

# Developing English Material for Food and Beverage Service Used by Students at SMKN 1 Singaraja

I Gusti Ayu Ira Krishna Santhi <sup>1✉</sup>, Nyoman Karina Wedhanti <sup>2</sup>, Made Mahendrayana <sup>3</sup>

<sup>1</sup> English Language Education Department, Universitas Pendidikan Ganesha, Bali, Indonesia,

<sup>2</sup> English Language Education Department, Universitas Pendidikan Ganesha, Bali, Indonesia,

<sup>3</sup> English Language Education Department, Universitas Pendidikan Ganesha, Bali, Indonesia

✉ email: ayu.ira@undiksha.ac.id

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2023**Accepted:**  
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2023**ABSTRACT**

This study aimed to determine the English for Food and Beverage Service needs of eleventh-grade students of Tourism Majors at SMKN 1 Singaraja, to design and develop the English material for Food and Beverage Services used by 11th-grade students at SMKN 1 Singaraja, to determine the quality of the developed material. This research used the Design and Developments model that Rickey and Klein (2009) suggested, which includes planning, development, and evaluation. The instruments used were interviews, questionnaires, and document analysis. The findings of this study revealed the student's needs (necessities, wants, lacks, input, setting, procedure, the student's role, and the teacher's role) which are important for improving the student's motivation and achievement in learning. Three units were developed based on the document analysis: Taking Reservations by Telephone, Receiving and Seating Guests, and Taking Food and Beverage Orders. The material is developed based on the theory proposed by Hutchinson, T., & Waters, (1987). This includes input, content focus, language focus, and task. The quality of the product's effectiveness was evaluated by the theory proposed by Litz, (2005). After calculating data from the expert judges, the quality of the developed material can be categorized as very good material. Thus, it can be a supplementary source for learning English for Food and Beverage Service at SMKN 1 Singaraja.

**Keywords:** *English for Food and Beverage Service; ESP; Material Development.*

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## INTRODUCTION

Bali is one of the tourist destinations in Indonesia. Many domestic and international tourists come to Bali, which makes massive tourism development Indrianto, (2005). People who work in the tourism sector should be equipped with knowledge and skills about the tourism itself Mudana et al., (2017). In addition, Ramadan et al., (2021) state that one reason behind this condition is that tourism sector management needs to be operated carefully, especially Food and Beverage Services. Before ready to go to work, people should prepare themselves with skills and knowledge. Most of them enter vocational school to gain experience completely.

Food and Beverage Services is one of the subjects in the vocational high school tourism major. Agus Mertayasa, (2012), cited in Redjasa, (2014), stated that it is all activities related to preparing and serving food and beverage to guests in or outside the hotel, including restaurants, bars, banquets, and room service. It also can be defined as a wide style or cuisine divided into the county and many more Cousin, et al., (2014) The Act of Indonesia No. 20 of 2003 on the Educational Education System, article 15, states, "*Vocational education is a secondary education program for preparing learners for a specific job.*" Vocational high school is divided into majors based on a specific job field. Each major is required their students to learn hard and soft skills needed Pimtong Tavitiyaman, (2023). It is also the same with tourism majors, besides those skill, they also require to master communication skill in English Mantra et al., (2020).

Besides the ability to perform hospitality services, Lertchalermtipakoon et al., (2021) mention the students should also learn the English Language. As Widodo, (2016) stated, they will learn the English Language in addition to competence. The specific English taught in vocational high schools is called English for Special Purposes Laadem & Mallahi, (2020). Widodo, (2016) also mentioned that it focuses more on "language in context" rather than grammar. It is also different from General English in senior high school, which mainly teaches about the general context of English Liza Amalia Putri et al., (2023). Furthermore, there are two characteristics of ESP, namely absolute and variable Marcu, (2020). So, textbooks should be customized to help students learn English specifically. This statement is in line with Tomlinson, (2019)(Tomlinson, 2019). Furthermore, Kusuma & Apriyanto (2018) English materials should achieve impact because the impact will be achieved if the materials naturally affect students when students' curiosity, interest, and attention are attracted.

However, based on the primary observation with the Food and Beverage Service teacher at SMK Negeri 1 Singaraja on October 21, 2022, it was found that the English textbook used in English for General Purposes (EGP) and the students' speaking skills still need to be improved. One of the reasons for this is that the students need more exposure to specific English expressions and pronunciations in their learning process Mulyiah & Aminatun, (2020). This common situation makes some students feel less motivated. In addition, interview data obtained on January 18, 2023, showed that teachers stated that teachers need more access to learning materials. They only use textbooks from the government and still use the latest curriculum. She also said that the current textbooks still need to be improved because of the shifting curriculum. Cunningham, (1995) mentioned the English textbook in ELT, that textbook is a learning resource (oral and written), a useful source of activities for learner practice and communicative interaction, and a source of reference for learners on grammar, pronunciation, and vocabulary. Moreover, a good textbook also should be based on the student's needs Martin, et al., (2017). It was obtained by distributing a questionnaire on February 24, 2023. The results revealed the needs, lack, wants, input, procedures, settings, students' roles, and teachers' roles of the eleventh-grade students at SMKN 1 Singaraja as the basis for developing English materials for Food and Beverage Services.

Based on the problem found, developing the English material for Food and Beverage Service in SMKN 1 Singaraja is necessary. Based on the observation, questionnaire, and interview, this textbook was developed into two versions: online (e-Book) and Offline (printed book). Moreover, there are three units in this textbook, namely (1) Taking Reservations by Telephone, (2) Receiving and Seating Guests, and (3) Taking Food and Beverage Orders. The material is developed based on the theory proposed by Hutchinson, T., & Waters, (1987). This includes input, content focus, language focus, and task. In line with this idea Mutiara Ayu, (2020).

The importance of this research is supported by the identification of problems found by Sholichah, N., (2020) in their research on the analysis of English materials for vocational schools that English textbooks still use general English. In addition, Nur & Suhria, (2021)(Nur & Suhria, 2021), in their research analyzing English textbooks in grade XI, argued that in addition to the specification of specific objectives, the suitability of the material also needs to be improved. Some considerations are important in developing English materials for Food and Beverage Services in the future, such as topics should be more specific to food and beverage services and students' needs, materials should include language expressions that are important for Food and Beverage Service, materials should improve students' soft skills and hard skills significantly, and materials should contain both materials and explanations Praptono, (2020). The findings of the coherences between materials and explanations are also supported by the research result that had been conducted by Lapele (2019). In addition, research from Utami, (2020) also highlighted that for future researchers, English materials for Food and Beverage services need to be further explored about the needs of materials and students in grade 11. Furthermore, English learning materials for Food and Beverage Services are very important for student learning achievement, and students react positively to the presence of these learning materials (Abdul Syakur et al., 2020; Margana & Widyantoro, 2017; Rahmiani et al., 2018). These studies show that developing ESP learning materials for Food and Beverage Services for grade XI students. Meanwhile, this research is needed considering the expectations of the work environment toward the English ability, so the material should be examined well to meet the need of students. Indeed, it seems to be the novelty of this research.

The objectives of this study are: (1) to determine the English for Food and Beverage Service needs of eleventh-grade students of Tourism Majors at SMKN 1 Singaraja, (2) to design and develop the English material for Food and Beverage Services used by 11th-grade students at SMKN 1 Singaraja, (3) to determine the quality of English material for Food and Beverage Services used by 11th-grade students at SMKN 1 Singaraja.

## METHOD

### Research Design

The Design and Development (D&D) method proposed by Richey, R. C., & Klein, (2014) was employed in this study. Richey, R. C., & Klein, (2014) said that *"The focus of Design and Development Research can be front-end analysis. Planning, Production,*

and Evaluation (PPE)". The planning is done by implementing need analysis, production is creating the design and developing it into a textbook, and evaluation is done by expert judgment to one expert and one practitioner to evaluate the quality of the product. It is also essential to make sure of the product classification Khrismaswari et al., (2023).

### Data Collection Method

Based on the previous explanation, this research uses the Design and Development (D&D) Method. Firstly, the researcher will find information or need analysis for the teacher and students by doing an interview and questionaries. Then, ask the students to choose the option provided. The researchers will provide an expert judgment questionnaire in the form of opinions and suggestions from the expert that will be used to determine the appropriateness of the material given. Last, the teachers and students were asked to choose one choice from a few questions to assess the materials' acceptability. For further explanation regarding the data collection method to be implemented, it can be seen in Table 1 below:

**Table 1. Data Collection Method**

Research Questions	Source of Data	Instruments	Method
1. What are the English for Food and Beverage Service needs of eleventh-grade students of Tourism Majors at SMKN 1 Singaraja?	<ul style="list-style-type: none"> <li>• English teachers</li> <li>• Students</li> <li>• ATP and CP of Food and Beverage Service subject of 11<sup>th</sup> grade.</li> </ul>	<ul style="list-style-type: none"> <li>• Interview guide</li> <li>• Questionnaire</li> <li>• Documents Analysis</li> </ul>	D&D
2. What are the design and development of English material for Food and Beverage Services used by 11th-grade students at SMKN 1 Singaraja?			
3. What is the quality of the developed English material for Food and Beverage Services used by 11th-grade students at SMKN 1 Singaraja?	<ul style="list-style-type: none"> <li>• Expert Judgement</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire</li> </ul>	D&D

### Setting and Participants

This research is conducted in SMKN 1 Singaraja. This location was chosen because of the result of primary observation. The subject of this research is the Food and Beverage Service teacher who teaches 11<sup>th</sup>-grade students and eleventh-grade students in the tourism major at SMKN 1 Singaraja in Tourism C Class. This class consists of 35 students aged 17-18 years old.

### Research Instruments

In the data collection process, the researcher used two questionnaires given to the students adapted from the theories proposed by Hutchinson, T., & Waters, (1987) and

Nunan, (2004) and judges used to determine the quality of the product using the theory from Litz, (2005), interviews, and document analysis.

## FINDINGS AND DISCUSSION

After conducting interviews, questionnaires, and document analysis needs were identified. There are three types of data findings. Below are the findings and discussion of the study.

### Interview Result

The interview was conducted to strengthen the urgency of the English for Food and Beverage development. It is done by interviewing the Food and Beverage Service Teacher. According to the result of the interview, there are some problems related to this study. First, the teacher is still using the latest version of the Food and Beverage Service textbook. In this curriculum transition, the newest book is not ready and they still use the previous type of textbook to support their learning process. Second, the current textbook contains a few pictures which makes it less attractive. Most of the students are interested in the image-based material which helps them in understanding the material. Moreover, images can improve the student's motivation in learning. Third, the student's English skills need to be improved. As mentioned by the Food and Beverage teacher at SMKN 1 Singaraja, their students are still at the beginner level and need more exposure to specific English to improve their English skills in their field. The teacher also suggested some materials that need to be developed, namely Taking Reservations by Telephone, Receiving and Seating Guests, and Taking Food and Beverage Orders. It can be concluded that the development of the English for Food and Beverage Service is essential in SMKN 1 Singaraja.

### Questionnaire Result

**Table 2. Need Analysis Result**

No.	Aspect	Needs Results
1.	Necessities	<ul style="list-style-type: none"><li>The students use English primarily for speaking and listening in oral communication.</li><li>They want to be at the intermediate level of English.</li></ul>
2.	Lack	<ul style="list-style-type: none"><li>The students are still at the beginner level.</li><li>They often face difficulties in understanding and expressing ideas.</li></ul>
3.	Wants	<ul style="list-style-type: none"><li>Mastering vocabulary, meaning, and correct pronunciation.</li><li>They prefer a material that contains images.</li></ul>
4.	Input	<ul style="list-style-type: none"><li>The material should be based on the student's tourism major.</li><li>the input should contain images.</li><li>The listening material contains monologue or dialogue, and the length should be 100-200 words.</li><li>The speaking material is in the form of a short essay, and the length is 100-200 words</li></ul>
5.	Procedure	<ul style="list-style-type: none"><li>The procedures are the listening activity about identifying information.</li></ul>

		<ul style="list-style-type: none"> <li>The speaking activities of memorizing dialogue to be performed in front of the class.</li> <li>The reading activity should be answering the true or false questions and filling in the gap.</li> <li>Understanding vocabulary based on the context of the text; also, the vocabulary activity is reading the phonetic transcription aloud.</li> </ul>
6.	Setting	<ul style="list-style-type: none"> <li>The activity in the form of individual and pairs</li> </ul>
7.	The student's role	<ul style="list-style-type: none"> <li>The student's role in the learning process should actively participate in the discussion.</li> </ul>
8.	The teacher's role	<ul style="list-style-type: none"> <li>The teacher's role is the teacher should review the student's work and give feedback.</li> </ul>

The questionnaire contains eight aspects from Hutchinson, T., & Waters, (1987) and Nunan, (2004) as cited by Anwar, K., & Wardhono (2019). This is used to identify the target needs and learning needs. The result obtained was used as a basis for the textbook development. The content of the textbook was customized by the student and needs to be accepted as supplementary material in the English Language subject in SMKN 1 Singaraja.

### Documents analysis Result

Document analysis is one of the analytical methods in qualitative research, which reviews and evaluates various kinds of documents (print and electronic) to gain understanding and empirical knowledge Morgan, (2022). Document analysis was conducted by analyzing CP (Capaian Pembelajaran), ATP (Alur Tujuan Pembelajaran), and textbooks used by students. Based on this method, the material needed to be developed was found. According to the CP, the material needed is on learning outcome number 39 on Providing Food and Beverage Services. In grade eleven, students should master speaking with correct expression and pronunciation. So, in this study, the textbook contains one learning outcome as the researcher focuses on how English is used in Food and Beverage Services. As mentioned, the material includes three topics: Taking Reservations by Telephone, Receiving and Seating Guests, and Taking Food and Beverage Orders. In more detail, below is the result of the analysis of the documents.

**Table 3. Document Analysis Result**

Subject	CP	Learning Outcome	ATP	Units
Food and Beverage Service	By the end of phase F, learners can provide food and beverage service, room service, and receiving and storing supplies.	39. Provide food and beverage services	39. Learners can carry out the task of providing food and beverage services	1. Taking Reservations by Telephone
				2. Receiving and Seating Guests

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 3. Taking Food  
 and Beverage  
 Orders
 

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The document analysis was used to identify the learning outcome that needed to be developed based on the problem found. The table above presented the chosen CP (*Capaian Pembelajaran*) and ATP (*Alur Tujuan Pembelajaran*). Then, this document analysis also presents the relevance of the topic developed and the learning Outcome provided. After identifying the needs of the students, the next is to design and develop the textbook. The theory from Hutchinson, T., & Waters, (1987) was implemented in this phase. According to their theory, the textbook should contain input, language focus, vocabulary focus, and task. Below is the design of the English textbook.

**Table 4. Design of The Product**

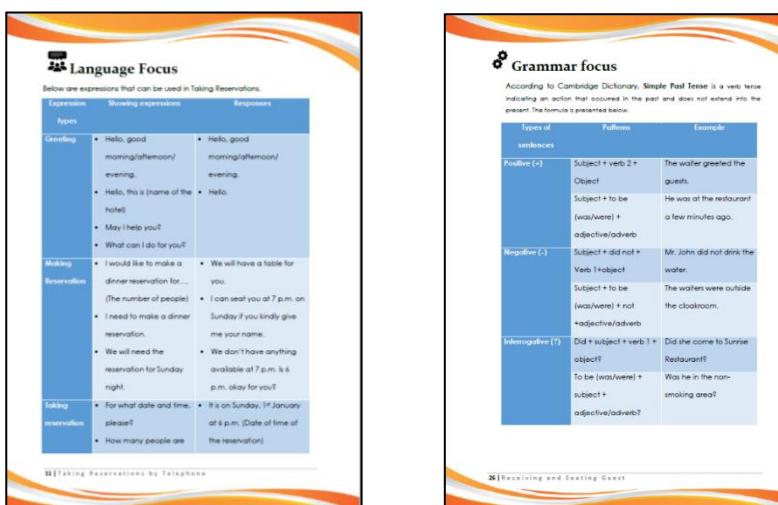
Unit	Content Focus	Language Focus/Language Expression	Task
1.	Taking Reservation by Telephone	<ul style="list-style-type: none"> <li>• Hello, good morning/afternoon/evening.</li> <li>• May I help you?</li> <li>• For what time is the reservation for?</li> <li>• For how many people?</li> </ul>	<p><b>1. Reading Section</b>  <b>Task 1:</b>            Answering questions based on the conversation provided.</p> <p><b>2. Listening section</b>  <b>Task 2:</b>            Answering questions based on the audio provided.</p> <p><b>3. Writing Section:</b>  <b>Task 3</b>            Arranging sentences in the appropriate grammar order.</p> <p><b>4. Speaking Section:</b>  <b>Task 4:</b>            Making live/video roleplay about how to make reservations by telephone.</p>
2.	Receiving and Seating Guest	<ul style="list-style-type: none"> <li>• Do you have a reservation, Sir?</li> <li>• Let me show you your table.</li> </ul>	<p><b>1. Reading section</b>  <b>Task 1:</b>            Answering true or false based on the conversation provided.</p> <p><b>2. Listening section:</b>  <b>Task 2</b>            Completing conversation based on the audio</p>

		provided (Fill in the gap).
3.	<b>Taking Food and Beverage Order</b>	<b>3. Writing section:</b> <b>Task 3</b> Completing conversation using the appropriate expression.
		<b>4. Speaking Section</b> <b>Task 4</b> Making conversation based on the students' version and performing in front of the class.
3.	<b>Taking Food and Beverage Order</b>	<b>1. Reading Section</b> <b>Task 1</b> Matching the activities of Taking Food and Beverage orders with the appropriate language expressions.
		<b>2. Listening Section</b> <b>Task 2</b> Answering a question by listening to the audio provided.
		<b>3. Writing Section</b> <b>Task 3</b> Completing conversation.
		<b>4. Speaking Section</b> <b>Task 4</b> Making a conversation about taking food/beverage orders and practicing roleplay.

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The design is the basis of the development product. After designing, each item was developed into a textbook. In developing the product, *Microsoft Office 2010* was utilized. Below is the result of the development.

**Table 5. Development of Product**

Aspect	Development																								
Input	 <p><b>Input</b></p> <p>Some https://www.photos.com/clipart/guest-service-2020/03/you-prepare-a-new-call-and-newer-all</p> <p>Please answer the questions below!</p> <ol style="list-style-type: none"> <li>1. What is the woman in the picture doing?</li> <li>2. Where does the activity usually take place?</li> <li>3. Who is the woman in the picture?</li> <li>4. What do you know about the woman's activity in the picture?</li> <li>5. Do you have the same experience as the woman? What do you feel?</li> </ol> <p><b>Taking Reservations by Telephone</b></p>																								
Content Focus	 <p><b>Content Focus</b></p> <p><b>How to Handle Reservation by Telephone</b></p> <p>Some https://www.photos.com/clipart/guest-service-2020/03/you-prepare-a-new-call-and-newer-all</p> <p>There are some ways to handle reservations by telephone (Tari, 2019):</p> <ol style="list-style-type: none"> <li>1. Pick up the phone before three rings.</li> <li>2. Greet the caller of the appropriate time. Try to keep your tone of voice fresh, clear, and friendly to put the guest on the other end at ease. Remember that first impressions matter.</li> <li>3. If it is recommended to greet in this way: "Good Morning. This is Hotel X. Thank you for calling. May I help you?"</li> <li>4. Try to identify the gender of the caller from their voice. Listen to the name correctly. Repeat the name with Mr. or Ms. The caller might get hurt if you accidentally call him wrong.</li> <li>5. Try to understand why the caller is calling.</li> <li>6. If the caller is calling for a room reservation and they are not a frequent guest, then you should give a brief overview of your hotel, including the guest.</li> </ol> <p><b>Taking Reservations by Telephone</b></p> <p><b>Taking Reservation by Telephone</b></p> <p>Some https://www.photos.com/clipart/guest-service-2020/03/you-prepare-a-new-call-and-newer-all</p> <p><b>Let's Practice!</b></p> <p>Waiter: "Good afternoon. Agus is speaking. May I help you?" (Agus, as the head waiter, answered the telephone and greeted the guest. After that, he identified himself and offered to assist the caller) Guest: "I'd like to make a room reservation, please." (The waiter asked the guest to make a direct reservation) Waiter: "Certainly. Madam. For what date, please?" (Agus got out the reservation notebook. Then, he asks about the date for the reservation) Guest: "For the tenth of January." (After the guest mentioned the date, Agus wrote down the details on the notebook) Waiter: "For what time, madam?" (There is another reservation on the same date, so he asks for the time of the reservation) Guest: "8.30 p.m." (He found out the time of the reservation) Waiter: "May I have your name, please?"</p> <p><b>Taking Reservations by Telephone</b></p>																								
Language Focus	 <p><b>Language Focus</b></p> <p>Below are expressions that can be used in Taking Reservations:</p> <table border="1"> <thead> <tr> <th>Expressions</th> <th>Common expressions</th> <th>Responses</th> </tr> </thead> <tbody> <tr> <td><b>Greeting</b></td> <td> <ul style="list-style-type: none"> <li>• Hello, good morning/afternoon/evening.</li> <li>• Hello, this is (name of the hotel).</li> <li>• May I help you?</li> <li>• What can I do for you?</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Hello, good morning/afternoon/evening.</li> <li>• Hello.</li> </ul> </td> </tr> <tr> <td><b>Making Reservation</b></td> <td> <ul style="list-style-type: none"> <li>• I would like to make a dinner reservation for... (The number of people).</li> <li>• I need to make a dinner reservation.</li> <li>• We will need the reservation for Sunday night.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• We will have a table for you.</li> <li>• I can seat you at 7 p.m. on Sunday if you kindly give me your name.</li> <li>• We don't have anything available at 7 p.m. Is 6 p.m. okay for you?</li> </ul> </td> </tr> <tr> <td><b>Taking reservation</b></td> <td> <ul style="list-style-type: none"> <li>• For what date and time, please?</li> <li>• How many people are</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• It is on Sunday, 1<sup>st</sup> January at 6 p.m. (Date of time of the reservation)</li> </ul> </td> </tr> </tbody> </table> <p><b>Taking Reservations by Telephone</b></p> <p><b>Grammar focus</b></p> <p>According to Cambridge Dictionary, Simple Past Tense is a verb tense indicating an action that occurred in the past and does not extend into the present. The formula is presented below:</p> <table border="1"> <thead> <tr> <th>Types of sentences</th> <th>Patterns</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td><b>Positive (+)</b></td> <td> <ul style="list-style-type: none"> <li>Subject + verb 2 + Object</li> <li>Subject + to be (was/were) + adjective/adverb</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>The waiter greeted the guests.</li> <li>He was at the restaurant a few minutes ago.</li> </ul> </td> </tr> <tr> <td><b>Negative (-)</b></td> <td> <ul style="list-style-type: none"> <li>Subject + did not + Verb 1+object</li> <li>Subject + to be (was/were) + not + adjective/adverb</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Mr. John did not drink the water.</li> <li>The waiters were outside the cloakroom.</li> </ul> </td> </tr> <tr> <td><b>Interrogative (?)</b></td> <td> <ul style="list-style-type: none"> <li>Did + subject + verb 1 + object?</li> <li>To be (was/were) + subject + adjective/adverb?</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Did the come to Sunrise Restaurant?</li> <li>Was he in the non-smoking area?</li> </ul> </td> </tr> </tbody> </table> <p><b>Receiving and Seating Guest</b></p>	Expressions	Common expressions	Responses	<b>Greeting</b>	<ul style="list-style-type: none"> <li>• Hello, good morning/afternoon/evening.</li> <li>• Hello, this is (name of the hotel).</li> <li>• May I help you?</li> <li>• What can I do for you?</li> </ul>	<ul style="list-style-type: none"> <li>• Hello, good morning/afternoon/evening.</li> <li>• Hello.</li> </ul>	<b>Making Reservation</b>	<ul style="list-style-type: none"> <li>• I would like to make a dinner reservation for... (The number of people).</li> <li>• I need to make a dinner reservation.</li> <li>• We will need the reservation for Sunday night.</li> </ul>	<ul style="list-style-type: none"> <li>• We will have a table for you.</li> <li>• I can seat you at 7 p.m. on Sunday if you kindly give me your name.</li> <li>• We don't have anything available at 7 p.m. Is 6 p.m. okay for you?</li> </ul>	<b>Taking reservation</b>	<ul style="list-style-type: none"> <li>• For what date and time, please?</li> <li>• How many people are</li> </ul>	<ul style="list-style-type: none"> <li>• It is on Sunday, 1<sup>st</sup> January at 6 p.m. (Date of time of the reservation)</li> </ul>	Types of sentences	Patterns	Example	<b>Positive (+)</b>	<ul style="list-style-type: none"> <li>Subject + verb 2 + Object</li> <li>Subject + to be (was/were) + adjective/adverb</li> </ul>	<ul style="list-style-type: none"> <li>The waiter greeted the guests.</li> <li>He was at the restaurant a few minutes ago.</li> </ul>	<b>Negative (-)</b>	<ul style="list-style-type: none"> <li>Subject + did not + Verb 1+object</li> <li>Subject + to be (was/were) + not + adjective/adverb</li> </ul>	<ul style="list-style-type: none"> <li>Mr. John did not drink the water.</li> <li>The waiters were outside the cloakroom.</li> </ul>	<b>Interrogative (?)</b>	<ul style="list-style-type: none"> <li>Did + subject + verb 1 + object?</li> <li>To be (was/were) + subject + adjective/adverb?</li> </ul>	<ul style="list-style-type: none"> <li>Did the come to Sunrise Restaurant?</li> <li>Was he in the non-smoking area?</li> </ul>
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Types of sentences	Patterns	Example																							
<b>Positive (+)</b>	<ul style="list-style-type: none"> <li>Subject + verb 2 + Object</li> <li>Subject + to be (was/were) + adjective/adverb</li> </ul>	<ul style="list-style-type: none"> <li>The waiter greeted the guests.</li> <li>He was at the restaurant a few minutes ago.</li> </ul>																							
<b>Negative (-)</b>	<ul style="list-style-type: none"> <li>Subject + did not + Verb 1+object</li> <li>Subject + to be (was/were) + not + adjective/adverb</li> </ul>	<ul style="list-style-type: none"> <li>Mr. John did not drink the water.</li> <li>The waiters were outside the cloakroom.</li> </ul>																							
<b>Interrogative (?)</b>	<ul style="list-style-type: none"> <li>Did + subject + verb 1 + object?</li> <li>To be (was/were) + subject + adjective/adverb?</li> </ul>	<ul style="list-style-type: none"> <li>Did the come to Sunrise Restaurant?</li> <li>Was he in the non-smoking area?</li> </ul>																							

## Task

The image shows two pages of a worksheet titled "Receiving and Seating Guest". The left page contains four sections: "Task 3. Writing Section", "Task 4. Speaking Section", "Task 1. Reading Section", and "Task 2. Listening Section". The right page contains two sections: "Task 3. Writing Section" and "Task 4. Speaking Section". Each section contains instructions and activities for students to complete.

The following step of this study is evaluation. The evaluation is done by conducting expert judgment. The product was assessed by one expert in English Language Education Department and one practitioner in SMKN 1 Singaraja. The theory of Litz, (2005) was adopted to find out the quality of the English Textbook developed as a questionnaire. In the questionnaire, 25 items contain some criteria, such as Layout and Design, Activities and Skills, Language Type and Content, and Subject and content. The maximal score for each criterion is 4, and the minimum score is 1. In judging the product's quality, a category is developed. The product could be categorized as poor, fair, good, and very good, as shown in the table below.

**Table 6. Product Category**

Scale	Descriptive Categories	Interval
1	Poor	$1 \leq x \leq 1.74$
2	Fair	$1.75 \leq x \leq 2.24$
3	Good	$2.25 \leq x \leq 3.24$
4	Very Good	$3.25 \leq x \leq 4$

After the evaluation given by the two judges, it was known that the mean score from the first judges was 3.8, and the mean score from the second judges was 3.84. Both of the means scores were considered very good material. So, it can be concluded that the developed material is acceptable for use as supplementary material at SMKN 1 Singaraja.

## Discussion

The needs of the eleventh-grade students were obtained by distributing questionnaires and document analysis. Because of the inappropriate material in vocational high school, the English for Food and Beverage Service textbook needs to

be developed. There are three topics in the developed textbook: Taking Reservations by Telephone, Receiving and Seating Guests, and Taking Food and Beverage Orders.

The design and development of the textbook are based on the theory suggested by Hutchinson, T., & Waters, (1987). It consists of input, content focus, language focus, and task (speaking, reading, writing, and speaking).

The quality of the textbook is measured by expert judgment. The theory from Litz, (2005) was implemented. The mean score from the two judges were 3.8 and 3.84. It can be categorized as very good material even though the experts need to improve some parts.

## CONCLUSION

Three units are developed in English for Food and Beverage Service Textbook. These are Taking Reservations by Telephone, Receiving and Seating Guests, and Taking Food and Beverage Orders. After designing and developing the product, the quality was measured by expert judgments. According to the evaluation result, the content of the developed products is very good. Future studies are expected to explore the Food and Beverage Service field, especially in another restaurant service. In addition, for future research, this study can be used as study material to support the quality of the textbook.

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