



English Learning Materials for Restaurant Students at Apollonia Hotel School

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ABSTRACT

This study aims to develop learning materials in the form of books for restaurant students at Apollonia Hotel School Denpasar. The method of the current study is Design and Development. In developing the learning material, this study uses the DnD model by Richey and Klien. There were several processes carried out, namely identifying learning materials needed; developing learning materials in the form of books; and evaluating the results of material development. The results of the study found that there are eight types of material that need by restaurants students namely procedure of handling cleanliness, maintain kitchen and restaurant equipment, renewing local knowledge, provide a link between kitchen area and service area, provide gueridon service, provide silver service, provide food and beverage service, and provide room service. The results of expert tests showed the score of the learning material developed is 85 which belongs to good category.

1. Introduction

Bali is one of the most visited tourist destinations. This creates a high tourism business opportunities in Bali (Antara & Sumarniasih, 2017; Maulana, 2014). In order to support tourism in Bali, the presence of hotels as tourism accommodation is very necessary (Pramono, 2016; Sakawati, 2015). In addition, the existence of the hotel will also provide employment to the community. According to Artini and Nilan (2014) young Balinese prefer to work in tourism industry after graduating from high school or vocational school. They see working in a tourism industry is a good opportunity to earn a high salary.

Looking at the enthusiasm of the community to work in tourism industry, a skill training is required. English is the most important skill to be mastered in order to work in tourism industry (Al-Saadi, 2015). According to Leslie and Russell (2006), people who work in tourism and hospitality industry needs to have a good English communication skill because they will meet foreign tourist. Mastering English is also crucial for the students to understand the cultural differences. Private institutions that are widely exist in Bali usually give the trainings. The training is conducted for one year, which consist of six months of theory learning and six months of training in hotel.

During the training process, teaching resources are needed to support students in mastering English in accordance with the competencies to be achieved. Learning English for specific purposes is known as ESP. ESP are offered to learners to meet their particular needs, based on the interest of English in work settings (Chang, 2009; Tsao, 2011). Lamri (2016) supports that ESP is about teaching English for some specified goals. ESP students learn English not because they are interested in English or culture of the language itself but they learn English to support their study or work English. The course instruction in ESP generally involves an orientation of mastering spoken and written English skills development in accordance with academic or workplace tasks and purpose (Liton, 2012; Poedjiastutie & Oliver, 2017)

Apollonia Hotel School as one of the tourism training institutions offers several majors such as Front Office, Restaurant, Housekeeping and Culinary, and for middle level, there were Food and Beverage Division and Room Division. As one of the newest majors, the restaurant department does not yet have a course book to assist students in mastering knowledge related to restaurants. Pingel (2010) states course book is important input for educational process, covers the national culture ideas and cultural

development resource. Besides helping the teacher teaching process, the existence of textbook or course book can make the teacher and the students gain their learning goal (Purwanti, 2019; Tuyen, 2015). In addition, learning English in the restaurant department is still focused on general English.

In the process of developing teaching and learning material, the first thing to do is to analyze the needs. Pushpanathan (2013) states that need analysis is a process of exploring information about the needs by both students and teachers in achieving learning goals. Li (2014) adds that needs analysis is an activity to gather preliminary information to develop a learning curriculum that includes learning material, teaching and learning activities, developing tests and evaluating. Needs analysis has an important role in designing and implementing teaching and learning process of ESP or general English course (Alsamadani, 2017; Songhori, 2008). This analysis is very necessary to find out material that is relevant to the situation of students and develop syllabus that suits students' needs (Kaur & Khan, 2010; Long, 2005). Another goal in carrying out needs analysis is to design an ESP curriculum that is in accordance with the competencies to be achieved (Bouzidi, 2009; Liton, 2012)

The existence of textbooks on restaurant knowledge and skills is needed to support the teaching and learning process. Therefore, this study aims to develop English teaching materials for restaurants. The results of this study will be in the form of books that can be used by students at Apollonia Hotel School.

2. Methods

In this study, the Richey and Klien model was implemented. In implementing Richey and Klein model, there are three processes namely Design, Development and Evaluation (Richey & Klein, 2014). In the design process, the needs analysis is conducted (Richey & Klein, 2007). In the development process, the result of the needs analysis was used as a principle to build the product. The evaluation process was conducted in order to judge the strengths and weaknesses of the product and making sure that the product developed meets the functionalities and requirements during the design and development phase (Ellis & Levy, 2010).

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

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

3. Result and Discussion

Findings

After conducting a document analysis and interview, the needs are identified. To master knowledge and skills in a restaurant, there are several materials that need to be taught to students. These materials include procedure of handling cleanliness, maintain kitchen and restaurant equipment, renewing local knowledge, provide a link between kitchen and service area, provide gueridon service, provide silver service, provide food and beverage service, and provide room service. The result of needs analysis also identified the competencies, material and activities as shown in Table 1.

Table 1. Needs Analysis Result

Unit	Topic	Basic Competencies	Materials	Activities
I	Procedure of handling cleanliness	Adequate understanding the concept of procedure cleanliness	Knowledge to practice the procedure of cleanliness, show the step of prevent hygiene risk.	Reading activity Fill the blank short dialogue Writing activity
II.	Maintain kitchen and restaurant equipment	Adequate understanding the concept of maintain kitchen and	Knowledge in identify the equipment and how to maintain equipment.	Reading activity Writing activity by write the name of each kitchen and

Unit	Topic		Basic Competencies	Materials	Activities
			restaurant equipment		restaurant equipment Speaking activity by answer the question on the card.
III	Renewing knowledge	local	Adequate understanding the concept of renewing local knowledge	Knowledge of develop local knowledge and renew local knowledge	Reading Activity and answer some questions Listen to an audio and complete the text. Writing activity and complete the text on dialogue.
IV	Provide a link between kitchen area and service area		Adequate understanding about connections between kitchen area and service area.	Knowledge of build cooperation between kitchen area and service area and clean / clear the food service area	Speaking activity. Writing activity Listen to an audio and circle the correct sound.
V	Provide Service	Gueridon	Adequate understanding the concept of Gueridon Service	Knowledge of preparing trolley and Gueridon equipment, Recommend Gueridon menus to customers and Serve Food	Writing and speaking activity Listen to an audio and complete short conversation Writing activity based on step given.
VI	Provide Silver Service		Adequate understanding the concept of Silver Service.	Knowledge of using Silver Service Technique, Collaborating with kitchen staff, Providing a table /side stand for silver service and service dishes	Reading Activity and answer some questions Writing activity by match the items Speaking activity and make a dialogue in a group.
VII	Provide Food and Beverage Service		Adequate understanding of the concept of food and beverage service.	Knowledge about preparing restaurant / restaurant area for service, set up table, welcome customers, take orders, clearing up table and closing restaurant area	Writing activity and complete the sentence, Speaking activity by make a short dialogue based on situations given. Listening activity and complete the sentence.
VIII	Provide Room Service		Adequate understanding of the concept of room service.	Knowledge about room service order, set up tray and trolley room service, serving room service orders, service room service bills, clean room service area	Writing activity by find some word in hidden letters Speaking activity by make a short dialogue Listen to an audio and answer each question.

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

Table 2. The Process of Developing the Book

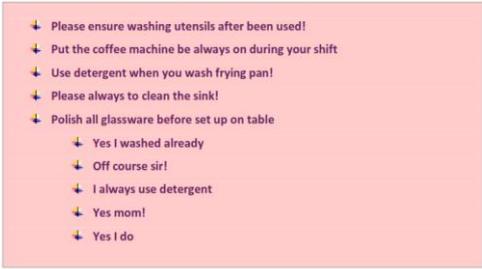
Input	<p>Activity 1. Read the following dialogue! Find out what is being discussed by Waitress and Guest!</p> 	INPUT	<p>Activity 1. Please explain why we need to maintain kitchen and restaurant equipment!</p> 																														
Content	<p>Practice the procedure of cleanliness</p> <ol style="list-style-type: none"> All staff in charge must be in well condition (body temperature is not more than 37.3) when start working if it is more than 37.3°C, the employee is encouraged to see doctor and not allowed to work at hotel / restaurant. Washing the hand, change the disposable gloves and use hand sanitizer is highly recommended. Restaurant and kitchen staff must be aware by themselves, personal habits cleanliness, personal hygiene and health. Because its might impact with the safety and quality of food served to the guest Cleaning and sanitizing of food utensils, equipment, areas and preparation surfaces in every four hours. Always use detergent and sanitizer to clean food item, surfaces equipment, crockery and cutlery. 	CONTENT FOCUS	<p>As discussed in Unit 1 about cleanliness procedure, cleanliness for kitchen and restaurant equipment are also important. When the public enter restaurants it is the cleanliness that is first noted. The first impression of our guest is cleanliness. After we well understand about cleanliness, in this unit we describe how to maintain kitchen and restaurant equipment.</p> <p>Identify the equipment</p> <p>There are some equipment in kitchen and restaurant area such as:</p> <ol style="list-style-type: none"> Utensils <ul style="list-style-type: none"> Chopping boards Stainless steel bowls Pots 																														
Language Focus	<p>Study some vocabulary and its pronunciation in the table below!</p> <table border="1" data-bbox="397 1048 839 1317"> <thead> <tr> <th>Vocabulary</th> <th>Pronunciation</th> <th>Vocabulary</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td rowspan="5">Cooperation (n)</td> <td>/ˈkæptən ˈɑːdər/</td> <td>Restaurant (n)</td> <td>/ˈrestər.ɑːnt/</td> </tr> <tr> <td>/kəʊ ɒpə ˈrezj(ə)n/</td> <td>Kitchen (n)</td> <td>/'kɪkən/</td> </tr> <tr> <td>/'dɪsɪ/</td> <td>Beverage (n)</td> <td>/'bev(ə)rɪdʒ/</td> </tr> <tr> <td>/ə ˈbrɪfɪŋ/</td> <td>Briefing (n)</td> <td>/'brɪfɪŋ/</td> </tr> <tr> <td>/ˈwelkəm/</td> <td>Honest (adj)</td> <td>/'ɒnɪst/</td> </tr> </tbody> </table> <p>Note: n = noun; v = verb; adj, = adjective</p>	Vocabulary	Pronunciation	Vocabulary	Pronunciation	Cooperation (n)	/ˈkæptən ˈɑːdər/	Restaurant (n)	/ˈrestər.ɑːnt/	/kəʊ ɒpə ˈrezj(ə)n/	Kitchen (n)	/'kɪkən/	/'dɪsɪ/	Beverage (n)	/'bev(ə)rɪdʒ/	/ə ˈbrɪfɪŋ/	Briefing (n)	/'brɪfɪŋ/	/ˈwelkəm/	Honest (adj)	/'ɒnɪst/	<p>The following expressions are useful in asking and answering the questions!</p>	 <ul style="list-style-type: none"> Please ensure washing utensils after been used! Put the coffee machine be always on during your shift Use detergent when you wash frying pan! Please always to clean the sink! Polish all glassware before set up on table <ul style="list-style-type: none"> Yes I washed already Off course sir! I always use detergent Yes mom! Yes I do 										
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Task	<p>TASK 2</p> 	<p>TASK 1</p> 	<p>Reading activity</p> <p>Please pick your question by rolling your dice twice. The 1st roll determine one number on the top. The 2nd roll determine the number on the left</p>  <table border="1" data-bbox="938 1491 1361 1749"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>Ask questions</td> <td>What is your hobby?</td> <td>Identify 5 utensils need to clean in kitchen</td> <td>What is the name of the place to wash dishes?</td> <td>Why do we need maintain the cleanliness</td> <td>Ask questions</td> </tr> <tr> <td>What is your favorite drink?</td> <td>Please explain why we need to maintain the equipment?</td> <td>What is a function of spatula?</td> <td>Ask questions</td> <td>What a job are you looking for?</td> <td>Identify 5 utensils need to clean in kitchen</td> </tr> <tr> <td>Please describe some Restaurant equipment?</td> <td>Why do you need to clean the equipment?</td> <td>Identify 5 utensils need to clean in restaurant!</td> <td>Please explain how to maintain the equipment?</td> <td>Why do you need maintain the cleanliness</td> <td>What is your favorite food?</td> </tr> <tr> <td>Do you like a salad?</td> <td>Ask questions</td> <td>Do you think we need to store all equipment after been used?</td> <td>Identify 5 types of kitchen equipment</td> <td>Ask questions</td> <td>What is your opinion when you have dinner at cafe with unclean spoon?</td> </tr> </table>	1	2	3	4	5	6	Ask questions	What is your hobby?	Identify 5 utensils need to clean in kitchen	What is the name of the place to wash dishes?	Why do we need maintain the cleanliness	Ask questions	What is your favorite drink?	Please explain why we need to maintain the equipment?	What is a function of spatula?	Ask questions	What a job are you looking for?	Identify 5 utensils need to clean in kitchen	Please describe some Restaurant equipment?	Why do you need to clean the equipment?	Identify 5 utensils need to clean in restaurant!	Please explain how to maintain the equipment?	Why do you need maintain the cleanliness	What is your favorite food?	Do you like a salad?	Ask questions	Do you think we need to store all equipment after been used?	Identify 5 types of kitchen equipment	Ask questions	What is your opinion when you have dinner at cafe with unclean spoon?
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<p>The next process conducted was evaluating the product. Based on the evaluation form, there are 25 items that should be assessed by the two expert judges. The maximum score for each item was 5 and the minimum score was 1. Thus, the total of maximum score was 125 and the minimum score was 25.</p> <p>In judging the quality of the product, a set of categories is developed. The product could be categorized as excellent, good, average, below average, and poor as shown in Table 3.</p>																																	

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

Score	Criteria
$\bar{X} \geq 81$	Excellent
$63 \leq \bar{X} < 81$	Good
$45 \leq \bar{X} < 63$	Average
$27 \leq \bar{X} < 45$	Below average
$\bar{X} < 27$	Poor

From the evaluation given by the two experts, it was known that the total score from the first expert judges was 90. It was considered as a good material. The second expert gave 100 as the total score. It was considered as a good material as well.

Discussions

In identifying learners' needs towards the materials, needs analysis was used by the researcher. Based on the analysis, the established materials were developed. As an outcome, eight units were developed as materials for teaching English for Restaurant. Those were: : procedures of handling cleanliness, maintain kitchen and restaurant equipment, renewing local knowledge, provide a link between kitchen and service area, provide gueridon service, provide silver service, provide food and beverage service and provide room service. Germina, Lantin, and Parado (2018) explained that to master the knowledge and abilities in restaurants, one must be able to master the types of equipment, how to serve food to guests and how to maintain the quality of food, especially related to sanitation. Besides that, restaurant students also need to be fluent in English to be able to handling breakfast, handling food and beverage service, taking order, or conducting an initial conversation with the guests when explaining menu restaurant (Were, Miricho, & Maranga, 2019).

In the process of developing teaching materials, the quality of teaching materials needs to be considered. Good English learning material must be able to provide space for students to practice English (Gupta, 2019). In the book that was developed, there are some English speaking training activities which certainly provide opportunities for students to practice English both individually and in groups. In addition to practicing speaking skills, the book developed also provides exercises integrated activities for students to hone their reading, writing and listening skills. Integrated learning is also needed so that all skills in English can be mastered by students (Sevy-Biloon, 2018).

From the results of evaluations by experts, the average results of the two experts showed that the value obtained was 85, which falls into good category. A good book can certainly attract students' interest to read, improve achievement and motivate students in learning (Mitsalina, 2015; Riswanto & Aryani, 2017). Although there are several aspects such as fonts and image layout that are judged by experts need to be improved. Nevertheless, the contents of the book have reflected the results of the needs analysis. The contents of the book can be used as teaching material for restaurant students in mastering restaurant knowledge and skills.

4. Conclusion

The results of the study found that there are eight materials that need to be mastered in the restaurant which includes procedure of handling cleanliness, maintain kitchen and restaurant equipment, renewing local knowledge, provide a link between kitchen and service area, provide gueridon service, provide silver service, provide food and beverage service, and provide room service. The results of the needs analysis are then developed into a book. The quality of the books developed is good according to the results of expert tests. Future studies are expected to explore more deeply the needs of restaurant students to master knowledge and skills in restaurants. In addition, improving the quality of books developed in this study can also be used as study material for further research.

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