process the order, serving food and beverage, closing restaurant area, non-alcoholic beverage.

From the results of evaluations by experts, the average results of the three experts showed that the value obtained was 334, which falls into good category. Even though, there are some aspect was improved by the experts. Nevertheless, the contents of the book have reflected the results of the needs analysis. The contents of the book can be as a main source for learning English for Food and beverage service at SMK SMSR Ubud.

4. Conclusion and Recomendation

As a results of the study found that there are seven materials that need to be mastered in the food and beverage service which includes preparing restaurant area, preparing and set up table, greet the guest, taking and process the order, serving food and beverage, close restaurant area, non-alcoholic beverage. The results of the needs analysis are then developed into a textbook. The quality of the books developed is good according to the results of three expert tests. Future studies are expected to explore more deeply about the needs of food and beverage service. In addition, for further research this study can be used as a study material to improve the quality of the books developed.

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