

## 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 SMKSUR 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 presented 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.	Serving food and beverage	Adequate understanding of the concept of serving food and beverage	<ol style="list-style-type: none"> <li>1. Adequate knowledge of type of service</li> <li>2. Adequate knowledge the procedure in serving food and beverage</li> <li>3. Adequate ability to tell the language expressions of serving food and beverage,</li> </ol>	<ol style="list-style-type: none"> <li>5. Write an order into captain order.</li> <li>1. Word search activity</li> <li>2. Listen to an audio and answer questions.</li> <li>3. Role-play activity</li> <li>4. Answer some questions.</li> <li>5. Complete some short dialogues.</li> </ol>
6.	Close restaurant area	Adequate understanding of the concept of close the restaurant area	<ol style="list-style-type: none"> <li>1. Adequate knowledge of giving the bill</li> <li>2. Adequate knowledge the procedure in closing restaurant area</li> <li>3. Adequate ability to tell the language expressions of giving the guests' bill</li> </ol>	<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	<ol style="list-style-type: none"> <li>1. Adequate knowledge of nonalcoholic beverage</li> <li>2. Adequate knowledge the type of nonalcoholic beverage</li> <li>3. Adequate ability to tell the language expressions of preparing nonalcoholic beverage</li> </ol>	<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>

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

**Input**

UNIT 1 PREPARING RESTAURANT AREA

**INPUT**

B. Look at the pictures below and answer the questions.

1. Can you guess where does the picture usually take place?

2. What are the man and the women on picture doing?

3. Who is the man and the women on the picture?

4. What should they do before the restaurant is opened?

5. What kinds of restaurant equipment do you know?

6. Do you have that equipment at home?

7. What do you know about restaurant?

8. How many kinds of restaurant do you know?

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**INPUT**

Please mention 10 names of Restaurant equipment!

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

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## Content

### 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

prepare, whether it is fresh or frozen, if it has MSG or not, the way it tastes, the size of the serve, its texture and specific aromas.

- Giving recommendation Your next task is to inform the customers of the 'Specials of the Day' and any alterations or deletions to the menu.
- Leave table: After all information has been passed on to the table, you should retire from the table while guests browse the menu and make their selection. Keep an eye on them for cues that they are ready to order. These cues may include menus closed or put down on the table, guests looking around and trying to catch your eye.

*Courtesy of: (Trainee Manual: Take food orders and provide table service, ASEAN (2013))*

#### Professional and hygienic appearance Waiter/waitress

All staff should be aware of the factors listed below and it is their individual responsibility to ensure that they are put into practice:

- ✓ Staff should be clean and should use deodorants (but not strong smelling ones).
- ✓ Aftershave and perfumes should not be too strong (as this may have a detrimental effect on the customer's palate).
- ✓ Particular attention should be paid to the hands. They must always be clean, free of nicotine stains and with clean, well-trimmed nails.
- ✓ Men should normally be clean-shaven or with any moustache or beard neatly trimmed.
- ✓ Women should only wear light make-up. If nail varnish is worn, then it should be clear.
- ✓ Uniform must be clean, starched as appropriate and pressed. All buttons must be present.
- ✓ Hair must be clean and well groomed. Long hair must be tied up or back to avoid hairs falling into foods and drinks and to avoid repeated handling of the hair.

*(Cousins et al, 2014)*

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## Language Focus

### LANGUAGE FOCUS

**Expression in Taking Order**      **Expression In Giving Alternatives**      **Expression In Confirming The Order**

"Are you ready to order now?"      "I am sorry, sir, but there is no more asparagus"

"Would you like to order now?"      "I am afraid we are out of asparagus, sir."

**Expression In Giving Recommendation**  
"We have two specialties this week. They are..."  
"The specialties for this week are..... and....."

"I would recommend the cucumber mousse instead"

"You may like to try the cucumber mousse instead"

"How would you like your steak done?"

"How do you want your steak done/ medium/ rare?"

"How do you like to have any extra cooked?"

"Would you like to have any extra vegetable or salad?"

### VOCABULARY FOCUS

Study some vocabulary and its pronunciation in the table below!

Vocabulary	Pronunciation	Vocabulary	Pronunciation
Food (n)	/fu:d/	tray (n)	/trei/
serve (v)	/sɜ:v/	service (n)	/sɜ:(v)ɪs/
plate (n)	/pleɪt/	Smile (n)	/smaɪl/
American (adj)	/ə'merɪkən/	friendly (adj)	/frendli/
enjoy (n)	/ɪn'dʒɔɪ/	Salt (n)	/sɔ:lt/

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

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## Task

### TASK 1

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

- customer
- ..... C L P A Y W R S I G N
- ..... U O H S H A E I W S L
- ..... S U C H E C K C A S A
- ..... T N H S C H E C K I U
- ..... O D A F A V R E H G N
- ..... M R N X R O V C L N D
- ..... E I G F P U I N E A R
- ..... R A E G E C C L A T Y
- ..... 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

### TASK 2

Listen and complete the paragraph below!

- ..... 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.

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
$\bar{X} \geq Mi + 1.5 SDi$	$\bar{X} \geq 337.5$	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 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 Recommendation

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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