

**DEVELOPING ENGLISH SPEAKING MATERIALS FOR
THE TENTH GRADE STUDENTS OF CULINARY ARTS
STUDY PROGRAM AT VOCATIONAL HIGH SCHOOL**

THESIS

Submitted in Partial Fulfillment of the Requirement for
Degree of Bachelor of Education in English Language Education



By:

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2020



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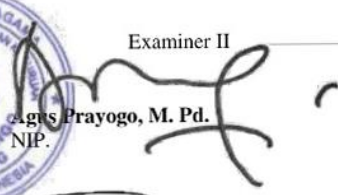


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ABSTRACT

Title : Developing English Speaking Materials for
the Tenth Grade Students of Culinary Arts
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Vocational High School which had Culinary Arts study program required its students to practice in the real work or usually called field study. Instead, the materials in the school only focuses on listening, reading, and writing skill, so teacher should explain more about English speaking. By the case, developing appropriate English speaking materials in the form of module for the Tenth Grade of Culinary Arts using Research and Development methodology was considered very important. This research questions about English speaking material needed for the tenth graders of Culinary Art Study Program, the development of the materials in a module, and the effectiveness of the module. The research aimed to explain the students' learning need, the development of the English Speaking Module, and the effectiveness of the English Speaking Module. The subjects of the research were 36 tenth students of Culinary Arts Study Program. Interview, questionnaire, pre-test and post-test were chosen as techniques of data collection. The data were analyzed qualitatively and quantitatively. The findings are; 1) the tenth students of Culinary Arts need an additional speaking materials to enhance students' speaking ability in field study, 2) the development of English Speaking Module adapted the design model from Borg and Gall, 3) there was a significant improvement of the students' average score after being taught using English Speaking module, from 63.89 in pre-test and 73.83 in post-test. The product was appropriate to be implemented for the Tenth Grade of Culinary Art Study Program.

Keywords: *English Materials, Speaking, Culinary Arts Program.*

MOTTO

وَمَا أَرْسَلْنَا مِنْ أَلْرَجَالِ أَلْنُوحِي إِلَيْهِمْ فَاسْأَلُوا أَهْلَ الذِّكْرِ إِنْ كُنْتُمْ لَا تَعْلَمُونَ

”And We sent not (as Our messengers) before the other than men whom We inspired- Ask the followers of the Remembrance if you know not!”

(QS. An Nahl: 43)

DEDICATION

In the name of Allah the Beneficent and the Merciful, this thesis is dedicated to:

1. Mr. Thohirin and Mrs. Wanirah as my lovely parents.
2. SMK N 1 Kersana, may this module will be useful for teachinguu-learning activity.
3. Mrs. Tria Novika Ningrum, S.Pd. and Mrs. Sri Azizah, S.Pd as English teacher of the tenth grade of culinary arts study program.
4. Mr. Abdul Kholik, S.Pd. Gr. As Culinary teacher of SMK N 1 Kersana.
5. All of the tenth grade students of Culinary Arts study program of SMK N 1 Kersana.

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I would like to express gratitude to Allah SWT, the almighty God for this blessing in leading me to accomplish this thesis entitled Developing English Speaking Materials for The Tenth grade Students of Culinary Arts Study Program at Vocational High School.

Shalawat and *Salam* are dedicated to the prophet Muhammad who has brought us from the darkness to the brightness era.

I realize that I cannot complete this thesis without help from others. Many people have helped me during writing this thesis and it would be impossible to mention all of them. In this chance I would like to express my deep appreciation to:

1. Dr. Hj. Lift Anis Ma'shumah, M. Ag. as the dean of Education and Teacher Training Faculty of Walisongo State Islamic University Semarang.
2. Sayyidatul Fadlilah, M.Pd. as the head and Dra. Nuna Mustikawati Dewi, M.Pd. as the secretary of English Education Department.
3. Dr. Siti Tarwiyah, M.Hum. and Dra. Nuna Mustikawati Dewi, M.Pd. as my advisors for their best guidance and suggestions in the process of completing this thesis.
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Finally, I realize that this thesis is still far from the perfectness. I will be thankful for all of the suggestions to make my thesis better. The writer hopes this thesis will give some advantages to everyone. Amen.

Semarang, October, 17th 2020

The Writer,

Saily Rahmatika

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CHAPTER I

INTRODUCTION

This chapter discusses background of research, questions of research, objectives of the research, significances of the research, specifications of product, assumption and limitation of developments.

A. Background of Research

The impact of English as the global language is the use of English in communication. As we all know that global language is an official language and widely used by almost all humans in the world, so we have to learn English to help us communicate with other people. Wherever you travel, you will see English signs and advertisements. Whenever you enter in a hotel or restaurant in a foreign country, commonly, you will be served using English because they understand English and there will be an English menu. So, English will put us in touch with more people than any other language.¹

Language is a communication tool for people to interact with other people, convey messages and information. Nowadays, communicate effectively in foreign language learning, especially

¹ David Crystal, *English as A Global Language Second Edition* (New York: Cambridge University Press, 2003): 3.

English, becomes much more important than reading and writing.² One of a way to communicate is speaking.

Speaking English is considered to be the most important thing to learn in learning English as a second or foreign language. It is crucial for daily situation and career opportunities³ such as explaining, negotiate, business, even clarifying.⁴ Nowadays, job seekers need to master English because people who can speak or communicate in English fluently and effectively are more needed in any field of work. Workforce is expected to be highly competent to continually improve their English skills.⁵ In international commercial sphere English has

² Farid Noor Romadlon, “Communication Strategies in the Conversations Between Indonesian University Students and a Native Speaker,” *Vision: Journal for Language and Foreign Language Learning* 5, no. 1 (2016): 5.

³ Radzuwan Ab Rashid et al., “Developing Speaking Skills Using Virtual Speaking Buddy,” *International Journal of Emerging Technologies in Learning* 12, no. 5 (2017): 195–201.

⁴ Lulut Widyaningrum, “Pecha Kucha: A Way To Develop,” *Vision: Journal for Language and Foreign Language Learning* 5, no. 1 (2016): 57–74.

⁵ Shaik Riyaz Ahmad, “Importance of English Communication Skills”, *International Journal of Applied Research* 2, no. 3 (2016):.3.

become lingua-franca of the business world irrespective of geographical, social, political or religious differences.⁶

The importance of speaking is also explained in Islamic concept. Al Qur'an stated that speaking is one of the human nature.⁷

الرَّحْمَنُ (1) عَلَّمَ الْقُرْآنَ (2) خَلَقَ الْإِنْسَانَ (3) عَلَّمَهُ الْبَيَانَ (4)

“The Most Merciful, Taught the Qur'an, Created man, (And) taught him eloquence.” (Ar-Rahman; 1-4).

From the verse above, it can be assumed that speaking cannot be separated from learning process, including study English at school. However, students' difficulties when speaking English are mostly related to vocabulary, grammar and pronunciation even their confidence. This problem occurs because the English material being taught is too complex and not specific. It causes the material taught is not perfect or only as introductory material. Reading, listening, writing and speaking are required skills in language learning. According to Suchdeva, the available environment of the learner is mother tongue in his surroundings; therefore, the teaching learning

⁶ Prabhat Pandey and Meenu Pandey, “Better English for Better Employment Opportunities,” *International Journal of Multidisciplinary Approaches and Studies* Volume 1, no. August (2014): 96–103.

⁷ Kementerian Agama RI, *Syamil Qur'an Terjemah Perkata*, (Bandung: Syamil Qur'an): 531.

strategy should differ greatly. Hence, there is a dire need of paradigm shift on teaching and learning speaking skill through focus deviation towards oral orientation, training the teachers, and developing suitable curriculum.⁸ In fact, many teachers do not have more time and opportunity to explain more deeply about speaking because they also have to explain other skills. These problems occur in some places, especially in educational institution. The problem also comes to the students at vocational school. They should master English speaking materials because it is very needed to work in company.

Besides Vocational High School, many Working Institutions try to provide English trainings for their workers, because people have started to be aware of the urge of learning English as a mean of International Business Communication.⁹ Vocational School students mostly have a great intention to have job immediately after finishing their study.¹⁰ However, the speaking skill mastered by Vocational

⁸ Shafaat Hussain, "Teaching Speaking Skills in Communication Classroom," *International Journal of Media, Journalism and Mass Communications* 3, no. 3 (2017): 1.

⁹ Maria Christina Eko Setyarini, "Student Teachers Difficulties in Teaching English to Hotel Staff," *Vision: Journal for Language and Foreign Language Learning* 7, no. 1 (2018): 23.

¹⁰ Nunung Widijantie and Wuriy Handayani, "English Material Development for Three Departments of Chemistry Vocational School to Meet the Industrial Needs," *International Journal of English and Cultural Studies* 1, no. 2 (2018): 8.

High School students are mostly still low and need to be increased.¹¹ That is because speaking competency does not include as national exam subject. So, English teachers focus only on reading, writing and listening competencies. To answer the problem above, we need to provide appropriate speaking materials based on students' major.

There are some previous researches related to the development of English speaking materials. Those researches are a research by Nursiti Aisyah Papatungan, H. Moon Otoluwa and Karmila Mahmud,¹² the result of need analysis showed that in the part of students' responded background it was found that the students have a lack experience of learning speaking English especially in nursing vocational. In the target needs and learning needs showed that students needed materials for speaking which were attractive and interesting and based on nursing vocational. The product of this study was supplementary English speaking materials for nursing vocational. The result of the book evaluation from the expert showed that the developed supplementary English speaking materials for nursing vocational school were categorized as strongly agreed and suitable to

¹¹ <http://journal.unnes.ac.id/sju/index.php/eej> accessed at 7.33 PM January 10th 2019.

¹² Nursiti Aisyah Papatungan, H. Moon Otoluwa and Karmila Mahmud, "Developing Supplementary English Speaking Materials for Nursing Vocational School", *European Journal of English Language Teaching* 4, no. 1 (2018).

be applied in the teaching learning process, and the research by Dumora Malina Sijabat and Sortha Silitonga ¹³, the result of this research is 82.85% students agreed that the existing materials currently used by the students were irrelevant with office administration program. The more relevant materials were then developed based on scientific approach and relevant with their study program and work life situation. The learning materials were then validated by two experts. The average score of the validation was 85. It showed that developed learning materials were very good, relevant and feasible. Both choose Research and Development as the research method. However, another program at vocational school urgently need this kind of development to enhance the students' speaking skills, especially at Culinary Arts Study Program. It is because the materials development is rare and difficult to find.

SMK N 1 Kersana is a Vocational High School, located in the district of Kersana, Brebes regency which have many study programs, one of them is Culinary Arts study program. Hence, among other

¹³ Dumora Malina Sijabat and Sortha Silitonga, "Developing English Speaking Materials for Students of Office Administration Program of Vocational School", *Journal of English Language Teaching of FBS UNIMED* 7. no. 2 (2018).

majors, Culinary Arts study program has crucial problem on providing appropriate English materials for the students. The absence of specific English has the impact to student's achievement, especially when it comes in field study. The school needs to use English for Specific Purposes (ESP) Approach. ESP is not General English (GE) teaching and learning, but it is specialized English¹⁴ and designed based on students need.¹⁵ ESP is a linguistic field of study that indicates very specific needs of learners for a target language (English) which is required for academic or professional purposes.¹⁶ One of criteria of ESP is normally goal directed. That is, students learn English not because they are interested in the English but because they need English for study or work purposes.¹⁷ ESP approach should consist of communication skills not solely for the office, but also for the use in specific workplace, such as factory, hotel, laboratory or corporate organization. Actually, teaching ESP is to fulfill the specific needs and

¹⁴ Momtazur Rahman, "English for Specific Purposes (ESP): A Holistic Review," *Universal Journal of Educational Research* 3, no. 1 (2015): 24–31.

¹⁵ Tom Hutchinson and Alan Waters, *English for Specific Purposes*, (New York: Cambridge University Press:1987): 3.

¹⁶ Anis Behzadi and Anita Lashkarian, "Iranian Undergraduate Students' Needs in English Courses for General and Specific Purposes," *International journal of English and education* 4, no. 3 (2015): 67–80.

¹⁷ I Gede Budasi, *English for Specific Purposes*, (Yogyakarta: Graha Ilmu: 2015): 3.

sustainable competency of the students.¹⁸ So that, this approach is appropriate for teaching learning English in Vocational High School.

SMK N 1 Kersana has Culinary Arts study program which requires its students to practice in the real work or usually called field study. Culinary Arts students usually practice in Hotel or Restaurant for six months which is divided into two parts, for the first three months are become a helper in the kitchen and the rest of the months are become a waiter or waitress. They serve the customers who come from different country, so they need English to communicate with their customers. Skill of English that crucial for its situation is speaking skill.

Based on explanation above, providing appropriate English speaking materials for Culinary Arts students is very important. Developing English material for language learning is an essential element in English language teaching.¹⁹ The researcher is interested to make a research which has a purpose to make an English speaking module for Culinary Arts students.

B. Research Question

¹⁸ Hussain Ahmed Liton , “ESP Learner’s Needs Related Learning for the Workplace: A Pragmatic Study for Business School”, *International Journal of Instruction* 8, no.2 (2015): 1.

¹⁹ Didin Nuruddin Hidayat, “Designing A Language Lesson: Pedagogical and Linguistic Perspectives”, *Vision: Journal for Language and Foreign Language Learning* 7, no 2 (2018): 97.

1. What kind of speaking materials are needed by the tenth grade students of Culinary Arts study program at SMK N 1 Kersana to facilitate their field study?
2. How is the development of English speaking materials for the tenth grade students of Culinary Arts study program at SMK N 1 Kersana?
3. How is the effectiveness of English speaking materials for the tenth grade students of Culinary Arts study program at SMK N 1 Kersana?

C. Objective and Significance of The Research

1. Objectives of The Research

- a) To analyze the need of English speaking for the tenth grade students of Culinary Arts study program at SMK N 1 Kersana to facilitate their field study.
- b) To explain the development of English speaking materials for the tenth grade students of Culinary Arts study program at SMK N 1 Kersana.
- c) To explain the effectiveness of English speaking materials for the tenth grade students of Culinary Arts study program at SMK N 1 Kersana.

2. Significances of The Research

- a) For the students of Culinary Arts program, the result of this research can be useful to improve their speaking skill in order to prepare them to face the field study.
- b) For the English teacher of SMK N 1 Kersana, the result of this research can be a guidance to improve speaking skill for the students of Culinary Arts program.
- c) For other researchers, this research will encourage them to conduct relevant studies in different cases.
- d) For English textbook writers, the result of this research can be used as a guidance to write a specific English textbook in different major.

D. Specifications of Product

This research developed an English speaking module for Culinary Arts study program with the specification as follow:

- 1. The materials were developed in the form of Module which related to Culinary Arts study program.
- 2. The module was about speaking to facilitate culinary arts students' field study.

3. This module was designed for the tenth grade students of Culinary Arts study program of Vocational High School based on the implementation of K-13 containing 5 stages of learning: observing, questioning, exploring, associating, and creating. The activity also inputs the activity of communicating and reflecting to measure students' understanding.
4. The content of the module consisted of eight components. They were unit title, goals, basic competence, indicators, user manual, vocabulary item, phonetic transcription, and activities.
5. The module accommodated some learning materials which built students' creativity such as how to face the interviewer, serving the food, communicate with customers effectively, how to handle request and complain.

E. Assumption and Limitation of Development

1. Assumption of Development
 - a) This module would become source of teaching learning for students in vocational high school in the major of culinary arts study program.

- b) The purpose of this module was developing students' interest in learning English.
- c) This module would help students to facilitate their field study.

2. Limitation of Development

- a) This module discussed speaking materials in the major of culinary arts.
- b) This module only explained the core competence of speaking especially in the scope of culinary arts.
- c) This module would be assessed by English teacher and students' questionnaire as the suggestion.

CHAPTER II

LITERATURE REVIEW

This chapter presents review of related literature, previous research, and conceptual framework.

A. Review of Literature

1. ESP for Vocational High School

a) Definition of ESP

According to Hutchinson and Waters ESP is an English teaching and learning approach whose materials and methods are based on students' reason for learning.²⁰ The reason for learning related to their need for work or study. For example, students learning English because of the course of the study included textbooks and other modules only available in English or the chef who had to read recipe manuals.

ESP has traditionally been divided into two classified main branches such as English for Academic Purposes or EAP and English for Occupational Purposes or EOP. EAP (English for Academic Purposes) refers to any English

²⁰ Tom Hutchinson and Alan Waters, *English for Specific Purposes*, (New York: Cambridge University Press:1987): 6.

teaching that relates to academic study needs.²¹ The explanations about those objectives are:

- 1) Reveal subject-specific language use means that this objective is to show the learners on how the language is used in the target language.
- 2) Develop target performance competencies means that this objective is concern to what students do with language and their needs to improve their competent.
- 3) Teach underlying knowledge means that this objective is focus on developing student's language skill based on their field of study or work.
- 4) Develop strategic competence is the link between context of situation and language knowledge.
- 5) Foster critical awareness means that this objective is making learners conscious and aware of the target situation.

It is obvious that the teaching and learning process of ESP associated to appropriate methodology may result in mastery of language by correctly using it in the context.

b) Stages in the ESP Teaching Process

²¹ Momtazur Rahman, "English for Specific Purposes (ESP): A Holistic Review," *Universal Journal of Educational Research* 3, no. 1 (2015): 24.

According to Dudley-Evans and Johns “The key stages in ESP are needs analysis, course (and syllabus) design, materials selection (and production), teaching and learning and evaluation.”

Dudley-Evans and Johns illustrate the theory and the reality of the stages in ESP process through these cyclical representations:²²

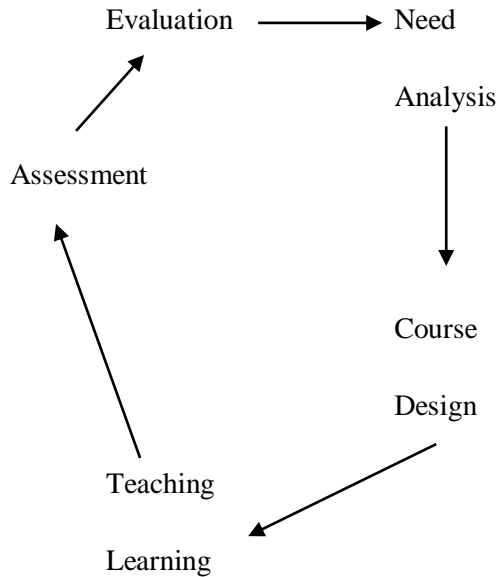


Figure 2.1. Stages in ESP Process: Theory

²² Chams Eddine LAMRI, *English for Specific Purposes (1st semester)*, (Algeria: University of Tlemcen, 2016): 9.

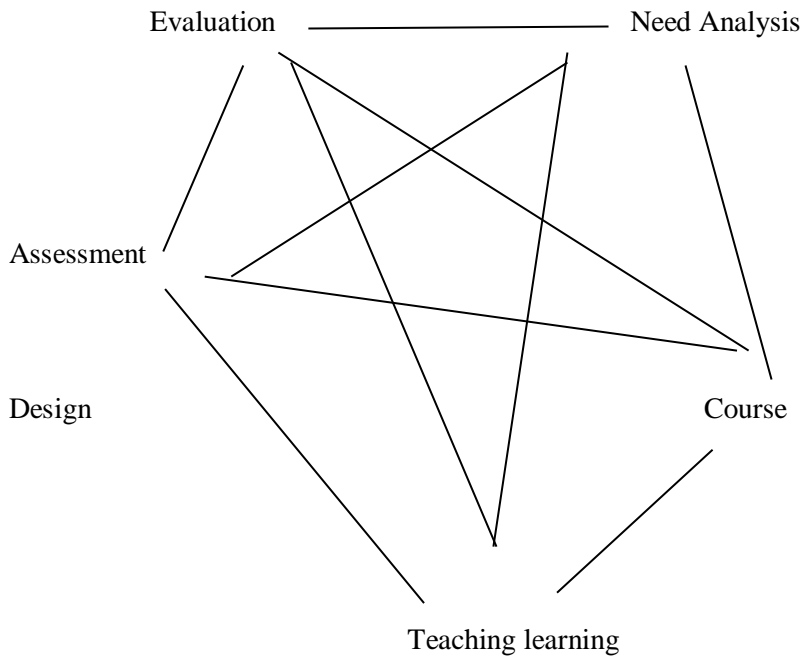


Figure 2.2. Stages in the ESP Process: Reality

It is clearly explained that the basic components in the ESP teaching process are connected each other and there are no differences between theory and reality.

From the description of the stages of ESP learning process above, it is explained that the first stage is the learners' needs. Therefore ESP course should be in line with the students' needs and wants. After the teacher knows the students' needs, it will be used as a guide to design a

syllabus and determine the appropriate methods and materials.

c) Need Analysis

Need analysis is the process of collecting the evidence and information. Need analysis is basically needed for ESP course because there are specific requirements to meet the goal of ESP. Need Analysis can cover teaching approach, methodology, and strategies. In addition, it also includes material designs, topics, and language features. Having the results of need analysis, the teachers are also able to analyze and assess their ESP classes. The aim of need analysis is to evaluate not only related to the teaching and learning process but also related to relationship the teachers and the students, included attitudes, behavior, and beliefs. By conducting need analysis, both the institution and the teachers can determine what should be implemented and improved, and what should be not. Therefore, need analysis is the preliminary stage to develop, analyze, assess, and evaluate ESP class.²³

According to Hutchinson and Waters (1987) in a learning-oriented approach, need analysis is based on what students need from the target situation.

²³ Elok Putri Nimasari, "An ESP Needs Analysis: Addressing the Needs of English for Informatics Engineering", *Journal of Educators Society*, (2018): 25.

1. What are target needs?

It is more useful to look at the target situation in terms of *necessities*, *lacks*, and *wants*.

1) Necessities

The type of need determined by the demands of the target situation, that is, what students have to know the function effectively in the target situation.

2) Lacks

Students need to know what they already know, so they can decide on the needs of their lacks.

3) Wants

Students may well have a clear idea of the needs for their lacks. Students are given ESP courses based on the text of their subject specialization.

2. Gathering information about target needs

There are a number of ways in which information can be gathered about needs. The most frequently used are:

1) Questionnaires

2) Interviews

3) Observations

4) Data collection e.g. gathering texts

5) Informal consultations with sponsors, learners and others.

3. Learning needs

By analyzing what people do will tell us what they are learning. Therefore, ESP not only focuses on what students need to be known or done, but also focuses on what students needs to be learned in language learning.

To find out the lessons needed by students we should know the learning situation. The learning situation is the need for a task that is fun, satisfying, managed, generative, etc.

4. Analyzing learning needs

To analyze learning needs, we can use a similar checklist to that used for target situation analysis. A framework for analyzing learning needs such as: why are the learners taking the course? How do the learners learn? What resources are available? Who are the learners? Where will the ESP course take place? And when will the ESP course take place? ²⁴.

d) English for Specific Purpose in Vocational High School

English for specific purposes is very closely related to vocational school, because ESP provides materials needed by vocational high school students which is specific material based on their major. There are several majors in vocational high school that will be examined by the

²⁴ Tom Hutchinson and Alan Waters, *English for Specific Purposes*, (New York: Cambridge University Press: 1987): 55-63.

researcher; they are culinary arts, fashion design, accountant, welding, automotive and multimedia. Each major also has different need in learning English. For example culinary arts students need to master speaking skill because they have to practice being a waiter/waitress who has a job to service the guests or customers, fashion design students should have a capability in writing a procedure text to write explanation how to do it, etc.

2. English Speaking for Vocational High School

a) Definition of English Speaking

Speaking is a part of daily life that we cannot ignore. The normal people produce tens of thousands of words a day, but some people like businessman, auctioneers, or politicians may produce more than that.²⁵

English speaking is a very complex skill, including vocabulary, grammar, pronunciation, fluency and the ability to structure talk or even non-verbal abilities.²⁶ Those all skills are should have and developed by English learners. English speaking skill is crucial for everyday situation and career opportunities such as explaining,

²⁵ Scott Thornbury, *How to Teach Speaking*, (tp: t.p, t.t.), p. 1.

²⁶ Mirosław Pawlak, et.al, *Speaking and Instructed Foreign Language Acquisition*, (Great Britain: MPG Books Library), p. 149.

negotiate, business, even clarifying.²⁷ The interaction will run smoothly when it is supported with good skill of speaking skill. This can be seen when the addressee can understand and give the feedback towards what speaker say. Mastering this skill is highly needed to anyone who intends to perform communication such as teacher, employee, businessman, etc.

In conclusion, English speaking is communication between two people or more to share some information, ideas, or something else in English. Moreover, speaking is skill to learn and can be taught.

b) Components of English Speaking for Vocational High School

There are three components of second language speaking skills and communication strategies.²⁸ (1) Knowledge of language and discourse, this competence requires mastering the sound patterns of the language or being able to pronounce the language intelligibly at segmental and supra segmental competence; those are

²⁷ Widyaningrum, "Pecha Kucha : A Way To Develop."

²⁸ Anne Burns, "A Holistic Approach to Teaching Speaking in the Language Classroom," *Teaching speaking : A holistic approach*, no. October 2016 (2012): 165–178.

knowledge of language and discourse, core levels, knowing the grammar and vocabulary of the language and understanding how stretches of connected speech so that they are socially and pragmatically appropriate; (2) Core of speaking skills, it refers to developing the ability to process speech quickly to increase fluency. It also involves being able to negotiate speech, as well as managing the flow of speech as it unfolds; (3) Communication strategies, it involves developing cognitive strategies to compensate for limitations in language knowledge, metacognitive strategies and interaction strategies.

c) Technique of Teaching English Speaking for Vocational High School

There are some techniques of teaching speaking that considered as the communicative activities. The explanations of each are as follow:

1) Role Play

One of the techniques suggested for teaching speaking is role playing, that is, creating a dramatic situation in the class, simple acting and practice the dialogue also re-labeling objects and people in the room to prepare

for an imaginative role playing.²⁹ Role play can increase the students confidence to speak English, besides that, it will also give more attention to their friends who are playing roles and indirectly listen to and understand the conversation in the role play. In this activity, students play a role, such as; a doctor and a patient, a lecturer and a student, a seller and a customer, and so on.

2) Discussion

Discussions give students the opportunity to share what is in their mind and are a useful means of training pragmatic and strategic competence and fluency in general. Discussions are stimulating if they concern topics or issues that interest learners and/or challenge them. Topics which are quite likely to spur debate more than anything else concern especially controversial and current issues.³⁰ Teaching speaking using discussion technique not only can improve students' speaking skill but also improve the way they think and face the problem.

²⁹ Lia Rusdiningsih, *A Study on the Techniques for Teaching Speaking to the Second Years Students of SMP N 1 Trangkil*, (Surakarta: Universitas Muhammadiyah Surakarta: 2012): 3.

³⁰ Bc. Petra Solcova, *Teaching Speaking Skills*, (Masaryk University Faculty of Art: 2011): 95.

3) Show and Tell

In using this technique the lecturer required a pair of students took turn to show and tell their task preparation. Moreover, this technique was identified in observation one and two. The data below represent show and tell technique:

Tell: I want to tell about hand phone Samsung. This hand phone has 5 Megapixel Camera, Bluetooth, MP3 Player with new hands-free ... night mode camera.

Show: This hand phone has beautiful color. If you attract to buy it, you can buy with no high price ... you just pay 1 million rupiah. That's ...Thanks for your attention.

The lecturer invited a couple of students to come to the front of classroom to describe an object. Two students walked to the front. One of them showed a product (shoes), while another one attempted to describe it using English.³¹

4) Surveys or Interviews

This is also an interesting function based technique in which an interviewer or surveyor try to find out a

³¹ Arbain Arbain and Dedi Rahman Nur, "Techniques for Teaching Speaking Skill in Widya Gama Mahakam University," *Script Journal: Journal of Linguistic and English Teaching* 2, no. 1 (2017): 13.

person's test, preferences, attitudes, information etc.³²
students are asked questions so that they are able to
express their thoughts and ideas verbally.

5) Debate

Debate is a preliminary exercise to foster courage to
speak up. Through debate activities, students learn to
convey arguments about a problem. Debating activity
not only give them knowledge to speak well but it gives
many information because the debating motions given
related to the hot topic about; culture, art, social, law,
politic, economic, gender, United Nations, Nuclear, etc.
They do not only discuss and study the material that
related to English subject but also for general
knowledge.³³

All those techniques should recognize the different
functions of speaking needed by the learners. They may be
reflected in different types of oral production.

³² Shafaat Hussain, "Teaching Speaking Skills in Communication Classroom," *International Journal of Media, Journalism and Mass Communications* 3, no. 3 (2017): 13–21.

³³ Shafaat Hussain, "Teaching Speaking Skills in Communication Classroom," *International Journal of Media, Journalism and Mass Communications* 3, no. 3 (2017): 13–21.

3. Culinary Arts Program

Culinary arts program is knowledge in the field of food (the art of food processing) that covers the scope of food, from food processing and serving food itself that is both traditional and international.³⁴ Culinary arts program has a goal to produce professional chefs in the culinary sector.

Culinary arts program combines several skills in one major. Beside processing food and serving it to the customers, students are also required to master communication skill. As is well known that culinary arts program prepares students to work in restaurants or hotels nationally and internationally, therefore students should be good at communicating when serving food or facing request and complain from customers because they come from various regions and country. Therefore, besides mastering their particular major, crucial to have effective communication skill including speaking. It is expected that the graduation from culinary arts program later will be good in developing their skills especially in field of food.

Based on culinary arts competences, students in this major must have specific need and purpose in learning

³⁴ Grifita Tresna Monika, *Pengembangan Modul Pembelajaran Boga Dasar Bagi Siswa SMK Negeri 3 Klaten*, (Yogyakarta: Universitas Negeri Yogyakarta, 2015): 19.

English. Teacher should focus on arranging the specific material to support students achieving the goals.

4. Material Development

a) Definition of Material Development

According to Brian Tomlinson, materials development refers to anything which is done by writers or teachers to provide source of language input and to use that source to promote language learning.³⁵

Another definition of material development in ESP courses is significant and it demonstrates the effort and the creativity of the courses planners as well as the teachers. Authentic materials that used in the reality are the best materials that should be used in any English for Academic Purposes (EAP) or English for Occupational Purposes (EOP) courses. This world gives the understudies a look on this present reality that they will enter once they have graduated. It will also attract them in learning English as learning English for second

³⁵ Brian Tomlinson, *Material Development in Language Teaching Second Edition*, (United Kingdom: Cambridge University Press, 1998): 2.

language students has consistently been a problem due to lack of vocabulary and lack of confidence.³⁶

b) Principles of materials Development for the Teaching of Language

Tomlinson proposes some principles of second language acquisition as the good characteristics of materials in language teaching. Here are the principles:

(1) Materials should achieve impact; (2) Materials should help learners feel at ease; (3) Materials should help learners to develop confidence; (4) What is being taught should be perceived by learners as relevant and useful; (5) Materials should require and facilitate learner self-investment; (6) Learners must be ready to acquire the points being taught; (7) Materials should expose the learners to language in authentic use; (8) The learners' attention should be drawn to linguistic features to the input; (9) Materials should provide the learners with opportunities to use the target language to achieve communication purposes; (10) Materials should take into

³⁶ Rabiathul Adhawiyyah binti Sayed Abudhahir, et.al., *Need analysis and Material Development in English for Specific Purposes in Relation to English for Islamic Studies*, (Malaysia: Islamic University College, 26-27 May 2014): 110.

account that the positive effects of instruction are usually delayed; (11) Materials should take into account that learners have different learning styles; (12) Materials should take into account that learners differ in affective attitudes; (13) Materials should permit a silent period at the beginning of instruction; (14) Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates both right and left activities; (15) Materials should not rely too much on controlled practice; (16) Materials should provide opportunities for outcome feedback.³⁷

Those principles above will be used as guidance to design the materials for students of Culinary Arts Study Program.

5. English Module

The definition and the making of English module is almost the same as making an Indonesian module, the explanation is below:

- a) The Definition of Module
- b) Teachers need learning media that can facilitate them in delivering material when teaching. Learning media

³⁷ Brian Tomlinson, *Material Development in Language Teaching Second Edition*, (United Kingdom: Cambridge University Press, 1998): 8-23.

can be from different sources, such as a book, internet, or module. According to Asyhar cited from Asep Sunantri, module is a learning media whose function is the same as the teachers or trainers in the learning process. Therefore, module writing needs to be based on principles of learning and how teachers or trainers teach and students receive the lessons.³⁸

In the Indonesia Dictionary “Kamus Besar Bahasa Indonesia”, stating the module is a learning program that can be learned by students with minimal assistance from the teacher or supervisor including planning the objectives to be clearly achieved, providing subject material, tools needed, and assessment tools, measuring student’s success in completing learning.³⁹

The main purposes of developing module are improving the efficiency and effectiveness of learning activity. In the book “*Panduan Pengembangan*

³⁸ Asep Sunantri, *Pengembangan Modul Pembelajaran Menggunakan Learning Content Development System (Lclds) Pada Materi Usaha Dan Energi*, (Lampung: University of Lampung, 2016): 8.

³⁹ Grifita tresna Monika, *Pengembangan Modul Pembelajaran Boga Dasar Bagi Siswa SMK Negeri 3 Klaten*, (Yogyakarta: Universitas Negeri Yogyakarta, 2015), p. 12.

Bahan Ajar” by National education department, the purposes of developing module are explained:⁴⁰ Here are the purposes:

- 1) Providing appropriate learning material based on the curriculum which considers students’ need based on students’ characteristics and setting or environment.
- 2) Helping students to get alternative material beside textbook.
- 3) Facilitating teacher in teaching learning process.

The particular explanations remain that a module consisted of systematic materials, method, limitation, and evaluation is supposed to be important source of learning for students.

c) The Characteristics of Module

The module design to facilitate students in learning, a module can be said to be a good and interesting if there are the following characteristics:⁴¹

⁴⁰ Departemen Pendidikan Nasional, *Panduang Pengembangan Bahan Ajar*, (Jakarta: 2008), p. 11.

⁴¹ Ministry of Education, *Penulisan Modul*, (Jakarta: 2008): 3-5.

- 1) Self – instruction, that is through the module a person or participant learns independently, not dependent on other parties. To fulfill the character of self-instruction, the module must:
 - a. Contain clearly defined learning goals
 - b. Contain learning material packaged into small units or specific units so that facilitate learning thoroughly.
 - c. Provide examples and illustrations which supporting the clarity of learning material.
 - d. Display the exercise and tasks for measuring students’ understanding.
 - e. Contextual, means the material related to the situation, task or context of students’ activity and environment.
 - f. Use simple and communicative language.
 - g. Contain the learning summary.
 - h. Contain assessment instrument for students’ self-assessment.

- i. Contain feedback so that students can measure their understanding.
- j. There is a feedback on the assessment so that users know the level of mastery of the material.
- k. Contain information and reference for additional learning.

2) Self-contained

The module can be called self-contained if the learning material required by students is contained in the module. The purpose of this concept gives students opportunity to learn the material thoroughly.

3) Stand alone

Stand-alone means developed modules are not dependent on other media or do not have to be used together with other learning media.

4) Adaptive

The module should have a high adaptive power to the development of technology and science.

5) User friendly

Every instruction in teaching learning should be clear and can be understood. The use of simple language and common terms is the form of user friendly.

In term of the function of module, the explained features help readers to learn independently. They can understand the materials by simple and communicative language, doing self-assessment, even getting a feedback on the assessment to know the level of mastery.

d) Module Writing Procedure

Learning modules are arranged based on the principles of developing module, including need analysis, module design development, implementation, assessment, evaluation and validation, and also quality assurance.

The sequences of developing module are deciding the learning strategies and media, producing the module, and developing assessment. Arranging module adjusted to the lesson plan compiled by the teacher. The content of module adapted to students need for measuring specific skill. Furthermore, module is recommended to have two until four

learning activities or adapted to basic and core competence.

Dwi Rahdiyanta explains the ways in arranging module as follows:⁴²

1) Module Need Analysis

Module need analysis is an activity of analyzing syllabus and lesson plans to obtain module information needed by students in learning programmed competencies. The purpose of need analysis is to identify and to set the title of the module for specific program.

Module need analysis can be done with the following steps:

- a) Setting one program for the limitation. For instance, one material, one semester, etc.
- b) Checking the lesson plan and syllabus.
- c) Identifying and analyzing the basic competence from the material.

⁴² Dwi Rahdiyanta, *Teknik Penyusunan Modul*, (Yogyakarta: 2015), p.5-9.

- d) Arrange material for teaching materials.
- e) Identifying material that is available or not at school.
- f) Then, start to design the module based on students need.

2) Design of Module

The module writing design here is the lesson plan that has been prepared by the teacher. In addition, the proper module design should also have learning strategies, techniques, and also learning media.

3) Implementation

The implementation module in learning is carried out in accordance with the flow that has been made outlined in the module. Materials, tools, media and learning environment needed in learning activities strived to be learned so that learning objective can be continue. Learning strategies are carried out according to the scenario set.

4) Assessment

The purpose of assessment is measuring students' understanding of the module.

5) Evaluation and Validation

Modules that have been and are still being used in learning activities must be evaluated and validated periodically. The purpose of evaluation is to know and to measure implementation of learning based on the modules' development. In this case, the writer has to make instruments for teacher and students. Then, the evaluation will be objective. While validation is a process to test the suitability of a module with its competency which is be a target of learning.

6) Quality Assurance

Operational procedures and instruments of guaranteeing can be a quality of assurance in examining the module.

The main principle of writing a module is associated materials with the learning process. All of the activity are student centered and trigger their involvement in learning process.

6. The Development English Speaking Module

The development of the speaking module is aimed at vocational high school students, especially culinary program by adjusting the students' need. This module was developed to facilitate students' field study which requires them to be able to communicate in English.

The development is carried out through predetermined stages in the R&D method based on the theory of Borg and Gall. Besides following the R&D stages, module writing is also in accordance with predetermined procedures.

B. Review of Previous Research

Considering the topic of this research, some related studies from the previous research are presented in this chapter.

First, a research written by Siti Mariam, Mursid Saleh, Warsono and Januarius Mujiyanto⁴³. This study was a research and development (R&D) approach aimed at developing product in the form of instruments of rating scale model to measure students' affective aspects in EFL classroom. The data were analyzed using the Rasch Model.

⁴³ Siti Mariam et al., "Using the Rasch Model for the Affective Assessment of EFL Learners," *Arab World English Journal* 9, no. 2 (2018): 441–456.

The validity and reliability, in the small-scale field tryout were item reliability 1.00 and person reliability 0.93. Meanwhile, item validity was 0.90 and person validity 0.87 was used in the large scale field one.

The results of this study indicate that: (1) there are five affective dimensions or variables developed in this study. They are attitude, motivation, interest, self-concept, and personal value. The five dimensions consist of 24 aspects or sub variables and 35 indicators that become the basis of constructing the 120 item instrument, and as inventory rating scale model. It can be inferred that the affective measuring instrument with the 120 items of statement has a model fit with the data. It means that the model is able to estimate population covariance matrix which is not different from the sample covariance matrix so that the estimation result becomes a basis for generalization.

The strength of this research is the use of Rasch Model to connect students and items. A student who is able to do 80% problems correctly has better abilities than those who can only workout 65% of the problems.

The similarity of this research to mine is research design. Both of them use research and development, while the differences are the subject of the research and the object of the research are different each other.

Second, a research written by Vera Wahyuni, Kartono and Endang Susiloningsih⁴⁴. This study was a research and development (R&D) approach with the model of the development of non-test. This research aims to develop assessment instrument project to assess mathematical solving skills on a project-based learning that is valid, reliability and practical use. The data in this research gained from the results of the test of the validity, reliability and practicality. This research project assessment instruments to assess mathematical problem solving skills in students of Junior High School with 14 rounds shared instruments in the preparation, execution and reporting and is declared invalid on the basis of input from experts as well as in test aiken V with V index average of $0.82 > 0.3$ so that project assessment instrument is declared valid, the criteria (reliability) deal experts $0.814 > 0.6$ so that it can be stated that the instrument of project assessment reliable.

The similarity of this research to mine is research design. Both of them use research and development, while the

⁴⁴ Vera Wahyuni and Endang Susiloningsih, "Development of Project Assessment Instruments to Assess Mathematical Problem Solving Skills on A Project-Based Learning," *Journal of Educational Research and Evaluation* 7, no. 2 (2018): 147–153, <http://journal.unnes.ac.id/sju/index.php/jere>.

differences are the subject of the research and the object of the research are different each other.

Third, a research written by Andika Puspita Sari and Ananda Setiawan⁴⁵. This study was a research and development (R&D) approach. The objectives of research were to develop an internet-based economic learning media using Moodle approach to improve the learning outcome of Senior High School students in Bengkulu city. Data collection techniques used in this study includes questionnaires/question form, observation, interviews and validation team of experts (the expert judgment). Observations and interviews were conducted to obtain information directly on the accounting process of learning at school. The development of internet-based economy learning media using Moodle is developed and successfully approaches deserve to be used in the learning process. It is based on validation testing experts, limited and extensive testing that is already done. The result of the validation material with an average of 93.22% this means that the material is already feasible for use in the learning process, then from linguist obtained average value of 90.55% this

⁴⁵ Andika Puspita Sari and Ananda Setiawan, "The Development of Internet-Based Economic Learning Media Using Moodle Approach," *International Journal of Active Learning* 3, no. 2 (2018): 100–109, <http://journal.unnes.ac.id/nju/index.php/ijal>.

means that the use of languages in the media developed it has been very It deserves to be used in the learning process, further validation of media experts with a grade average of 89.72% thus media declared viable and are already eligible for use in the learning process, the practitioner validation the average gained 78.57% viable criteria for you to use. Internet-based media using Moodle approach also got good and positive response of these students on the basis of trial results is limited and extensive trials. Limited trial results obtained result is well worth the average of 83.83% while for extensive test results average 77.95 means media deserve to be used.

The similarity of this research to mine is research design. Both of them use research and development, while the differences are the subject of the research and the object of the research are different each other.

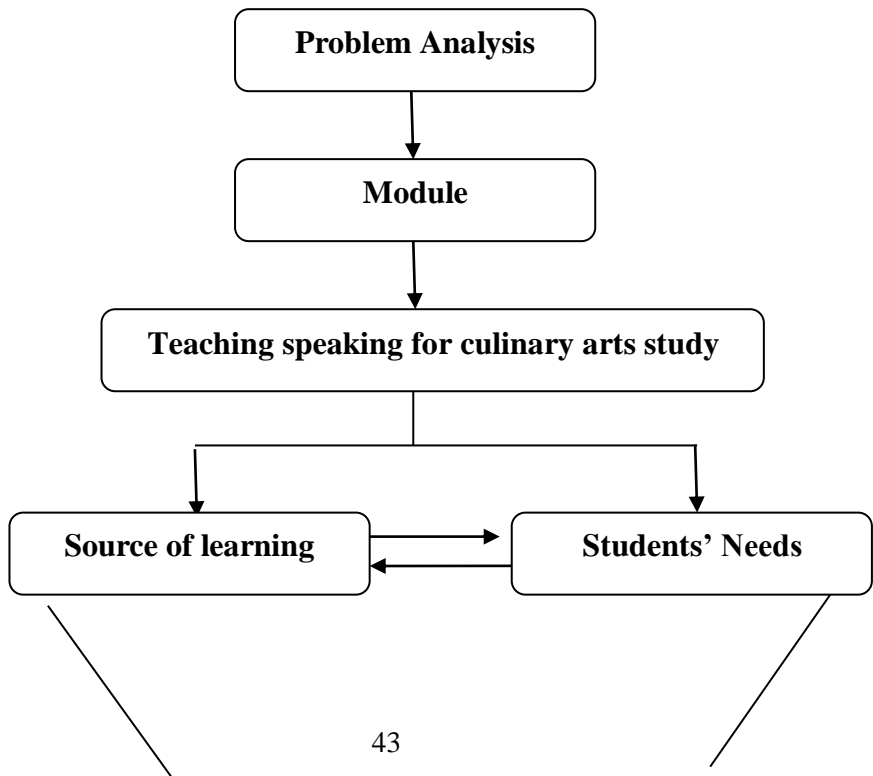
C. Conceptual Framework

The main goal of this research is to develop an appropriate module of speaking for culinary arts students. The reason to conduct the study is there was no appropriate English module that is suitable for culinary arts students. Generally, the source of English material is only textbook that is used by all of students and majors. Whereas, students in Vocational High School need supporting material to develop their skill that is related to their major area. Textbook that

used by teacher in teaching English learning is general and far from specific purposes.

Module will help students to reach the purpose of learning. It works like another teaching media which provides an appropriate material for students to achieve a set of goals. By using the module which is developed by writer, writer hopes that it can be an additional source for students to learn English especially for speaking skill to increase their ability in their major.

The explanation can be drawn as below:



**Helping students to reach the goals
of learning and face their field study**

Figure 2.3. Conceptual Framework

CHAPTER III

RESEARCH METHOD

This chapter discusses research design, research setting, research procedure, data collection technique, and data analysis technique which are conducted in this chapter.

A. Research Design

This research is categorized as a research and development. It was undertaken to develop English speaking module for Culinary Arts study program. Research and development method is research method used to produce certain product and test the effectiveness of the product. Research and development method have been widely used in the fields of natural science, engineering and industry. Unfortunately, R&D still plays a minor role in education. Less than one percent of education expenditures are for this purpose. This is probably one of the main reasons why progress in education has lagged far behind progress in other field.⁴⁶

Borg and Gall explained the ten steps are included in the R & D cycle, the steps are as follows: the first step is involved research and information collecting or need analysis. It concludes the review of literature and classroom observation. Step 2 and 3 consisted of planning and developing preliminary form of the product. Planning consists of defining skills, stating objectives and determining course

⁴⁶ Sugiyono, *Metode penelitian Kuantitatif, Kualitatif dan R &D*, (Bandung, Alfabeta, CV: 2012): 297.

sequence and the scale of testing product. Developing preliminary form of product includes preparation of the materials, handbook, and the instrument of assessment. Then, step 4 is involving the preliminary field testing. The activities in this step are interview, questionnaire and data analysis from the school. For step 5 conducted main product revision, revision of product as suggested by preliminary field - test result. Step 6 main field testing, main product revision using quantitative data on subject's evaluation. Operational product will be conducting in the step 7, revision of product by field-test result. Next, step 8 and 9 involved the operational field testing and final product revision. The last is dissemination and implementation. The product will be validated by an expert and English teacher.⁴⁷

In short, the process of R & D research has six steps. Here the figure of procedure development.

⁴⁷ Meredith D. Gall, Joyce P. Gall, and Walter R. Borg, *Meredith D. Gall, Walter R. Borg, Joyce P. Gall - Educational Research_ An Introduction (7th Edition)-Allyn & Bacon (2003)*, 2003.

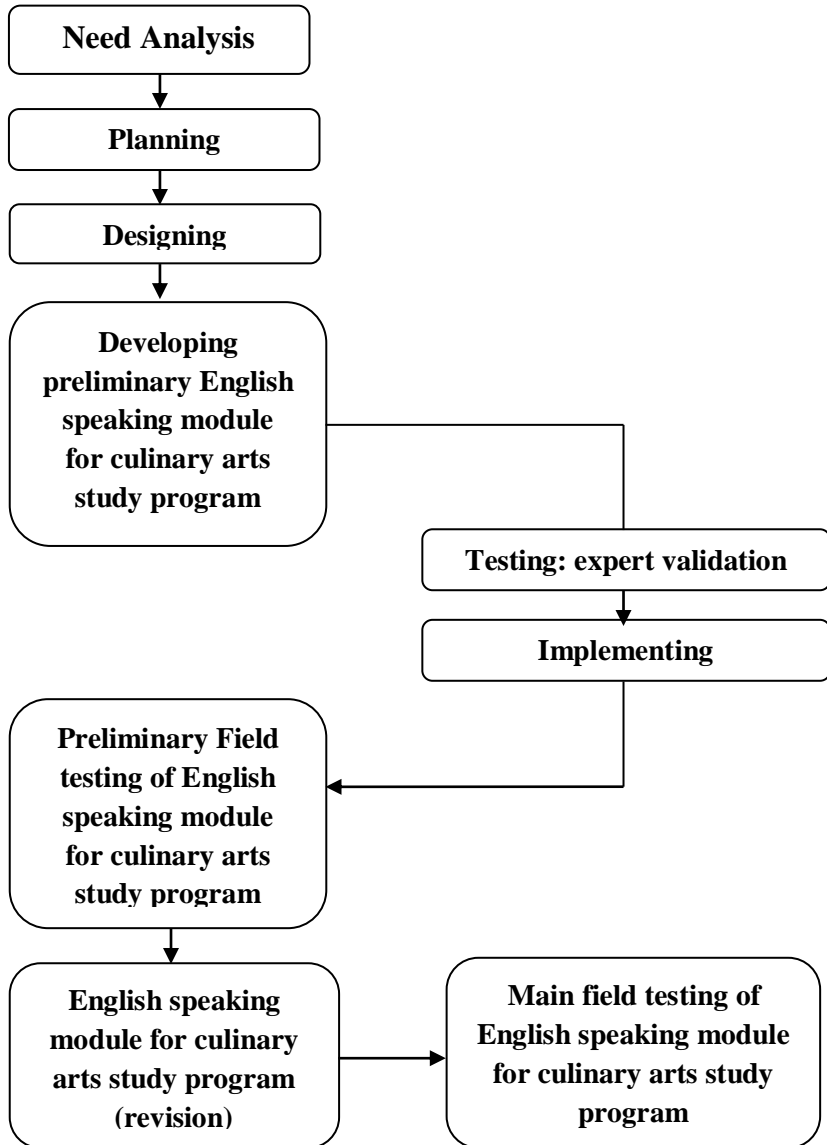


Figure 3.1. Process of R & D research

The explanations about figure above are as follows:

a. Need Analysis

The activity in need analysis is process identifying and evaluating what students need to learn. In this research the researcher will conduct need analysis by giving questionnaire. The questionnaire is about need and understanding toward culinary arts study program, learning sources and students' need and mastering speaking skill.

b. Planning

In this step, the researcher will formulate the English speaking module in the concept that related to culinary arts study program and making lesson plan.

c. Developing preliminary English speaking module for culinary arts study program

In this step, the researcher will design the material of speaking related to culinary arts study program based on students' need to face their field study.

d. Preliminary field testing of English speaking module for culinary arts study program

In this step, the researcher will test the English speaking module to the students of Vocational high school in culinary arts major. The

purpose of test is to measure the quality of module, is it appropriate or not.

- e. English speaking module for culinary arts study program (revision)

After test, the researcher will analyze the result. Asking for experts' opinion about the module then re-planned the material or media based on students need.

- f. Main field testing of English speaking module for culinary arts study program

After having a revision, the researcher will re-test the module for the students of vocational high school.

B. Research Setting

This research was conducted at SMK SMK Negeri 1- Kersana which is located at Jagapura Raya Street, Kersana, Brebes Regency, Central Java 52264. The subject of this research is the tenth grade students in the academic year of 2019/2020. The product developed in this research was tested in two field test; they are preliminary field testing and main field testing.

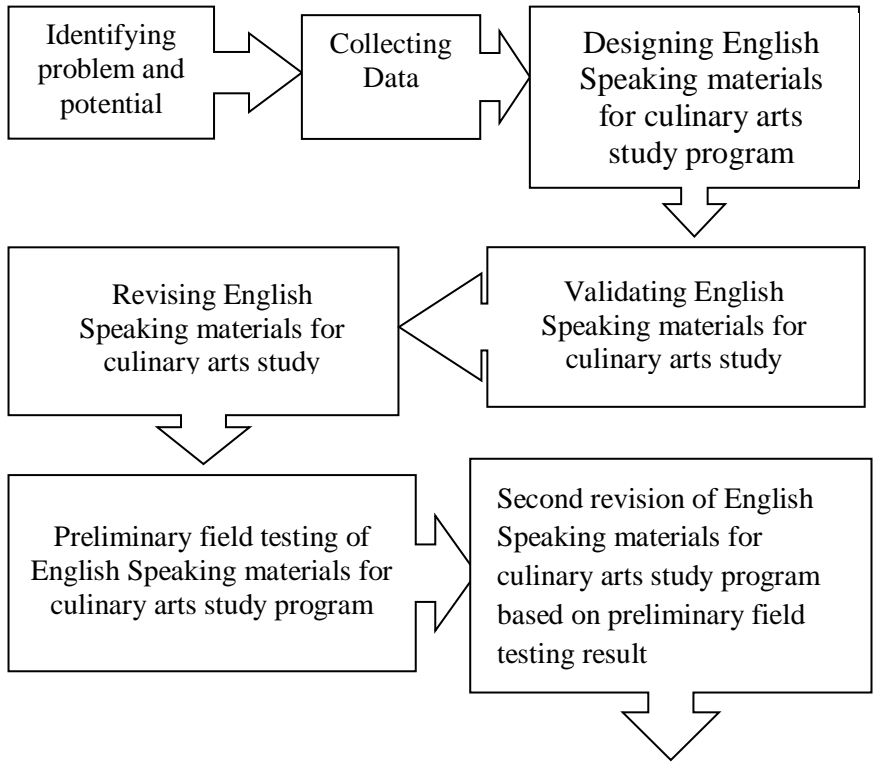
The preliminary field testing was undertaken in the small scale group at X grade at least 16 students. Meanwhile, the main field testing was conducted in the large scale group at X grade students (36 students).

C. Research Subject

The subject of this research was the tenth grade students of Culinary Arts at SMK N 1 Kersana, Brebes, Central Java. The background of choosing the subject was because the program did not provide a specific English to prepare the students in conducting field study at a restaurant and a hotel with international guests.

D. Research Procedure

To ease this research, researcher modify R & D model by Sugiyono as on the scheme below:



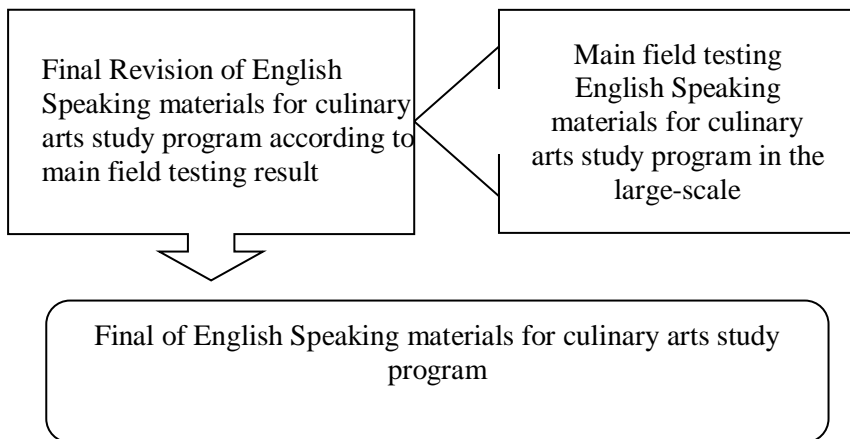


Figure 3.2. Modification of R & D Model

1) Identifying Problem and Potential

The first step in R and D design is identifying problem and potential. The identification aims to gain the information whether there are potentials can be developed and solutions of problem faced.⁴⁸ The information of problem and potential were gained through questionnaire, interview and observation. Questionnaire was provided to students' at the tenth grade students in the academic year of 2019/2020.

⁴⁸Sugiyono, *Metode penelitian Kuantitatif, Kualitatif dan R &D*:. 298.

Furthermore, the researcher was interviewed English teacher at the tenth (Mrs. Siti Azizah) to convince the data were obtained from students' questionnaire.

2) Collecting Data

After identifying the problems and potentials in English learning process, collecting data was organized to support the development of module. These data become the fundamental data and it involved in designing English speaking module for culinary arts program.

3) Designing English speaking module for culinary arts study program

The important step in designing English speaking module is by determining which English material content is appropriate to be developed based on students' need. In accordance with students' need, the appropriate material develop into English module was speaking skill which is integrated with students' major/program.

4) Validating the English speaking module for culinary arts study program

The validation of product can be done by presenting some experts who were experienced to assess the new product that was designed. Each expert asked to rate the design, so that weaknesses and strengths could be identified.

- 5) Revising the English speaking module for culinary arts study program

The result of the experts' validation then analyzed and measured based on validation criteria. The result of the validation determines whether the product developed was needed to be revised or it was able to be implemented in teaching learning process without any revisions.

- 6) Main Field Testing of English speaking module for culinary arts study program

After the revision, then the module tested in a big group-scale using one group pretest-posttest design of pre experiment. Experimental design used to get the influence of English speaking module for culinary arts study program toward students' achievement in speaking by comparing pretest and posttest score.

The result of test score then analyzed through T Test formula that discussed in data analysis technique.

- 7) Final Revision of English speaking module for culinary arts study program

The final revision was needed when there was inadequacy and weakness of the product developed in the main field testing. In this step, researcher put some revisions of the final product to make it better and feasible to be implemented in teaching and learning process.

E. Data Collection Technique

This section discussed data collection technique and the research instrument used in this research. The researcher used two data collection techniques namely descriptive qualitative and quantitative data. To reach the objectives of the research, the researcher used some technique in collecting the data.

a. Questionnaire

In this research, questionnaire used to collect data about students' learning needs, problems, potentials and their perception of the learning program that implemented. The assessment worksheet for expert validation to evaluate the module developed also take through questionnaire. Besides that, it was also used to take students' perception on module.

b. Interview

Another method that researcher used to collect the data in this research was interview. The form of interview that used was a structured interview; it means that the questions asked after they were prepared first by the researcher formulated in the interview guidelines. In this case the researcher tried to do an interview with the head of Culinary Arts study program and English teacher. This interview used to collect data about students' needs.

c. Test

The next step to collect the data was by online testing. Test used to measure student's achievement in speaking skill before and after using module developed. There were two tests that used in this research, those were pre-test and post-test which was take in main field testing. Students composed a dialogue about work interview and complaint at a restaurant in groups. Students recorded a video by practicing their dialogue. These tests were carried out to determine the effectiveness of module developed. In this research, the pre experiment design was conducted by comparing the result of pre-test and post-test of the control group (one group pretest-posttest design).

F. Data Analysis Technique

According to Bogdan, Data analysis was the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.⁴⁹

⁴⁹ Sugiyono, *Metode penelitian Kuantitatif, Kualitatif dan R &D*: 244.

The data in this research are analyzed by two following techniques.

a. Descriptive analysis

1) Need Analysis

According to Miles and Huberman,⁵⁰ there were some steps in analyzing qualitative data which was shown in figure below:

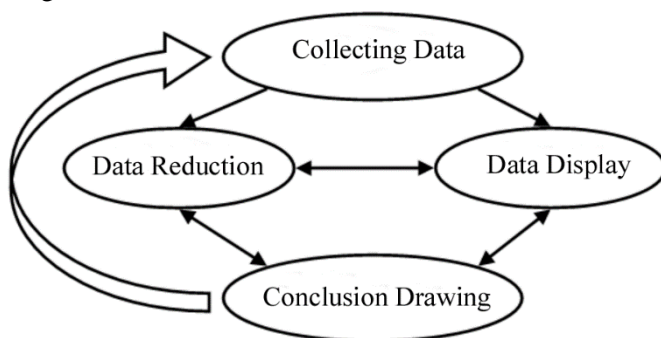


Figure 3.3. Steps of Analyzing Qualitative Data

a) Data Collection

The data which were needed to conduct the research were collected to gain information, such as culinary material which can be incorporated in English module, validation of module, students' and

⁵⁰ Sugiyono, *Metode penelitian Kuantitatif, Kualitatif dan R &D*: 246-252.

teacher's need analysis, students' perception and teacher's evaluation of module developed. Those data were obtained from the result of questionnaires and interviews.

b) Data Reduction

Data reduction means summarizing, selecting the main data, focusing on the important things and looking for themes and patterns. Thus the reduced data provided a clearer explanation and make it easier for researchers to conduct further data collection. This was part of analysis.

c) Data Display

The next step was data display, through the data display the data organized so that it was more easily understood. The most frequent form of display for qualitative data has been narrative text.

d) Conclusion drawing and verifying

According to Miles and Huberman, the fourth step in qualitative data analysis was conclusion drawing and verification. The initial conclusions raised were still temporary and changed if no strong evidence was found to support the next stage of data collection, but if the conclusions raised at an early stage were supported by valid and consistent

evidence, the conclusions presented were credible conclusions.

2) Validation of Module

The result of expert validation of module developed analysed through descriptive statistic to determent whether the module developed was valid to be used or need revisions before being implemented in the real field which was looked out by some components, they were: content feasibility aspect, language feature, appearance aspect, and graphical aspect. The validation of each aspect was taken by questionnaire which follows the rating scale of 1 to 5 (five). Module developed validated by several experts, including two teachers from the school. The result of validation score was calculated and shown in percentage by this following formula:

Score(%):

$$\frac{\text{total score of validation component}}{\text{maximal score}} \times 100\%$$

Furthermore, the score (%) gained is conversed to the criteria as presented in the table below:

Table 3.1. Criteria and Level of Validity⁵¹

No	Criteria of Validity	Level of Validity
----	----------------------	-------------------

⁵¹ Sa'dun Akbar, *Instrumen Perangkat Pembelajaran*, (Bandung: PT Remaja Rosdakarya, 2013): 40-41.

1.	85,01% - 100%	Valid; can be used without revision
2.	70,01% - 85%	Fair; can be used with small revision
3.	50,01% - 70%	Less; proposed to be unimplemented because need major revision
4.	1% - 50%	Invalid; forbidden to be implemented

3) Students' Perception on Module

The questionnaire used to acquire students' perception was drawn up in checklist form based on *Guttman* scale. The data acquired by students' perception on module analysed and presented in number of percentage which follows the formula below:⁵²

$$\text{Score (\%)}: \frac{\text{total score of students' perception}}{\text{maximal score}} \times 100\%$$

The percentage score then conversed in the form of category as follows⁵³:

Table 3.2. Score Category

⁵² Matthew B. Miles & A. Michael Huberman, *Qualitative Data Analysis: A Sourcebook of New Methods: Second Edition*, (California: SAGE, 1984): 22.

⁵³ Ngalim Purwanto, *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran*, (Bandung : Remaja Rosdakarya, 2002): 103.

No	Range of Score	Category
1.	86-100%	Excellent
2.	46 – 85%	Good
3.	56 – 75%	Fair
4.	55 – 59%	Less
5.	50 – 54%	Worst

4) The Effectiveness of Module

The statistical analysis used to find out the effectiveness of developing English speaking materials to increase students' skill to face their field study shape on quantitative data. The quantitative data was taken from students' pre-test and post-test. T-test used to find out whether the average score of students' learning outcomes taught using English speaking module for culinary arts study program was better. This research was effective when students can reach indicators of the study and the average score of treatment class learning outcomes was more than the average score before taught using the module.

The analysis and formula used were as follows:⁵⁴

$$t = \frac{M_1 - M_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left(\frac{S_1}{\sqrt{n_1}}\right) \left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

M_1 = Mean sample 1

M_2 = Mean sample 2

S_1 = Deviation of sample 1

S_2 = Deviation of sample 2

S_1^2 = Variants sample 1

S_2^2 = Variants sample 2

R = Correlation between two sample

The research hypothesis:

H_0 : There is no difference between pre-test and post-test

H_1 : There is a difference between pre-test and post-test

When the result of t-test showed a significant score <0.05 H_1 was accepted, and H_0 was rejected. In the other

⁵⁴ Shodiq, *Aplikasi Statistika Dalam Penelitian Kependidikan*, (Semarang: CV. Karya Abadi Jaya, 2015): 138.

hand, if the result showed significant score >0.05 H_0 would be accepted and H_1 would be rejected.

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

This chapter explains the research findings, the development and the effectiveness of English Speaking Module for Culinary Arts Study Program.

A. Kind of Speaking Materials Needed for the Tenth Grade of Culinary Arts Study Program at SMK N 1 Kersana

The first step used to collect the data was by conducting an observation and interview on February 20th, 2019 at SMK Negeri 1-Kersana. It was located at Jagapura Raya Street, Kersana, Brebes Regency, Central Java 52264. In the interview session Mrs. Sri Azizah, the interviewee, explained about the level of students' English ability. It was started from beginner to intermediate. The students' obvious weakness was in the field of speaking, they were afraid of being wrong. The teacher conducted exercises, either in person or students are asked to make videos to assess the students' ability in speaking. The students were divided in some groups to minimize student fear. The first material was comprehensive and continued by adjusted materials according to the majors. Book by Erlangga was being the main source of the teaching and learning process. Another learning source was some using audio-visual materials from internet. Moreover, the job opportunity was

huge. There were many students who had been accepted to work at some restaurant, even though they had not yet taken the UN. There were also vacancies from restaurants and hotels.

Another step was conducted by giving questionnaires into thirty-six tenth graders of Culinary Arts Program on February, 28th 2019. The result of need analysis showed the first aspect about the goals of learning. There were two questions discussed about goals of learning. They are goals of learning English and goals of students' program. Most of students are learning English because their purpose to master English effectively. The second goal was about their purpose on took their major, from the total thirty six students of culinary arts, stated that they were took Culinary arts as their major because they want success and to be an expert in Culinary field.

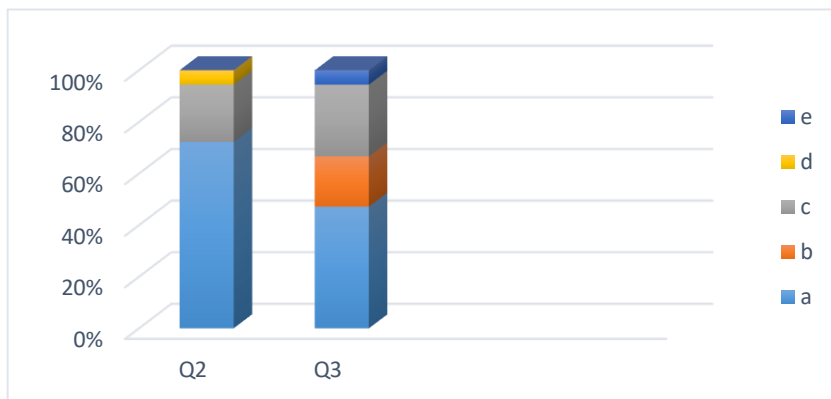


Figure 4.1. Chart of the Students' Learning Goals

Based on the chart above, 72% students wanted to master English effectively, 47% students wanted to be an expert in culinary field.

Necessities are what learners have to know in order to function effectively in target situation. The result of need analysis in this aspect has been showed what students want to be.

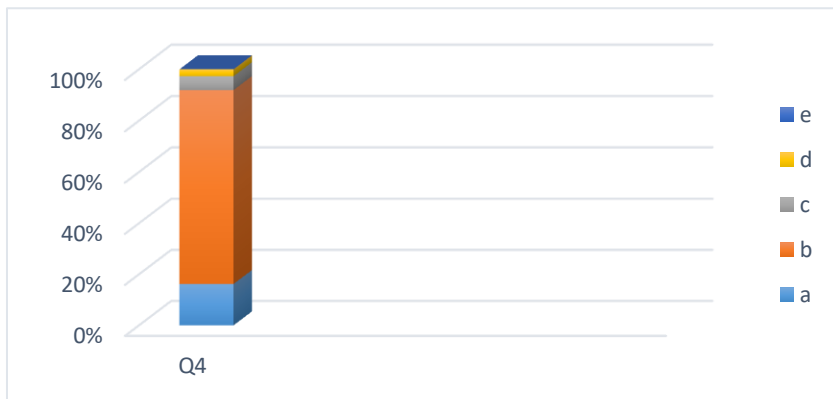


Figure 4.2. Chart of the Students' Necessities

The chart showed 77% students wanted to increase speaking skill to support their major competence. Because they thought that speaking was important in culinary arts.

Lacks are what the obstacles and difficulties are faced by students in learning English. Students' opinion related to difficult skill and their necessary level are the point of lack. The result showed that twenty nine students choose speaking as the most difficult, and other

students choose listening. Then, most of students stated that their English levels were beginner.

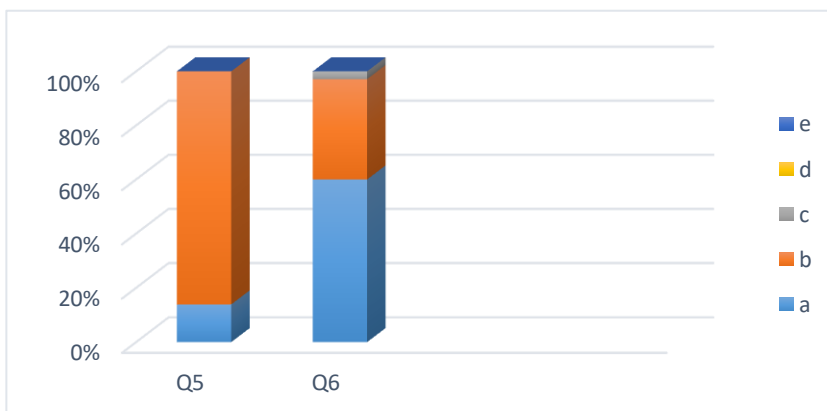


Figure 4.3. Chart of the Students' Lacks

According to the chart, 86% students admitted that speaking was the most difficult skill in English and 58% students realized that their level of English were beginner.

Wants are students' opinion and students' purpose personally in learning English. There were two points discussed in this aspect, first was students' want to English language based on their major and students' view related to skill they want to develop. The percentage of students' wants as followed:

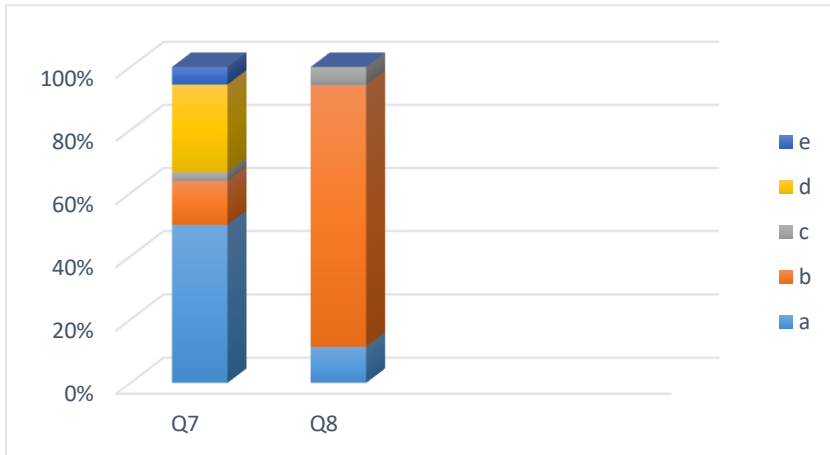


Figure 4.4. Chart of the Students' Wants

Almost 50% students expected that their English book was supported by enough vocabularies and there were specific material related to their major, 81% students wanted to develop their speaking skill

Input is students view related to English material they want to learn more. There were three aspect discussed in this aspect, first is students' opinion about English material, students' view about module design, and students' need in English speaking skill. The percentage of students' input in learning needs as followed:

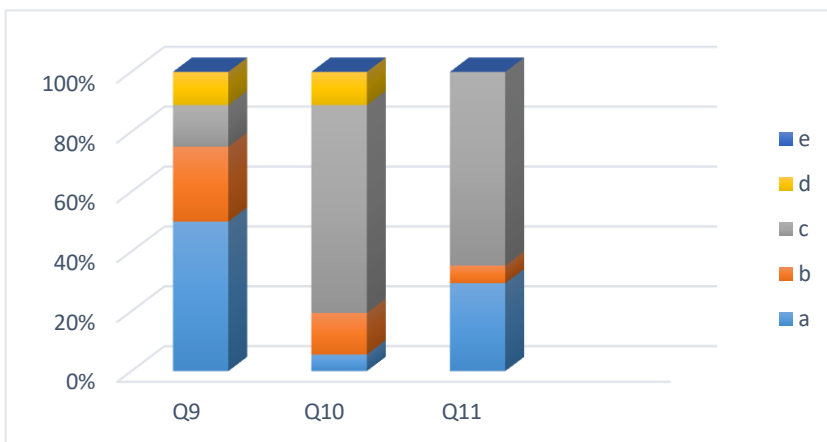


Figure 4.5. Chart of the Students' Input

Based on the chart, 50% students needed an additional material related to culinary arts major, 69% needed a speaking module in the monolog model and dialogue with vocabulary and their pronunciation, and 61% students needed speaking topics materials which is related to culinary arts.

In setting aspect, there were four points that discussed, students' activity on module, students' grouping to do a task, place of learning, and students' respond toward additional module. The percentage of setting in learning needs as follow:

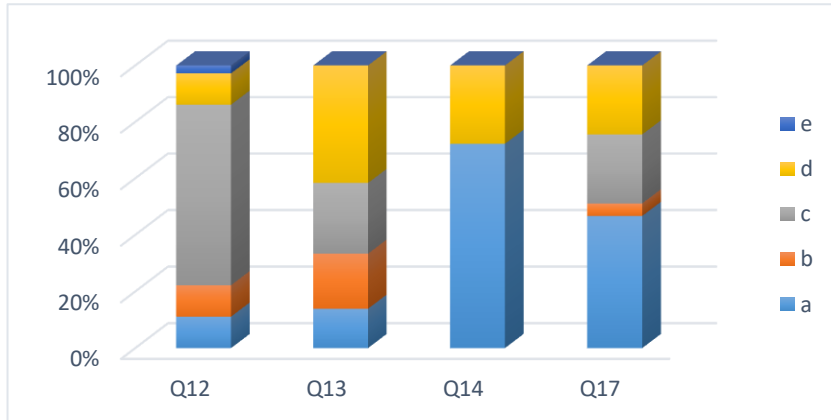


Figure 4.6. Chart of the Students' Setting

Based on the table above, 64% students preferred to have a conversation with their friends, 42% students chose to work together with friends, 72% students prefer to learn speaking skill in the classroom, 64% students agreed with new English module based on their major and it should be design based on their need.

In the procedure aspect, there were three questions discussed. Students' view toward media in learning speaking, students' opinion about new module, and learning method.

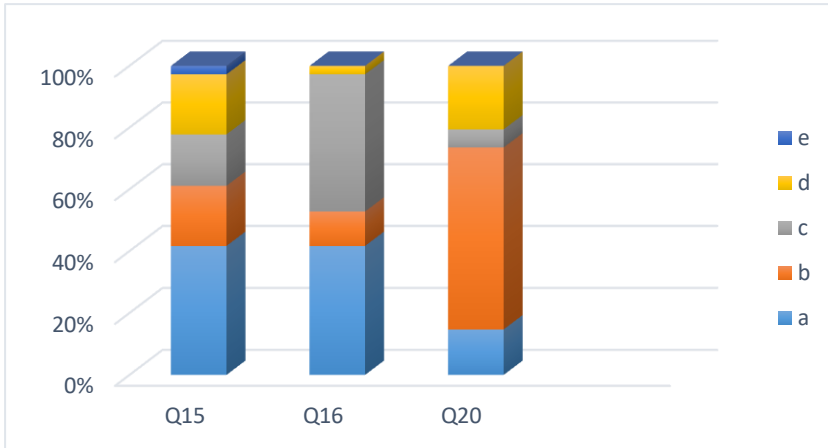


Figure 4.7. Chart of the Students' Participation

There were 42% students who needed picture to support their speaking learning, 44% students preferred to module which consist of additional material related to culinary arts, 56% students needed guidance in every task given by teacher.

In aspect of teacher's role, there were two points discussed, first was students' opinion toward teacher's role in teaching learning process and speaking method that used by teacher. The percentage of teacher's role in learning needs as followed:

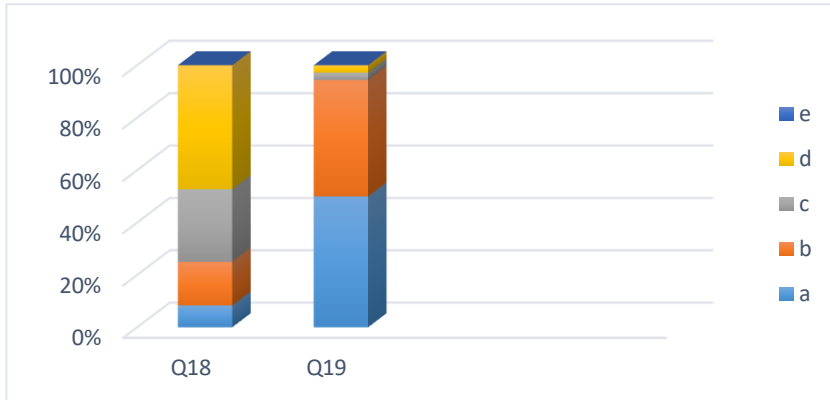


Figure 4.8. Chart of the Teacher's Role

The data showed 47% students needed teacher to create a situation to make students more active in the class, 50% students needed teacher to explain materials based on the textbook then gave them some exercises.

B. The Development of English Speaking Materials for the Tenth Grade of Culinary Arts Study Program at SMK N 1 Kersana

1. Identifying Problem and Potential

The development of English Speaking Materials was started by need analysis. Based on the observation and interview which were conducted by the researcher, the students' level of English ability was started from beginner to intermediate. Most of students had obvious weakness in speaking English. Meanwhile, there was field study at some

hotels and restaurants with native-speaker guests. The main source of learning did not provide specific materials for English in Culinary Arts. Moreover, by the result of given questionnaire, the students needed additional materials which facilitate them to do more practice in conversation related to the Culinary Arts to facilitate their field study.

Those mentioned problems and potentials triggered the researcher to develop *English Speaking Module for the Tenth Grade of Culinary Arts Study Program at SMK N 1 Kersana* as the students' learning source.

2. Collecting Data

Dealing with the data, the researcher collected appropriate English speaking materials from some books and internet. In accordance with the school curriculum, the syllabuses were also being the main guidelines in developing the English Speaking module.

SMK N 1 Kersana implemented K-13 curriculum revision in the learning and teaching process. According to the curriculum, the English speaking materials were designed into a module to cover all steps of scientific approach (observing, questioning, exploring, associating, creating, and communicating) in the whole of units.

3. Designing English Speaking Module for the Tenth Grade of Culinary Arts Study Program at SMK N 1 Kersana

The English Speaking Module was designed on July to September 2020. The development of the module was followed by some specifications as below:

- a) Cover (Title, Students' Degree, the Identity of the Writer and the Advisor)

The title of this module was English Speaking Module. This module was for the Tenth Grade of Culinary Arts Program in the second semester in the academic year of 2020. The writer of this module was Saily Rahmatika. The advisors of this module was Dr. Siti Tarwiyah, M. Hum. and Dra. Nuna Mustikawati Dewi, M.Pd.

- b) Preface

The preface of this module was arranged to express all praises to the Almighty Allah SWT, salutation to Islamic prophet Muhammad SAW, and all of the tenth graders of Culinary Arts Program. There was an explanation about the aim of this module as learning source for students of vocational high school in learning speaking skill.

- c) Table of Content

The next page of the module was table of content. It was an important part to facilitate the readers looking for the page

of intended materials. There were total of 34 pages, yet the provided pages were in the form of Rome numeric and 26 pages on Unit 1, Unit 2 and References.

d) Basic Competence and Indicators

Based on the Syllabus of English materials and Culinary Arts of SMK N 1 Kersana-Bebes, there were two basic competences, the first competence was point 3.6 Applying social function, text structure, and linguistic elements about asking and giving information orally. (Pay attention to simple linguistic elements of past tense vs present perfect tense). The next basic competence was point 4.6 Arranging transactional interaction text, oral and written, short and simple about asking and giving information. Those basic competence were developed into indicators in Unit 1 and Unit 2.

e) User Manual

User manual was the guideline for readers before reading the materials, doing assignment and practice in Unit 1 and Unit 2. There were six points for student, and five point for teacher should pay attention.

f) Unit 1

Provided materials in Unit 1 were expression of capability and inability, asking something to other, and responding someone's questions. The first activity was observing. In this part, students must complete the free space in the picture by choosing the right expression. The second activity was

questioning. By this activity, students were asked to write what they wanted to know and some question that should be answered by teacher or classmates. The third activity was exploring. A dialogue was provided in this part and students must answer some questions based on the dialogue, finish task 3 and task 4 to enhance knowledge related expressing capability and inability and study interview questions which were asked for a wait staff job in task 5. The fourth activity was associating. Students were asked to match the short conversation and the situation. The fifth activity was creating a dialogue in groups based on the situation. The sixth activity was communicating by sharing and practicing the dialogue in front of the class. The additional activity in Unit 1 was reflecting. Students listed what they had known after learning some materials in this unit, the most part they like, the most part they were still confused and the part they wanted to improve.

g) Unit 2

In Unit 2, students learned about handling customers' order and handling customers' complaint. Started by observing, students determined the happening situation in the picture. The next activity was questioning. Similar with Unit 1, in this part students were asked to write what they wanted to know and some question that should be answered by teacher or classmates. The third activity was exploring. A dialogue was provided in task 3 and students must answer some questions

based on the previous dialogue in task 4. Students learned handling customers' order and handling customers' complaint in task 5. Task 6 contained a dialogue then students must notice the italic-typed expressions and answer some following questions in task 7. The next task was about phonetic transcription. Here, students were asked to pronounce some vocabularies. Matching the words in the left with the correct meaning was the next activity that students must finish. The fourth activity was associating. Students were asked to rearrange and rewrite a dialogue correctly. The next activity was creating a dialogue in groups based on the situation. The other activity was communicating by sharing and practicing the dialogue in front of the class. The additional activity in Unit 2 was reflecting. Students listed what they had known after learning some materials in this unit, the most part they like, the most part they were still confused and the part they wanted to improve.

h) References

The next page was references. The sources of the materials were mostly adapted from the internet. It was because English for Culinary Arts were very rare to be found. Another reason for adapting English speaking materials from websites was the completeness of expressions and supported pictures that could be find.

i) Author Biography

Author biography contained name, address, and education profile of the author. Not only profile of the author, there was a little explanation about background of the module and the author's wish for the next researcher in developing a better English module as a students' learning source.

4. Validating English Speaking Module for the Tenth Grade of Culinary Arts Study Program at SMK N 1 Kersana

a) Teacher Validation

The English Speaking Materials for the Tenth Grade of Culinary Arts Study Program at SMK N 1 Kersana was validated by Tria Novika Ningrum, S.Pd. as the English teacher and Abdul Kholiq, S.Pd. Gr as the teacher of Culinary Arts Study Program.

There were five aspects in validating the English Speaking Materials, they were: 1) content feasibility, 2) linguistics, 3) presentation, 4) orientation according to department, 5) graphic. The validation instrument and indicator were showed in the following table:

Table 4.1. Instrument of Validation

No.	Component	Score	Description
CONTENT FEASIBILITYASPECTS			

1	Compliance with KI & KD	5	(1) Contains clear learning objectives, and can describe the achievement of Core Competencies and Basic Competencies. (2) All KD presented full in the material. (3) There are practice questions, assignments and etc. that are possible for measure the mastery of students. (4) Contextual, namely material presented related to the atmosphere, task or context of activities and environment learners.
		4	The three points mentioned above are fulfilled.
		3	The two points mentioned above are fulfilled.
		2	One of points mentioned above are fulfilled.
		1	Does not cover all the points mentioned above.
2	Material accuracy	5	(1) The concepts and definitions presented do not lead to multiple interpretations. (2) The material presented is

			<p>in accordance with reality and is efficient to improve students' understanding.</p> <p>(3) Example and practice questions accordingly with the concept of material.</p> <p>(4) Pictures and illustrations in accordance with reality and efficiently to increase students' understanding.</p>
		4	The three points mentioned above are fulfilled.
		3	The two points mentioned above are fulfilled.
		2	One of points mentioned above are fulfilled.
		1	Does not cover all the points mentioned above.
3	Up-to-date material	5	<p>(1) The material presented is in accordance with the English language material which is interrelated.</p> <p>(2) The material presented is in accordance with the times.</p> <p>(3) The selected library is up to date</p> <p>(4) The material presented is in accordance with the local culture of the environment the students live in.</p>
		4	The three points mentioned

			above are fulfilled.
		3	The two points mentioned above are fulfilled.
		2	One of points mentioned above are fulfilled.
		1	Does not cover all the points mentioned above.
4	Benefits to broaden knowledge	5	(1) Descriptions and encouraging exercises learners to improve their ability to speak. (2) The exercises contained in the module foster the participants' creativity in solving a problem and understanding the material more deeply. (3) Increase students' motivation to learn. (4) Improve the competence of students.
		4	The three points mentioned above are fulfilled.
		3	The two points mentioned above are fulfilled.
		2	One of points mentioned above are fulfilled.
		1	Does not cover all the points mentioned above.
LINGUISTIC ASPECTS			

1	Clarity of information	5	(1) The language used is in accordance with the thinking development of students. (2) Using correct and consistent punctuation. (3) The sentences are simple and to the point (4) Clear command or instructions (5) There is a vocabulary that makes it easier for students to understand the meaning of the text.
		4	The four points mentioned above are fulfilled.
		3	The three points mentioned above are fulfilled.
		2	The two points mentioned above are fulfilled.
		1	One of the points mentioned above was fulfilled.
2	EYD Compliance	5	(1) The use of English spelling is in accordance with the agreed spelling. (2) Using the correct terms. (3) Selection of the right diction

			(4) Using correct punctuation marks.
		4	The three points mentioned above are fulfilled.
		3	The two points mentioned above are fulfilled.
		2	One of points mentioned above are fulfilled.
		1	Does not cover all the points mentioned above.
3.	Grammar Compliance	5	1) The use of English grammar is in accordance with agreed grammar. (2) Using the correct pattern.
		4	The three points mentioned above are fulfilled.
		3	The two points mentioned above are fulfilled.
		2	One of points mentioned above are fulfilled.
		1	Does not cover all the points mentioned above.
PRESENTATION ASPECT			
1	Presentation Support	5	(1) There are vocabularies that are arranged alphabetically. (2) There is a bibliography (3) There is a summary (4) Contains information

			about the role of the module in learning.
		4	The three points mentioned above are fulfilled.
		3	The two points mentioned above are fulfilled.
		2	One of points mentioned above are fulfilled.
		1	Does not cover all the points mentioned above.
2	Presentation of learning	5	(1) The presentation of the material is to invite students into dialogue and participate actively independently. (2) Systematic consistency in the presentation of the material. (3) The language used evokes pleasure when reading it and encourage students to study the module thoroughly. (4) The sentences used are in accordance with the rules in English.
		4	The three points mentioned above are fulfilled.
		3	The two points mentioned above are fulfilled.

		2	One of points mentioned above are fulfilled.
		1	Does not cover all the points mentioned above.
ORIENTATION ACCORDING TO THE PROGRAM			
1	Components of the Culinary program	5	(1) Knowledge of culinary that are presented in accordance with the needs of students in the department. (2) Culinary materials developed in accordance with KI and KD. (3) The illustrations used can arouse students' interest in learning their local culture.
		4	The three points mentioned above are fulfilled.
		3	The two points mentioned above are fulfilled.
		2	One of points mentioned above are fulfilled.
		1	Does not cover all the points mentioned above.
2	The principles of	5	(1) There is a link between culinary and material in

	the culinary program		English which is the object of research. (2) The subject matter taken is in accordance with the student's major. (3) There is an original term for culinary which is translated into English so that it helps students understand the material. (4) Contains new knowledge about culinary.
		4	The three points mentioned above are fulfilled.
		3	The two points mentioned above are fulfilled.
		2	One of points mentioned above are fulfilled.
		1	Does not cover all the points mentioned above.
GRAPHIC ASPECT			
1	Module presentation	5	(1) The systematic presentation in each learning activity has an introduction, content, and closure. (2) Presentation of concepts is presented in a coherent manner ranging from easy to difficult, from simple to

			<p>complex, from known to unknown.</p> <p>(3) There are examples of questions that can help strengthen understanding of the concepts in the material.</p> <p>(4) There are practice questions at the end of each learning activity.</p>
		4	The three points mentioned above are fulfilled.
		3	The two points mentioned above are fulfilled.
		2	One of points mentioned above are fulfilled.
		1	Does not cover all the points mentioned above.
2	Graphic feasibility	5	<p>(1) The language and images used are balanced, both in terms of size, comparison of language with images, and messages to be conveyed.</p> <p>(2) Captions on each image are placed in a size smaller than the text letter.</p> <p>(3) Placement of illustrations or decorations on each page does not interfere with the clarity of</p>

			the information in the text which results in hindering students' understanding. (4) Use appropriate and consistent fonts.
		4	The three points mentioned above are fulfilled.
		3	The two points mentioned above are fulfilled.
		2	One of points mentioned above are fulfilled.
		1	Does not cover all the points mentioned above.
3	Display quality	5	(1) Attractive design (2) Consistent title display (3) The layout makes it easier for readers to understand the material. (4) The illustrations used are in accordance with the material presented. (5) Clarity of writing and pictures.
		4	The four points mentioned above are fulfilled.
		3	The three points mentioned above are fulfilled.

		2	The two points mentioned above are fulfilled.
		1	One of the points mentioned above was fulfilled.

The result of English Speaking Materials for the Tenth Grade of Culinary Arts Program was presented by the following table:

Table 4.2. Module Validation

No.	Component	Validator 1	Validator 2
CONTENT FEASIBILITY ASPECTS			
1	Compliance with KI & KD	5	5
2	Material accuracy	5	4
3	Up-to-date material	5	4
4	Benefits to broaden knowledge	5	4
LINGUISTIC ASPECTS			

1	Clarity of information	5	5
2	EYD Compliance	5	4
3	Grammar Compliance	5	4
PRESENTATION ASPECTS			
1	Presentation Support	5	5
2	Presentation of Learning	5	5
ORIENTATION ACCORDING TO THE PROGRAM			
1	Components of the Culinary Program	5	3
		5	4
2	The principles of Culinary Program		
GRAPHIC ASPECTS			
1	Module Presentation	5	4
2	Graphic feasibility	5	5

3	Display quality	5	5
TOTAL		70	61
PERCENTAGE		93.5%	
CRITERIA		VALID	

Based on the previous table, the percentage of validation was 93.5%. It was valid to be implemented to preliminary field testing. Instead, there were some suggestions from the teachers to revise some materials.

Mrs. Tria Novika Ningrum, S.Pd. stated that the materials were good and appropriate to the tenth graders of Culinary Arts Program. She suggested to revise the materials according to the newest curriculum development of the school. Meanwhile, in Mr. Abdul Kholiq, S.Pd. Gr. opinion, the design of the module was interesting, and the linguistics aspects were easy to understand. He gave some suggestions to add some expressions to the dialogue in order that the materials accordance with the orientation of the program. Moreover the given exercises were HOTS-less.

b) Preliminary Field Testing

The preliminary field testing was conducted into sixteen tenth graders of Culinary Arts Study Program at SMK N 1 Kersana. Teaching and learning process was implemented via Zoom meeting on September 29th 2020 until October 2nd 2020 on weekend at 1 p.m. Students were given a questionnaire. It consisted some questions of their perception of the module, questions number 1-2 about content feasibility, number 3-4 about linguistics, questions number 5-6 about presentation, questions number 7-8 about orientation according to department, questions number 9-10 about graphical aspect. The result of students' perception questionnaire was presented in the table below:

Table 4.3 Result Students' Perception Questionnaire

No	Code	Number of Question									
		1	2	3	4	5	6	7	8	9	10
1	PT-1	5	5	5	5	4	4	5	5	5	3
2	PT-2	5	5	4	4	5	4	4	4	4	4
3	PT-3	5	4	4	4	4	4	5	5	4	5
4	PT-4	4	4	4	4	4	4	4	4	4	4

5	PT-5	4	5	4	4	4	4	4	4	5	3
6	PT-6	4	4	4	3	5	4	5	4	4	4
7	PT-7	4	4	5	4	5	5	4	4	4	4
8	PT-8	4	5	5	5	5	5	5	5	5	5
9	PT-9	4	5	5	5	5	5	5	5	5	5
10	PT-10	4	4	4	5	4	3	4	5	5	5
11	PT-11	4	4	4	4	5	4	5	4	4	4
12	PT-12	4	4	4	5	4	4	4	3	5	4
13	PT-13	4	4	4	4	4	5	4	4	4	5
14	PT-14	4	4	5	4	4	5	4	4	5	4
15	PT-15	4	5	4	5	5	4	4	4	5	4
16	PT-16	4	3	4	4	5	4	5	4	4	4
TOTAL		692									
PERCENTAGE		86.5%									
CRITERIA		Excellent									

The table showed total of the students' perception questionnaire was 86.58% which meant that the module had a good criteria to be implemented to main field testing.

5. Revising English Speaking Module for the Tenth Grade of Culinary Arts Study Program at SMK N 1 Kersana

The revision of the module was showed by this following pictures:



Figure 4.9. (a) before revision (b) after revision

Based on the picture above, in the figure 4.1 (a) there were no an appropriate instruction to determine where the conversation took place. Meanwhile in the figure 4.1 (b) the writer added a clear instruction to students.

Task 2

Listen again to the dialogue then answer the following questions.

1. What is the relationship between Mr. Edward and Sally? Have they met each other before?
2. Does Mr. Edward ask information from Sally? How do you know?
3. Write down the expressions used by Mr. Edward to ask Sally!

Task 3

Work in group of five and study the following explanation! In the dialogue task 1, you find the following expression:

I am good at choosing fresh vegetables and their processing.

This expression is the expression to express your capability(s) or to express that you are able to do something. Here are the other expressions that can be used to express capability or inability.

Expressing Capability	Expressing Inability
I know how to ...	I'm not sure I can ...
I know something about ...	I have no idea how to ...
I'm pretty good at ...	I have no experience of ...
I'm able to ...	I don't feel capable of ...
I have experience of ...	I don't have the ability to ...
I'm capable of ...	I don't think I have qualifications ...

Example of expressing inability:

1. I'm not sure I can change for the night shift.
2. I don't feel capable of cooking a steak.
3. I don't think I have qualifications of managing the stock.
4. I have no experience of making vegetarian food.

Example of expressing capability:

1. I'm pretty good at decorate a cake.
2. I'm able to work with a team.
3. I have experience in making butter pasth.
4. I know how to make a garnish and decorate a plate.

(a)

Task 2

Listen again to the dialogue then answer the following questions.

1. What is the relationship between Mr. Edward and Sally? Have they met each other before?
2. Does Mr. Edward ask information from Sally? How do you know?
3. Write down the expressions used by Mr. Edward to ask Sally!

Task 3

Work in group of five and study the following explanation! In the dialogue task 1, you find the following expression:

I am good at choosing fresh vegetables and their processing.

This expression is the expression to express your capability(s) or to express that you are able to do something. Here are the other expressions that can be used to express capability or inability.

Expressing Capability	Expressing Inability
I know how to ...	I'm not sure I can ...
I know something about ...	I have no idea how to ...
I'm pretty good at ...	I have no experience of ...
I'm able to ...	I don't feel capable of ...
I have experience of ...	I don't have the ability to ...
I'm capable of ...	I don't think I have qualifications ...

Example of expressing inability:

1. I'm not sure I can change for the night shift.
2. I don't feel capable of cooking a steak.
3. I don't think I have qualifications of managing the stock.
4. I have no experience of making vegetarian food.

Example of expressing capability:

1. I'm pretty good at decorate a cake.
2. I'm able to work with a team.
3. I have experience in making butter pasth.
4. I know how to make a garnish and decorate a plate.

(b)

Figure 4.10. (a) before revision (b) after revision

There was no punctuation in sentence number 3 in the figure 4.2 (a). The sentence, I have experience in making Italian pasta, was added a full stop in the figure 4.2 (b).

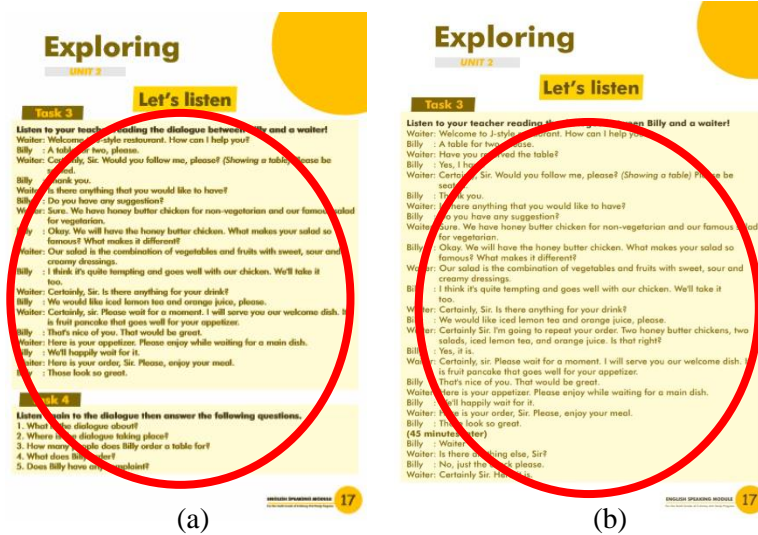


Figure 4.11. (a) before revision (b) after revision

Based on the figure 4.3 (b), the dialogue on page 17 was added some expressions of asking for reservation, repeating order, asking for opinion of the food taste, and expression of gratitude which were in accordance with the orientation of the program.

6. Main Field Testing of English Speaking Module for the Tenth Grade of Culinary Arts Study Program at SMK N 1 Kersana

Pandemic of Covid-19 was being the main crucial obstacle in conducting this research. Teaching and learning activity were supposed to be online. By this situation, the pre-test was conducted on 16th of September 2020 to assess students' speaking skills before learning using English Speaking Module. Students must compose a dialogue then practice and record a conversation in groups. They must submit a video via WhatsApp group in deadline of a week. After finishing pre-test, the researcher conducted a preliminary field testing into 16 students of Culinary Art Study Program via Zoom meeting.

Continuing the steps of research and development, English Speaking module was implemented in main filed testing. It was conducted on October 8th 2020 until October 11th 2020 via Zoom meeting. Because the students were on the mid-test, the researcher decided to discuss with the teacher and the students about the most appropriate time to do the main filed testing. They agreed to learn English using the module at 8 p.m.

In the first meeting, the researcher taught Unit 1. The first activity was observing. Students completed the free space in the picture by choosing the right expression. The second activity was questioning. Students were asked to write what they wanted to know and some question that should be answered by teacher or classmates. The third activity was exploring. The researcher read a dialogue in task 1 then students answered some questions of task 2. They finished task 3 and task 4 to enhance knowledge related expressing capability and inability and they learned some interview questions which were asked for a wait staff job in task 5.

In the second meeting, the students learned sub-unit associating. Students matched the short conversation and the situation. It was continued by creating a dialogue in groups based on the situation. The next activity was communicating by sharing and practicing the dialogue in a video format. The last activity in was reflecting. Students listed what they had known after learning some materials in this unit, the most part they like, the most part they were still confused and the part they wanted to improve.

In the third meeting, the researcher taught Unit 2. Started by observing, students determined the happening situation in the picture. The next activity was questioning. Students wrote what they wanted to know and some question that should be answered

by teacher or classmates. The next activity was exploring. The researcher read a dialogue in task 3 and students answered questions based on the previous dialogue in task 4. Students learned handling customers' order and handling customers' complaint in task 5. Students noticed the italic-typed expressions of task 6 and answered some following questions in task 7.

In the last meeting, students learned about phonetic transcription. Students pronounced some vocabularies based on the phonetic transcription. Matching the words in the left with the correct meaning was the next activity that students must finish. The next activity was associating. Students rearranged and rewrite a dialogue correctly. The next activity was creating a dialogue in groups based on the situation. The other activity was communicating by sharing and practicing the dialogue in a video format. The last activity in Unit 2 was reflecting. Similar with the activity in Unit 1, students listed what they had known after learning some materials in this unit, the most part they like, the most part they were still confused, etc.

On October 12th 2020, the students were given a post-test. It aimed to assess students' speaking skills after given a treatment using English Speaking Module. They composed a dialogue then practice and record a conversation in groups. They submitted their work in a video format via WhatsApp in deadline of six days.

7. Final Revision of English Speaking Module for the Tenth Grade of Culinary Arts Study Program at SMK N 1 Kersana

After all of the steps was done, there were some suggestions to complete the final revision of the module was presented in the following pictures:



Figure 4.12. (a) before revision (b) after revision

The back cover of the module was revised by author biography. Complete final revision of English Speaking Module for the Tenth Grade of Culinary Arts Study Program was shown in appendix 16.

C. The Effectiveness of English Speaking Module for the Tenth Grade of Culinary Arts Study Program at SMK N 1 Kersana.

Some obstacles were found by the researcher, especially in conducting the main field testing. The first obstacle was the signal. Zoom meeting application required strong signal of the internet. Meanwhile, some students cannot reach strong signal at their location. Sometimes, some students did not attend the meetings but they still read and asked some materials that they had not understand. However, the absence students still submit their work and video to the researcher. They was cooperative in this research. The learning atmosphere was also joyful and pleasing.

By the end of learning, pre-test and post-test score were analyzed by parametric statistics. It was because the data had normal distribution and homogeny. A normal distribution was indicated by the equal students' competence (high, medium, and low level) in a group. To find out the normality test, students was given pre-test and post-test. The total of population in this research was 36 students, so that the normality test was undertaken by using Lilliefors significance correction in SPSS. The result of normality test was shown by the following table:

Table 4.4. Normality Test of Pre-Test and Post-Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_test	.137	36	.083	.966	36	.318
Post_test	.121	36	.200*	.958	36	.189

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The normality test table showed significance value of pre-test by Kolmogorov-Smirnov was $0.083 > 0.05$ and post-test was $0.200 > 0.05$. Those significance indicated the data had a normal distribution.

Test of Homogeneity of Variances

Pre_test

Levene Statistic	df1	df2	Sig.
1.397	7	25	.250

Table 4.5. Homogeneity Test of Pre-Test Score

Homogeneity test to find out whether the data were from the same variant. The result of homogeneity test by Lavene

Statistic was $0.250 > 0.05$. The pre-test score were categorized as homogeny.

Table 4.7. Paired Sample Statistic of Pre-Test and Post-Test Score

Test of Homogeneity of Variances

Post_test

Levene Statistic	df1	df2	Sig.
1.307	7	23	.291

Table 4.6. Homogeneity Test of Post-Test Score

The result of homogeneity test by Lavene Statistics on table 4.6 was $0.291 > 0.05$. The post-test score were categorized as homogeny.

Table 4.7. Paired Sample Statistic of Pre-Test and Post-Test Score

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre_test	63.89	36	6.606	1.101
Post_test	73.83	36	6.185	1.031

In calculating the result of the test, the researcher used Paired Sample T-test to compare mean of the pre-test and post-test score. Pre-test mean was 63.89 and post-test mean was 73.83.

Table 4.8. Paired Sample T-Test of Pre-Test and Post-Test Score

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre_test - Post_test	-9.944	5.356	.893	-11.757	-8.132	-11.141	35	.000

The result of t-test by Paired Sample T-Test showed Sig. 2 tailed $0.000 < 0.05$ H_1 was accepted and H_0 was rejected. There was significant difference between pre-test and post-test score. It might be an indicator that English Speaking Module for the Tenth Grade of Culinary Arts Study Program was effective to use in learning activity at SMK N 1 Kersana-Brebes. Therefore, this research has shown the result that the development of English Speaking Module can be used in learning activity and has been proven to improve students' speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion and suggestion which are needed to complete this research are explained in this chapter.

A. Conclusion

Based on the findings of the research and analysis, it may be concluded in some points as follow:

Most of students had obvious weakness in speaking English. Meanwhile, there was field study at some hotels and restaurants with native-speaker guests. The main source of learning did not provide specific materials for English in Culinary Arts. Moreover, by the result of given questionnaire, the students needed additional materials which facilitate them to do more practice in conversation using expression of capability and inability, asking something to other, responding someone's questions, handling customers' order, and complaint.

The development of English Speaking Module for the Tenth Grade of Culinary Arts Study Program had been done through research and development in some following procedures; identifying problem and potential, collecting data, designing module, validating, preliminary field testing, revising, main field testing, and final revision. It is followed by these

specifications; 1) cover (title, students' degree, the identity of the writer and the advisor), 2) preface, 3) table of content, 4) basic competence and indicators, 5) user manual, 6) unit 1 (expression of capability and inability, asking something to other, and responding someone's questions. the first activity was observing. Students completed the free space in the picture by choosing the right expression and continued by questioning. The third activity was exploring. a dialogue was provided in this part and students must answer some questions based on the dialogue, expressing capability and inability and study interview questions which were asked for a wait staff. The fourth activity was associating. Students were asked to match the short conversation and the situation. The fifth activity was creating a dialogue in groups based on the situation. The sixth activity was communicating by sharing and practicing the dialogue), 7) Unit 2 (students learned about handling customers' order and handling customers' complaint. Started by observing, students determined the happening situation in the picture. The next activity was questioning. Similar with Unit 1, in this part students were asked to write what they wanted to know and some question that should be answered by teacher or classmates. The third activity was exploring. Students learned handling customers' order and handling customers' complaint, phonetic transcription, matching the words in the left with the correct meaning, the

fourth activity was associating. Students were asked to rearrange and rewrite a dialogue correctly. The next activity was creating a dialogue in groups based on the situation. The other activity was communicating by sharing and practicing the dialogue in front of the class. The additional activity in Unit 2 was reflecting. Reference) and 8) author biography.

The result of module validation was 93.5%. The module was valid to be implemented without revision and 86.5% by the scoring manual of students' perception questionnaire. The percentage was categorized as excellent. Moreover, the t-test value showed that Sig. 2 tailed $0.000 < 0.05$. This result indicated that there was significant difference between the average score of pre-test (63.89) and post-test (73.83).

B. Suggestion

The aim of this research is to develop an additional materials to facilitate students in learning speaking related to Culinary Arts. Furthermore, the researcher suggests:

1. English Speaking Module for the Tenth Grade of Culinary Arts Study Program could be implemented at SMK N 1 Kersana and be expanded as a new learning source.
2. The content of English Speaking Module for the Tenth Grade of Culinary Arts Study Program could be one

of the additional materials to improve students' speaking skills in field study at restaurant and hotel.

3. The future researcher may develop the English Speaking Materials more completely by adding some related materials for the tenth grade students of Culinary Arts Study Program in the first semester and the second semester.

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Appendix 1

LESSON PLAN

UNIT 1

School	: SMK N 1 Kersana
Subject/Skill	: English/Speaking
Class/Semester	: X/2
Material	: Express capability and inability, ask something to other, and respond's someone questions
Time Allocation	: 2 x 35 minutes

1. Learning Objectives

By the end of this learning through *Project Based Learning* and *Scientific Approach* students able to choose the right expression based on the picture, answer the questions based on the dialogue, distinguish capability and inability expressions, know the common questions on the interview, determine true or false statements, pronounce the words correctly, now the meaning of the words, fill in the blanks of the dialogue, match the short conversation with the right situation, make a dialogue using the right expressions, and share their dialogue to friends in front of the class.

2. Learning Activities

- Teacher greets students, prays, checks students' attendant, and conveys learning objectives, learning steps and assessment technique.
Observing
- Students choose the right expression based on the picture.
(Observing)
- Students ask the questions to the teacher based on observation.
(Questioning)

- Students listen to teacher reading the dialogue between Mr. Edward and Sally. (**Exploring**)
- Students answer the questions on task 2 based on the dialogue.
- Students work in group of five and study the materials.
- Students decide whether expressions are expressing capability or inability by giving a tick in the right column.
- Students read and answer the questions of task 5.
- Students learn the phonetic transcriptions.
- Students match the word with its meaning.
- Students read the dialogue and fill in the blank.
- Students listen to the teacher reading the conversation, and then match the conversation with the situation. (**Associating**)
- Students make a dialogue in pairs by choosing the situation using expression of capability and inability. (**Creating**)
- Students share the dialogue in front of the class. (**Communicating**)
- Students interview their friends about culinary skills and capabilities and what they will do in the future with those skills.
- Students and teacher review the lesson. (**Reflecting**)
- Teacher checks students' understanding.
- Students make reflection about the lesson.

3. Assessment


Assessment technique (assessment of spiritual, assessment of attitude, assessment of knowledge, and assessment of skill).

Brebes, 16 September 2020

Acknowledge by,

Head Master

 Aman Faridhi, M. Pd.
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English Teacher

 Tria Novika Ningrum, S.Pd.
 NIP. 198911032019022006

A. Material

1. Capability and inability expressions

This expression is the expression to express your capability(s) or to express that you are able to do something. Here are the other expressions that can be used to express capability or inability.

Expressing Capability	Expressing Inability
I know how to ...	I'm not sure I can ...
I know something about ...	I have no idea how to ...
I'm pretty good at ...	I have no experience of ...
I'm able to ...	I don't feel capable of ...
I have experience of ...	I don't have the ability to ...
I'm capable of ...	I don't think I have qualifications ...

Example of expressing capability:

1. I'm pretty good at decorate a cake.
2. I'm able to work with a team.
3. I have experience in making Italian pasta
4. I know how to make a garnish and decorate a plate.

Example of expressing inability:

1. I'm not sure I can charge for the night shift.
2. I don't feel capable of cooking a steak.

3. I don't think I have qualification of managing the stock.
4. I have no experience of making vegetarian food.

2. Interview question

These are some of the interview questions you'll be asked for a wait staff job.

- a. What jobs have you worked that required you to be in a fast-paced and crowded environment? How did you maintain quality standards in this environment?
- b. What do you consider to be good customer service?
- c. Describe a time when you had to deal with a particularly difficult customer/table. How did you handle the situation? Is there anything you would have done differently?
- d. Have you ever taken charge in a restaurant in an emergency?
- e. How do you handle fast-paced work environments?
- f. How do you entertain customers as a waiter?
- g. What is the most difficult part of being a waiter?
- h. Imagine a customer asks for an item on the menu that is not available at the time. How do you convince him to select something else?
- i. What would you do if a customer sent his meal back?

- j. If a customer asks for a suggestion, what would you say?
- k. What is your favorite item on our menu?

Say it Right!

Task 6

Learn these phonetic transcriptions then try to pronounce them. Ask your friend to listen to while he/she is looking at the transcriptions.

Words	Phonetic Transcription
Assistant (n)	/ə'sɪstənt/
Direction (n)	/dɪ'rekʃən/
Reference (n)	/rɪ'fərəns/
Curriculum Vitae (n)	/kə'rɪkjʊləm 'vɪtəʊ/
Interview (n)	/ɪn'tə:vju:/
Vegetable (n)	/vɛdʒə'b(ə)l/
Choose (v)	/tʃu:z/
Chef (n)	/ʃef/
Restaurant (n)	/'restrɒnt/
Welcome (v)	'welkəm/

Word Bank

Task 7

Match the words in the left with the correct meaning. The example is given for you.

<p>Words</p> <ul style="list-style-type: none"> Service Assistant Occupation Recruit Trainee Ability 	<p>Meaning</p> <ul style="list-style-type: none"> Person being taught how to do particular job Skill or power Activity that fills your time System or business that meets public needs Person who helps or supports somebody, usually in their job Find somebody to join a company
---	---

Exploring

UNIT 1

Let's listen

Task 1

Listen to your teacher reading the dialogue between Mr. Edward and Sally!

Sally : Good morning, I am here for my interview.
 Mr. Edward : Hello, nice to meet you. I am Mr. Edward. Do you have any trouble for finding this place?
 Sally : Nice to meet you too Mr. Edward. No, your assistant gave wonderful directions.
 Mr. Edward : Please have a seat.
 Sally : Thank you. This is a copy of my curriculum vitae and references.
 Mr. Edward : OK. I will take a look of these. I see you have an interest for Entremetier or vegetable chef, don't you?
 Sally : Yes, that's right. I have three years experiences as an Entremetier chef in Korean restaurant in Jakarta three months ago.
 Mr. Edward : Have you ever worked in other restaurant?
 Sally : I have never worked in other restaurant, sir. That's my first experience.
 Mr. Edward : OK. Can you tell me about your skill as a chef?
 Sally : I started to work as an Entremetier chef since I was graduated from vocational high school with culinary arts major. I am good at choosing and processing fresh vegetables.
 Mr. Edward : That's good. Based on good performance reviews, you are welcome in this restaurant. We will be in contact soon after this interview.
 Sally : Thank you very much for the time. I look forward to hearing from you.

B. Assessment

a. Assessment of Spiritual

No	Criteria	Score
1	Very often pray before beginning the study.	5
2	Often pray before beginning the study.	4
3	Several times pray before beginning the study.	3
4	Ever pray before beginning the study.	2

5	Never pray before beginning the study.	1
---	--	---

b. Assessment of Attitude

No	Criteria	Score
1	Very often show an honest and care attitude.	5
2	Often show an honest and care attitude.	4
3	Several times show an honest and care attitude.	3
4	Ever show an honest and care attitude.	2
5	Never show an honest and care attitude.	1

c. Assessment of Knowledge

No	Criteria	Score
1	Students mastering all of the material that have learned.	5
2	Students only mastering some topic of the material that have learned.	3
3	Students not mastering the material that have learned.	1

d. Assessment of Skill

Assessment instrument : Spoken test

Instrument form : Make a dialogue in pairs by choosing the situation using expression of capability and inability.

Rating	Pronun- ciation	Vocab- ulary	Fluency	Content	Skill Perform- ance	Score (x 2)
1-10						

LESSON PLAN

UNIT 2

School	: SMK N 1 Kersana
Subject/Skill	: English/Speaking
Class/Semester	: X/2
Material	: Handling customer's order and handling customer's complaint
Time Allocation	: 2 x 35 minutes

1. Learning Objectives

By the end of this learning through *Project Based Learning* and *Scientific Approach* students able to determine the situation happens based on the picture, answer the questions based on the dialogue, distinguish handling order and handling complaint expressions, pronounce the words related to handling order and handling complaint correctly, know the meaning of the words related to order and complaint, rearrange the dialogue about handling complaint correctly, know the meaning of the words, make a dialogue using the right expressions of handling order and handling complaint, share their dialogue to friends in front of the class.

2. Learning Activities

- Teacher greets students, prays, checks students' attendant, and conveys learning objectives, learning steps and assessment technique.
Observing
- Students determine the situation happens based on the picture.
(Observing)
- Students ask the questions to the teacher based on observation.
(Questioning)

- Students listen to teacher reading the dialogue between Waiter and Billy. (**Exploring**)
- Students distinguish handling order and handling complaint.
- Students pronounce the words related to handling order and handling complaint.
- Students know the meaning of the words related to order and complaint.
- Students rearrange the dialogue about handling complaint correctly. (**Associating**)
- Students make a dialogue in pairs by using the right expression of handling order and handling complaint based on situation provided. (**Creating**)
- Students share the dialogue in front of the class. (**Communicating**)
- Students and teacher review the lesson. (**Reflecting**)
- Teacher checks students' understanding.
- Students make reflection about the lesson.

3. Assessment

Assessment technique (assessment of spiritual, assessment of attitude, assessment of knowledge, and assessment of skill).

Brebes, 16 September 2020

Acknowledge by,




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C. Material

This expression is the expression to offer something to the customers. Here are the other expressions that can be used to express offering, handling order and handling complaint.

❖ Handling order expressions

The customer	The waiter/waitress
<ul style="list-style-type: none">• A table for two, please.• May we sit at this table?• The menu, please.• What's on the menu?• What's Irish stew like?• We're not ready yet.• The steak for me, please.• Can you bring me the ketchup, please?• A salad, please.• I'll have the same.• That's all, thank you.• Can I have the bill, please?• Here you are.• The rest is for you.• Do you have wine by the glass?• I'd prefer red wine.• Please bring us another	<ul style="list-style-type: none">• Hi, I'm Sue, I'll be your server for tonight.• What can I do for you?• Can I help you?• Can I take your coat?• Have you booked a table?• How many are you?• Would you follow me, please?• Can I take your order, sir/madam?• What would you like to start with?• What would you like to drink?• What would you like for dessert?• How would you like your steak? (rare,

beer.

- Could I have chips (AE: French Fries) instead of salad?
- What can you recommend?
- Please bring me the bill with my coffee.

medium, well done)

- Do you want a salad with it?
- Anything to drink?
- Do you want a dessert?
- The burgers are very good.
- Sorry, the hamburgers are off.
- Is everything all right?
- Did you enjoy your meal?
- Are you paying together?
- May I show you to a table?
- If you wait, there'll be a table for you free in a minute.
- Do you want vegetables with it?
- Why don't you try the pizza?
- It'll take about 20 minutes.

❖ **Handling complaint expressions**

The customer	The waiter/waitress
<p><i># Your food is cold</i></p> <ul style="list-style-type: none"> • I'm sorry to bother you, but the food is quite cold. • Excuse me, but my food is cold. Could you warm it up for me? • Sorry, is this generally served cold? • Sorry, I am not sure why, but my food is cold. Could you take care of it for me please? <p><i># You got the wrong order</i></p> <ul style="list-style-type: none"> • I'm sorry, but this isn't what I ordered. • Hi, is this the ... that I ordered? • Sorry, but I think I got the wrong order. <p><i># The food is taking too long</i></p> <ul style="list-style-type: none"> • I am so sorry to bother you, but we have somewhere to be. Could you check on our order? • Any idea how much longer it will be? • We're running late. Do you know how soon 	<p><i># Positive responses</i></p> <ul style="list-style-type: none"> • I am sorry for this mistake. I promise that this won't happen anymore. • I am so sorry, this mistake will never occur again. • I'm really sorry. We will do the best to fix the problem. • I am so sorry Sir. Is there any problem with your order? • I really apologize for this inconvenience Sir. Allow me to get you the new one. • I'm sorry Sir. I apologize on behalf of my chef. <p><i>#Negative responses</i></p> <ul style="list-style-type: none"> • I am sorry but there is not much we can do to fix it. • I am sorry but all is right. • I am sorry but there is nothing we can do about it.

we'll be able to get our food?

- Is there any way that the chef could speed up our orders?

You don't like or can't eat your meal

- Sorry, but I ordered a mild version of this dish and this is quite spicy.
- Excuse me, but this isn't what I expecting at all. Could I try something else?
- I apologize, but I thought this dish was something different. Could I try something else instead?

Other situation

- I think you've made a mistake.
- I want to complaint about ...
- I want to ask about ...
- I am here to make a complaint about ...
- I found something wrong and I have to tell you that ...
- I am sorry, I have to say

that ...

- I am sorry to bother you, but there is a problem about ...
- Excuse me, I want to tell a problem about ...
- I am angry about ...

Exploring

UNIT 2

Let's listen

Task 3

Listen to your teacher reading the dialogue between Billy and a waiter!

Waiter: Welcome to J-style restaurant. How can I help you?
 Billy : A table for two, please.
 Waiter: Have you reserved the table?
 Billy : Yes, I have.
 Waiter: Certainly, Sir. Would you follow me, please? (Showing a table) Please be seated.
 Billy : Thank you.
 Waiter: Is there anything that you would like to have?
 Billy : Do you have any suggestion?
 Waiter: Sure. We have honey butter chicken for non-vegetarian and our famous salad for vegetarian.
 Billy : Okay. We will have the honey butter chicken. What makes your salad so famous? What makes it different?
 Waiter: Our salad is the combination of vegetables and fruits with sweet, sour and creamy dressings.
 Billy : I think it's quite tempting and goes well with our chicken. We'll take it too.
 Waiter: Certainly, Sir. Is there anything for your drink?
 Billy : We would like iced lemon tea and orange juice, please.
 Waiter: Certainly Sir. I'm going to repeat your order. Two honey butter chickens, two salads, iced lemon tea, and orange juice. Is that right?
 Billy : Yes, it is.
 Waiter: Certainly, sir. Please wait for a moment. I will serve you our welcome dish. It is fruit pancake that goes well for your appetizer.
 Billy : That's nice of you. That would be great.
 Waiter: Here is your appetizer. Please enjoy while waiting for a main dish.
 Billy : We'll happily wait for it.
 Waiter: Here is your order, Sir. Please, enjoy your meal.
 Billy : Those look so great.
(45 minutes later)
 Billy : Waiter
 Waiter: Is there anything else, Sir?
 Billy : No, just the check please.
 Waiter: Certainly Sir. Here it is.

ENGLISH SPEAKING SKILLS **17**

Billy : This is the payment and the tips for you.
 Waiter: Thank you, Sir. How did your order taste?
 Billy : It is very delicious
 Waiter: Thank you, Sir. Hopefully, you would like to come back to our restaurant next time.

Say it Right!

Task 8

Learn these phonetic transcriptions then try to pronounce them. Ask your friend to listen to while he/she is looking at the transcriptions.

Words	Phonetic Transcription
Complaint	/kəm'pleɪnt/
Suggestion	/sə'dʒestʃ(ə)n/
Appetizer	/ə'peɪ.təzə (r)/
Order	/'ɔ: (r) də (r)/
Server	/'sɜ: (r) vər/
Bill	/bɪl/
Dessert	/dɪ'zɜ: (r)l/
Mistake	/'mɪ'steɪk/
Cheeseburger	/'tʃi:z.bɜ: (r)gər/
Wrong	/rɒŋ/

Word Bank

Task 9

Match the words in the left with the correct meaning. The example is given for you.

Words	Meaning
Appetizer	sweet food eaten at the end of meal.
Dessert	trouble or problems, especially in connection with what you need or would like yourself.
Recommendation	lightly cooked, so as to be warm but still red in the middle.
Medium rare	a small dish of food or a drink taken before a meal or the main course of a meal to stimulate one's appetite.
Inconvenience	an official suggestion about the best thing to do.

ENGLISH SPEAKING SKILLS **18**

D. Assessment

e. Assessment of Spiritual

No	Criteria	Score

1	Very often pray before beginning the study.	5
2	Often pray before beginning the study.	4
3	Several times pray before beginning the study.	3
4	Ever pray before beginning the study.	2
5	Never pray before beginning the study.	1

f. Assessment of Attitude

No	Criteria	Score
1	Very often show an honest and care attitude.	5
2	Often show an honest and care attitude.	4
3	Several times show an honest and care attitude.	3
4	Ever show an honest and care attitude.	2
5	Never show an honest and care attitude.	1

g. Assesment of Knowledge

No	Criteria	Score
1	Students mastering all of the material that have learned.	5
2	Students only mastering some topic of the material that have learned.	3
3	Students not mastering the material that have	1

	learned.	
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h. Assessment of Skill

Assessment instrument : Spoken test

Instrument form : Make a dialogue in pairs by choosing the situation using expression of capability and inability.

Rating	Pronun- ciation	Vocab- ulary	Fluency	Content	Skill Perform- ance	Score (x 2)
1-10						

LATTICE OF NEED ANALYSIS

NO	ASPECT	NUMBER OF ITEMS	PURPOSE OF THE QUESTION	REFERENCE
1	<ul style="list-style-type: none"> Personal Identity of the students 	1	To find out basic and personal information about the learners	Graves: 103
2	Goals	2	To find out students' purpose in learning English	Graves: 104
TARGET NEEDS				
3	Necessities	3	To find out student's need in the term of target situation	
4	Lacks	4	To find out the difficult skill based on student's opinion	

5	Wants	5	To find out what skill students want to improve	
LEARNING NEEDS				
6	Input	6	To find out the content should be carried out in designing materials	
7	Setting	7	To find out student's reaction toward module of English	
8	Procedure	8	To find out student's want in doing task	
9	Teacher's role	9	To find out teacher technique in teaching learning	

10	Students' role	10	To find out learners' role in the classroom	
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Appendix 3

**INTERVIEW GUIDELINE
WITH THE ENGLISH TEACHER.**

Name : Sri Azizah

School : SMK N 1 Kersana

1. How is the English skills of class X students majoring in culinary arts?

Answer: The level of ability is from beginner to intermediate, because vocational students tend to prioritize productive subjects so that English is a little sidelined, although not all students are like that.

2. What difficulties and weaknesses are most pronounced in learning English?

Answer: Their obvious weakness is in the field of speaking, when they want to say they are afraid of being wrong.

3. How do you measure the level of students' understanding of a material, especially speaking?

Answer: Automatically conducts exercises, either in person or students are asked to make videos.

4. What methods are used to teach speaking?

Answer: Grouping

5. What is the reason for using this method?

Answer: To minimize student fear.

6. Is the speaking material being taught related to the major program?

Answer: Usually at the beginning the material is comprehensive and when the practice starts, it is adjusted according to the majors.

7. What English books are used to teach *speaking*?

Answer: Book by Erlangga.

8. *Does the school use other learning resources?*

Answer: Using the internet.

9. Is audio-visual material provided frequently?

Answer: Yes, used.

10. How is the availability of jobs for graduates majoring in Culinary Arts?

Answer: The job opportunity is huge. Even now, there are many students who have been accepted to work at Solaria Restaurant, even though they have not yet taken the UN. There are also vacancies from restaurants and hotels that cooperate with schools, because schools have many links to channel their students.

Appendix 4

NEED ANALYSIS QUESTIONNAIRE

1. Lengkapilah biodata dibawah ini:

Nama : _____

No. Absen : _____

Kelas : _____

Alamat : _____

2. Apakah tujuan Anda belajar Bahasa Inggris disekolah?

- a) Agar mampu berbahasa Inggris dengan baik
- b) Agar lulus ujian Nasional
- c) Agar mendapatkan ilmu berkaitan dengan jasa boga
- d) Agar mendapat nilai yang bagus
- e) Lainnya

3. Apakah tujuan Anda mengambil jurusan jasa boga?

- a) Agar menjadi seorang ahli dalam bidang kuliner
- b) Agar bisa langsung bekerja setelah lulus sekolah
- c) Untuk mewujudkan cita-cita saya
- d) Untuk membanggakan orang tua
- e) Lainnya

4. Skill Bahasa Inggris yang dibutuhkan saat menjadi ahli jasa boga?

- a) Mendengarkan (*Listening*)
- b) Berbicara (*Speaking*)
- c) Membaca (*Reading*)
- d) Menulis (*Writing*)
- e) Lainnya

5. Apakah skill yang paling sulit dipelajari?

- a) Mendengarkan (*Listening*)
- b) Berbicara (*Speaking*)
- c) Membaca (*Reading*)
- d) Menulis (*Writing*)
- e) Lainnya

6. Kemampuan Bahasa Inggris Anda saat ini berada pada level?

- a) Pemula (*Beginner*)
- b) Menengah (*Intermediate*)
- c) Mahir (*Advance*)
- d) Ahli (*Expert*)
- e) Lainnya

7. Secara umum, Anda menginginkan pembelajaran Bahasa Inggris yang menjadikan Anda:

- a) Mampu menguasai kosa kata, baik kosa kata umum ataupun kosa kata yang berkaitan dengan jasa boga
- b) Mampu berbicara didepan umum tanpa kesalahan
- c) Mampu bernyanyi dalam lagu berbahasa Inggris
- d) Mampu memahami apa yang orang lain ucapkan dalam Bahasa Inggris
- e) Lainnya

8. Kemampuan Bahasa Inggris yang ingin Anda tingkatkan

- a) Mendengarkan (*Listening*)
- b) Berbicara (*Speaking*)
- c) Membaca (*Reading*)
- d) Menulis (*Writing*)
- e) Lainnya

9. Dalam pembelajaran Bahasa Inggris Anda ingin materi Bahasa Inggris

- a) Ada materi Bahasa Inggris yang disesuaikan dengan jurusan saya
- b) Ada tambahan dari guru tentang Bahasa Inggris di jurusan saya
- c) Ada pembelajaran *speaking*

- d) Ada *game* di setiap bab
 - e) Lainnya
10. Dalam pembelajaran berbicara (*speaking*), input yang Anda inginkan berupa
- a) Model monolog dan dialog
 - b) Model monolog dan dialog yang disertai dengan gambar
 - c) Model monolog dan dialog yang disertai dengan daftar kosa kata baru serta cara pengucapannya
 - d) Materi otentik yang sering dijumpai
 - e) Lainnya
11. Dalam belajar berbicara (*speaking*) topik yang Anda inginkan berkaitan dengan.
- a) Kehidupan sehari-hari
 - b) Pendidikan/sekolah
 - c) Bidang jasa boga
 - d) Isu/berita terkini
 - e) Lainnya
12. Jenis tugas Bahasa Inggris yang Anda sukai adalah
- a) Tugas presentasi
 - b) *Role play* (bermain peran)

- c) Percakapan dengan teman
 - d) Melengkapi percakapan rumpang berdasarkan *audio* yang didengar
 - e) Lainnya
13. Dalam mengerjakan tugas, Anda lebih suka mengerjakan secara
- a) Individu
 - b) Berpasangan
 - c) Berkelompok dalam jumlah kecil 3-5 orang
 - d) Bekerjasama dengan semua teman dikelas
 - e) Lainnya
14. Anda lebih nyaman jika pembelajaran *speaking* dilaksanakan di
- a) Ruang kelas
 - b) Luar kelas, seperti di taman atau dilapangan
 - c) Perpustakaan
 - d) Lab. Bahasa
 - e) Lainnya
15. Anda lebih suka pembelajaran *speaking* menggunakan media
- a) Gambar

- b) Video
- c) Musik
- d) Game
- e) Lainnya

16. Jika ada modul tambahan, Anda ingin modul itu

- a) Modul itu berisi permainan dalam pembelajaran
- b) Modul itu berisi kosa kata lengkap
- c) Modul itu berisi materi tambahan tentang jasa boga
- d) Modul itu berisi lagu
- e) Lainnya

17. Apa tanggapan Anda mengenai modul tambahan pada jurusan jasa boga dalam pembelajaran *speaking* ?

- a) Saya akan merasa sangat terbantu
- b) Saya rasa tidak perlu ada modul baru
- c) Modul baru akan menambah tugas saya sebagai siswa
- d) Modul tambahan akan menambah wawasan saya
- e) Lainnya

18. Pada saat kegiatan belajar mengajar berlangsung, Anda lebih menginginkan jika guru

- a) Memotivasi Anda saat mengerjakan latihan soal

- b) Mendorong dan mengarahkan Anda untuk menggunakan kreatifitas Anda sendiri
- c) Mengarahkan para siswa untuk mengerjakan soal/latihan
- d) Menciptakan suasana bagi siswa untuk aktif dalam menyelesaikan suatu masalah dan mengerjakan tugas
- e) Lainnya

19. Pada saat pembelajaran *speaking*, metode apa yang sering digunakan oleh guru?

- a) Menjelaskan materi sesuai dengan buku pegangan Bahasa Inggris kemudian memberi tugas
- b) Memberi pelajaran sedikit kemudian memberikan kesempatan siswa untuk praktik berbicara dalam Bahasa Inggris
- c) Membiarkan siswa mengeksplorasi materi sendiri
- d) Menggunakan beberapa permainan menarik
- e) Lainnya

20. Pada saat pembelajaran berlangsung anda lebih suka.....

- a) Hanya mendengarkan penjelasan dari guru
- b) Dituntun dalam setiap mengerjakan tugas yang diberikan
- c) Mengajukan pertanyaan dan pendapat anda mengenai jasa boga

d) Berdiskusi aktif dengan siswa lain agar mendapat tambahan ilmu

e) Lainnya

Appendix 5

LIST OF STUDENTS' NAME

No	Name
1	Aldi Nur Iman
2	Aldila Rahmania Agustin
3	Anita Nur Aeni
4	Artika Dwi Irjayanti
5	Auzan Amanatul Agnar
6	Ayuni
7	Bunga Triana
8	Cinta Nusantari
9	Dea Sapitri
10	Dina Aulia
11	Diyana Maharani
12	Dyah Nova Putri Aulia
13	Eka Arista Febriyanti
14	Elja Suwalsih Agustin
15	Endah Puji Rahayu

16	Erika Wahyuni
17	Fani Rahmawati
18	Hilda Sekar Viandari
19	Ika Malinda
20	Intan Yuli Asih
21	Irfan Zakaria
22	Jelita Rusmawati
23	Lita Lutfia Rahma
24	Mohamad Faisal Amirullah
25	Mohhammad Dzaky Abe Naufal
26	Nadya Muramalina
27	Nunung Nuriah
28	Pingkan Ristiliana
29	Rani Manti Mantyas
30	Rantika
31	Stephanie Evangelica
32	Suciati
33	Syifa Ullayyinah

34	Tania Tri Juliyanti
35	Tria Alisia Safitri
36	Widia Sari

Appendix 6

LIST OF STUDENTS IN PRELIMINARY FIELD TESTING

No	Name	Code
1	Aldi Nur Iman	PT-1
2	Aldila Rahmania Agustin	PT-2
3	Anita Nur Aeni	PT-3
4	Artika Dwi Irijayanti	PT-4
5	Auzan Amanatullah Agnar	PT-5
6	Ayuni	PT-6
7	Bunga Triana	PT-7
8	Cinta Nusantari	PT-8
9	Dea Sapitri	PT-9
10	Dina Olivia	PT-10
11	Diyana Maharani	PT-11
12	Dyah Nova Putri Aulia	PT-12
13	Eka Arista Febrianti	PT-13
14	Elja Suwalsih Agustin	PT-14
15	Endah Puji Rahayu	PT-15

16	Jelita Rusmawati	PT-16
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Appendix 7

PRE-TEST

1. Look at the picture below.



2. Make a dialogue in groups of four students based on the picture and the following situation. Please, make sure to use your own identities.

Situation: A woman is interviewed as a waitress applicant in a big restaurant. She focuses on answering all of the given questions about personal profile, information, capability and inability.

3. Demonstrate the dialogue and record your practice in video format.

Appendix 8

POST-TEST

1. Look at the picture below.



2. Make a dialogue in groups of three students based on the picture and the following situation. Please, make sure to use your own identities.

Situation: There are two customers, a man and a woman, coming to a restaurant. They have a reservation at 8 p.m. They are going to have dinner. The man has allergic to seafood. The waiter suggests the man to change the menu, because the ordered menu contains seafood ingredients. The woman complains to the waiter about the menu.

3. Demonstrate the dialogue and record your practice in video format.

Appendix 9

STUDENTS' PERCEPTION QUESTIONNAIRE

1. Apakah modul *English Speaking for the Tenth Grade of Culinary Arts Study Program* bermanfaat untuk menambah wawasan?
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Ragu-ragu/netral
 - d. Setuju
 - e. Sangat setuju
2. Apakah materi dalam modul *English Speaking for the Tenth Grade of Culinary Arts Study Program* mudah dipahami?
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Ragu-ragu/netral
 - d. Setuju
 - e. Sangat setuju
3. Apakah informasi yang disampaikan dalam modul *English Speaking for the Tenth Grade of Culinary Arts Study Program* jelas?
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Ragu-ragu/netral
 - d. Setuju
 - e. Sangat setuju
4. Apakah bahasa yang digunakan dalam modul *English Speaking for the Tenth Grade of Culinary Arts Study Program* mudah dimengerti?
 - a. Sangat tidak setuju

- b. Tidak setuju
 - c. Ragu-ragu/netral
 - d. Setuju
 - e. Sangat setuju
5. Apakah peneliti menyampaikan materi dengan baik?
- a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Ragu-ragu/netral
 - d. Setuju
 - e. Sangat setuju
6. Bagaimana kesan Anda belajar menggunakan modul *English Speaking for the Tenth Grade of Culinary Arts Study Program*?
- a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Ragu-ragu/netral
 - d. Setuju
 - e. Sangat setuju
7. Apakah materi dalam modul *English Speaking for the Tenth Grade of Culinary Arts Study Program* sesuai dengan materi Jasa Boga?
- a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Ragu-ragu/netral
 - d. Setuju
 - e. Sangat setuju

8. Apakah materi Jasa Boga terangkum lengkap dalam modul *English Speaking for the Tenth Grade of Culinary Arts Study Program*?
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Ragu-ragu/netral
 - d. Setuju
 - e. Sangat setuju

9. Apakah design modul *English Speaking for the Tenth Grade of Culinary Arts Study Program* menarik?
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Ragu-ragu/netral
 - d. Setuju
 - e. Sangat setuju

10. Apakah font, ukuran huruf, dll dalam modul *English Speaking for the Tenth Grade of Culinary Arts Study Program* menarik dan dapat membuat pembaca lebih tertarik dalam membaca modul ini?
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Ragu-ragu/netral
 - d. Setuju
 - e. Sangat setuju

ANGKET PERSEPSI SISWA TERHADAP MODUL ENGLISH SPEAKING MODULE
FOR THE TENTH GRADE OF CULINARY ARTS STUDY PROGRAM

Nama : Aldila Retmania Agustin

No. Absen : 02

1. Apakah modul *English Speaking for the Tenth Grade of Culinary Arts Study Program* bermanfaat untuk menambah wawasan?
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Ragu-ragu/netral
 - d. Setuju
 - e. Sangat setuju
2. Apakah materi dalam modul *English Speaking for the Tenth Grade of Culinary Arts Study Program* mudah dipahami?
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Ragu-ragu/netral
 - d. Setuju
 - e. Sangat setuju
3. Apakah informasi yang disampaikan dalam modul *English Speaking for the Tenth Grade of Culinary Arts Study Program* jelas?
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Ragu-ragu/netral
 - d. Setuju
 - e. Sangat setuju
4. Apakah bahasa yang digunakan dalam modul *English Speaking for the Tenth Grade of Culinary Arts Study Program* mudah dimengerti?
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Ragu-ragu/netral
 - d. Setuju
 - ~~e. Sangat setuju~~
5. Apakah peneliti menyampaikan materi dengan baik?
 - a. Sangat tidak setuju
 - b. Tidak setuju
 - c. Ragu-ragu/netral
 - d. Setuju

- c. Sangat setuju
6. Bagaimana kesan Anda belajar menggunakan modul *English Speaking for the Tenth Grade of Culinary Arts Study Program*?
- Sangat tidak setuju
 - Tidak setuju
 - Ragu-ragu/netral
 - Setuju
 - Sangat setuju
7. Apakah materi dalam modul *English Speaking for the Tenth Grade of Culinary Arts Study Program* sesuai dengan materi Jasa Boga?
- Sangat tidak setuju
 - Tidak setuju
 - Ragu-ragu/netral
 - Setuju
 - Sangat setuju
8. Apakah materi Jasa Boga terangkum lengkap dalam modul *English Speaking for the Tenth Grade of Culinary Arts Study Program*?
- Sangat tidak setuju
 - Tidak setuju
 - Ragu-ragu/netral
 - Setuju
 - Sangat setuju
9. Apakah design modul *English Speaking for the Tenth Grade of Culinary Arts Study Program* menarik?
- Sangat tidak setuju
 - Tidak setuju
 - Ragu-ragu/netral
 - Setuju
 - Sangat setuju
10. Apakah font, ukuran huruf, dll dalam modul *English Speaking for the Tenth Grade of Culinary Arts Study Program* menarik dan dapat membuat pembaca lebih tertarik dalam membaca modul ini?
- Sangat tidak setuju
 - Tidak setuju
 - Ragu-ragu/netral
 - Setuju
 - Sangat setuju

Appendix 10

PRE-TEST SCORE

C	Name	Pronunciation	Vocabulary	Fluency	Content	Skill Performance	Score (X2)
1	Aldi Nur Iman	5	7	5	6	5	56
2	Aldila Rahmania	5	8	6	5	5	58
3	Anita Nur Aeni	9	9	6	6	5	70
4	Artika Dwi I.	8	7	6	6	5	64
5	Auzan Amanatul	7	6	7	8	7	70
6	Ayuni	4	7	9	7	5	64
7	Bunga Triana	4	7	5	7	5	56
8	Cinta Nusantari	7	6	7	8	7	70
9	Dea Sapitri	5	5	5	5	5	50
10	Dina Aulia	5	6	5	8	7	62
11	Diyana Maharani	5	7	5	6	5	56
12	Dyah Nova Putri	8	7	6	6	5	64
13	Eka Arista F.	9	7	5	8	6	70
14	Elja Suwalsih A.	5	7	9	7	5	66

15	Endah Puji R.	7	6	7	8	7	70
16	Erika Wahyuni	5	6	5	8	7	62
17	Fani Rahmawati	6	6	7	8	8	70
18	Hilda Sekar V.	5	6	5	8	7	62
19	Ika Malinda	6	7	8	6	5	64
20	Intan Yuli Asih	5	7	8	6	5	62
21	Irfan Zakaria	5	5	5	5	5	50
22	Jelita Rusmawati	7	9	8	7	7	76
23	Lita Lutfia R.	5	7	9	6	5	64
24	Mohamad Faisal	5	5	5	5	5	50
25	M. Dzaky Abe N.	6	6	6	6	6	60
26	Nadya M.	5	7	8	6	5	62
27	Nunung Nuriah	9	7	6	8	6	72
28	Pingkan Ristiliana	6	7	8	6	5	64
29	Rani Manti M.	5	8	7	5	7	64
30	Rantika	8	7	9	7	8	78
31	Stephanie E.	5	8	5	5	7	60
32	Suciati	6	7	8	6	5	64

33	Syifa Ullayyinah	9	7	6	8	6	72
34	Tania Tri J.	5	6	5	8	7	62
35	Tria Alisia Safitri	7	7	6	7	7	68
36	Widia Sari	6	8	7	5	7	66

*Appendix 11***POST-TEST SCORE**

c	Name	Pronu nciati on	Vocab ulary	Flue ncy	Cont ent	Skill Perfor mance	Score (X2)
1	Aldi Nur Iman	6	8	6	8	6	68
2	Aldila Rahmania	7	8	7	8	7	74
3	Anita Nur Aeni	8	8	8	8	7	78
4	Artika Dwi I.	8	8	7	8	6	74
5	Auzan Amanatul	8	8	8	8	8	80
6	Ayuni	66	8	9	8	5	72
7	Bunga Triana	5	7	6	8	6	64
8	Cinta Nusantari	8	8	8	9	8	82
9	Dea Sapitri	6	7	6	8	5	64
10	Dina Aulia	7	8	8	8	8	78
11	Diyana Maharani	7	9	8	8	6	76
12	Dyah Nova Putri	8	8	6	8	5	70
13	Eka Arista F.	9	8	8	8	8	82
14	Elja Suwalsih A.	6	7	9	8	5	70

15	Endah Puji R.	9	9	8	8	7	82
16	Erika Wahyuni	7	8	8	8	7	76
17	Fani Rahmawati	7	7	7	8	7	72
18	Hilda Sekar V.	6	7	7	8	7	70
19	Ika Malinda	7	9	8	8	7	78
20	Intan Yuli Asih	7	7	8	8	6	72
21	Irfan Zakaria	6	6	6	8	6	64
22	Jelita Rusmawati	6	7	8	8	6	70
23	Lita Lutfia R.	6	7	9	8	5	70
24	Mohamad Faisal	6	6	6	8	6	64
25	M. Dzaky Abe N.	7	7	7	8	6	70
26	Nadya M.	6	7	8	7	6	68
27	Nunung Nuriah	9	9	9	8	8	86
28	Pingkan Ristiliana	8	7	6	8	6	70
29	Rani Manti M.	7	8	7	8	6	72
30	Rantika	7	8	8	8	7	76
31	Stephanie E.	8	8	8	8	7	78
32	Suciati	6	7	8	8	6	70

33	Syifa Ullayyinah	9	10	9	8	9	90
34	Tania Tri J.	7	8	7	8	7	74
35	Tria Alisia Safitri	8	8	8	8	7	78
36	Widia Sari	7	8	8	8	7	76

Appendix 12

**DESCRIPTIVE ANALYSIS
OF PRE-TEST AND POST-TEST SCORE**

Descriptives

		Statistic	Std. Error
Pre_test	Mean	63.89	1.101
	95% Confidence Interval for Lower Bound	61.65	
	Upper Bound	66.12	
	5% Trimmed Mean	63.93	
	Median	64.00	
	Variance	43.644	
	Std. Deviation	6.606	
	Minimum	50	
	Maximum	78	
	Range	28	
	Interquartile Range	10	
	Skewness	-.185	.393
	Kurtosis		.768
		.041	

Post_test	Mean		73.83	1.031
	95% Confidence Interval for Mean	Lower Bound	71.74	
		Upper Bound	75.93	
	5% Trimmed Mean		73.58	
	Median		73.00	
	Variance		38.257	
	Std. Deviation		6.185	
	Minimum		64	
	Maximum		90	
	Range		26	
	Interquartile Range		8	
	Skewness		.463	.393
	Kurtosis		.157	.768

STUDENTS' ASSIGNMENT

UNIT 2

No. :
Date :

Nama : Anisa Nur Anis
Kelas : X Tato Boga B
No : 3

Task 1

Look at the picture below Then, respond to the questions that follows.

What situation happens in the picture?

a. Customer's order
X Customer's complaint

Task 4

Decide whether these following expressions are expressing Corability or inability by giving a tick (✓) in the right column. Number 1 has been done for you.

Statements	Corability	Inability
1. I know how to organize systems that have been having problems.	✓	
2. I am good at putting together teams of people to accomplish a task.	✓	
3. I'm not able to finish 100 bowls of soup in an hour.		✓
4. Making a dessert is my expertise.	✓	
5. I have the qualification to join this restaurant.	✓	
6. I was capable of assisting the Korean head chef.	✓	
7. I am not good at controlling mac ke relation.		✓
8. I am not too bad at managing the nutrients.		✓
9. To be a souder chef wasn't my qualification.		✓
10. I'm afraid I can't handle the customer's complain.		✓



Appendix 14

SURAT PERNYATAAN VALIDASI

Saya yang bertanda tangan dibawah ini:

Nama : Tria Novika Ningrum, S.Pd.
NIP : 198911032019022006
Instansi : SMK N 1 Kersana
Alamat instansi : Jl. Raya Jagapura, Desa Jagapura, Kersana-Brebes
Alamat rumah : Desa Wanasari RT 7/ RW 2, Wanasari- Brebes

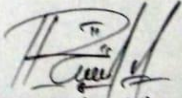
Menyatakan bahwa saya telah memberikan penilaian dan masukan pada Pengembangan Modul Bahasa Inggris Pada Materi Berbicara Untuk Program Jasa Boga Kelas X SMK N 1 Kersana-Brebes yang disusun oleh:

Nama : Saily Rahmatika
Nim : 1503046096
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Keguruan

Harapan saya, penilaian dan masukanyang diberikan dapat digunakan untuk menyempurnakan tugas skripsi mahasiswa yang bersangkutan.

Brebes, 25 September 2020

Validator


Tria Novika Ningrum, S.Pd.
NIP. 19891103 201902 2006

Appendix 15

SURAT PERNYATAAN VALIDASI

Saya yang bertanda tangan dibawah ini:

Nama : ABDUL KHOLIQ, S.pd. Gr.
NIP : -
Instansi : SMK N 1 Kersana
Alamat instansi : Jl. Raya Jagapura - Kersana
Kersana - Brebes
Alamat rumah : Perumnas Ketanggungan Rt.01/Pw.03
Ketanggungan - Brebes

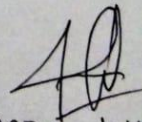
Menyatakan bahwa saya telah memberikan penilaian dan masukan pada Pengembangan Modul Bahasa Inggris Pada Materi Berbicara Untuk Program Jasa Boga Kelas X SMK N 1 Kersana-Brebes yang disusun oleh:

Nama : Saily Rahmatika
Nim : 1503046096
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Keguruan

Harapan saya, penilaian dan masukanyang diberikan dapat digunakan untuk menyempurnakan tugas skripsi mahasiswa yang bersangkutan.

Brebes, 25 September 2020

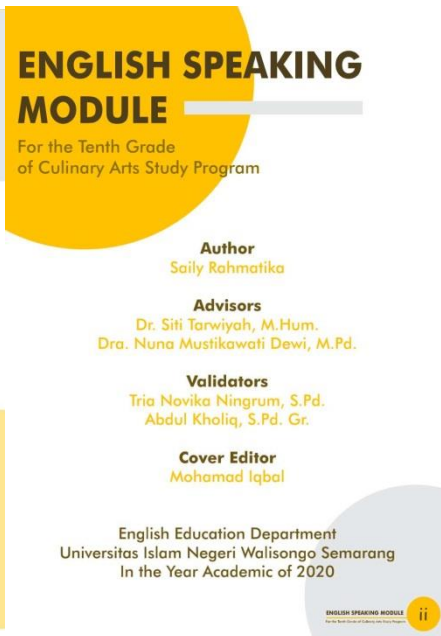
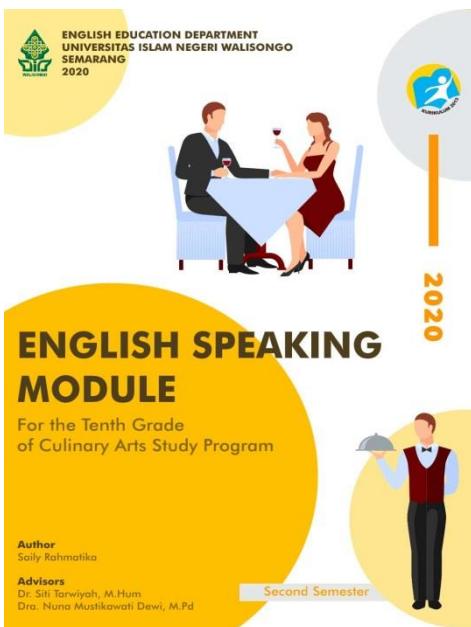
Validator



ABDUL KHOLIQ, S.pd. Gr.

NIP.

ENGLISH SPEAKING MODULE



Preface

I would like to thank to Allah who has given me a chance to compile and finish this module. Shalawat and salutation are raised into our prophet Muhammad who has brought us from Jahiliyyah era into smart era.

This module is arranged as learning source for students of vocational high school in learning speaking skill. The writer develops this module based on student's major that is Culinary Arts. program. It compiled English materials with the major's materials. It proposed that students are interesting in learning. English and developing their major's skill.

This module is designed for the tenth grade students of Culinary Arts study program of SMK N 1 Kersana based on the implementation of K-13 containing 5 stages of learning. This module also completed with exercises to measure students' understanding of the material contained in the module.

The writer says thank you very much to everyone who has helped the writer in compiling this module, especially to my thesis advisors Mrs. Dr. Siti Tarwiyah, M.Hum and Mrs. Dra. Nuna Mustikawati Dewi, M. Pd. The writer realized that there are many mistakes in this module. Suggestions are needed to make this module better.

Semarang, 1st of August 2020

Writer,

Saily Rahmatika
1503046096

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Basic Competence and Indicators

No.	Theme	Basic Competence	Indicators
1	I have a qualification for this job	<p>3.6 Applying social function, text structure, and linguistic elements about asking and giving information orally. (Pay attention to simple linguistic elements of past tense vs present perfect tense).</p> <p>4.6 Arranging transactional interaction text, oral and written, short and simple about asking and giving information.</p>	<p>3.6.1.1 Students are able to choose the right expression based on the picture.</p> <p>3.6.1.2 Students are able to ask teacher some questions based on the previous picture.</p> <p>3.6.1.3 Students are able to distinguish capability and inability expressions.</p> <p>3.6.1.4 Students are able to know the common questions on the interview.</p> <p>3.6.1.5 Students are able to decide true or false statements.</p> <p>3.6.1.6 Students are able to pronounce the words correctly.</p> <p>3.6.1.7 Students are able to know the meaning of the words.</p> <p>3.6.1.8 Students are able to fill in the blanks of the dialogue.</p> <p>3.6.1.9 Students are able to match the short conversation with the right situation.</p> <p>4.6.1.1 Students are able to make a dialogue using the right expressions.</p> <p>4.6.1.2 Students are able to share their dialogue to a friends in front of the class.</p>

ENGLISH SPEAKING MODULE
Book for Senior High School and Equivalent

v

No.	Theme	Basic Competence	Indicators
2	What do you want to eat?		<p>3.6.2.1 Students are able to determine the situation happens based on the picture.</p> <p>3.6.2.2 Students are able to ask teacher some questions based on the previous picture.</p> <p>3.6.2.3 Students are able to distinguish handling order and handling complaint expressions.</p> <p>3.6.2.4 Students are able to pronounce the words related to handling order and handling complaint correctly.</p> <p>3.6.2.5 Students are able to know the meaning of the words related to order and complaint.</p> <p>3.6.2.6 Students are able to rearrange the dialogue about handling complaint correctly.</p> <p>4.6.2.1 Students are able to make a dialogue using the right expressions of handling order and handling complaint.</p> <p>4.6.2.2 Students are able to share their dialogue to friends in front of the class.</p>

ENGLISH SPEAKING MODULE
Book for Senior High School and Equivalent

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User Manual

For teacher:

The things that teachers should pay attention for using this module are:

1. Use this module based on the stages provided.
2. Every unit will be divided into two meetings, the first meeting starts from observing to associating stages which are the stage of developing knowledge. The second meeting starts from creating to reflecting stages which are the stage of developing skill.
3. Explaining the instructions of the module to students briefly and clearly.
4. Demonstrating the dialogue with the clear pronunciation in order to students can imitate his/her pronunciation.
5. Explaining the materials provided to students.
6. Teacher may add other references for completing the materials.

For student:

The things that students should pay attention for using this module are:

1. Use this module based on the stages provided.
2. Following the module's instruction carefully.
3. Learning the module's materials.
4. Asking more explanation to the teacher when the students do not understand the materials or the instructions.
5. Doing all of the practice and evaluation honestly and correctly.

ENGLISH SPEAKING MODULE
Book for Senior High School and Equivalent

vii

UNIT 1

I have a qualification for this job

Having graduated from vocational high school, there are many job vacancies waiting for you to prove your qualification as a culinary student. When you apply a job, you will be interviewed about your capability in cooking and serving food. Do you know how to express that you are able to do something? In this unit, you will learn how to express your capability and inability with the right expression, also asking and responding expression.

In this unit, you will learn how to:

1

Express capability and inability

2

Ask something to other.

3

Respond someone's questions.

ENGLISH SPEAKING MODULE
Book for Senior High School and Equivalent

1

Observing

UNIT 1

WARM-UP

Look at the picture about an applicant and interviewer. What do you think of what they are saying? Complete the free space in the picture. Choose the right expression below!



Restaurant

Visit

Meet

Help

Good Morning

Office

ENGLISH SPEAKING MODULE 2

Exploring

UNIT 1

Let's listen

Task 1

Listen to your teacher reading the dialogue between Mr. Edward and Sally!

- Sally : Good morning, I am here for my interview.
 Mr. Edward : Hello, nice to meet you. I am Mr. Edward. Do you have any trouble for finding this place?
 Sally : Nice to meet you too Mr. Edward. No, your assistant gave wonderful directions.
 Mr. Edward : Please have a seat.
 Sally : Thank you. This is a copy of my curriculum vitae and references.
 Mr. Edward : OK. I will take a look of these. I see you have an interest for Entremetier or vegetable chef, don't you?
 Sally : Yes, that's right. I have three years experiences as an Entremetier chef in Korean restaurant in Jakarta three months ago.
 Mr. Edward : Have you ever worked in other restaurant?
 Sally : I have never worked in other restaurant, sir. That's my first experience.
 Mr. Edward : OK. Can you tell me about your skill as a chef?
 Sally : I started to work as an Entremetier chef since I was graduated from vocational high school with culinary arts major. I am good at choosing and processing fresh vegetables.
 Mr. Edward : That's good. Based on good performance reviews, you are welcome in this restaurant. We will be in contact soon after this interview.
 Sally : Thank you very much for the time. I look forward to hearing from you.

ENGLISH SPEAKING MODULE 4

Questioning

UNIT 1

I want to know:

- What is _____ ?
- How to _____ ?

From the observations above, I found some questions that should be answered:

1. _____
2. _____
3. _____
4. _____
5. _____

ENGLISH SPEAKING MODULE 3

Task 2

Listen again to the dialogue then answer the following questions.

1. What is the relationship between Mr. Edward and Sally? Have they met each other before?
2. Does Mr. Edward ask information from Sally? How do you know?
3. Write down the expressions used by Mr. Edward to ask Sally!

Task 3

Work in group of five and study the following explanation! In the dialogue task 1, you find the following expression:

I am good at choosing fresh vegetables and their processing.

This expression is the expression to express your capability(s) or to express that you are able to do something. Here are the other expressions that can be used to express capability or inability.

Expressing Capability	Expressing Inability
I know how to ...	I'm not sure I can ...
I know something about ...	I have no idea how to ...
I'm pretty good at ...	I have no experience of ...
I'm able to ...	I don't feel capable of ...
I have experience of ...	I don't have the ability to ...
I'm capable of ...	I don't think I have qualifications ...

Example of expressing inability:

1. I'm not sure I can charge for the right shift.
2. I don't feel capable of cooking a steak.
3. I don't think I have qualification of managing the stock.
4. I have no experience of making vegetarian food.

Example of expressing capability:

1. I'm pretty good at decorate a cake.
2. I'm able to work with a team.
3. I have experience in making Italian pasta.
4. I know how to make a garnish and decorate a plate.

ENGLISH SPEAKING MODULE 5

Task 4

Decide whether these following expressions are expressing capability or inability by giving a tick (✓) in the right column. Number 1 has been done for you.

	Statements	Capability	Inability
1	I know how to organize systems that have been having problems.	✓	
2	I am good at pulling together teams of people to accomplish a task.		
3	I'm not able to finish 100 bowls of soup in an hour.		
4	Making a dessert is my expertise.		
5	I have the qualification to join this restaurant.		
6	I was capable of assisting the Korean head chef.		
7	I am not good at controlling stock rotation.		
8	I am not too bad at managing the nutrients.		
9	To be a saucier chef wasn't my qualification.		
10	I'm afraid I can't handle the customer's complain.		

Let's Study

These are some of the interview questions you'll be asked for a wait staff job.

- What jobs have you worked that required you to be in a fast-paced and crowded environment? How did you maintain quality standards in this environment?
- What do you consider to be good customer service?
- Describe a time when you had to deal with a particularly difficult customer/table. How did you handle the situation? Is there anything you would have done differently?
- Have you ever taken charge in a restaurant in an emergency?
- How do you handle fast-paced work environments?
- How do you entertain customers as a waiter?
- What is the most difficult part of being a waiter?
- Imagine a customer asks for an item on the menu that is not available at the time. How do you convince him to select something else?
- What would you do if a customer sent his meal back?
- If a customer asks for a suggestion, what would you say?
- What is your favorite item on our menu?

Task 5

Read the dialogue between Steven and Rose and decide whether the statements that follow are true or false. No. 1 has been done for you.

Steven: Hi Rose. I think that I should apply the job vacancy in Red Kitchen restaurant, but I'm hopeless at having an interview in English. Can you give me any good tips?

Rose: Mmm. That's a tough one. I guess the first thing is to try making a good impression.

Steven: That sounds like good advice. But seriously, how do I make a good first impression? I have no idea about how to make a good impression.

Rose: To begin with, you should firmly shake the interviewer's hand while greeting him or her with a smile. Be sure to keep eye contact, especially when listening to the interviewer.

Steven: That sounds great. I'm sure I can do that.

Rose: The second thing is to have confidence. You get confidence from being prepared. You should learn a little bit about the company before the interview. You should also anticipate possible questions, and think about how you will answer.

Steven: I never thought about that before. You're really smart, Rose! But what should I do if I can't remember an English word when I'm answering a question?

Rose: In that case, you have to paraphrase. In other words, you have to explain what you want to say.

Steven: That's very helpful, Rose. Thank you so much. I feel able to have an interview in English now.

No.	Statements	True	False
1	Rose and Steven are friends.	✓	
2	Steven is thinking of applying for a job at a hotel.		
3	Steven has no a problem at having interview in English.		
4	Rose suggests Steven to make a good impression to the interviewer.		
5	Rose says that greeting and shaking the interviewer's hand will make a good impression.		
6	Steven shouldn't keep eye contact with the interviewer during interview.		
7	Rose wants Steven to be confident by learning a bit about the company.		
8	Steven should be ready with possible questions and how to answer them.		
9	Paraphrase means explaining an English word using bahasa Indonesia.		
10	Smiling is one of way to make a good impression.		

Say it Right!

Task 6

Learn these phonetic transcriptions then try to pronounce them. Ask your friend to listen to while he/she is looking at the transcriptions.

Words	Phonetic Transcription
Assistant (n)	ə'ɪsɪstənt
Direction (n)	dɪ'rekʃən
Reference (n)	rɪ'fərəns
Curriculum Vitae (n)	kʌ'rɪkjʊləm 'vi:təʊ
Interview (n)	ɪn'tervjuː
Vegetable (n)	'vedʒəbəl
Choose (v)	tʃuːz
Chef (n)	tʃef
Restaurant (n)	rɪ'restɔːrənt
Welcome (v)	'welkʌm

Word Bank

Task 7

Match the words in the left with the correct meaning. The example is given for you.

Words	Meaning
Service	Person being taught how to do particular job
Assistant	Skill or power
Occupation	Activity that fills your time
Recruit	System or business that meets public needs
Trainee	Person who helps or supports somebody, usually in their job
Ability	Find somebody to join a company

Associating

UNIT 1

Task 8

Read the dialogue and fill in the blank!

Laura : Good afternoon, thank you for the opportunity to for this position.
 Mrs. Sophia : Hello, have a seat. I am Sophia. I am assuming you found your way here with no trouble.
 Laura : Actually, I am very familiar with the area so there was absolutely no problem.
 Mrs. Sophia : I am curious, as to why you want to your current employer.
 Laura : in switching fields.
 Mrs. Sophia : Do you feel that you are exceptionally good at anything in particular?
 Laura : at pulling together teams of people to accomplish a task.
 Mrs. Sophia : What are you not good at?
 Laura : I am with myself at times and I'm hard on myself.
 Mrs. Sophia : We appreciate hearing that about you.

-Leave -I am interested
 -I'm good -Impatient
 -Interview

Task 9

Look at the short conversations below and listen to your teacher. Match the short conversation and the situation. The example is given for you.

A: Why do you want to work at this restaurant as waitress?
 B: I really like the kind of food the restaurant serves. I love Italian food and I wanted to apply for a job where I could show my passion for the food when customers ask me questions.

Showing Capability

A: What is your weakness?
 B: I don't have ability to manage the team and I'm not sure I can work over time.

Asking Information

A: Tell us are you comfortable carrying serving plates?
 B: I can comfortably carry two plates from the kitchen to the restaurant. Depending on the plates, I can sometimes carry three at a time.

Personal Profile

A: Can you tell me about yourself?
 B: I began my career as a pastry Chef, but in few years ago I switched to entrepreneur Chef because I like in switching field to improve my experience. I've been building a career as a Chef for the last 5 years.

Showing Inability

Creating

UNIT 1

Task 10

In pairs, make a dialogue by choosing one of the following situations. Use the expressions of capability and inability in the dialogue.

Situation 1:
 The setting is in an interview room of a catering company. Student A has a role as a job applicant and student B is the interviewer. Use your own names and personal information.

Situation 2:
 The setting is in a workplace/kitchen. Student A is a pastry chef. Student B is the assistant of student A, the student B wants to apply a job in another company. She/he needs suggestion and tips from student A about being a pastry chef. Use your own names and personal information.

Situation 1 or 2

Communicating

UNIT 1

Task 11

Please share the dialogue with your friends in front of the class!

Task 12

Interview your friends about their culinary skills and capabilities and what they will do in the future with those skills. Present your finding in front of the classroom.

Reflecting

UNIT 1

Reflecting

Now I Know :

.....

The part I like the most!
 The Part I am still confused
 The part I want to improve

UNIT 2

What do you want to eat?

In the future, you will probably join a catering company which requires you to deliver foods to customers. It is possible that you will not only have an order but also a complaint. Do you know how to handle customer's orders and complaints? In this unit, you will learn how to handle customer's orders and complaints in the restaurant.

In this unit, you will learn how to:

1

Handling customer's order

2

Handling customer's complaint

ENGLISH SPEAKING MODULE 14

Observing

UNIT 2

WARM-UP

Task 1

Look at the picture below. Then, respond to the question that follows.



What situation happens in the picture?
a. Customer's order
b. Customer's complaint

ENGLISH SPEAKING MODULE 15

Questioning

UNIT 2

Task 2

I want to know:

- What is _____ ?
- How to _____ ?

From the observations above, I found some questions that should be answered:

- _____
- _____
- _____
- _____
- _____

ENGLISH SPEAKING MODULE 16

Exploring

UNIT 2

Let's listen

Task 3

Listen to your teacher reading the dialogue between Billy and a waiter!

Waiter: Welcome to J-style restaurant. How can I help you?

Billy : A table for two, please.

Waiter: Have you reserved the table?

Billy : Yes, I have.

Waiter: Certainly, Sir. Would you follow me, please? (Showing a table) Please be seated.

Billy : Thank you.

Waiter: Is there anything that you would like to have?

Billy : Do you have any suggestion?

Waiter: Sure. We have honey butter chicken for non-vegetarian and our famous salad for vegetarian.

Billy : Okay. We will have the honey butter chicken. What makes your salad so famous? What makes it different?

Waiter: Our salad is the combination of vegetables and fruits with sweet, sour and creamy dressings.

Billy : I think it's quite tempting and goes well with our chicken. We'll take it too.

Waiter: Certainly, Sir. Is there anything for your drink?

Billy : We would like iced lemon tea and orange juice, please.

Waiter: Certainly Sir. I'm going to repeat your order. Two honey butter chickens, two salads, iced lemon tea, and orange juice. Is that right?

Billy : Yes, it is.

Waiter: Certainly, sir. Please wait for a moment. I will serve you our welcome dish. It is fruit pancake that goes well for your appetizer.

Billy : That's nice of you. That would be great.

Waiter: Here is your appetizer. Please enjoy while waiting for a main dish.

Billy : We'll happily wait for it.

Waiter: Here is your order, Sir. Please, enjoy your meal.

Billy : Those look so great.

(45 minutes later)

Billy : Waiter

Waiter: Is there anything else, Sir?

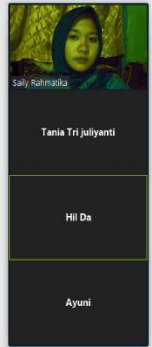
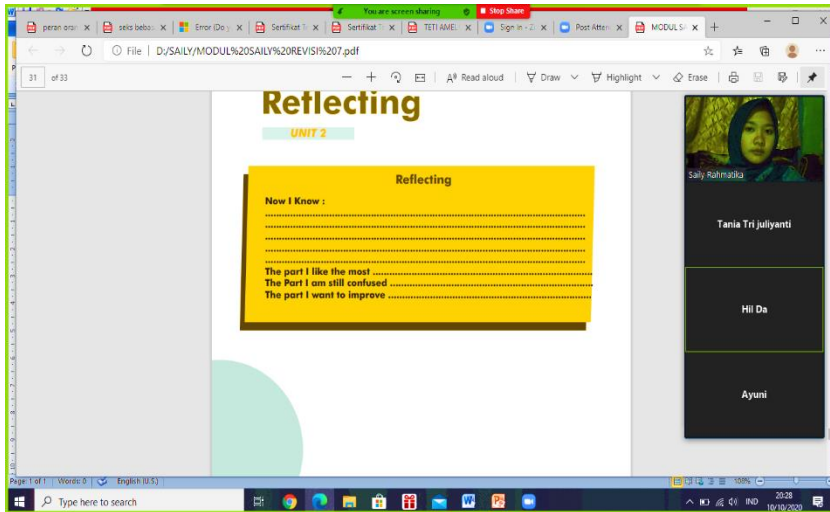
Billy : No, just the check please.

Waiter: Certainly Sir. Here it is.

ENGLISH SPEAKING MODULE 17

Appendix 17

TEACHING AND LEARNING PROCESS



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20 of 33

Read aloud Draw Highlight Erase

Communicating

UNIT 1

Task 11

Please share the dialogue with your friends in front of the class!

Task 12

Interview your friends about their culinary skills and capabilities and what they will do in the future with those skills. Present your finding in front of the classroom.

Reflecting

UNIT 1

Reflecting

Sally Rahmatika

Aidia Rahmania Agurtin

Tania Tri Julyanti

Widia Sari

Type here to search

2021 06/10/2023





Appendix 18



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: B-4139/Un.10.3/D.1/PP.00.9/09/2020

10 September 2020

Lamp : -

Hal : Mohon Izin Riset

a.n. : Saily Rahmatika

NIM : 1503046096

Yth.

Kepala SMK N 1 Kersana

di tempat

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Saily Rahmatika

NIM : 103046096

Alamat : Da. Cikeusal Kidul RT 06/01 Kec. Ketanggungan Kab. Brebes

Judul skripsi : **Developing English Speaking Materials for The Tenth Grade Students of Culinary Arts Study Program at SMK N 1 Kersana-Brebes**

Pembimbing :

1. Dr. Siti Tarwiyah, M. Hum.

2. Dra. Nuna Mustikawati Dewi, M. Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama satu bulan, mulai tanggal 16 September 2020 sampai dengan tanggal 16 Oktober 2020.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
**SEKOLAH MENENGAH KEJURUAN NEGERI 1
KERSANA**

Jl. Raya Jagapura – Kersana Telp/Fax (0283) 861851 – Brebes Kode Pos 52284
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SURAT KETERANGAN

Nomor: 800 / 229 / 2020

Yang bertanda tangan dibawah ini:

Nama : Aman Farikhi, M.Pd.
NIP : 197303182000121002
Jabatan : Kepala Sekolah
Unit kerja : SMK N 1 Kersana

Menerangkan bahwa:

Nama : Saily Rahmatika
NIM : 1503046096
Fakultas : Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Walisongo Semarang

Mahasiswa tersebut diatas, telah melakukan riset dengan judul skripsi "DEVELOPING ENGLISH SPEAKING MATERIALS FOR THE TENTH GRADE STUEDNTS OF CULINARY ARTS STUDY PROGRAM AT SMK N 1 KERSANA-BREBES" di SMK N 1 Kersana selama satu bulan terhitung tanggal 16 September 2020 sampai tanggal 16 Oktober 2020.

Demikian surat keterangan penelitisn ini dibuat, untuk dgunakan sebagaimana mestinya

Brebes, 16 Oktober 2020
Kepala Sekolah

Aman Farikhi, M.Pd.
NIP. 197303182000121002



CURRICULUM VITAE

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B. History of Education

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2. MI Al-Adhar 01 Cikeusal Kidul (2003-2008)
3. MTs NU Putri 3 Buntet Pesantren-Cirebon (2008-2012)
4. SMK Syubbanul Wathon Tegalrejo-Magelang (2012 2015)
5. UIN Walisongo Semarang (2015-2020)

Semarang, October 27th 2020

The Researcher

Saily Rahmatika