

## **THE DEVELOPMENT OF AUTHENTIC ENGLISH LEARNING MATERIALS FOR A MARINE HOTEL COURSE**

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### **Abstract**

Framed in Design Based Research (DBR), the authors investigated the target needs and learning needs of the students in developing their English skills at a Marine Hotel Course Institution in Indonesia and developed the appropriate English learning materials for the students. The subjects of the research were 14 students of a Marine Hotel Course Institution in Indonesia. The instruments used in this study were Questionnaires, Field Notes, and Interview Guidelines. Additionally, both qualitative and quantitative data analyses were conducted to offer a more thorough examination. The research findings show that the appropriate English learning materials for the students should be authentic and consist of three parts: Introduction, Main Activities, and Reinforcement. It shows that the appropriate tasks for the students have six components: goals, input, activity, setting, student role, and teacher role. Based on the research findings, each unit consists of two cycles i.e. oral cycle for listening and speaking skills and written cycle for reading and writing skills. The materials provide language function in the oral cycle, grammar in the written cycle, and pronunciation and vocabulary lessons in both cycles. From the results of the materials evaluation, the mean values of the statements were 3.86 to 4.77. Based on the quantitative data conversion from 0-5, those ranges were in the good and very good categories. Those data were supported by the data from the interview and the observation. It can be concluded that the suggested materials were appropriate and the students were satisfied in using the designed materials.

**Keywords:** *Authentic Materials, Design Based Research (DBR), English for Specific Purposes (ESP), Materials Development, Marine Hotel Course*

### **Introduction**

Working in a cruise line requires a high level of English competency due to the diverse and international nature of the industry. Cruise ships serve as microcosms of global society, with crew members and passengers

greeting from various linguistic and cultural backgrounds. As such, effective communication in English becomes principal for continuous interactions among crew members, as well as between crew and passengers. English serves as the lingua franca facilitating efficient and clear communication onboard and on land when visiting ports around the world. Therefore, proficiency in English not only enhances the overall guest experience but also enables crew members to navigate the complexities of their roles with confidence and professionalism in this dynamic and culturally rich environment.

Based on those global nature of the maritime hospitality industry, where staff interact with individuals from diverse linguistic and cultural backgrounds, fluency in English emerges as an indispensable asset. Whether communicating with team members, passengers, or acquaintances, English serves as the common medium facilitating seamless interaction. Consequently, proficiency in English is not merely desirable but imperative for the students at the Marine Hotel Course to enable them to navigate the intricacies of their future careers effectively.

Despite this demand, a critical examination reveals a lack in the establishment of suitable English learning materials at a Marine Hotel Course in Indonesia. While English course books, student worksheets, and Marlin's test preparation materials are deemed essential for comprehensive language acquisition and assessment, those availability within the institution remains limited. Instead, the instructors choose to compile materials from disparate online sources, constraining the effectiveness of language instruction and independent learning among students.

Moreover, the reliance on outdated references adds the challenge, underscoring the pressing need for a systematic development of English learning materials the Marine Hotel Courses. This research addresses this gap by focusing on the development of tailored English Course Materials that cater to the specific needs and aspirations of students by formulating three research questions: (1) What are the target and learning needs of students at the Marine Hotel Course? (2) What are the appropriate English

learning materials for the students at the Marine Hotel Course? (3) How are the students' satisfaction toward the developed materials in improving their English Skills? Shortly, this study aims to offer insights into the instructional design and implementation of English Learning Materials in enhancing the English language proficiency of maritime hospitality students.

Materials development is a multifaceted element pivotal to language education, encompassing the creation, adaptation, and implementation of instructional resources tailored for language teaching contexts. Stoller & Robinson (2018) delineates this process as systematic, involving meticulous selection, thoughtful design, and strategic organization of materials to effectively achieve predefined learning objectives. Central to the efficacy of materials development is its alignment with pedagogical principles, learner requirements, and curriculum objectives.

Todea & Demarcsek (2017) emphasize the criticality of this alignment, underscoring the necessity for materials to resonate with established pedagogical frameworks while catering to the diverse needs and goals of learners. Moreover, creativity, relevance, and authenticity emerge as cornerstones of resource design, essential for fostering engagement, promoting effective learning, and facilitating meaningful language use (Uzir & Ga, 2019). In essence, materials development stands as a dynamic process wherein the interplay of pedagogical principles, learner needs, and creative resource design converges to shape the learning experience and outcomes in language education.

There are some crucial principles in materials development such as Communicative Language Teaching (CLT), Task Based Language Learning (TBLT), and Learners Centered Approach. CLT principles advocate for communicative competence, emphasizing the use of authentic language in meaningful contexts. Materials developed under CLT frameworks prioritize tasks and activities that promote real-life communication, interaction, and language production (Astuti & Lammers, 2017). Task-based materials focus on engaging learners in purposeful tasks that require language use for

completion. Principles of task-based learning emphasize the integration of language skills, authentic communication, and learner autonomy, encouraging active participation and language acquisition (Safitri et al., 2020). Lastly, Learner-Centered Approach to materials development emphasizes the importance of catering to individual learner characteristics, needs, and preferences. Principles of learner-centeredness advocate for flexibility, personalization, and learner empowerment, guiding the design and adaptation of materials to suit diverse learners (Abe, 2020)

Needs analysis involves the systematic assessment of learners' linguistic, communicative, and contextual needs to inform materials development (Aliko, 2021). By identifying learners' proficiency levels, learning goals, motivations, and learning environments, needs analysis guides the selection, design, and adaptation of materials to meet specific learning needs (Long, 2010; Songhori, 2008; West, 1994). Various methods can be employed to conduct needs analysis, including surveys, interviews, observations, and proficiency tests (Liu & Zhang, 2020). These methods help gather data on learners' language backgrounds, learning preferences, and communicative needs, facilitating informed decision-making in materials development (Brindley, 2012). Needs analysis should be an iterative process, with ongoing assessment and feedback to ensure the relevance and effectiveness of materials. Collaboration between teachers, learners, and materials developers is essential for aligning materials with learners' evolving needs and promoting learner engagement and success (West, 1994).

Moreover, authentic materials represent genuine language use in real-life contexts, such as newspapers, podcasts, and videos. They possess features of natural language, cultural authenticity, and situational relevance, providing learners with exposure to authentic language forms, functions, and cultural norms (Jang, 2011; Nunan, 1988). The integration of authentic materials enhances learner motivation, engagement, and language proficiency by offering meaningful and contextualized language input. Authentic materials promote the development of communicative

competence, cultural awareness, and intercultural competence, fostering authentic language use and interaction (Nunan, 1988). Authentic materials can be integrated into language curricula through various means, including supplementary resources, multimedia platforms, and project-based activities. Integration should be guided by learners' proficiency levels, interests, and learning objectives, ensuring relevance, accessibility, and effectiveness in promoting language learning outcomes (Nitko & Brookhart, 2014)

Shortly, Materials development is a multifaceted process that requires careful consideration of principles, needs analysis, and the integration of authentic materials. By adhering to pedagogical principles, conducting thorough needs analysis, and incorporating authentic materials, educators can create materials that cater to learners' needs, promote meaningful language learning experiences, and facilitate authentic language use in real-world contexts. Further research is needed to explore innovative approaches and best practices in materials development, addressing the evolving needs and challenges of language learners in diverse educational settings.

## **Methods**

The Design Based Research (DBR) is used in this study (Ozverir, et al., 2021). The data collection techniques employed in this research encompassed a multifaceted approach to gather comprehensive insights into the target needs and learning requirements in English, as well as to evaluate the appropriateness of the designed materials (Akilli, 2008). Firstly, needs analysis questionnaires were administered to 14 learners at a Marine Hotel Course to ascertain their characteristics and learning needs. These questionnaires comprised multiple-choice questions aimed at eliciting information on various aspects of language learning, such as reasons for learning English, preferred input, procedures, settings, and roles in the learning process (Hutchinson and Waters, 1988; Nunan, 1988). Additionally, learners were given the flexibility to provide other responses related to the questions, allowing for a more nuanced understanding of their

needs.

Secondly, expert judgment questionnaires were utilized to solicit opinions and suggestions from two experts regarding the appropriateness of the designed materials. The questionnaires employed a Likert scale to assess experts' views on the content, language, methodology, and layout of the materials (Stoller & Robinson, 2018). This approach enabled the researchers to gauge the experts' perceptions and obtain valuable feedback to evaluate and refine the initial draft of the materials.

Thirdly, materials try-out questionnaires were distributed to students after the tryouts to gather their opinions and suggestions on the suitability of the materials. These questionnaires, also utilizing a Likert scale (1-5), aimed to assess students' views on various aspects of the materials, including goals, inputs, procedures, settings, and roles (Nunan, 1988). Subsequently, detailed data on students' opinions and suggestions regarding the materials were collected through interviews conducted using an interview guide.

The research instruments used for data collection comprised questionnaires and interview guides (Liu & Zhang, 2020). The questionnaires included the needs analysis questionnaire, expert judgment questionnaire, and materials try-out questionnaire. Each questionnaire was designed to serve specific purposes, such as identifying target needs, assessing the appropriateness of materials, and gathering feedback from students. The interview guide, on the other hand, facilitated in-depth exploration of students' responses and provided detailed insights into their perceptions of the materials.

Data analysis techniques varied according to the nature of the collected data. Quantitative data from questionnaires were analyzed using percentages, frequencies, and descriptive statistics. Descriptive statistics, including mean values, were calculated to assess the central tendency of responses, with ranges used to categorize mean values into classes. Qualitative data from interviews were transcribed and analyzed using qualitative data analysis techniques, including data reduction, data display, and drawing conclusions based on patterns and themes identified in the

transcripts. These were supported by the field notes as part of the observation during the class activities (Akilli, 2008; Miles, & Huberman, 2014).

The research procedure adopted a systematic approach based on Design Based Research models proposed by Alghamdi & Li (2013). The procedure encompassed stages such as needs analysis, planning, materials development, expert judgments, revision, materials try-out, evaluation, and writing the final draft. Each stage involved specific activities aimed at gathering data, obtaining feedback, revising materials, and ultimately producing the final set of English learning materials tailored to the needs of Marine Hotel Course students.

### **Findings and Discussions**

The needs analysis conducted at Marine Hotel Course provided valuable insights into the target needs and learning requirements of the students in English language learning. The analysis revealed significant findings regarding the students' goals, input preferences, procedures for language activities, settings, learner roles, and teacher roles.

In terms of target needs, the analysis indicated that a majority of students (60.15%) were at an intermediate level of English proficiency and expressed a need for English materials tailored to this level. Additionally, a considerable percentage (71.25%) emphasized the importance of learning English specifically related to their field of work, particularly in the context of marine hotel operations at the restaurant, both formally and informally.

Regarding input preferences and learning procedures, the students expressed a strong preference for materials related to the food service/restaurant industry, which aligns with their vocational context. For listening and speaking activities, the students favored monologue/ dialogue formats with a duration of 1-3 minutes, emphasizing practical communication skills relevant to their work environment. Similarly, for reading and writing activities, the students preferred texts related to marine hotel operations, with a length of 100-150 words, facilitating comprehension

and expression within their professional domain. In terms of learning procedures, the analysis revealed that students preferred engaging in activities such as answering questions orally from monologues/ dialogues, acting out dialogues in pairs, answering questions from texts, and arranging jumbled sentences into coherent paragraphs. These activities reflect a focus on interactive, task-based approaches that foster language acquisition and practical application within real-world contexts.

For the settings, learners' roles, and teachers' roles, students expressed a preference for both individual and pair work, indicating a desire for collaborative learning experiences. Additionally, they highlighted the importance of having specific topics for discussion during meetings, allowing for focused language practice and meaningful interaction. Concerning learner roles, students expressed a desire to take on the role of problem solvers in their learning process, indicating a preference for tasks that require critical thinking, analysis, and application of language skills. At last toward the teacher roles, students expressed a preference for teachers to serve as models and facilitators, providing examples and guidance before engaging in tasks. This highlights the importance of teacher support and scaffolding in facilitating effective language learning experiences.

In conclusion, the needs analysis provided valuable insights into the target needs and learning requirements of students at Marine Hotel Course. These findings informed the design and development of English learning materials tailored to the students' proficiency level, vocational context, and learning preferences, ultimately enhancing the relevance and effectiveness of language instruction in their professional development. The course outlines for the developed materials can be extracted as follows

**Shortened Course Outlined of the Materials**

<b>Unit</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Title</b>	Welcome on Board	It's The Best Here	May I Take the Order?
<b>Topic</b>	Food Service at the Restaurant	Food and Taste at the Restaurant	Ordering at the Restaurant



<b>Standard Competencies</b>	Greetings, introducing oneself and others, spelling, thanking, making a descriptive text	Giving opinions, suggestions, making a recount text	Taking and repeating orders, making a procedural text
<b>Basic Competencies</b>	Vocabulary mastery, listening skills, oral expression, comprehension, reading skills, writing skills		
<b>Language Function</b>	Greetings, introductions, expressions related to restaurant service	Giving opinions, suggestions, expressions related to food	Taking and repeating orders, expressions related to restaurant service
<b>Input Text</b>	Monologue, dialogue, descriptive text related to restaurant service	Monologue, dialogue, recount text related to food	Monologue, dialogue, procedural text related to taking orders
<b>Language Focus</b>	Vocabulary related to restaurant service, formal and informal expressions	Vocabulary related to food, formal and informal expressions	Vocabulary related to restaurant service, formal and informal expressions
<b>Procedures</b>	Listening-speaking and reading-writing activities		
<b>Achievement Indicators</b>	Evaluation table for self-assessment		
<b>Tasks</b>	18 tasks covering listening, speaking, reading, and writing activities		

provide a structured approach to teaching English language skills with a focus on real-life contexts such as food service and restaurant interactions as most of the students interested to be waiter or waitress as the starter of their job. These Designed Materials also got some feedbacks from the experts before reaching implementation stages. The summary of the evaluations and revisions for Unit 1, Unit 2, and Unit 3 based on the experts' feedback were addressing issues such as clarity, appropriateness, and effectiveness of instructions, procedures, and layouts.

After the revision and implementation, the materials then revised based on the students' feedback. The students expressed satisfaction with the Authentic materials developed for English for Specific Purposes (ESP) at Marine Hotel Course, particularly in the context of Food Services. Their satisfaction was reflected in their responses to the questionnaires, interviews, and fieldnotes toward the effectiveness of the materials. Here are

some key points indicating their satisfaction:

### *1. Relevance to Needs*

The materials were aligned with the students' needs, focusing on mastering English skills related to marine hotel operations, specifically in restaurant settings. This relevance was crucial as the purpose of ESP courses is to enable learners to function adequately in target situations.

### *2. Engagement with Authentic Input*

Students were engaged with authentic input related to real fieldwork in marine hotel operations. Exposure to authentic language use was considered important in enhancing learning outcomes.

### *3. Effective Learning Activities*

The students found the listening, speaking, reading, and writing tasks provided in each unit to be effective in improving their English skills. Activities such as listening to monologues and dialogues, practicing dialogues with partners, answering questions, and arranging sentences into paragraphs were particularly beneficial.

### *4. Appropriate Task Settings*

Both individual and pair work settings were found to be appropriate for completing tasks. Students were able to effectively complete tasks when working with partners or individually.

### *5. Active Participation*

Students actively participated in the learning process, taking on roles as problem solvers and active participants. The teacher facilitated learning by providing guidance and support, while students communicated with each other to carry out learning tasks.

Overall, the students' responses to the questionnaire indicated high levels of satisfaction with the materials, with mean values 3.86 to 4.77 or falling within the "good" and "very good" categories according to quantitative data conversion standards. This suggests that the materials effectively met the students' needs and contributed to their learning experience in English for Marine Hotel Course.

## **Conclusion**

The findings of this study underscore the critical role of materials that are not only linguistically appropriate but also contextually relevant to students' specific needs and learning environments. English proficiency is increasingly recognized as a vital skill in various professional domains, including the marine hotel industry, where effective communication can significantly impact customer satisfaction and operational efficiency. Therefore, the development of materials that address the target and learning needs of students is pivotal in equipping them with the linguistic competencies required for success in their chosen field. With this understanding, the conclusions and recommendations drawn from this research take on added importance, offering practical insights for educators and researchers seeking to optimize English language instruction in specialized contexts.

In Conclusion, students' target needs at Marine Hotel Course, highlighting the necessity for English materials tailored to an intermediate level. These materials should enable students to express themselves effectively in both formal and informal contexts related to their work field, particularly in marine hotel operations. Key areas of focus included listening to monologues/ dialogues, speaking in pairs, reading texts, and writing paragraphs, with an emphasis on topics relevant to food service/ restaurants.

Furthermore, the learning needs identified specific learning preferences of the students. Activities such as answering questions orally, acting out dialogues, answering questions based on texts, and arranging sentences into paragraphs were preferred by the students. Additionally, strategies like translating English words based on context and writing sentences following learned patterns were deemed effective in enhancing vocabulary and grammar mastery.

Regarding to the appropriate materials, based on the findings, the study outlined the components of appropriate English learning materials.

These materials should be authentic, include introductory sections, main activities (listening, speaking, reading, and writing tasks), and reinforcement tasks (reflection, summary, vocabulary list). Tasks within these materials should have clear goals, relevant input, effective procedures, suitable settings (individual and pair work), and defined roles for both students and teachers.

In light of the insights gathered from this study, future research activities in English language education can benefit from adopting a similar approach to material design and evaluation. Researchers are encouraged to leverage the blueprint outlined in this study to develop tailored learning materials for diverse study programs and specialized contexts. Emphasizing the importance of conducting thorough needs analyses and aligning materials with learners' specific goals and preferences, future investigations can ensure the relevance and effectiveness of educational resources.

Moreover, researchers should prioritize collaboration with stakeholders, including educators, industry professionals, and learners themselves, to foster a holistic understanding of learners' needs and optimize material development processes. Longitudinal studies assessing the implementation and impact of newly designed materials can provide valuable insights into their efficacy and inform iterative improvements. By adhering to these suggestions, future research related to this result can contribute to the ongoing enhancement of English language education, empowering learners to succeed in their academic and professional pursuits.

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**Appendix**

The Sample of Developed Unit.

**Unit:** Unit 1

**Title:** Welcome on Board

**Topic:** Food Service at the Restaurant



**Standard Competencies:** Greetings, introducing oneself and others, spelling, thanking, making a descriptive text,

A waiter or waitress needs to greet guests. Do you know how to greet the guests? Do you need to introduce yourself and your partner? How about spelling your name? What do you say when thanking the guest? In this unit you are going to learn about welcoming guests: greetings, introducing oneself and others, spelling names and thanking.













**Basic Competencies:**  
Vocabulary mastery

**B.**  **Let's listen and speak**













*In pairs, match the words in column A with their meanings in column B.*

A		B
board /bɔ:d/ (n)	 	one of the parts that something is divided into
menu /'men.ju:/ (n)	 	a man whose job is to bring the food to customers at their tables in a restaurant
section /'sek.jən/ (n)	 	to provide with something that is needed
serve /sɜ:v/ (v)	 	on a ship
waiter /'wei.tər/ (n)	 	a list of the food that you can eat in a restaurant

**C.**  **Let's Read and Write**



*In pairs, match the words in column A with their meanings in column B.*

A		B
cooking /'kʊk.ɪŋ/ (v)	 	a set of instructions telling you how to prepare and cook food
half /hɑ:f/ (adj)	 	a holiday, especially when you are travelling away from home for pleasure
marine /mə'ri:n/ (adj)	 	related to the sea
recipes /'res.i.pi/ (n)	 	preparing something to be eaten by heating it in a particular way, such as baking or boiling
vacation /veɪ'keɪ.jən/ (n)	 	nearly equal parts that together make up a whole

Listening skills



Listen to the recording and decide whether the following statements are true (T) or false (F). Put a check (✓) on the correct answer. The listening script is in the Appendix.

Number	1 The speaker's name is Edi Brown.	2 People usually call him "Fast Eddie".	3 The speaker is a team waiter.	4 The speaker's partner is John Steave.	5 John Steave is also called as Brown John.
True	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
False	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit 1 Welcome on Board



Oral & Written expression

THANKING	
Expressions	Responses
<b>Formal</b>	
Thank you.	You are welcome.
Thank you for...	With a pleasure.
Thank you very much.	Not at all.
<b>Examples</b>	
🚩 Thank you for ordering.	🚩 You're welcome.
<b>Informal</b>	
Thanks.	That's ok.
Many thanks for...	That's all right.
Thanks so much.	Don't mention it.
<b>Examples</b>	
🚩 Thanks for your order.	🚩 That's Ok.

Adapted from: Function in English (Jon Blundell)

DESCRIPTIVE TEXTS	
Descriptive texts help us to describe a particular person, place or thing in detail.	
Dominant Generic Structure: 1. Identification 2. Description	
Dominant Language Features: 1. Using Simple Present Tense S+V1/-s,-es 2. Using action verb 3. Using adverb	
See the example below.	
I am working in a marine hotel. I have a partner. He is Okza Gara. You can call him Okza. He is my team waiter.	Identification
Okza is 28 years old. He is tall and has s big body. He is 170 cm height and 60 kg weight. He is also handsome and nite. Okza is skillful. He can sing, dance, and play some music instruments like: guitar, drum, and piano. He is a good waiter. He is fast, smart, and nice. He is really helpful and hard worker. It makes me so proud of him. He like to entertain the guest with his skill in playing music instruments and dancing. It makes him become a favourite waiter.	Description
Adapted from: <a href="http://www.descriptivetext.com">http:// www.descriptivetext.com</a>	

Comprehension



Read the text below and complete the form. Do it by yourself.



**My Name is Jack Steven**

Good morning. My name is Jack Steven. People usually call me Jack the big man. It is because I like keeping my body fit. I am 30 years old. I lived in Canada. My hobbies are cooking and hunting new recipes. I have a sister and a brother. My sister is sarah and my brother is Johnson. They are in Canada too. I have a son. His name is Fasta. He is 3 years old. He is so funny. He can sing and read abc. I like him so much. I spent half of year to sail in a star cruise and I get 3 months to have a vacation. I work in the marine hotel restaurant. I am a team waiter. I like my profession. I enjoy meeting many people all my life.

Picture 3. <http://in-this-economy.com>

Adapted from: [http:// www.sekolahoke.com](http://www.sekolahoke.com)

Reading skills



✚ Full name : .....

✚ Nick name : .....

✚ Age : .....

✚ Job : .....

✚ Adress : .....

✚ Hobbies : .....

✚ Sister (names) : .....

✚ Brother (names) : .....

✚ Child (names) : .....

✚ Long of holiday : .....

Writing skills.



Rearrange the following sentences into a good paragraph.



Picture 5. <http://vintage.johnnyjet.com>

1. People think that she is a dicipline person.
2. I have a head waitress.
3. People usually call her the old Jane.
4. Her name is Jane Douglas.
5. She is 40 years old.
6. She is, dilligent, smart, and strict in the job.
7. However, she is friendly and warm in the rest time.

Adapted from: [http:// www.sekolahoke.com](http://www.sekolahoke.com)

**Language Function:** Greetings, introductions, expressions related to restaurant service.

GREETINGS	
<i>Expressions</i>	<i>Responses</i>
<b>Formal</b>	
<i>Welcome on our table.</i>	<i>Thank you.</i>
<i>Good morning/ afternoon/ evening.</i>	<i>Good morning/ afternoon/ evening.</i>
<i>Hello, How are you?</i>	<i>I'm fine. Thank you.</i>
<b>Examples</b>	
<ul style="list-style-type: none"> <li>✚ Welcome on our table Madam.</li> <li>✚ Hello, How are you Mrs. Stevani?</li> </ul>	<ul style="list-style-type: none"> <li>✚ Thank you.</li> <li>✚ Hello John, I'm fine thank you.</li> </ul>
<b>Informal</b>	
<i>Welcome on home folks.</i>	<i>Thanks.</i>
<i>Hi, how's life?</i>	<i>Great. And you?</i>
<i>What's news?</i>	<i>Fine, thanks.</i>
<b>Examples</b>	
<ul style="list-style-type: none"> <li>✚ Hello, Welcome on home folks.</li> <li>✚ Hi, how's life Mr. Crown?</li> </ul>	<ul style="list-style-type: none"> <li>✚ Thanks.</li> <li>✚ Great, and you?</li> </ul>

**Input Text:** Monologue, dialogue, descriptive text related to restaurant service.

## Appendix

**Unit 1-Task 3**

**Fast Edward.**

Good morning sir. Welcome on our table. My name is Edward Brown. You can call me Edward, E-D-W-A-R-D. But people usually call me Fast Edward. It is because I have a fast service for my guests. I am the head waiter of this section and this is my partner John Steave. He is my team waiter. You can call him John. We will serve you during this vacation. Our menu today are: American, Italian, and Asian food. If you have any questions or you need something, just call us. We will help you as fast as we can. Thank you. Adapted From: Basic tactics for

**Unit 1-Task 5**

Inu	:	Good morning Sir. Welcome on our table. Let me introduce myself. My name is Inu. I will serve you at this restaurant. This is our menu today. Can I help you sir?
Guest	:	Good morning, Mr... sorry
Inu	:	Inu sir, I-N-U
Guest	:	Ok, Mr Inu, I want your newest menu today. I really like to taste a new food. Do you have it?
Inu	:	Yes sir, Asian food is our newest menu today. How about that?
Guest	:	Well, I'll try it.
Inu	:	Ok wait a moment, sir. Thank you.
Guest	:	You are welcome.

Adapted From: Basic Tactics for Listening.

**My Partner**

I have a partner. She is Angela Blair. You can call her Angel. She is a good partner in my job. She is my team waitress. She has good appearance and personalities. She is nice. She always keeps her image in front of the guests. She is also friendly, easy to talk with the guest, and keeps smiling when giving her service. So many guests enjoy to have interaction with her.

Her job is good. She does everything quickly, clean, and carefully. Therefore, there is no complaint coming to me. No one in the food service can do such things like her. She can handle some sections in a time. It is fantastic.



Angel is skillful. She sometimes plays simple magic to the guests. It is really entertaining. She always gets many tips from the guests. It makes her become the favourite waitress and also my favourite partner. I really enjoy working with her. So many things will be easy to do with her.

Adapted from: [http:// www.sekolahoke.com](http://www.sekolahoke.com)

Picture 4. <http://1.bp.blogspot.com>

**Language Focus:** Vocabulary related to restaurant service, formal and informal expressions.

## Food Service at the Restaurant

A MARINE  
HOTEL  
COURSE

F.  **Vocabulary List**

Words	Phonetic Transcriptions	Part of Speechs	Meanings
appearance	/ə'piərənts/	(n)	penampilan
board	/bɔ:d/	(n)	perjalanan kapal
cooking	/'kʊk.ɪŋ/	(v)	memasak
cruise	/'kru:z/	(n)	perjalanan kapal pesiar
half	/'hɑ:f/	(adj)	setengah
marine	/'məri:n/	(adj)	kelautan
menu	/'men.ju:/	(n)	menu
newest	/'nju:west/	(adj)	terbaru

**Procedures:** Listening-speaking and reading-writing activities.

B.  **Let's listen and speak**

C.  **Let's Read and Write**

**Achievement Indicators:** Evaluation table for self-assessment.

D.  **Let's Do a Reflection**

How much improvement have you made after learning English in this unit?  
Write down your reflection in the space below. Put a tick (✓) in the right column below to indicate how much you have learnt.

No	Aspects	Very much	Much	Little
1	Greeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Introduction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Thanking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	Spelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Descriptive texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Tasks:** 18 tasks covering listening, speaking, reading, and writing activities



Now, write a short description about your partner in your own words. You should write at least 100 words or more. Complete the following form to help you write.

A form for describing a partner, presented as a stack of papers. The top paper is olive green and contains the following fields:

✚ Full name : .....

✚ Nick name : .....

✚ Ephet name : .....

✚ Age : .....

✚ Hobby : .....