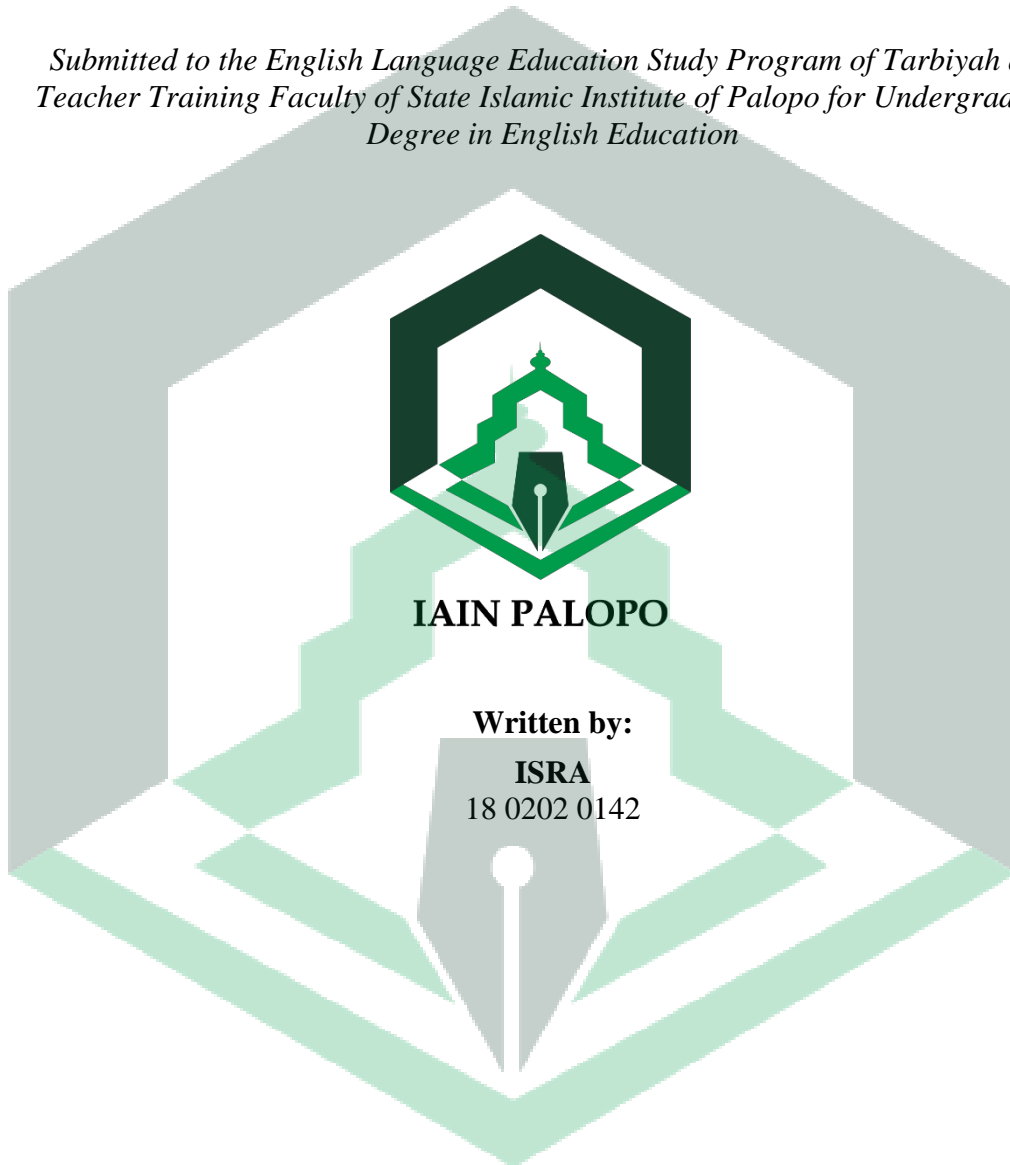


**DEVELOPING THE ENGLISH WORKSHEET FOR TENTH
GRADE OF CULLINARY ART STUDENTS
AT SMKN 1 PALOPO**

A Thesis

*Submitted to the English Language Education Study Program of Tarbiyah and
Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate
Degree in English Education*



IAIN PALOPO

Written by:

ISRA

18 0202 0142

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2022**

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IAIN PALOPO

Composed by:

ISRA

Reg. Num. 18 0202 0142

Supervised by:

- 1. H. Madehang, S.Ag., M.Pd**
- 2. Fadhliya Rahma Muin, S.Pd.I., M.Pd**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2022**

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I, who undersigned below:

Name : Isra

Registration Number : 18 0202 0142

Faculty : Tarbiyah and Teacher Training

Study Program : English Language Education Study Program

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Palopo, November 28st 2022

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Isra
18 0202 0142

THESIS APPROVAL

This thesis, entitled “Developing the English Worksheet for Tenth Grade of Culinary Art Students at SMKN 1 Palopo”, which was written by Isra, Reg. Number 18 0202 0142, a student of English Language Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which was carried out on Monday, November 28st 2022, coincided with Rabiul Akhir, 26th 1444 H, it is authorized and acceptable as a partial fulfilment requirement for S.Pd. degree in English Language Education Study Program.

Palopo, November 28st 2022

COMMITTEE OF EXAMINATION

- | | | |
|-----------------------------------|---------------|--|
| 1. Amalia Yahya, S.E., M.Hum | Chairman | (..... ) |
| 2. Wahibah, S.Ag., M.Hum | Examiner I | (..... ) |
| 3. Dewi Furwana, S.Pd.I., M.Pd | Examiner II | (..... ) |
| 4. H. Madehang, S.Ag., M.Pd | Consultant I | (..... ) |
| 5. Fadhliah R Muin, S.Pd.I., M.Pd | Consultant II | (..... ) |

Approved by:

a.n Rektor IAIN Palopo
The Dean of Tarbiyah and
Teacher Training Faculty




Dr. Nurdin K. M. Pd
NIP. 19681231 199903 1 014

The Head of English Educational
Study Program




Amalia Yahya, S. E., M. Hum
NIP. 19771013 200501 2 006

CONSULTANT APPROVAL

Thesis Entitled : **Designing An English Worksheet for Tenth Grade of
Cullinary Art Students at SMKN 1 Palopo.**

Written By :

Name : Isra
Reg. Numb : 18 0202 0142
Faculty : Tarbiyah and Teacher Training
Study Program : English Language Education

It has been corrected and approved to be examined.

Palopo, November 7th, 2022

Approved

Consultant I



H. Madehang, S.Ag., M.Pd.
NIP. 19571005 198303 1 024

Consultant II



Fadhiya Rahma Muin, S.Pd.I., M.Pd
NIP. 19890518 201903 1 002

NOTA DINAS PEMBIMBING

Palopo, November 7th, 2022

Lampiran : -

Hal : Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di

Palopo

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Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut dibawah ini:

Nama : Isra

NIM : 18.0202.0142

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul : Designing An English Worksheet for Tenth Grade of Cullinary Art students at SMKN 1 Palopo.

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk diproses selanjutnya.

Consultant I



H. Madehang, S.Ag., M.Pd.

NIP. 19571005 198303 1 024

NOTA DINAS PEMBIMBING

Palopo, November 7th, 2022

Lampiran : -

Hal : Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di

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Nama : Isra

NIM : 18 0202 0142

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

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Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk diproses selanjutnya.

Consultant II



Fadhliya Rahma Muin,S.Pd.I.,M.Pd

NIP. 19890518 201903 1 002

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الحمد لله الذي هدانا لهذا الذي كنا لنهتدي لولا أن هدانا الله

All praises and grateful to the almighty God Allah Swt. for his mercies and blessings, the researcher could complete this thesis as a requirement for the *Sarjana Pendidikan* degree at the State Islamic Institute of Palopo, entitled “Developing the English Worksheet for Tenth Grade of Cullinary Art Students at SMKN 1 Palopo.” *Salawat and salam* may be upon our beloved prophet Muhammad SAW, his family, his companion, and his adherence.

The researcher realized that this thesis could be completed with many people’s support, advice, guidance, and suggestions. Therefore, in this chance, the researcher would like to express the highest appreciation to:

1. Prof. Dr. Abdul Pirol, M. Ag as the rector of State Islamic Institute of Palopo.
2. Dr. Nurdin K, M. Pd as the dean of Tarbiyah and Teacher Training Faculty.
3. Amaliyah Yahya, S.E., M. Hum, the chief of the English Language Educational Study Program of IAIN Palopo, always supports and encourages the researcher during the research.
4. H. Madehang, S.Ag., M.Pd as the first consultant, and Fadhliyah Rahma Muin, S.Pd.I., M.Pd as the second consultant who have given guidance, explanations, corrections, suggestions, and ideas thereby the researcher can finish this research.
5. Dr. Masruddin, M. Hum, Husnaini, S.Pd. I., M. Pd, and Aniati, S. Pd, as the validators of this research’s product, and St. Hartina, S.Pd., M.Pd, Dr.

Masruddin, M. Hum. Highest appreciation for their guidance, supports, attention, knowledge, and kindness during this research

6. All lecturers of IAIN Palopo, especially the lecturers and staffs of the English language educational study program for their help, supports, and motivation during this research.
7. The school principal of SMKN 1 Palopo and all teachers who gave permission and help during this research.
8. The students of Cullinary Art at SMKN 1 Palopo who have cooperated with the researcher in completing this research
9. My highest appreciation to the researcher's beloved parents: Alm.Tasmin and Rumaedah Majid, the most important people in my life, and my beloved sisters and brothers for their love, sacrifice, prayers, financial support, and motivation to finish this thesis.
10. Biggest thanks to the researcher's beloved friends, "*Elit Family*" (Arya Suyanti, Syahrul Bahru, Nurul Rahmawati. S, and Milawati Tana Payung), "*Sekte Duit*" (Dewi Kartini, Nurul Utami Hamid, and Umi Nurul Fahri), Fadilah Huzaifah and Muhammad Alman Alnafian who always give me support, contribution, help, and prays to finish this thesis.
11. Special thanks to all researcher's classmates "BIG BRILLIANT18," and whole 2018 students from English language educational study program who always supported and helped the researcher.
12. Special thanks to everybody who has given the spirit, motivation, support, and encouragement to finish this research.

The researcher realizes that this thesis is still far from perfection, but it is expected to benefit the other researcher and readers as well. Therefore, constructive criticism and suggestions are really needed for this thesis'' improvement.

Palopo, November 7th, 2022

The Researcher

Isra
NIM. 1802020142

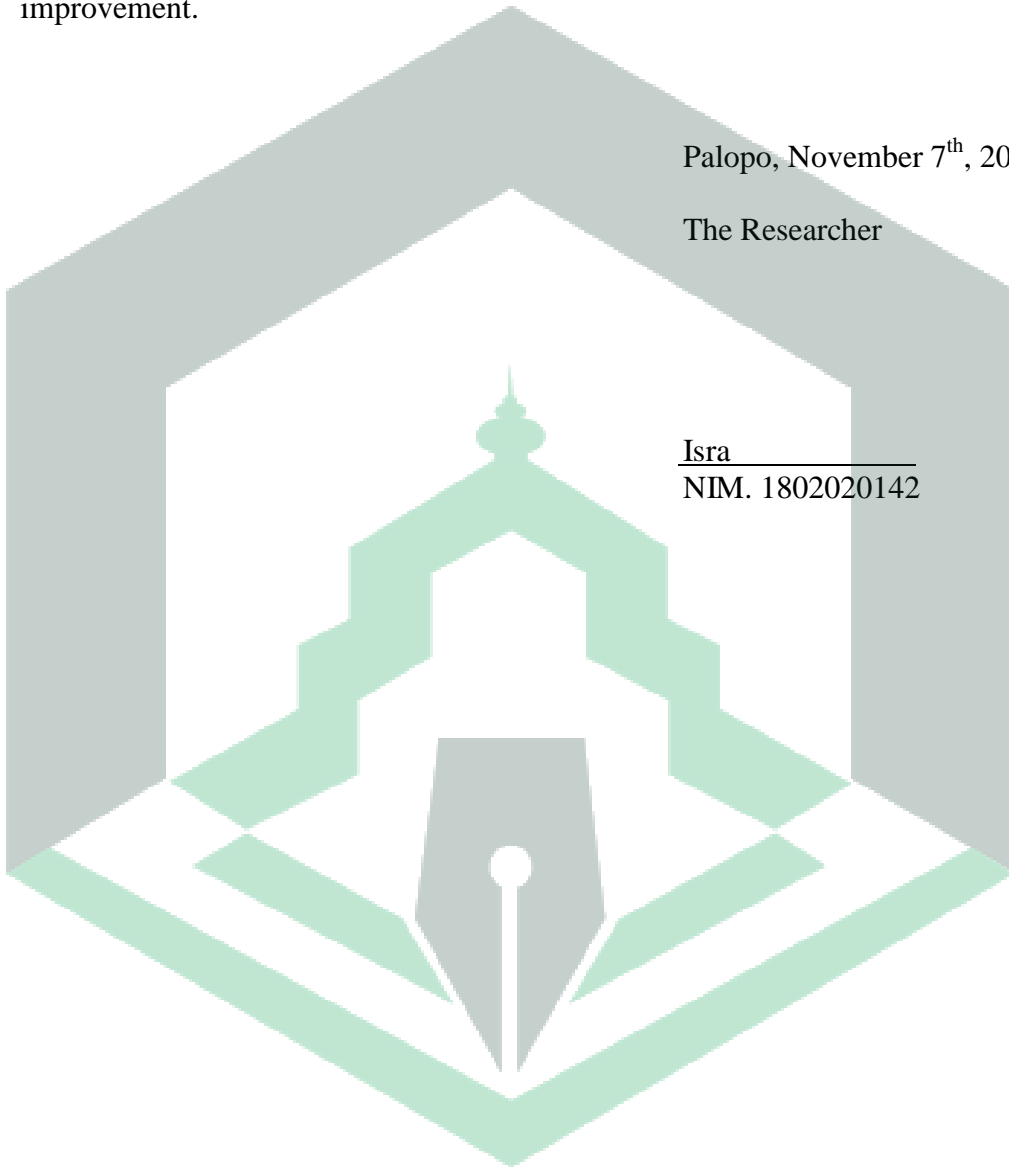
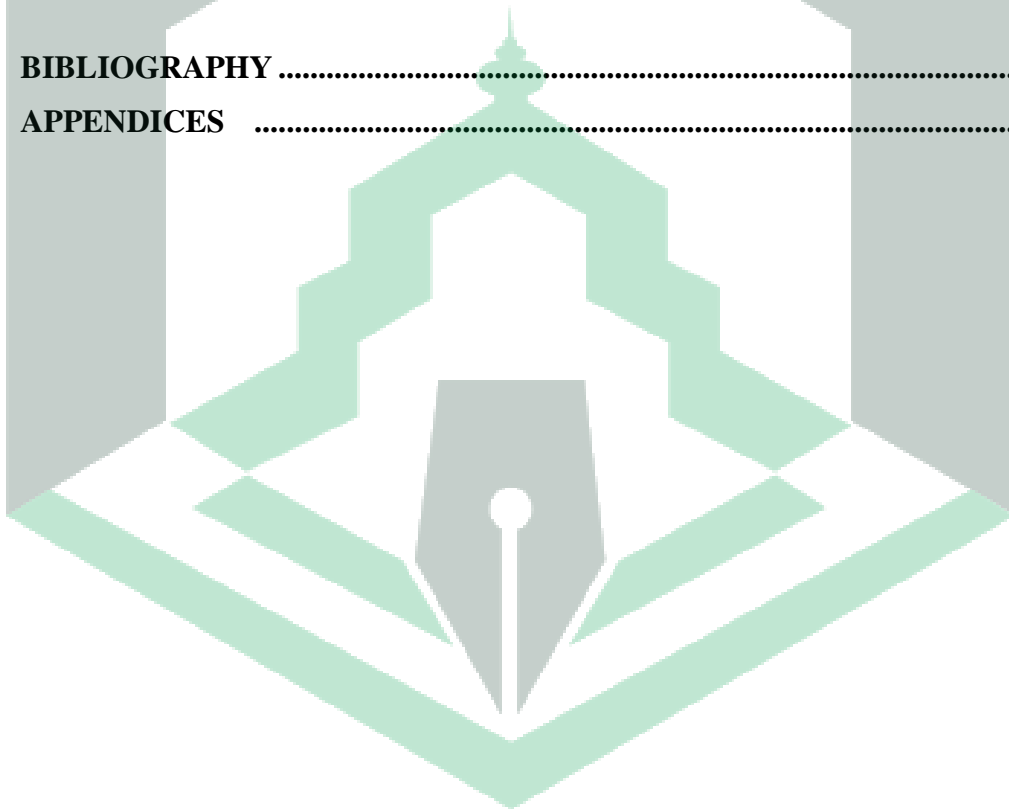


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ABSTRACT

Isra, 2022. *“Developing the English Worksheet for Tenth Grade of Culinary Art Students’ at SMKN 1 Palopo”*. A thesis of The English Department Study Program of Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Supervised by: (1) H. Madehang, S.Ag., M.Pd and (2) Fadhliya Rahma Muin, S.Pd.I., M.Pd.

Considering the importance of learning English, this research aims to design an appropriate worksheet in learning English at tenth grade of culinary art students at SMKN 1 Palopo. It answered two research questions: (1) What is the appropriate English worksheet for tenth grade of culinary art students” at SMKN 1 Palopo? (2) How is the culinary art students” of SMKN 1 Palopo perception towards the designed worksheet? The research design used was Research and Development (RnD) by applying the 4-D model. It consists of four steps: Define, Design, Develop, and Disseminate. This research used several instruments: questionnaire and interview for need analysis, experts” validation questionnaire for worksheet validation, and questionnaire for student”s and teachers” perceptions. Furthermore, the appropriate English worksheet as the final product of this research consists of three units: 1) the unit”s contents about I have qualification for this job; 2) Could you tell me the way; 3) I wondered if you”d like to come along. The designed worksheet was tried out on 24 students of tenth-grade culinary art students in SMKN 1 Palopo. Therefore the students” perception result got a mean score of 4,3 with 86% of the percentage which qualified as “Very Good.” It indicated that the worksheet was capable and ready to use without revision. The results were supported by the interview result of the students and teachers of SMKN 1 Palopo.

Keywords: *Research and Development, English learning, Culinary Art Worksheet.*

CHAPTER 1

INTRODUCTION

A. Background

In this global era, English is needed as a communication tool in all aspects, especially education. English in vocational high schools is essential for students to achieve their competencies. It helps students to compete healthily in this global competition. Nowadays, students in vocational high school need to master English learning. It is essential regarding they need to be able to communicate using English as an international language, need of experience through joining a competition. Grauberg stated that the primary goal of students who learn a foreign language is to speak in the target language.¹

According to the goals of the vocational high schools, the English learning material should appropriate its skill. That can change students to master English according to their abilities or needs. One basic approach that can be a great way to develop English language material is ESP (English for Specific Purposes). ESP as an enterprise involving education, training, and practice and drawing upon three central realism of knowledge, namely language, pedagogy, and students"/participants' specialist area of interest. Richards & Rodger saw ESP as a movement that seeks to serve the language needs of learners who need English to carry out specific roles (e.g. student, engineer, nurse) and who need to acquire content and real-world skills through the medium of it rather than master the language for its shake.

¹ W Grauberg, *The Elements of Foreign Language Teaching* (Bristol, United Kingdom: Channel View Publications Ltd, 1997), 201.

Appropriate learning material is an essential item in facilitating the learning process. It determines the quality of language input and practice.² Learning material refers to any kind of materials/media used in supporting the learning process to guide and built-up the learning environment.³ There are many kinds of learning material. One of them is Worksheets. A worksheet is a known as list of questions given by the teacher in the form of a piece of paper to accomplish the tasks. In teaching English, a worksheet usually plays in the specific area of learning and is often used as a practical topic that has been studied or learned by the students. According to Andi Prastowo in Yulianto Kamaludin Zaky, a worksheet is printed showing material as paper sheets comprised of rundown, material, and advisers for finish the assignment which ought to be finished by learners, mentioning an ordinary skill that was resolved.⁴

Worksheets are media that aim to make students react to a teacher. Worksheets can be an excellent creative medium to increase student interest, ability and supporting factors for many who want to be able to use English in communicating well. The author defines an analysis of student needs related to learning material and media application. The use of worksheet will make students more active in learning English. The use of worksheets in the learning and teaching process is beneficial for teachers and students. In addition to content that

² Muhammad Basri D. Andi Arie Andriani Andi Tenri Ampa, —The Development of Contextual Learning Materials for the English Speaking Skills,| *International Journal of Education and Research* 1, no. 9 (2013): 1.

³ Tony Read and Tony Read, —Teaching and Learning Materials Financing,| *Where Have All the Textbooks Gone?: Toward Sustainable Provision of Teaching and Learning Materials in Sub-Saharan Africa*, 2015, 15, https://doi.org/10.1596/978-1-4648-0572-1_ch5.

⁴ Yulianto Kamaluddin Zaky, “An Analysis of Students” English Worksheet Based on the Aspect of Teaching Material and Indicators Study toward the English Lesson Planning and Its Equipment Faculty of Arts and Letters”, 137010032,2017,.

includes all material, students will also be more interested in completing their activities if the worksheets they use are colourful. This study argues that by using a good sheet, English students will be able to understand English material and participating activities.

Commonly, students will find out some obstacles in learning material. According to Jack C. Richard, some typical learners' problems lack vocabulary, grammar, pronunciation, ideas, comprehension, and communication strategies.⁵ Based on the online interview with the students of SMKN 1 Palopo, the problems are followed: the first, students are lack confidence. It happens because a negative mindset has manifested in their psychology.⁶ They are shy, anxious, nervous, and scared of making mistakes, which caused a laugh and mocked by others. The second, students are lack vocabulary, grammar, pronunciation, and communication strategies. The vocabulary problems are related to the number of vocabulary assets and the difficulties in combining the proper vocabularies to compose good sentences. The main problem of pronunciation is related to the mother tongue of the speaker. The third, less learning media, there is no worksheet and no specific media are used by the teacher at school.

Based on the problems mentioned above, through this research, researchers want to find solutions to solve the problems. The researcher is interested in designing an English worksheets as a solution for students to increase students' interest in the learning process. Students need appropriate worksheet as learning

⁵ Jack C Richards, —Teaching Speaking Theories and Methodologies,| *Cambridge English Language Teaching*, 2014, 2–3, www.professorjackrichards.com.

⁶ Youssef Haidara, —Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia,| *Universal Journal of Educational Research* 4, no. 7 (2016): 1504, <https://doi.org/10.13189/ujer.2016.040701>.

media. Therefore, researchers are interested in designing an English worksheet as additional learning media.

Therefore, the researcher was inspired to design this English Speaking Learning Material under the title **“Developing the English Worksheet for Tenth Grade of Culinary Art Students at SMKN 1 Palopo.”**

B. Research Question

These identifications of the problems lead the researcher to formulate the research question as follows:

1. What is the appropriate English Worksheet for the Culinary Art students“ at SMKN 1?
2. How is the Culinary Art students“ of SMKN 1 Palopo perception towards the designed Worksheet?

C. Objective of the Research

According to the formulation of the problems, the research's objectives were:

1. To find out the Worksheet needed for learning English in the tenth grade of Culinary Art students“ at SMKN 1 Palopo.
2. To find out the Culinary Art students“ of SMKN 1 Palopo perception towards the designed worksheet.

D. Benefit of Research

The resercher results were expected to give valuable contributions to the English teachers and students at SMKN 1 Palopo. There were two parts of the significance or benefit of this research; they were: theoretically and practically.

1. Theoretically

- a. The researcher is expected the result of the research is can be reference for further research.
- b. The researcher is expected to increase English material.

2. Practically

- a. Giving insight and reference to the teacher, the students, and the next researcher concerning how to construct and compose a learning worksheet based on students" needs.
- b. Providing a product of learning materials that suitable and can be used by both teacher and students of Cullinary Art at SMKN 1 Palopo.

E. Specification of the Expected Product

The worksheet is design for tenth grade students of SMKN 1 Palopo have following specifications:

- a) The worksheet designed based on the basic competence of the curriculum for tenth grade students at SMKN 1 Palopo.
- b) The lesson topic on the worksheet is text that used varieties questions models. Practice questions in the worksheet can help students to know how far they understand the learning material.
- c) Vocabulary list column is provided in order to facilitate the students to understand the meaning of each word. Vocabulary list in helping the students to understand the meaning of each word, the vocabulary list will include in the end of each chapter.

- d) The product was contain with several pictures to make students more interest and easier to understand the lesson topic. The pictures that appear in worksheet will relate with the lesson topic.

F. The Assumption and Limitation of the Research

This research consists of assumption and limitation. The assumption of this research, consist of several aspect, as follows:

Assumption

1. The students answered the questionnaires (need analysis and perception towards the students" need)
2. The design of worksheet evaluated by the experts.
3. The lesson topic on worksheet applied after the experts examine the content.

In formulating this research, the researcher considers several limitation, those are:

1. Through the limitation of English learning skills, to design the worksheet.
2. The design of worksheet applied Task Based Learning in composing the worksheet for the tenth grade of cullinary art students at SMKN 1 Palopo.
3. Applied 4-D model.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There are several previous research related to this research. It will be explained as follows:

Sartika (2019), *Developing Worksheet Vocabulary of the Tenth Grade Students of Nautical Department at SMK Samudra Nusantara Utama Palopo*⁷.

The result aimed to develop worksheet vocabulary for tenth grade students of nautical department SMK Samudra Nusantara Utama Palopo. This research used Research and Development (R & D) methodology. There are three units in the product of this research, each unit being divided into several sections introducing appropriate vocabulary lesson, written text accompanied by several activities such as the dialogue in explaining a word, and eligibility encourages students to be active in class and to be independent students. The product produced from this research is a vocabulary worksheet compiled based on the Thigajaran model, where design has four stages for determining, designing, developing, and disseminating. On the worksheet it produces, each unit contains the vocabulary discussed for the marine department. The worksheet includes four units. Those are: (1) discusses the alphabet, (2) discusses numbers, (3) discusses ships, (4) and discusses the speech section. The researcher indicates the similarity in designing a student worksheet. The differences were the product was designed vocabulary that was not an English learning material.

⁷ Sartika (2019), *Developing Worksheet Vocabulary of the Tenth Grade Students of Nautical Department at SMK Samudra Nusantara Utama Palopo*.

Suhono and Defika Andriana Sari (2020) in their journal entitled *“Developing Students’ Worksheet Based Educational Comic for Eleventh Grade of Vocational High School Agriculture”*⁸ this research intends to development students’ worksheet based educational comic for eleventh grade of Vocational High School (SMK) agriculture in Bumi Nabung. This research was conducted on class XI students of the Bumi Nabung Agriculture Vocational School for the 2019/2020 academic year, with descriptive text material, reports, procedures and explanations. Classes used as research subjects are class XI which consists of 5 students. Researchers conducted the Development of Student Worksheet-Based Educational Comics with a 4-D development model consisting of 4 stages, namely Define, Design, Development and Disseminate. The results of developing LKS based on educational comics at the XI Bumi Nabung Agricultural Vocational School are suitable for use in learning. The results from the research obtained an average, end score from a worksheet based comic-book assessment by a comic-based media expert of 69, the average score of end results from a worksheet based assessment by a 44-based expert on materials, average scores of end-based worksheet assessment results by a 36 language expert, from all the validator and worth categories. It means that the results of developing LKS based on educative comics at the Bumi Nabung Agricultural Vocational School class XI are suitable for use. Suhono and Defika Andriana Sari research has similarity to this research, the research is Research and Development (R & D). Suhono and Defika Andriani

⁸ Rizka Sukowati, Subadiyono, and Suhardi Mukmin, „Developing Student Worksheet of Ecology-Based Descriptive Text Writing in Seventh Grade of Mts Muqimus Sunnah Palembang”, *Sriwijaya University Learning and Education International Conference*, 2018 <<http://www.conference.unsri.ac.id/index.php/sule/article/view/1331>>.

Sari research has several differences. is the product of a worksheet based on educational comics and not an English worksheet, and the participants focus on eleventh grade students of the Bumi Nabung Agriculture Vocational School, while the researcher focuses on tenth grade students especially for culinary art students. Moreover, the similarity of this research is used to develop students' worksheet is 4-D model.

Nita Pujiana (2015), *Developing Students's Worksheet for the Tenth Grade of SMK Karsa Mulya Palangkaraya*.⁹ The research was intended to develop english worksheet that were appropriate for the tenth grade students of SMK Karsa Mulya Palangkaraya. The resercher did some descriptions on the probability and the identifications of the students' responses towards the worksheet. The research and development method was applied while using the ADDIE model; analysis, design, development, implementation, and evaluation. Two goals needed to be achieved in this research; to find out the needs and responses from the students and teachers about the English worksheet and identifying the types of students worksheet. the differences between Nita's research and this research they were: the ADDIE model was applied in Nita's research, meanwhile the recent research adopted the 4D model.

B. Literature Review

1. The Concept of Worksheet

a. Definition of Worksheet

⁹ Nita Pujiana (2015), *Developing Students's Worksheet for the Tenth Grade of SMK Karsa Mulya Palangkaraya*.

The worksheet is known as sheets in the form of books or materials that contains the lessons of English. Prastowo in Ummul Afa et al. defined the worksheet as a piece of paper with the complete materials and summary of the students' tasks and should be related to the necessary competence¹⁰. Furthermore, Sutedjo in M Khairi Ikhsan and Handayani stated that a worksheet is some practical tool for both teachers and students throughout the process of learning which consists of the knowledge, skills, and manners that are developed based on the standard of the passing grade, the basic competence, and the standard of competence¹¹.

Worksheet is one of the teaching materials used in the learning process, the worksheet role is crucial to reaching a goal on an education activity.¹² Worksheet is one of component of teaching materials in printed form other than books, workbooks, and so on.¹³

Worksheets teaching materials that provide information and instructions to students about learning activities in the form of work, exercise or achieving a goal. The worksheet can help effective interactions between students and teacher, furthermore worksheet will increase learning activity and improve student learning achievement.¹⁴

¹⁰ Ummul Afa and others, „Validity of Biology “ s Students “ Worksheet Equipped by Pictorial of Concept Map for Students of Class VIII at Junior High School”, February, 2019.

¹¹ M Khairi Ikhsan and Handayani, „The Development of Students “ Worksheet Using Scientific Approach on Curriculum Materials”, *Fourth International Seminar On English Language and Teaching (ISELT-4)*, 2016, 74–87.

¹² Selahattin Kaymakci, „A Review of Studies on Worksheets in Turkey.”, *Online Submission*, 1 (2012), 57–64 <<https://files.eric.ed.gov/fulltext/ED530699.pdf>>.

¹³ Willy A. Renandya Jack C. Richards, „Methodology in Language Teaching An Anthology of Current Practice by Jack C. Richards, Willy A. Renandya (z-Lib.Org).Pdf”, 2002.

¹⁴ Damelyana Sagita, „Peran Bahan Ajar LKS Untuk Meningkatkan Prestasi Belajar Matematika”, *Seminar Nasional Pendidikan Matematika Ahmad Dahlan*, 1 (2016), 38.

b. Types of Worksheet

Eka Yuli Sari Asmawati, in her journal, stated that there several types of teaching materials, those are as follow:

1. Visual teaching materials consisting of printed materials, such as books, handouts, modules, student worksheets, brochures, leaflets, wall charts, and non-prints.
2. Audio teaching materials, consisting of non-printed materials, such as radio, cassette, audio compact disk, and vinyl record.
3. Audio-visual teaching materials, such as videos, films, and compact disks. Interactive teaching materials, such as Computer Assisted Instruction, compact disks, interactive multimedia learning, and web-based learning materials.¹⁵

c. Worksheet Structure

There are several structures to create a good worksheet. Those are as follow:

1. Good header

Worksheets in the context of lessons have headers that contain general information about the subject, class or level, stage, topic, the unit of study, further material such as textbooks, and maybe any source references.

2. Clear Instructions

¹⁵ Eka Yuli Asmawati, „Lembar Kerja Siswa (Lks) Menggunakan Model Guided Inquiry Untuk Meningkatkan Keterampilan Berpikir Kritis Dan Penguasaan Konsep Siswa”, *Jurnal Pendidikan Fisika*, 3.1 (2015) <<https://doi.org/10.24127/jpf.v3i1.13>>.

Worksheets must have clear instructions because students need to understand what activities will be carried out, instructions on worksheets are important for students to understand why they are doing these activities.

3. Worksheet Exercises

The worksheet contains illustrations, highlighted points and enough columns to answer the practice questions. Where the worksheet contains several exercises, all of them should be related to the same topic. This ensures that the learner will not be overwhelmed or distracted by new vocabulary.¹⁶

d. Principles in Developing Worksheet

Tomlinson stated there are several principles that should be understood by the people in developing of materials for the teaching language.¹⁷ Those are:

1) The material should achieve impact.

Achieving impact depends on materials that have a real effect on students that is when the learners' curiosity, interest, and attention are attracted. Things to know and remember are the impact varies.

2) Materials should help learners to feel at ease.

Pressure is applied to initiate certain types of language learning, this will have the effect of being uncomfortable, tense, causing the learner to lose their sense of comfort and thus lose the opportunity to learn the language. Material writers can converse with students casually as a good teacher would and try to

¹⁶ Suci Pertiwi, Apriliana, „Designing English Worksheet to Teach Reading Skill for the Eleventh Grade Students of Mas Nurrodhayah Kota Jambi“ (SULTHAN THAHA SAIFUDDIN JAMBI, 2019), 21-22.

¹⁷ Tomoya KAWABATA and Hitomi NISHIBATA, „Material Development (2)“, *Journal of the Japan Welding Society*, 81.3 (2012), 184–91 <<https://doi.org/10.2207/jjws.81.184>>.

achieve personal contact with them by expressing their own preferences, interests, and opinions.

3) Materials should help students to develop confidence

Activities that push students a little beyond their abilities are a way to build confidence, it can help students use and develop their extra-linguistic skills.

e. **The Purposes of the Student's Worksheet**

The student's worksheets have an essential aim in learning because it is believed to increase knowledge activities and atmosphere. Also, it can help the teachers in teaching their students to explore the concepts in education.

According to Prastowo in Rhonda V. Magee, the student's worksheet has four functions, they are:

1. As teaching materials to assist the students in learning and minimize the teacher's recaps in teaching.
2. As materials of teaching to help the students in understanding the materials delivered.
3. As instructional materials to provide tasks to practice productively.
4. To facilitate the process of teaching and learning implemented by the teacher.¹⁸

2. **The Culinary Art**

The culinary arts study programme prepares the students to be ready in food industry locally or even globally. The work field of this department is relatively wide and varied, such as in the hotel, restaurant, cruise ship, catering

¹⁸ Rhonda V. Magee and others, „The Use Of Students' Worksheet In Teaching English Class At Second Grade Of Mts N Teras In The Academic Year Of 2016/2017 Thesis", *ABA Journal*, 102.4 (2017), 24–25 <<https://doi.org/10.1002/ejsp.2570>>.

company and other kinds of food companies. Moreover, this study programme also prepares them to be entrepreneurs so that they can create their own business in the future. As the wide job opportunities, the culinary study programme has been increasingly favoured by student candidates at vocational high school.

The wide opportunities for the students to work makes English has an important role for their achievement. Their competences and skills of English must be ready to support them in the global competition when they are graduated. Therefore, there is a specific English area which should be equipped to them. In conclusion, the ESP approach is suitable as the basis for developing the English learning materials for the students of Culinary Arts study programme at SMKN 1 Palopo.

3. English for Specific Purposes

The need for an international language in the global society was underline the development of ESP. In accordance to this fact, the application of ESP approach is relevant to the goal of English teaching in vocational high school which is to equip the students with language proficiencies and skills which are required in the target situation in the future.

a. Definition of ESP

ESP is based on students' needs in learning English. Since students' needs in ESP are very important, a needs analysis should be conducted earlier before designing the materials. According to Hutchinson & Waters, ESP is an approach to language teaching that all content and method in learning language are based on

the learner's need.¹⁹ In addition, according to Dudley E et al. see ESP as an approach of a product that they mean that ESP does not involve a particular kind of language (Grammar, lexis, register), skills discourse and genres appropriate to these activities.²⁰

Robinson viewed ESP as an enterprise involving education, training, and practice and drawing upon three major dashes of realism of knowledge, namely language, pedagogy, and students' specialist area of interest. Richards & Rodger saw ESP as a movement that seeks to serve the language needs of learners who need English to carry out specific roles (e.g. student, engineer, nurse) and who need to acquire content and real-world skills through the medium of it rather than master the language for its sake.²¹

b. The Characteristics of ESP:

1. ESP may be related to or designed for specific disciplines.
2. ESP may use, in particular, teaching situations, a different methodology from that of general English.
3. ESP is likely to be prepared for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at the secondary school level.

¹⁹ Hutchinson, T. & Waters, A. *English for Specific Purposes*. Cambridge: Cambridge University Press. 1987. P.19.

²⁰ Dudley E & St. John. *English For Specific Purposes*. Cambridge. Cambridge University Press. 1998. P. 2-3.

²¹ Titik Agustina. *An Approach Of English Teaching For No-English Department Students* (The journal of English for Specific Purpose, vol. 7 no. 1 (Mei) 2014). P. 38

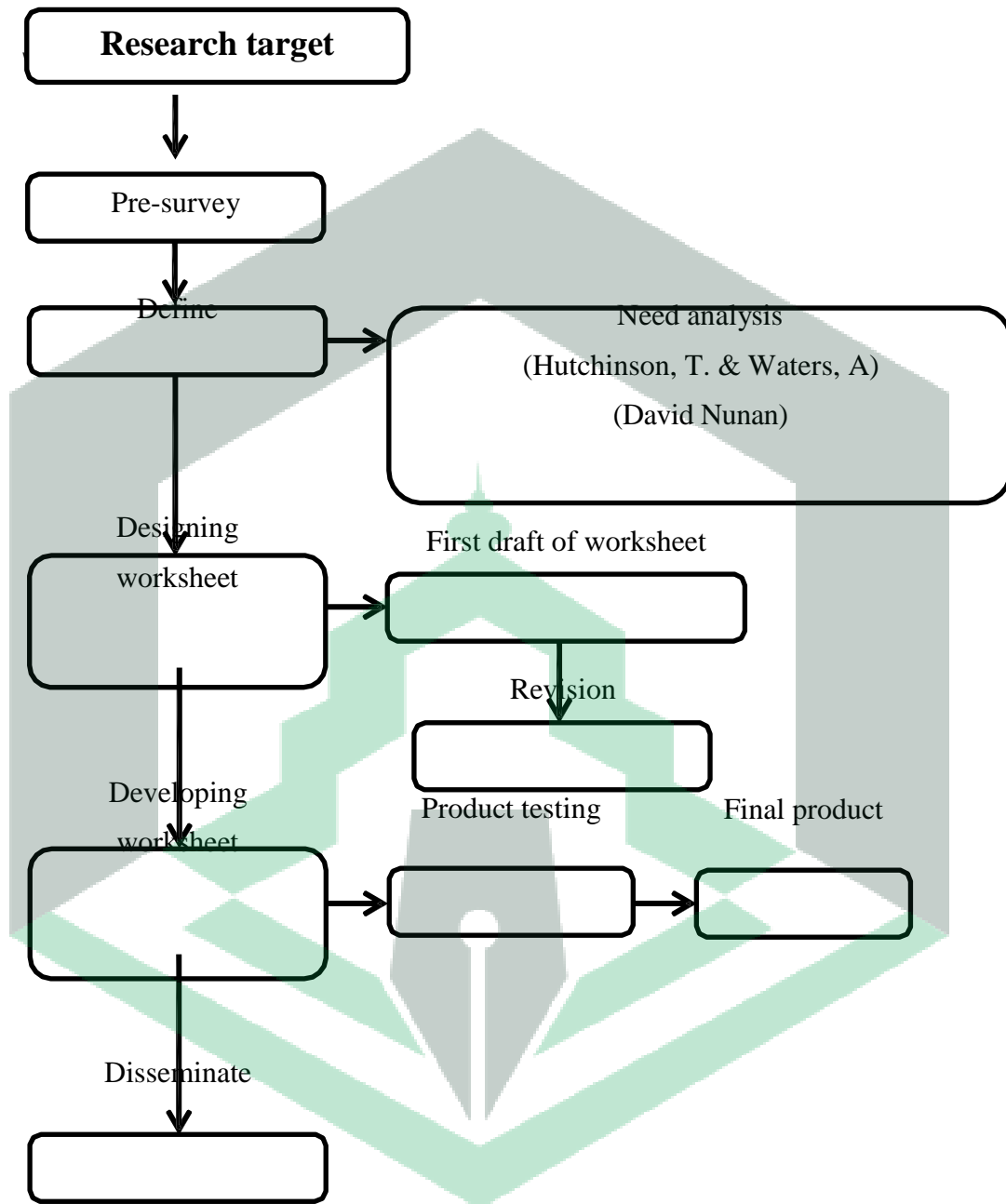
4. ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.²²

C. Conceptual Framework

The purpose of this research by using R & D (Research and Development) model is to design appropriate English learning material particularly worksheet for tenth grade of culinary art students of SMKN 1 Palopo. In designing an English worksheet, the researcher adapted the 4-D instructional design models. Worksheet will be designed based on the need analysis. After designing, the researcher will develop the worksheet based on the expert evaluation and designing of the worksheet. In the end, this research will produce an English worksheet that is suitable for SMKN 1 Palopo in learning material.

²² Dudley E & St. John. *English For Specific Purposes*. Cambridge. Cambridge University Press. 1998. P.3.

Figure 2.1. Conceptual Framework



D. Hypothesis

Based on the researcher observations that the product that will be produced, namely English worksheet for culinary art students at SMKN 1 Palopo to improved the ability to master English learning material.

H₀: The worksheet is not appropriate for culinary art students at SMKN 1 Palopo.

H₁: The worksheet is appropriate for culinary art students at SMKN 1 Palopo.



CHAPTER III

RESEARCH METHOD

In this research, the researcher used Research and Development (R&D) method in designing an English worksheet for tenth grade of culinary art students at SMKN 1 Palopo. In this study, the researcher use the 4-D model.

A. Development Model

In this research, there are four steps in developing a product adopted from the 4-D that had been developed by Thiagarajan, Semmel and Semmel. The 4 steps are: Define, Design, Develop and Disseminate.²³

Researcher used this development model because the procedures are systematically arranged so that it is very easy to use and very helpful in producing teaching material media.

B. Research Location and Time

SMKN 1 Palopo, Jalan K.H.M Kasim No.10, Kec. Wara, Kota Palopo, Prov. Sulawesi Selatan, 12 september until 09 november 2022.

C. Subject and Object of Research

The population is a group consisting of objects or subjects which has certain definite qualities and characteristics by researchers to study and then draw conclusions. The population of this research was the tenth grade of culinary art students" at SMKN 1 Palopo. The sample is a part of the population that has characteristics which is the same as the population, or we could say it as the representative of the population to be researched. Technique sampling which

²³Trianto, "Model Pembelajaran Terpadu Dalam Teori Dan Praktek," *Jakarta, Prestasi Pustaka*, 2007.

provides opportunities for each element (members) of the population to be selected as members of the sample. The researcher took 24 students" as the sample from class of culinary art one. Then, the tryout had been represented by twenty four students".

D. The Procedure of Development

Procedures in design or development are steps that must be followed in making a product. In this development the researcher adapted the 4-D development model, namely:

1. Define

In this step, students" analysis is needed. The researcher will collect the data about the students"s need in learning English. The researcher will give questionnaire which contains about target needs (need, lacks and wants) and learning needs (activities and setting). The researcher also will interview the second grade students and English teachers of SMKN 1 Palopo for additional information about the learners' needs. This analysis aims to determine the suitable worksheet for tenth grade of cullinary art students of SMKN 1 Palopo.

2. Design

In this step, the researcher will design a product about the English Worksheet for tenth grade Student in based on the data and the results of the analysis of student needs in the form of questionnaires and interviews.

3. Develop

After going through several steps, the next step is the development step. In this step, the researcher develop the material. The researcher give the product to

the material experts and book development experts to validity and get suggestions for product improvement and then will be revised according to expert advice. The expert judgment is expected to make product will be more precise, effective, tested, and better. In this step, the product is designing and developing, and it will be revised again as a final draft of the product.

4. Disseminate

After the product has been developed and has been revised based on the judgments, then in this step the product will be given to the SMKN 1 Palopo.

E. Data Collection Technique

The researcher will use two instruments to collect the data in this research:

1. Interview

The researcher will interview the students and the teachers of the SMKN 1 Palopo. It collects the information about students' goals in learning English (target needs).

2. Questionnaire

The questionnaire will be used to collect data about target needs (necessity, wants, and lacks) in this research. It also will be used for experts' judgment to evaluate and validate the developed an English worksheet through validation sheets by three expert judgments. Besides that students' perceptions about the deficiency and the developed an English worksheet feasibility also will collect through a questionnaire.

F. Data analysis technique

1. Data analysis of interview

The data obtained from interviews will be managed through qualitative descriptive method.

2. Data Analysis of Questionnaire

Data from needs analysis questionnaire, given to students at the need assessment step, will be described based on the students' answer to represent their needs. The results of the needs assessment questionnaire will be calculated using the following formula:

$$\frac{\sum x}{N} \times 100\%$$

X = Score
 $\sum x$ = The same answer given by students
 N = Total students

Figure 3.1

The highest percentage states the most accepted choices from the students. It is the researcher's background in designing a worksheet.

3. Data Analysis of Expert Validation and Students' Perception

The researcher will use *Likert scale* to calculate the results of the expert's validation and students' perceptions. The data will be analyzed by calculating the average of the answer based on experts and students scoring.²⁴

The number of answer *very good* = VG x 5 =

The number of answer *good* = G x 4 =

The number of answer *fairly* = F x 3 =

²⁴ Hadiarah, "Developing English Vocabulary Worksheets for the Seventh Grade Students at SMP Negeri 1 Bajo," *State Islamic Institute of Palopo*. 2021.

The number of answer *poor* = $P \times 2$ =

The number of answer *very poor* = $VP \times 1$ =

Total score =

After calculating the total score, then the researcher will calculate the average score by using the following formula:

$$M = \frac{B}{N}$$

M = Mean score
B = Total scores
N = Total number of material topics

Figure 3.2

After calculating the mean score, then the researcher continue to calculate the value by using the following formula:

$$X = \frac{M}{N} \times 100\%$$

X = The value
M = Average score
N = Total number of value

Figure 3.3

After the mean score of each material topic calculated, the researcher will define them as an appropriate an English Worksheet for tenth grade of Cullinary Art Students at SMKN 1 Palopo.

Table 3.1 Material Topics Qualification of Product Evaluation

Score	Percentage	Qualification	Categories
4,2 – 5,0	84% - 100%	Very Good	It can be utilized without revision
3,4 – 4,1	68% - 82%	Good	It can be utilized with a little bit of revision
2,6 – 3,3	52% - 66%	Fairly	It can be utilized with much revision
1,8 – 2,5	36% - 50%	Poor	It cannot be utilized
1,0 – 1,7	20% - 34%	Very Poor	It cannot be utilized and need much more revision

Table 3.2 The Example of Expert Instrument Validation Table

Aspects	Score
Contents	
Scope of the contents	
Language	

Table 3.3 Example of Expert Validation Table

No	Indicator	Average Score	Qualification	Categories	Experts' Suggestion

Table 3.4 The Example of Students' Perception Table

No	Indicator	Average Score	Qualification	Categories



CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher discusses the findings and discussion the research process of developing the English worksheet for tenth grade of culinary art at SMKN 1 Palopo.

A. Research Findings

In this stage, the researcher shows the detailed processes of developing the English worksheet for tenth grade of culinary art students at SMKN 1 Palopo. According to the explanation in chapter three, the researcher applied the 4-D development model in designing the instructional material.

1. The Questionnaire Result With the Second Grade of Culinary Art Students at SMKN 1 Palopo

In designing the material of the Worksheet, the researcher needs to collect student data needed. The researcher distributed 25 questionnaires related to students' needs and learning needs. Before distributing the questionnaires to the students, they were validated by two validators: Dr. Masruddin, S.S., M.Hum as the language expert, and St. Hartina, S.Pd., M.Pd as the material expert. The results of questionnaire validation are shown below.

Table 4.1 The Result of Questionnaires' Validation by Language Expert

Aspects	Score
Contents	4
Scope of the contents	4

Language	4,75
Average score	4,25

Table 4.2 The Result of Questionnaires' Validation by The Material Expert

Aspects	Score
Contents	4,67
Scope of the contents	5
Language	4,75
Average score	4,87

After validating the questionnaires, the researcher distributed them to the students. The respondents of the questionnaires were 24 students in the second grade of culinary art at SMKN 1 Palopo. The detail of the students is presented in the table below.

**Table 4.3 Data of the respondents
Gender**

Respondents	Gender		Class
	Male	Female	
24 students in the second grade of culinary art at SMKN 1 Palopo	6	18	X culinary art 1

2. The Result of Students Interview

In this stage of the interview, there are three questions that will be asked to several students: (1) How important is English for your education? (2) How is your current level of English mastery? And (3) How much influence does this worksheet have on your learning process? There were several statements about these questions in response as answered by the student representative:

“English is very important because we want to continue our study abroad, we need English for study and communication.”

“English skills are still very basic, understanding and using English is only about common words and simple sentences.”

“Very important and very big influence because as a media to help the learning English, so that it can practice our ability to speak English”

3. The Result of Need Analysis Questionnaire

a. Target Need

1) Needs

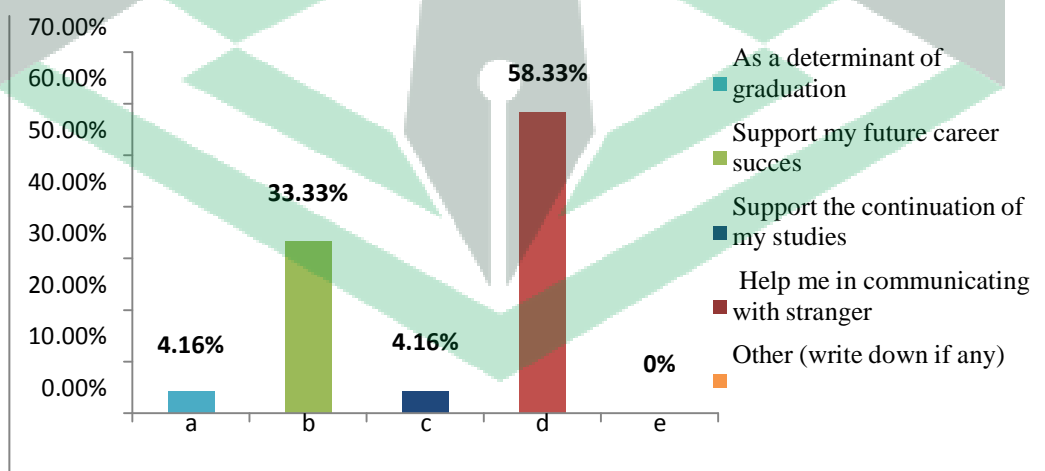


Chart 4.1 The Percentages of Students Goals in Learning English

The bar chart explained the Percentage of students' needs in their reason of learning English based on the analysis questionnaire. From the five options, the

high Percentage of options was to help the student to be able to communicate with foreign people (58.33%), and the researcher focused more on the high Percentage than the lower Percentage.

2) Necessities

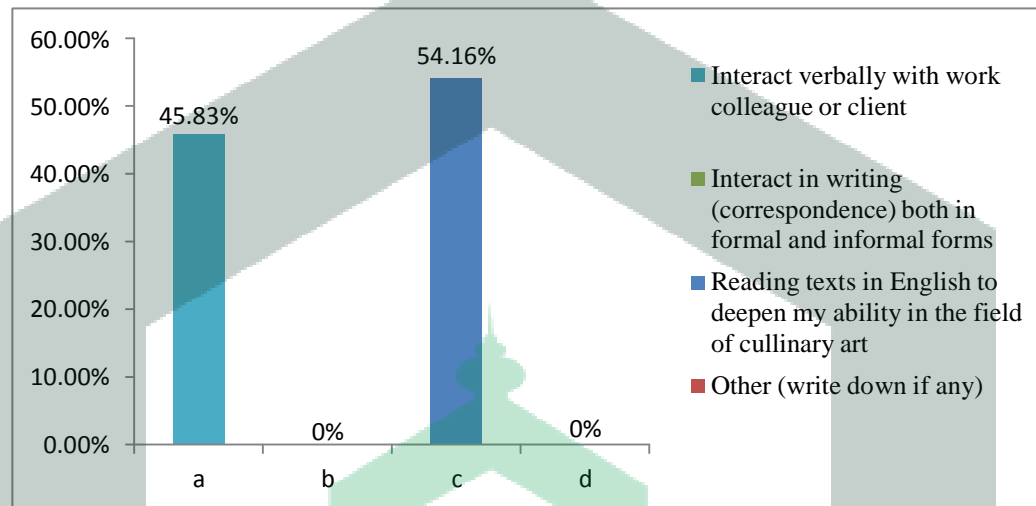


Chart 4.2 The Percentages of Students Target in Learning English

The bar chart showed the percentage of students target in English. There were four points of target showed in the chart. The highest percentage showed that students want to be able to a mean in mastering culinary skills by reading the English texts., with a 54,16% score. The researcher highlights the highest percentage in developing the English worksheet for culinary art students.

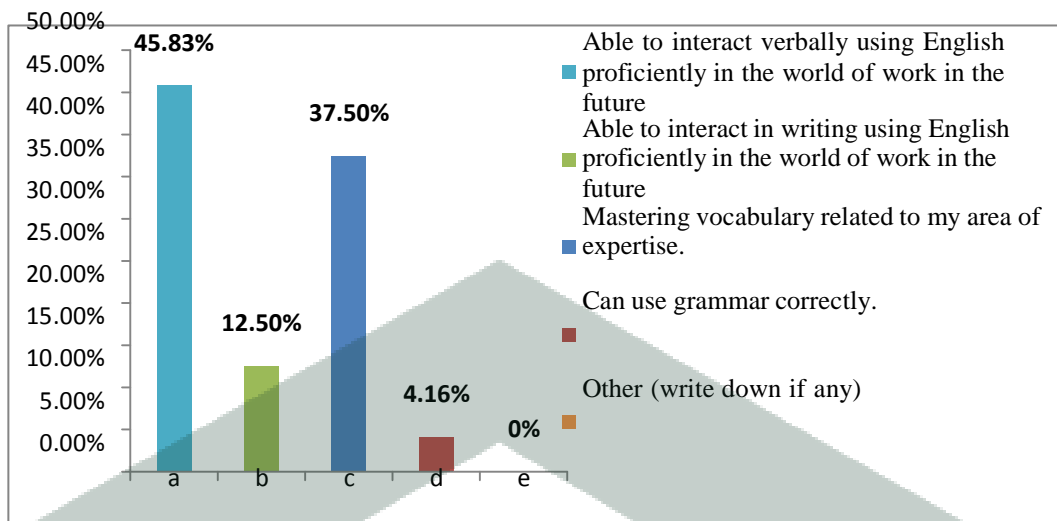


Chart 4.3 The Percentages of Students Purpose in English

The bar chart showed the percentage of students purpose in English. Most of students (45,83% of all respondents) want to be able to communicate using English in oral communication, and the researcher focused more on the high Percentage than the lower Percentage.

3) Lacks

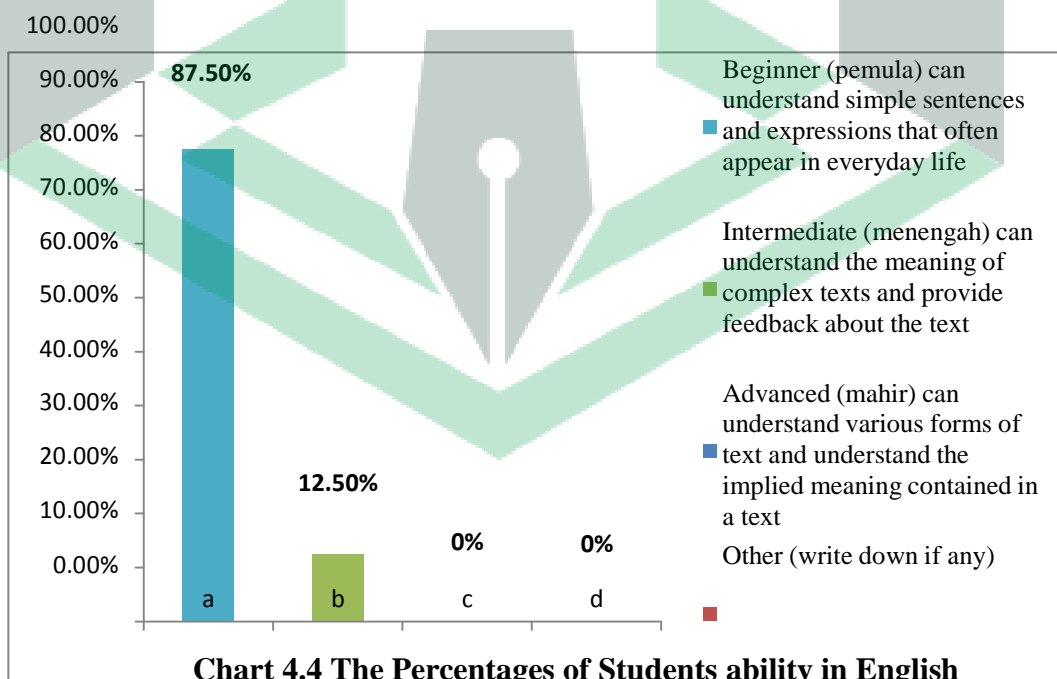


Chart 4.4 The Percentages of Students ability in English

The bar chart showed the percentage of students ability in English. There were three points of level ability showed in the chart, which was understand simple sentence in everyday (beginner), understand the meaning of complex texts (intermediate) and understand various forms of text (advanced), and eventually mostly students still had very basic English as a shown on the chart about (beginner) is 87,50%.

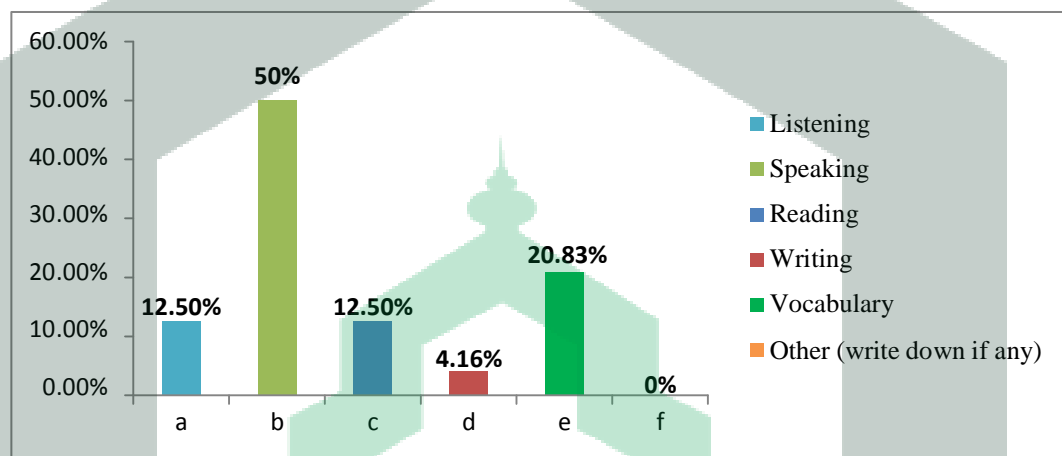


Chart 4.5 The Percentages of Students difficulty in English

The result of the second question about stuents lacks. The purpose of this question was to know the students weaknes and difficulty in English learning. From the chart percentage there are 50% of the students said that they found difficulties in Speaking.

4) Wants

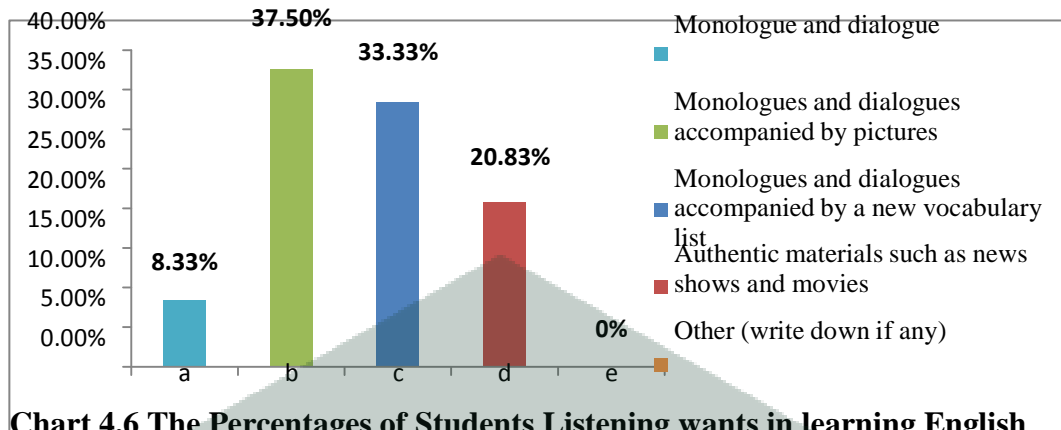


Chart 4.6 The Percentages of Students Listening wants in learning English

The bar chart explained about learning listening. There were 37,50% of the students who wanted the listening input in the form of dialogue with picture as illustration. Then the researcher only focused on the high percentage.

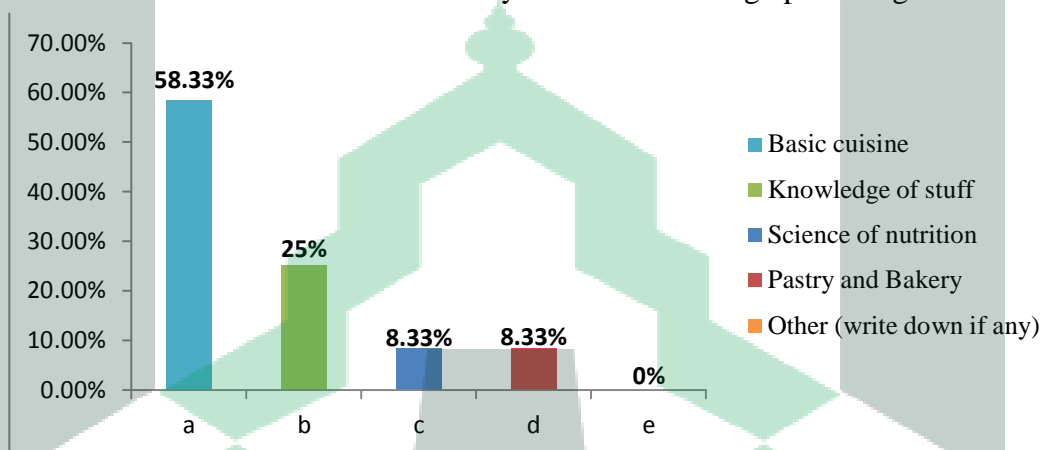


Chart 4.7 The Percentages of Topic Listening

The bar chart showed about topic listening that students wants. there were four points in the chart, and mos of students (58,33% repondents) preferred the topic which is to basic culinary. The researcher highlights the highest percentage in developing the English worksheet for culinary art students.

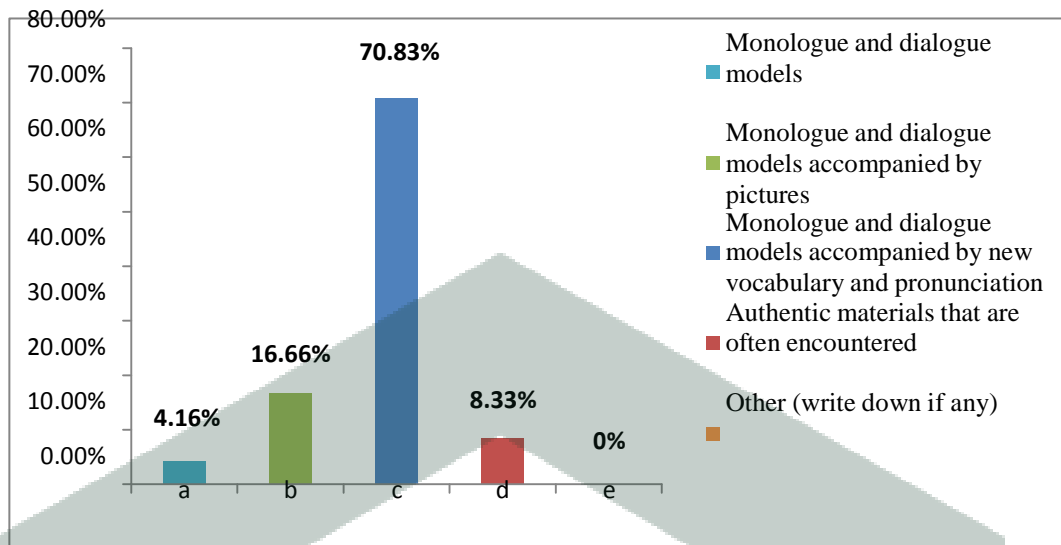


Chart 4.8 The Percentages of Students Speaking wants in learning English

Above presents the desired inputs for learning speaking. There were 70,83% of the students who wanted a model of monologue and dialogue with the lists of new vocabularies and the pronunciation.

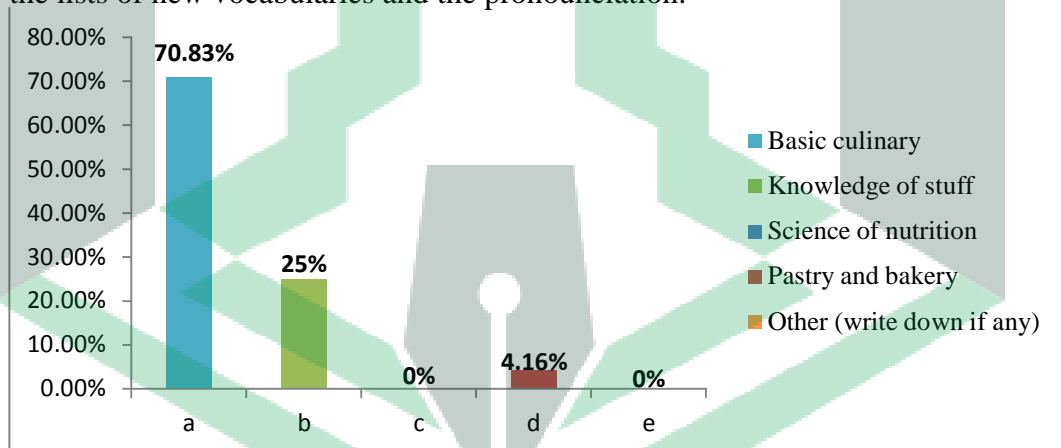


Chart 4.9 The Percentages of Topic Speaking

The bar chart showed about topic speaking that students wants. There were four points in the chart, and most of students (70,83% repondents) preferred the topic which is to basic culinary. The researcher highlights the highest percentage in developing the English worksheet for culinary art students.

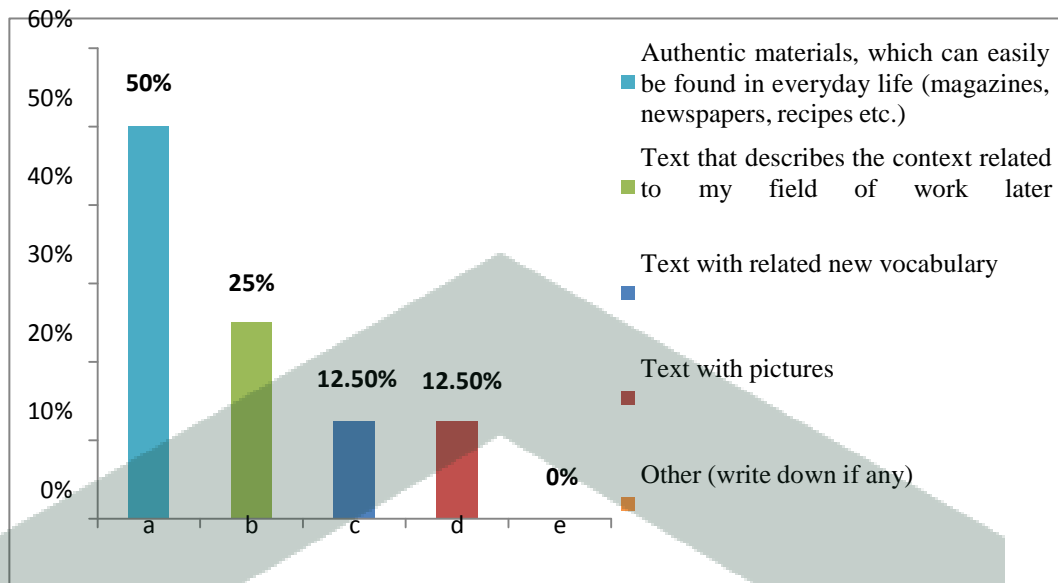


Chart 4.10 The Percentages of Students Reading wants in learning English

The bar chart presented the Percentage of students reading wants in learning English. There were 50% of the students who wanted the reading input in the form of authentic materials, i.e. magazines, newspapers, and schedules. They desired the input text related to the context of students study programme (Culinary arts).

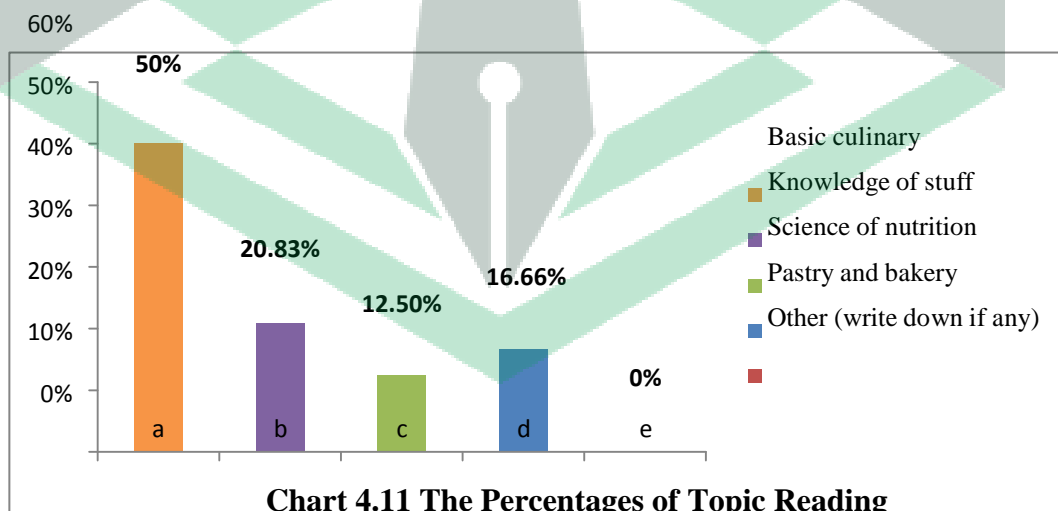


Chart 4.11 The Percentages of Topic Reading

The bar chart showed about topic reading that students wants. There were four points in the chart, and most of students (50% repondents) preferred the topic which is to basic culinary. The researcher highlights the highest percentage in developing the English worksheet for culinary art students.

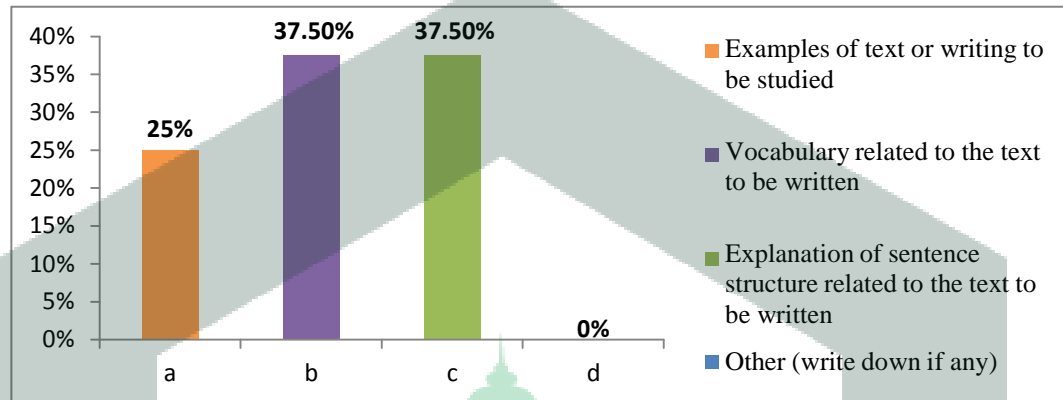


Chart 4.12 The Percentages of Students Writing wants in learning English

Above presents the desired inputs for learning writing. There were 37,50% of the students who wanted the vocabulary lists related to the topic. The second tendency of the desired input for writing was chosen by 37,50% of the students. They wanted the explanation of the structures of the texts which are related to the topic as the writing input.

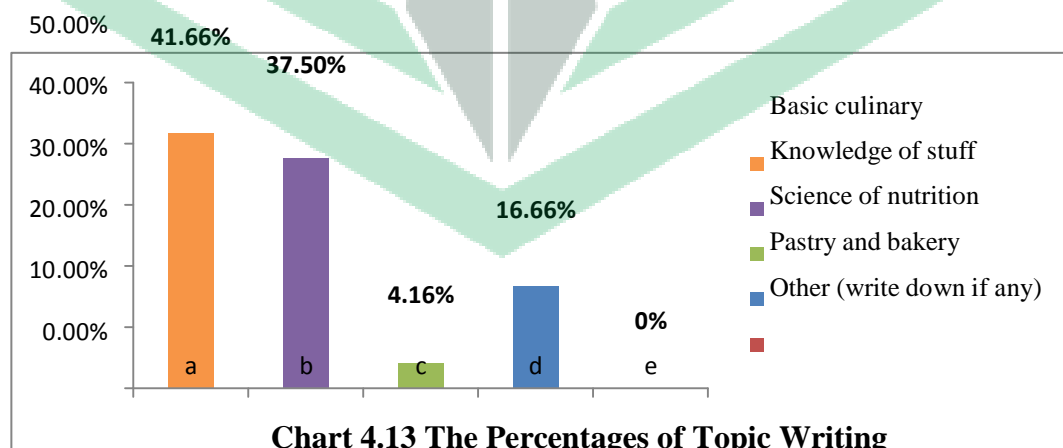


Chart 4.13 The Percentages of Topic Writing

The bar chart showed about topic reading that students wants. There were four points in the chart, and most of students (41,66% repondents) preferred the topic which is to basic culinary. The researcher highlights the highest percentage in developing the English worksheet for culinary art students.

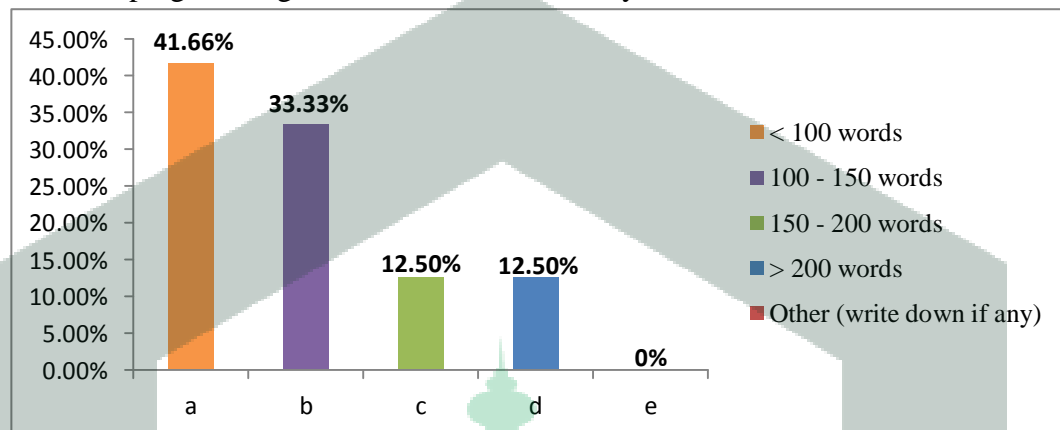


Chart 4.14 The Percentages of the length text in Speaking

In term of length of the text for speaking input, 41,66% of the students wanted the speaking text less than 100 words of length. So therefore the researcher focused more on the high Percentage than the lower Percentage.

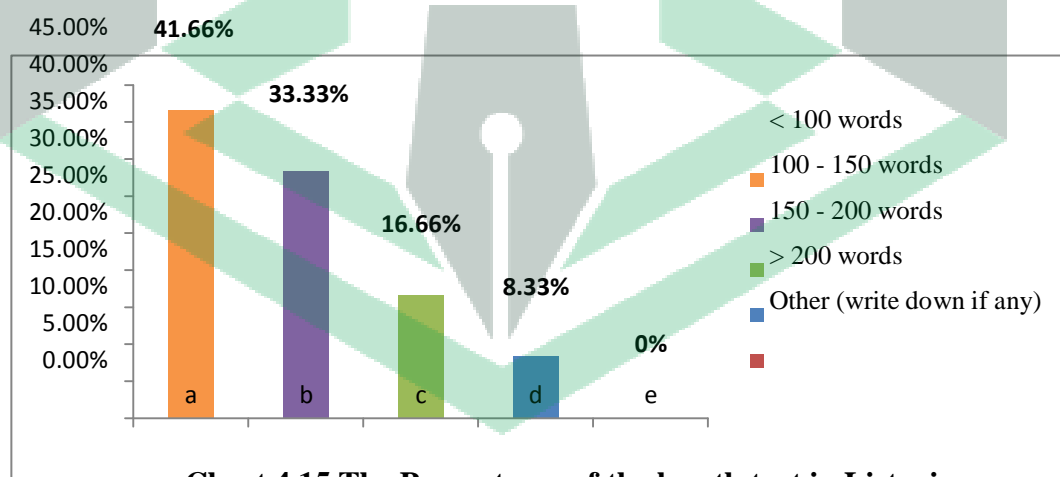


Chart 4.15 The Percentages of the length text in Listening

In term of length of the text for listening input, 41,66% of the students wanted the speaking text less than 100 words of length. So therefore the researcher focused more on the high Percentage than the lower Percentage.

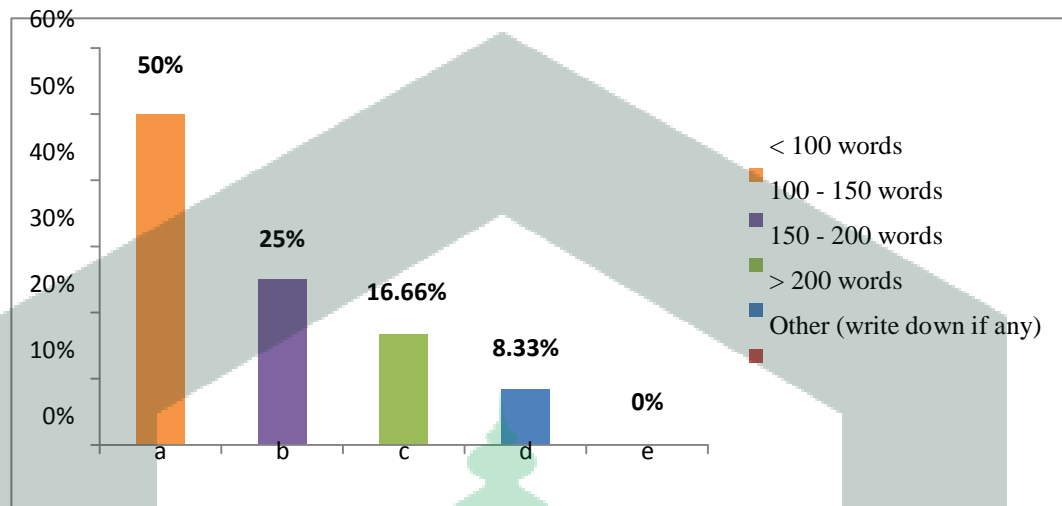


Chart 4.16 The Percentages of the length text in Reading

In term of length of the text for reading input, 50% of the students wanted the speaking text less than 100 words of length. So therefore the researcher focused more on the high Percentage than the lower Percentage.

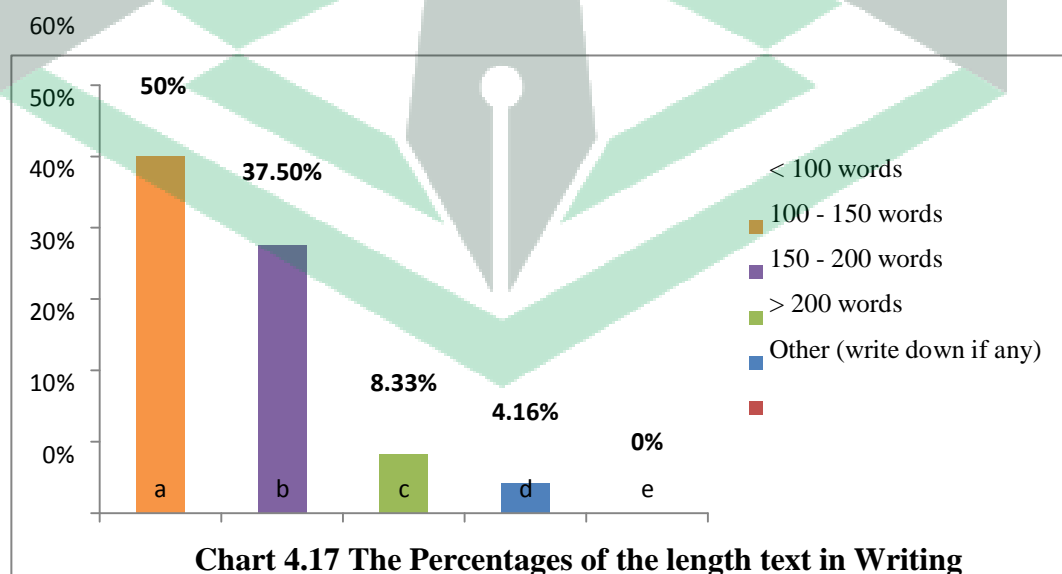


Chart 4.17 The Percentages of the length text in Writing

In term of length of the text for writing input, 50% of the students wanted the speaking text less than 100 words of length. So therefore the researcher focused more on the high Percentage than the lower Percentage.

b. Learning Need

1) Learning Material

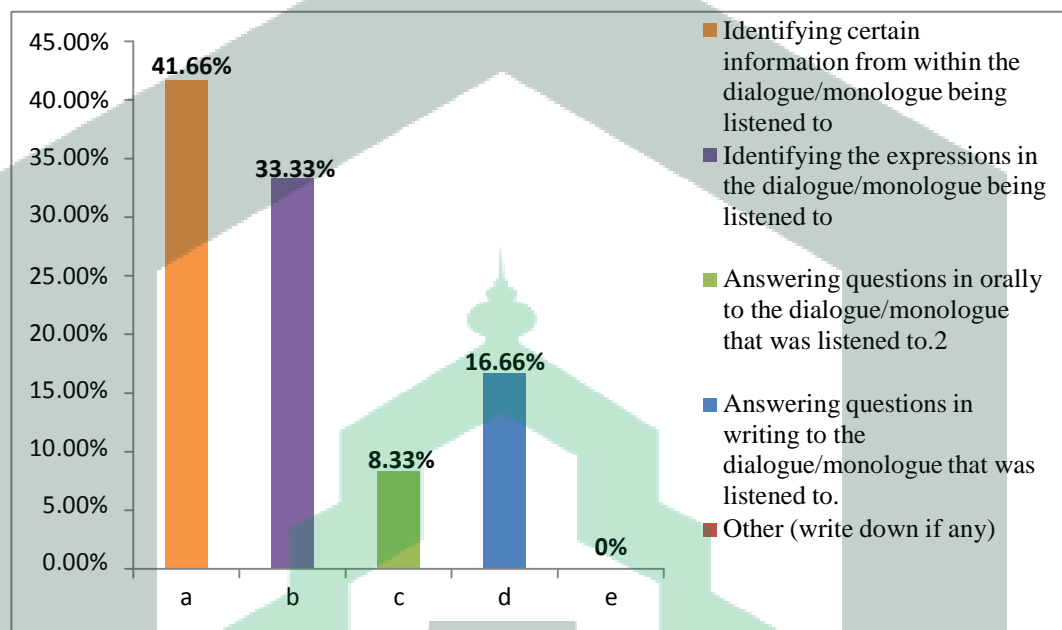


Chart 4.18 The Percentages of Students Listening Activity

The bar chart showed the percentage of students listening activity. There were 40,74% of the students who wanted the activities for learning listening like identifying certain information found in the dialogue/monologue. Based on the highest percentage, the researcher developed the English worksheet for culinary art students.

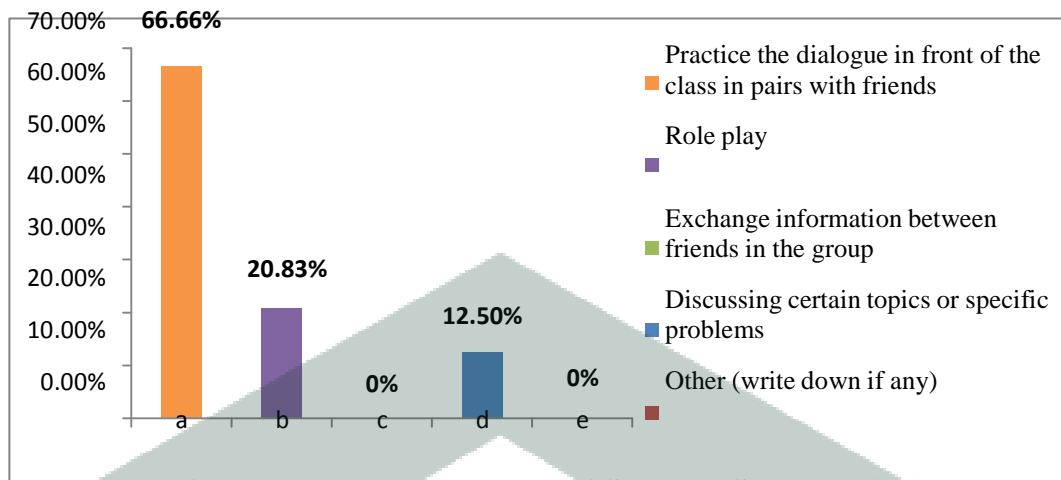


Chart 4.19 The Percentages of Students Speaking Activity

The bar chart showed the percentage of students speaking activity. Most of students (66,66% of respondents) who wanted the activities for learning speaking like practice the dialogue in front of the class in pairs with friends. Based on the highest percentage, the researcher developed the English worksheet for culinary art students.

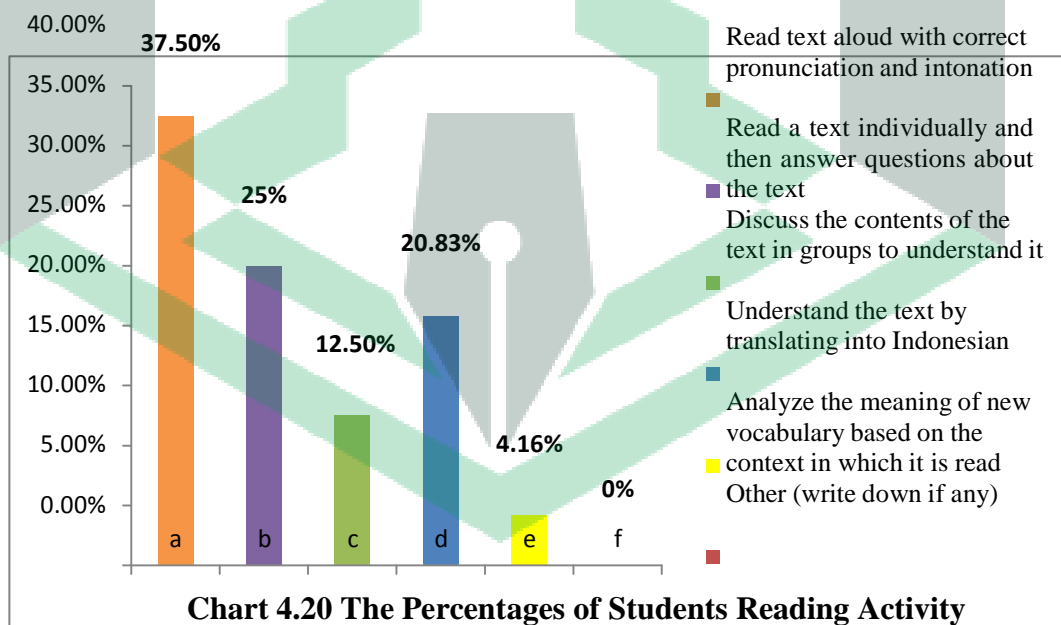


Chart 4.20 The Percentages of Students Reading Activity

The bar chart showed the percentage of students reading activity. There were 37,50% of the students who wanted the activities for learning reading like

reading a text loudly with correct pronunciation and intonation. Based on the highest percentage, the researcher developed the English worksheet for culinary art students.

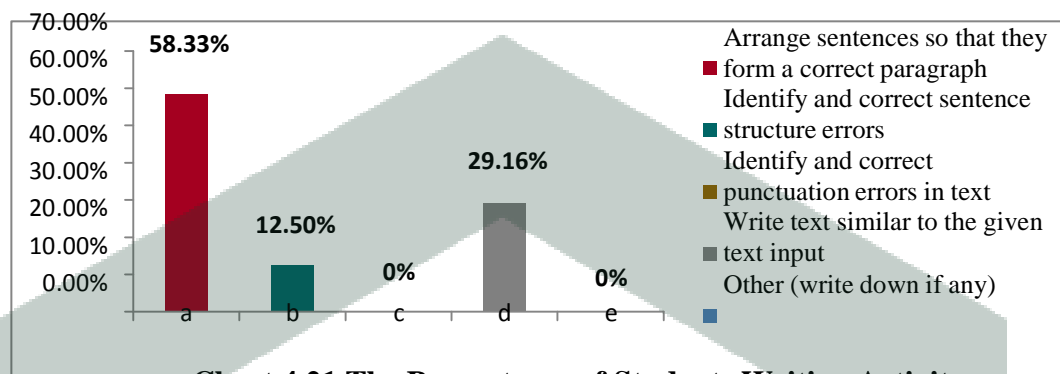


Chart 4.21 The Percentages of Students Writing Activity

The bar chart showed the percentage of students writing activity. Most of students (58,33% of respondents) who wanted the activities for learning writing like rearranging jumbled sentences into a good order of paragraph. Based on the highest percentage, the researcher developed the English worksheet for culinary art students.

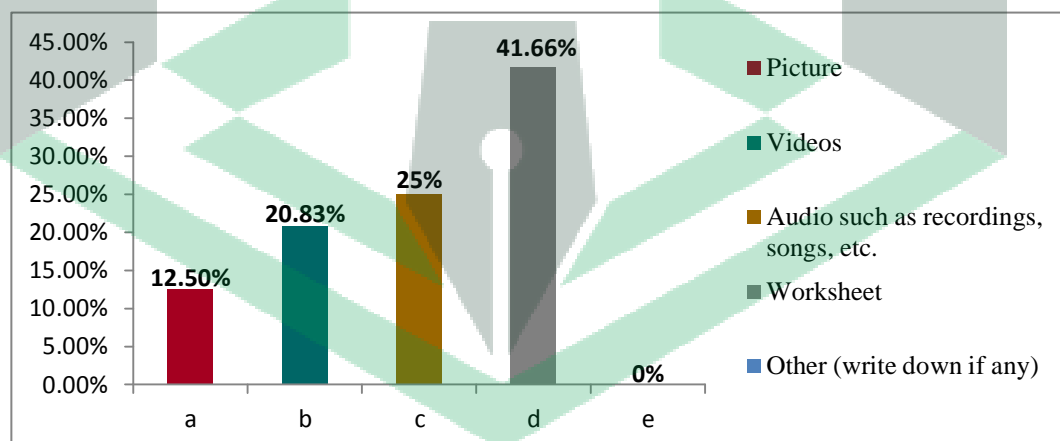


Chart 4.22 The Percentages of Students Media in Learning English

The bar chart showed the percentage students media in learning English. There were 4 points media showed in the chart, and mostly students need

worksheet (41,55% respondent). Based on the highest percentage, the researcher designed an English worksheet for culinary art students.

2) Setting

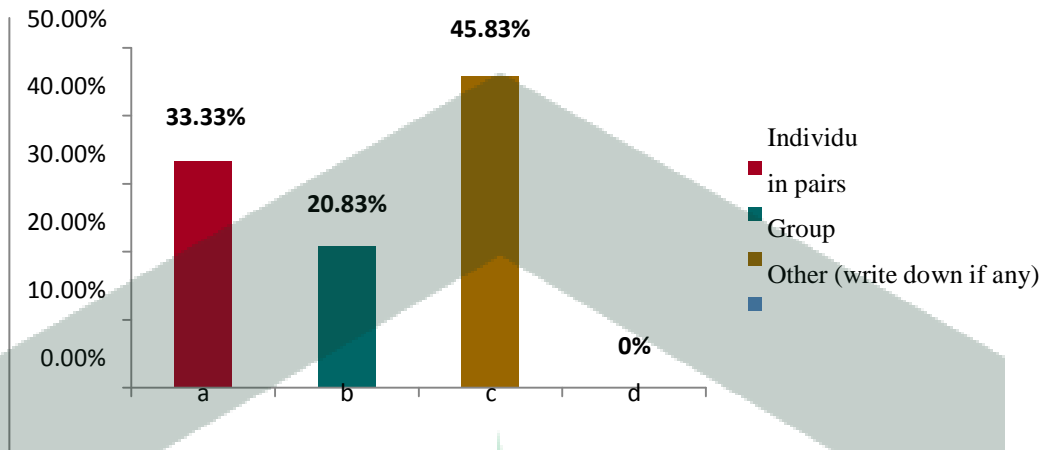


Chart 4.23 The Percentages of Learning Process

Above shows the desired settings desired by the students to carry out the tasks. From the chart, there were 45,83% of the students who wanted group works activity.

3) Students Role

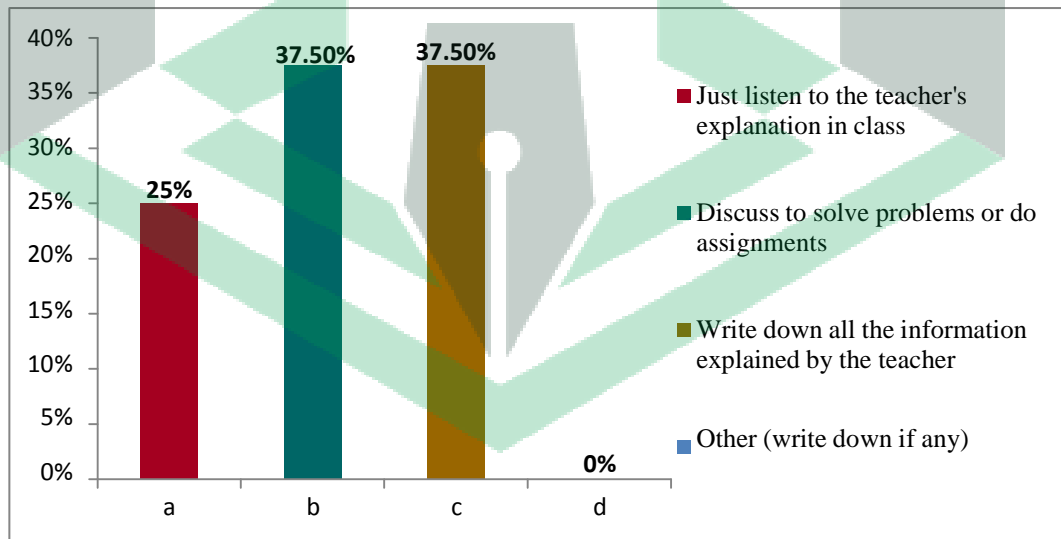


Chart 4.24 The percentages of preferred Students' Role for Learning

Above shows that there were 37,50% of the students who wanted to do the tasks by discussion. It means that the students wanted to be problem solver in carrying out a task. The activities suitable for this role are answering questions text, discussing a topic, finding main ideas, etc. The second tendency for students role was write down all the information explained by the teacher (37.50%).

4) Teachers Role

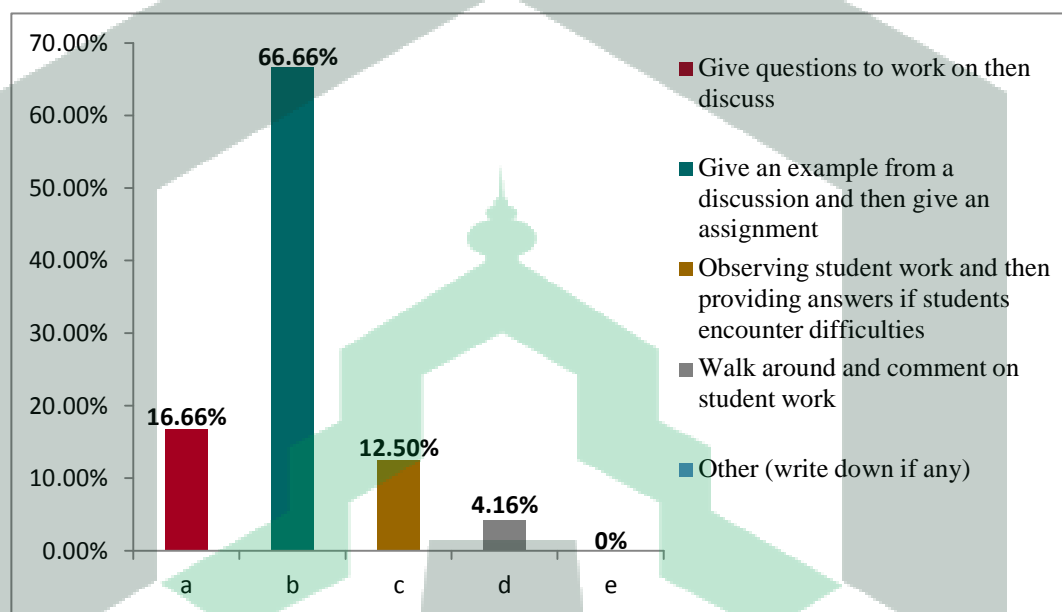


Chart 4.25 The Percentages of Teacher's Role in Learning

The bar chart showed the percentage of teachers role in learning. Most of students (66,66% respondents) students who wanted the teacher to give examples about the topic which is learnt and give the students assignment about it. In the other words, the students expected the teacher to be the mentor in the classroom. The researcher focused more on the high Percentage than the lower Percentage.

4. Expert Judgment on Worksheet

In this research, the researcher validated the English worksheet by providing a questionnaire to layout expert, language expert, and material expert. There were twenty one questions about the worksheet. There were Dr. Masruddin, S.S.,M.Hum as an English lecturer at IAIN Palopo, Husnaini,S.Pd.I.,M.Pd as an English lecturer at IAIN Palopo, and Aniati,S.Pd as a teacher at SMKN 1 Palopo.

a) Layout Expert

Based on the expert assesment, the overall design of the students worksheet got a total mean score of 4,3 with an percentage of 86% which include as a “Very Good” category.

Table 4.4 Average Score by Layout Expert on Every Aspect

Question Number	Score	Question Number	Score
1	5	12	4
2	4	13	4
3	5	14	5
4	4	15	4
5	5	16	4
6	4	17	4
7	5	18	5
8	5	19	4
9	4	20	4
10	4	21	4
11	4		

The mean score of the design and layout expert validation was calculated below:

$$\frac{\quad}{\quad} = 4,3$$

Figure 4.1

The percentages of the design and layout expert validation were calculated below:

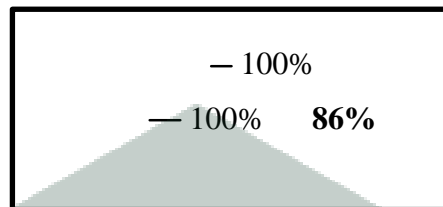


Figure 4.2

b) Material Expert

According to the expert assessment, the overall material of a students worksheet got a total mean score of 4,7 with an percentage of 94% which include as a “Very Good” category.

Table 4.5 Average Score by Material Expert on Every Aspect

Question Number	Score	Question Number	Score
1	5	12	5
2	4	13	5
3	4	14	5
4	5	15	4
5	5	16	5
6	5	17	4
7	4	18	4
8	5	19	4
9	5	20	5
10	4	21	5
11	4		

The mean score of the material expert validation was calculated below:



Figure 4.3

The percentages of the material expert validation were calculated below:

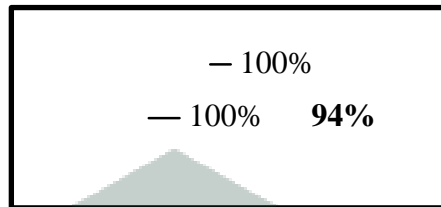


Figure 4.4

c) Language Expert

Based on the expert assesment, the overall design of the students worksheet got a total mean score of 4,5 with an percentage of 90% which include as a “Very Good” category.

Table 4.6 Average Score by Language Expert on Every Aspect

Question Number	Score	Question Number	Score
1	5	12	4
2	4	13	4
3	5	14	4
4	5	15	5
5	5	16	5
6	4	17	4
7	4	18	5
8	5	19	4
9	5	20	4
10	4	21	5
11	5		

The mean score of the language expert validation was calculated below:



Figure 4.5

The percentages of the language expert validation were calculated below:

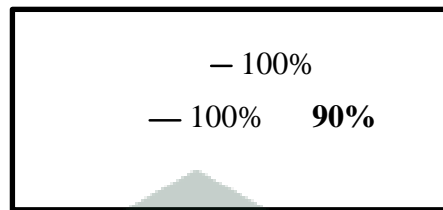


Figure 4.6

5. The Result of the Material Try-out

After revising the worksheet, the researcher implemented it for the tenth grade of culinary art students at SMKN 1 Palopo. The tryout was held in a day. It was held on 25 October 2022 with 24 students. In this try-out, the researcher only implemented several task that represent and effectively to be done during 30 minutes. The researcher began to describe how to scan the barcode. It is intended to clarify how to use the product, which may confuse students when utilizing the worksheet. Therefore, the result of the students perception test can be seen in the table:

Table 4.7 The Result of Students' Perception

No	Criteria	Score	Description	Follow Up
1.	The material presented in the English worksheet is suitable for beginners	4,2	Very Good	It can be utilized without revision
2.	The material in the English worksheet is in accordance with the needs of the tenth-grade students of culinary art at SMKN 1 Palopo.	4,2	Very Good	It can be utilized without revision
3.	The materials in the English worksheet are varied.	4,2	Very Good	It can be utilized without revision
4.	The material presented in the English worksheet is	4,3	Very Good	It can be utilized

	able to improve the English learning of tenth-grade students of culinary art at SMKN 1 Palopo.			without revision
5.	The material in the English worksheet is overall interesting and easy to understand.	4,2	Very Good	It can be utilized without revision
6.	The material topics in the English worksheet are in accordance with the needs of the tenth-grade students of culinary art at SMKN 1 Palopo.	4,2	Very Good	It can be utilized without revision
7.	The material topics in the English worksheet are easy to learn and apply in everyday life	4,2	Very Good	It can be utilized without revision
8.	The choice of type and font size in the English worksheet is interesting and comfortable to read.	4,2	Very Good	It can be utilized without revision
9.	The choice of colors in the English worksheet is appropriate and interesting to read.	4,2	Very Good	It can be utilized without revision
10.	The English worksheet display on every page is attractive.	4,3	Very Good	It can be utilized without revision
11.	The English worksheet is the right size, practical, and easy to carry everywhere.	4,3	Very Good	It can be utilized without revision
12.	The cover of English worksheet is attractive.	4,4	Very Good	It can be utilized without revision
13.	Attractive English worksheet design.	4,5	Very Good	It can be utilized without revision

The students' perception means scores were calculated below:



Figure 4.7

The students' perception percentages were calculated below:

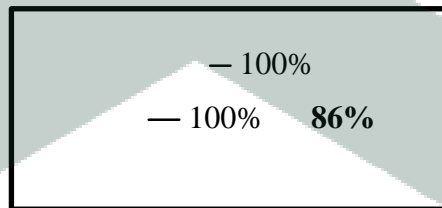


Figure 4.8

Students' perception results got a mean score of 4,3 with 86% of the percentage, which qualified as "Very Good." It indicates that the worksheet is capable and ready to use without revision.

Furthermore, the researcher also distributed the questionnaire to the English teachers of SMKN 1 Palopo. The results of teachers' perceptions of the designed worksheet are shown below:

Table 4.8 The Result of Teachers' Perception

No	Criteria	Score	Description	Follow Up
1.	The material presented in the English worksheet is suitable for beginners	5	Very Good	It can be utilized without revision
2.	The material in the English worksheet is in accordance with the needs of the tenth-grade students of culinary art at SMKN 1 Palopo.	5	Very Good	It can be utilized without revision
3.	The materials in the English worksheet are varied.	5	Very Good	It can be utilized without revision

4.	The material presented in the English worksheet is able to improve the English learning of tenth-grade students of culinary art at SMKN 1 Palopo.	4	Very Good	It can be utilized without revision
5.	The material in the English worksheet is overall interesting and easy to understand.	5	Very Good	It can be utilized without revision
6.	The material topics in the English worksheet are in accordance with the needs of the tenth-grade students of culinary art at SMKN 1 Palopo.	5	Very Good	It can be utilized without revision
7.	The material topics in the English worksheet are easy to learn and apply in everyday life	5	Very Good	It can be utilized without revision
8.	The choice of type and font size in the English worksheet is interesting and comfortable to read.	5	Very Good	It can be utilized without revision
9.	The choice of colors in the English worksheet is appropriate and interesting to read.	4	Very Good	It can be utilized without revision
10.	The English worksheet display on every page is attractive.	5	Very Good	It can be utilized without revision
11.	The English worksheet is the right size, practical, and easy to carry everywhere.	5	Very Good	It can be utilized without revision
12.	The cover of English worksheet is attractive.	5	Very Good	It can be utilized without revision
13.	Attractive English worksheet design.	5	Very Good	It can be utilized without revision

The teachers' perception mean scores were calculated below:

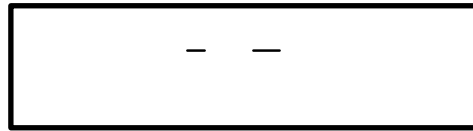


Figure 4.9

The teachers' perception percentages were calculated below:

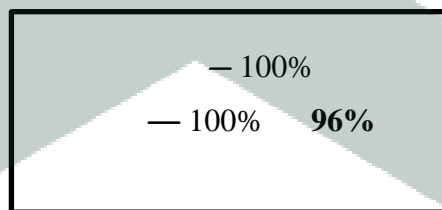


Figure 4.10

Teachers' perception results got a mean score of 4,8, with 96% of the percentage qualified as "Very Good." It indicates that the worksheet is capable and ready to use without revision.

B. Discussion

English teaching in the vocational high school aimed at developing learners language skills which are useful for their career. In other words, the language taught should be relevant to the students' needs in the target situation. Where the students' face some problems in learning English. Those problems are lack of confidence, they are shy and scare of making mistakes. Lack of vocabulary, difficulty in combining the proper vocabularies to compose good sentences, and less learning media, there is no worksheet and no specific media are used by the teacher at school. Thus, the solution problem was this research aimed to design an English worksheet for culinary art students' at tenth grade of SMKN 1 Palopo. The needs for a specific area of English represented that the

language teaching in the vocational high school belonged to a branch of language teaching, English for Specific Purpose. Therefore, this study employed ESP approach in assessing the student needs.

In designing the English worksheet, the researcher adopted the 4-D model, which consists of four steps; define, design, develop and disseminate.²⁵ The purpose of needs analysis was to make sure that the materials could make the students learn the language needed in the target situation. The theory proposed by Hutchinson and Waters (1987)²⁶ about target needs and learning needs was used to develop the needs assessments questionnaire. The questionnaire which was distributed had two main objectives. They were to know the target needs of the tenth grade of culinary art students and the learning needs desired by the students to achieve the goals of learning. The researcher also interviewed to know more about from target need for additional information to strengthen the data from questionnaires. The result of the need analysis showed that the contents of the English worksheet the respondents needed are materials related to what is learned at school. The researcher designed the worksheet first draft, containing three unit. After the first draft was finished, experts validated it to improve the appropriateness and quality of the English worksheet.

Furthermore, the tryout was conducted after validators had accepted the English worksheet. There were three validators of worksheet: design and layout expert, language expert, and material expert. The result of worksheet validation

²⁵ Trianto, "Model Pembelajaran Terpadu Dalam Teori Dan Praktek," *Jakarta, Prestasi Pustaka*, 2007

²⁶ Hutchinson, Tom, and Alan Waters. "English for specific purposes," *Cambridge university press*, 1987

from the design and layout expert got a mean score of 4,3 with 91 % of percentages which qualified as “Very Good.” Furthermore, the result of worksheet validation from the language expert got a mean score of 4,5 with 95 % of percentages which qualified as “Very Good.” Meanwhile, the result of worksheet validation from the material expert got a mean score of 4,7 with 96% of percentages which qualified as “Very Good.” After that, the worksheet was evaluated according to the student and teacher perceptions about the English worksheet

The result approved the worksheet appropriateness of students’ perception got a mean score of 4,3 with 86% of the percentage, which qualified as “Very Good,” and teacher perceptions got a mean score of 4,8 with 96% of the percentage, which qualified as “Very Good.” It indicated that the English worksheet is ready to be utilized without revision. Finally, the researcher disseminated and socialized the final English worksheet to the school in a small group. five students were representatives of the tenth grade students and one English teacher in SMKN 1 Palopo.

There is previous studies that have been done before supported this research, Saily Rahmatika research entitled “*Developing English Speaking Materials for the Tenth Grade Students of Culinary Art Study Program at Vocational High School*”²⁷ this research more focused in Speaking skill, but this research has similar object research, it is on the tenth grade of culinary art students.

²⁷ Saily Rahmatika, “Developing English Speaking Materials for the Tenth Grade Students of Culinary Art Study Program at Vocational High School.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research that refers to need analysis in the form of interviews and questionnaires, the English worksheet needed for culinary art students at SMKN 1 Palopo by considering the suitable topic related to culinary art. The students' need analysis the design of the material level with the basic level. They wanted to use English as a medium of oral communication with their customers and colleagues. To function properly in the target situation, they believed that their English proficiency level should be improved into intermediate or advanced level since their current level was still beginner. The researcher collected information for the first step in designing an English worksheet by conducting a need analysis, the researcher designed and developed the English worksheet and validation the product to the experts of material, language, and layout. After doing the revise based on the three expert suggestion the researcher applied the product.

As for the final result of this research, English worksheet appropriateness was approved by the mean score result of students' perception was 4,3 with 86% of percentage which qualified as "Very Good," and teacher perceptions got a mean score of 4,8 with 96% of percentage which qualified as "Very Good." It indicated that the English worksheet is ready to be utilized without revision. Meanwhile, these results were supported by interviews with students and teachers. It stated that the designed English worksheet was presented in line with the

student's needs: the design and layout were attractive, and the book material and pronunciation guides facilitated the students' learning material. The adoption material presented in each unit to the curriculum applied at SMKN 1 Palopo.

B. Implication

Based on the conclusion above, the follow-up of this research has implication for enhancing students english learning. The theoretical and practical implications are as follows:

1. Theoretical implications, the used of English worksheet for culinary art students in the eleventh grade of SMKN 1 Palopo is expected to enhance students in learning English.
2. Practical implications, the results of this research can be used as a teaching media for the teachers, and as a learning media for the students in the English subject. In addition, the direct impact of this research is the equality of the research that is used to support interesting media in teaching and learning process especially in the English subject.

C. Suggestion

In this part, the researcher would like to give some suggestions according to the conclusion. The suggestions are for the English teacher, pocketbook users, and further researchers:

1. For the teachers

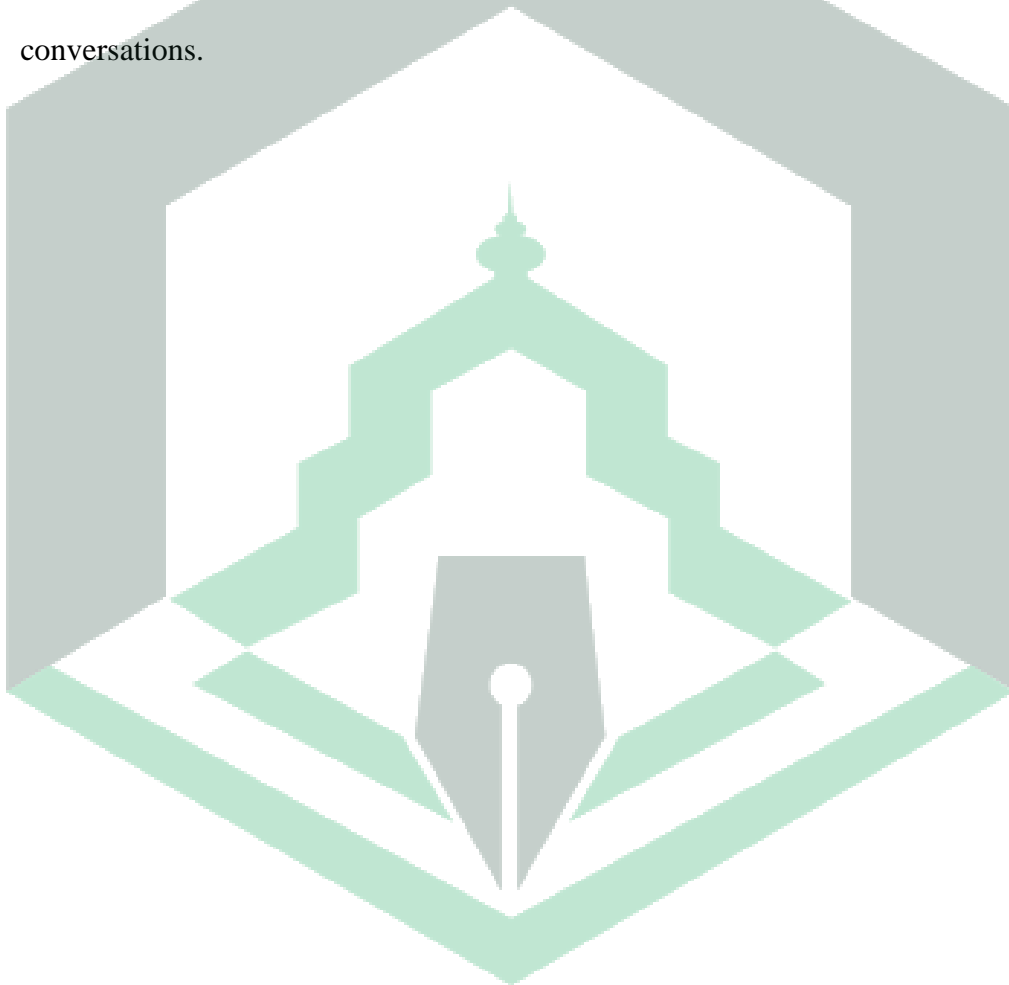
It is suggested that teachers use this product as a supporter media in learning English for tenth grade of culinary art students' in SMKN 1 Palopo.

2. For the worksheet users

The worksheet users/students are suggested to use this worksheet everywhere, and always practice their English with friends.

3. For the further research

The next researchers suggested that they continue this research with better features. The researcher recommends to the further researcher to improve the layout of the worksheet and quality and add more unit/tasks, vocabulary, and conversations.



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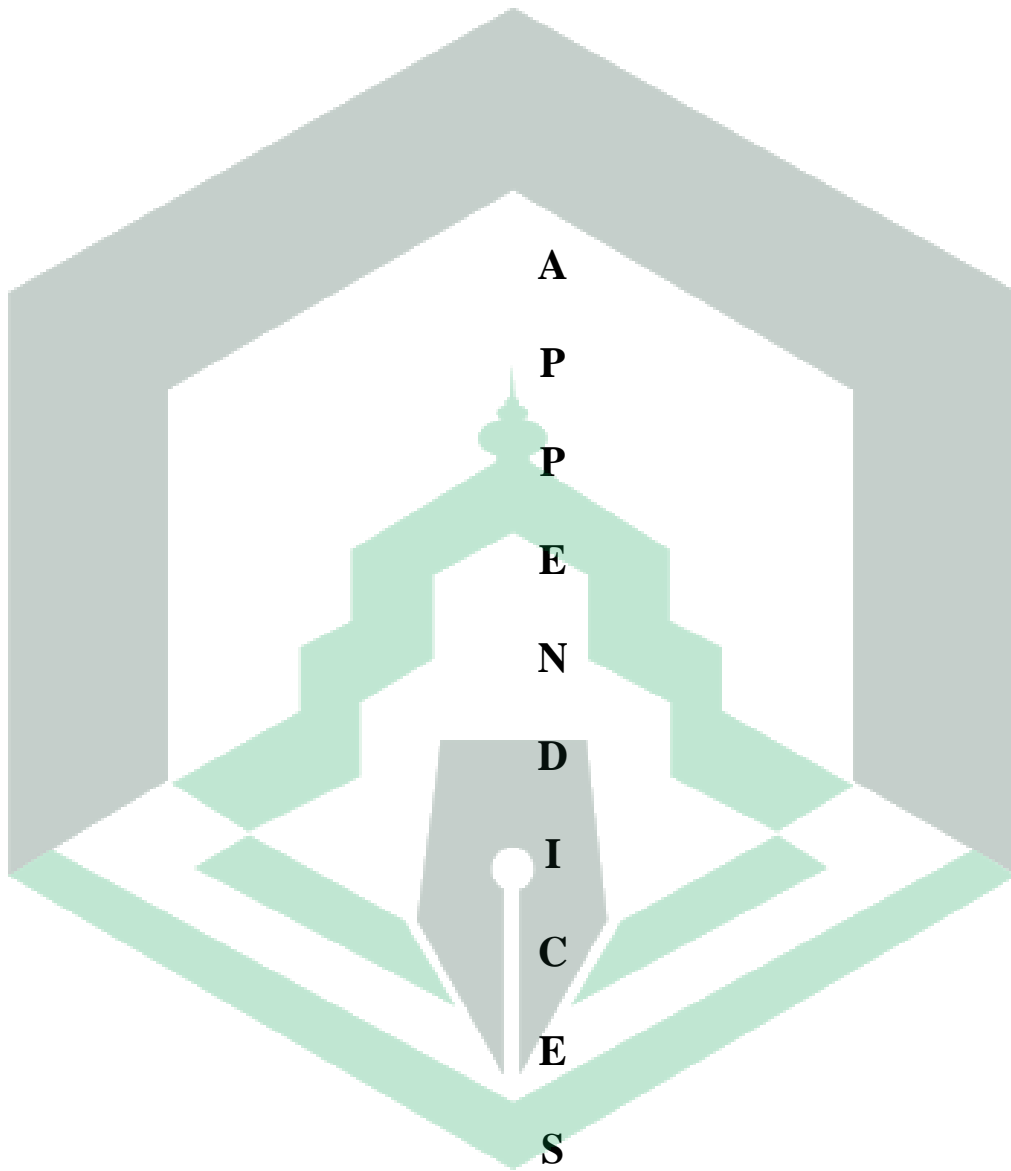
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APPENDIX 1
SURAT IZIN MENELITI



12022190001122



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Alamat : Jl. K.H.M. Hasyim No 5 Kota Palopo - Sulawesi Selatan Telpor. : (0471) 328048

ASLI

IZIN PENELITIAN
 NOMOR : 1122/IP/DP/MP/TP/IX/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja
3. Peraturan Mendagri Nomor 3 Tahun 2018 tentang Penerapan Surat Keterangan Penelitian
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelogan Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: ISRA
Jenis Kelamin	: Perempuan
Alamat	: Jl. Yogie S. Memad Kota Palopo
Pekerjaan	: Pelajar/Mahasiswa
NIM	: 1802020142

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

DESIGNING AN ENGLISH WORKSHEET FOR (IX) GRADE CULINARY ART STUDENTS AT SMKN 1 PALOPO

Lokasi Penelitian	: SMK NEGERI 1 PALOPO
Lamanya Penelitian	: 12 September 2022 s.d. 12 Desember 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 12 September 2022
 a.n. Kepala Dinas Penanaman Modal dan PTSP
 Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP



ERICK K. SIGA, S.Sos
 Pengkaji/ Penata TK.I
 NIP. 19630414 200701 1 005

Tembusan :

1. Kepala Badan Kesbang Prov. Sulawesi Selatan
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



APPENDIX 2
THE RESULTS OF THE
INSTRUMENTS' VALIDATION BY
THE EXPERTS

LEMBAR VALIDASI I STRUKTUR EVALUASI UNTUK AILIB
BAHASA

"Designing An English Worksheet for Tenth Grade of Culinary Art
Students At SMKNI Palopo"

A. Petunjuk pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa,
2. Berilah tanda (V) pada kolom angka yang sesuai dengan penilaian yang anda berikan
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1 = tidak sesuai
 - 2 = kurang sesuai
 - 3 = cukup sesuai
 - 4 = sesuai
 - 5 = sangat sesuai
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

NO	URAIAN	Kelayakan				
		1	2	3	4	5
	Aspek Isi					
a.	Tujuan penelitian dinyatakan dengan jelas					V
b.	Tujuan kuesioner dinyatakan dengan jelas					V
c.	Petunjuk pengisian kuesioner mudah dipahami					./
	Aspek Cakupan (Isi)					
a.	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai					V
b.	Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi baik dan benar					V
c.	Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai					V
d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi yang memadai					./

III	Aspek Bahasa					
a.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar				✓	
b.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif					✓
c.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia efisien					✓
d.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang mudah dipahami sesuai tingkat kemampuan berbahasa responden					✓

C. Komentar

.....

D. Saran

.....


E. Kesimpulan

Instrument kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut:

.....

Palopo, 2022
 Penilai Kelayakan


 St. Hartina, Spd., M.Pd



**THE BLUEPRINT OF NEEDS
ANALYSIS QUESTIONNAIRE**

Criteria Of The Question		Indicator / Theory	Questions
Target Need	Need	<p>❖ Hutchinson & Waters (1987)</p> <p>To find out the reason of learning English.</p>	<p>1. Pelajaran bahasa Inggris penting menurut saya karena</p> <ol style="list-style-type: none"> Sebagai penentu kelulusan Menunjang kesuksesan karir saya kelak Menunjang kelanjutan studi saya Membantu saya dalam berkomunikasi dengan orang asing Lain-lainnya (Tuliskan bila ada) <p>.....</p>
	Necessities	<p>❖ Hutchinson and Waters (1987)</p> <p>To find out the type of needs by the demands of the target situation.</p>	<p>2. Pada saat bekerja nanti, kemungkinan saya akan lebih sering menggunakan bahasa Inggris untuk</p> <ol style="list-style-type: none"> Berinteraksi secara lisan kepada rekan kerja atau klien Berinteraksi secara tertulis (surat-menyurat) baik dalam bentuk formal maupun informal Membaca teks-teks dalam bahasa Inggris untuk memperdalam kemampuan saya dalam bidang tata boga Lain-lainnya (Tuliskan bila ada) <p>.....</p> <p>3. Pelajaran bahasa Inggris seharusnya dapat membuat saya</p> <ol style="list-style-type: none"> Dapat berinteraksi secara lisan menggunakan bahasa Inggris dengan mahir dalam dunia kerja kelak Dapat berinteraksi secara tertulis menggunakan bahasa Inggris dengan mahir dalam dunia kerja kelak Menguasai kosa kata yang berkaitan dengan bidang keahlian saya (tata boga) Dapat menggunakan tata bahasa dengan benar

			e. Lain-lainnya (Tuliskan bila ada)
	Lack	<ul style="list-style-type: none"> ❖ Hutchinson & Waters (1987) To find out the gap between learners' proficiency and target situation necessities. Beginner child was a beginner who didn't understand English or was a beginner and either he had just begun to learn or he had already practiced English without any prior knowledge of the English. 	<p>4. Kemampuann bahasa Inggris saya saat ini berada pada level</p> <ol style="list-style-type: none"> a. Beginner (pemula): dapat memahami kalimay dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari b. Intermediate (menengah): dapat memahami maksud dari teks yang rumit dan memberikan tanggapan mengenai teks tersebut c. Advanced (mahir): dapat memahami berbagai macam bentuk teks dan memahami makna tersirat yang terdapat dalam sebuah teks d. Lain-lainnya (Tuliskan bila ada)
		<ul style="list-style-type: none"> ❖ Hutchinson & Waters (1987) ❖ UR (1996) Inhibition, Nothing to say, Low or uneven participant, Mother tongue use ❖ Brown (2001) Not fluent, fear of correction, doubtful, lack of communication between teachers and students. 	<p>5. Kesulitan pelajaran bahasa Inggris yang sering saya temui adalah</p> <ol style="list-style-type: none"> a. Listening b. Speaking c. Reading d. Writing e. Vocabulary f. Lain-lainnya (Tuliskan bila ada)
	Want		<p>6. Dalam belajar <i>Listening</i> input yang ini saya inginkan berupa</p> <ol style="list-style-type: none"> a. Monolog dan dialog b. Monolog dan dialog yang disertai dengan gambar c. Monolog dan dialog yang disertai dengan daftar kosa kata baru d. Materi otentik seperti acara berita, film e. Lain-lainnya (Tuliskan bila ada)

		<p>❖ Hutchinson & Waters (1987) To find out the learners' wants of learning English</p> <p>❖ Nunan (2004)</p>	<p>.....</p> <p>7. Dalam belajar <i>Listening</i> topik yang saya inginkan adalah</p> <ol style="list-style-type: none"> Kehidupan sehari-hari Pendidikan Bidang tata boga Isu atau berita terkini Lain-lainnya (Tuliskan bila ada) <p>.....</p> <p>8. Dalam belajar <i>Speaking</i> input yang saya inginkan berupa</p> <ol style="list-style-type: none"> Model monolog dan dialog Model monolog dan dialog yang disertai dengan gambar Model monolog dan dialog yang disertai dengan kosa kata baru dan pengucapannya Materi otentik yang sering di jumpai Lain-lainnya (Tuliskan bila ada) <p>.....</p> <p>9. Dalam belajar <i>Speaking</i> topik yang saya inginkan berkaitan dengan</p> <ol style="list-style-type: none"> Kehidupan sehari-hari Pendidikan Bidang tata boga Isu atau berita terkini Lain-lainnya (Tuliskan bila ada) <p>.....</p> <p>10. Dalam belajar <i>Reading</i> input yang saya inginkan berupa</p> <ol style="list-style-type: none"> Materi otentik, yang dengan mudah dapat dijumpai dalam keseharian (majalah, surat kabar, resep dll) Teks yang menggambarkan konteks yang berkaitan dengan bidang kerja saya nantinya Teks yang disertai kosakata baru yang terkait Teks yang disertai gambar Lain-lainnya (Tuliskan bila ada) <p>.....</p> <p>11. Dalam belajar <i>Reading</i> topik yang saya inginkan berkaitan dengan</p> <ol style="list-style-type: none"> Kehidupan sehari-hari
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			<p>b. Pendidikan c. Bidang tata boga d. Isu atau berita terkini e. Lain-lainnya (Tuliskan bila ada)</p> <p>12. Dalam belajar <i>Writing</i> input yang saya inginkan berupa</p> <p>a. Contoh teks atau tulisan yang akan dipelajari b. Kosakata yang berkaitan dengan teks yang akan ditulis c. Penjelasan struktur kalimat yang berkaitan dengan teks yang akan ditulis d. Lain-lainnya (Tuliskan bila ada)</p> <p>13. Dalam belajar <i>Writing</i> topik yang saya inginkan berkaitan dengan</p> <p>a. Kehidupan sehari-hari b. Pendidikan c. Bidang tata boga d. Isu atau berita terkini e. Lain-lainnya (Tuliskan bila ada)</p>
		<p>❖ Hutchinson & Waters (1987) ❖ Nunan (2004: 41-71)</p>	<p>14. Dalam belajar <i>Speaking</i> panjang teks yang saya inginkan adalah</p> <p>a. < 100 kata b. 100 – 150 kata c. 150 – 200 kata d. > 200 kata e. Lain-lainnya (Tuliskan bila ada)</p> <p>15. Dalam belajar <i>Listening</i> panjang teks yang saya inginkan adalah</p> <p>a. < 100 kata b. 100 – 150 kata c. 150 – 200 kata d. > 200 kata e. Lain-lainnya (Tuliskan bila ada)</p> <p>16. Dalam belajar <i>Reading</i> panjang teks</p>

			<p>yang saya inginkan adalah</p> <ol style="list-style-type: none"> < 100 kata 100 – 150 kata 150 – 200 kata > 200 kata Lain-lainnya (Tuliskan bila ada) <p>17. Dalam belajar <i>Writing</i> panjang teks yang saya inginkan adalah</p> <ol style="list-style-type: none"> < 100 kata 100 – 150 kata 150 – 200 kata > 200 kata Lain-lainnya (Tuliskan bila ada)
Learning Need	Learning Material, Activity and Media	<ul style="list-style-type: none"> ❖ Hutchinson & Waters (1987) ❖ Nunan (2004) <p>To find out the suitable procedures that students want the most</p>	<p>18. Dalam pembelajaran bahasa Inggris <i>Listening</i> jenis kegiatan yang saya sukai adalah</p> <ol style="list-style-type: none"> Mengidentifikasi informasi tertentu dari dalam dialog/monolog yang disimak Mengidentifikasi ungkapan yang ada dalam dialog/monolog yang disimak Menjawab pertanyaan secara lisan terhadap dialog/monolog yang disimak Menjawab pertanyaan secara tertulis terhadap dialog/monolog yang disimak Lain-lainnya (Tuliskan bila ada) <p>19. Dalam pembelajaran bahasa Inggris <i>Speaking</i> jenis kegiatan yang saya sukai adalah</p> <ol style="list-style-type: none"> Mempratekkan dialog di depan kelas berpasangan dengan teman Bermain peran (<i>role play</i>) Bertukar informasi antar teman dalam kelompok Berdiskusi tentang topik tertentu atau permasalahan tertentu Lain-lainnya (Tuliskan bila ada) <p>20. Dalam pembelajaran bahasa Inggris <i>Reading</i> jenis kegiatan yang saya sukai</p>

			<p>adalah</p> <ol style="list-style-type: none"> Membaca nyaring teks dengan pengucapan dan intonasi yang benar Membaca sebuah teks secara individu lalu menjawab pertanyaan mengenai teks tersebut Mendisusikan isi teks secara berkelompok untuk memahaminya Memahami teks dengan menterjemahkan ke dalam bahasa Indonesia Menganalisa arti kosakata baru berdasarkan konteks yang dibaca Lain-lainnya (Tuliskan bila ada) <p>.....</p> <p>21. Dalam pembelajaran bahasa Inggris <i>Writing</i> jenis kegiatan yang saya sukai adalah</p> <ol style="list-style-type: none"> Menyusun kalimat-kalimat sehingga menjadi satu paragraf yang benar Mengidentifikasi dan memperbaiki kesalahan struktur kalimat Mengidentifikasi dan memperbaiki kesalahan tanda baca pada teks Menulis teks yang serupa dengan input teks yang diberikan Lain-lainnya (Tuliskan bila ada) <p>.....</p>
		<ul style="list-style-type: none"> ❖ Hutchinson & Waters (1987) ❖ Jeremy Harmer (1991) There are eight types of instructional media; People, realia, pictures, course book, ways of showing (boards, OHP, etc.), ways of listening (audio, video, CD, etc.), ways of finding out (dictionary, 	<p>22. Media yang dapat mendukung saya dalam belajar <i>expression</i> adalah</p> <ol style="list-style-type: none"> Gambar Video Audio seperti rekaman, lagu, dsb <i>Worksheet</i> (LKS) Lain-lainnya (Tuliskan bila ada) <p>.....</p>

		internet, and etc.).	
	Setting	<ul style="list-style-type: none"> ❖ Hutchinson & Waters (1987) ❖ Nunan (2004) <p>To find out the desired class management of doing the tasks of English learning material (individually, in pairs, or in groups)</p>	<p>23. Dalam pembelajaran bahasa Inggris saya lebih suka mengerjakan tugas/kegiatan belajar bahasa Inggris secara</p> <ol style="list-style-type: none"> a. Individu b. Berpasangan c. Berkelompok d. Lain-lainnya (Tuliskan bila ada)
	Students' Role	<ul style="list-style-type: none"> ❖ Hutchinson & Waters (1987) ❖ Nunan (2004) <p>Richard and Roger in Nunan, the learners' role in the learning process:</p> <ul style="list-style-type: none"> ➤ learner listens to teacher and repeats; no control over content or methods ➤ learner has little control; reacts to teacher direction; passive, reactive role ➤ learner has an active, negotiative role; should contribute as well as receive ➤ learner is a listener and performer; little influence over content and none over methodology ➤ learners learn through systematic 	<p>24. Dalam proses pembelajaran bahasa Inggris dikelas, saya lebih suka jika saya</p> <ol style="list-style-type: none"> a. Hanya mendengarkan penjelasan guru dikelas b. Berdiskusi untuk memecahkan masalah atau mengerjakan tugas c. Menulis semua informasi yang diterangkan oleh guru d. Lain-lainnya (Tuliskan bila ada)

		<p>analysis; must become independent and autonomous</p> <ul style="list-style-type: none"> ➤ learners are members of a social group or community; move from dependence to autonomy as learning progresses ➤ learners play an active role and have a relatively high degree of control over content language production ➤ Learners are passive, have little control over content or methods. 	
	<p>Teachers' Role</p>	<ul style="list-style-type: none"> ❖ Hutchinson & Waters (1987) ❖ Abin Syamsuddin by quoting the idea of Gage and Barliner, suggest the role of the teacher in the learning process of students, which includes : <ul style="list-style-type: none"> ➤ The teacher as a planner ➤ The teacher as an organizer. ➤ The teacher as an evaluator. 	<p>25. Dalam mengerjakan tugas bahasa Inggris dikelas, saya lebih suka jika guru</p> <ol style="list-style-type: none"> a. Memberikan soal untuk dikerjakan kemudian membahasanya b. Memberikan contoh dari suatu pembahasan lalu memberikan tugas c. Mengamati pekerjaan siswa lalu memberikan jawaban jika siswa menemui kesulitan d. Berkeliling dan memberikan komentar pada pekerjaan siswa e. Lain-lainnya (Tuliskan bila ada)

QUESTIONNAIRE

“Designing An English Worksheet for Tenth Grade of Cullinary Art Students At SMKN 1 Palopo”

A. Data Responden

Nama :
Kelas :
Gender :
Usia :

B. Tujuan penelitian

Tujuan penelitian ini adalah membuat sebuah produk untuk meningkatkan pengetahuan dalam pembelajaran Bahasa Inggris untuk siswa SMKN 1 Palopo.

C. Tujuan kuisisioner

Tujuan kuisisioner ini adalah untuk mengumpulkan data tentang kebutuhan, keinginan dan kekurangan (analisa kebutuhan) kebutuhan responden dalam pembelajaran Bahasa Inggris sesuai dengan bidangnya. Hasil dari Analisa kebutuhan ini akan dijadikan acuan dalam pembuatan produk yaitu worksheet untuk siswa SMKN 1 Palopo .

D. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan anda saat ini dan anda dapat memilih lebih dari satu jawaban. Sesuaikan dengan kebutuhan dan keinginan anda terkait dengan media ajar (*Worksheet*).

-
1. Pelajaran bahasa Inggris penting menurut saya karena ...
 - a. Sebagai penentu kelulusan
 - b. Menunjang kesuksesan karir saya kelak
 - c. Menunjang kelanjutan studi saya
 - d. Membantu saya dalam berkomunikasi dengan orang asing
 - e. Lain-lainnya (Tuliskan bila ada)

-
2. Pada saat bekerja nanti, kemungkinan saya akan lebih sering menggunakan bahasa Inggris untuk ...
 - a. Berinteraksi secara lisan kepada rekan kerja atau klien
 - b. Berinteraksi secara tertulis (surat-menyurat) baik dalam bentuk formal maupun informal
 - c. Membaca teks-teks dalam bahasa Inggris untuk memperdalam kemampuan saya dalam bidang tata boga
 - d. Lain-lainnya (Tuliskan bila ada)

.....
 3. Pelajaran bahasa Inggris seharusnya dapat membuat saya ...
 - a. Dapat berinteraksi secara lisan menggunakan bahasa Inggris dengan mahir dalam dunia kerja kelak
 - b. Dapat berinteraksi secara tertulis menggunakan bahasa Inggris dengan mahir dalam dunia kerja kelak
 - c. Menguasai kosa kata yang berkaitan dengan bidang keahlian saya (tata boga)
 - d. Dapat menggunakan tata bahasa dengan benar
 - e. Lain-lainnya (Tuliskan bila ada)

.....
 4. Kemampuann bahasa Inggris saya saat ini berada pada level ...
 - a. *Beginner* (pemula): dapat memahami kalimat dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari
 - b. *Intermediate* (menengah): dapat memahami maksud dari teks yang rumit dan memberikan tanggapan mengenai teks tersebut
 - c. *Advanced* (mahir): dapat memahami berbagai macam bentuk teks dan memahami makna tersirat yang terdapat dalam sebuah teks
 - d. Lain-lainnya (Tuliskan bila ada)

.....
 5. Kesulitan pelajaran bahasa Inggris yang sering saya temui adalah
 - a. *Listening*

- b. *Speaking*
- c. *Reading*
- d. *Writing*
- e. *Vocabulary*
- f. Lain-lainnya (Tuliskan bila ada)

.....

6. Dalam belajar *Listening* input yang ini saya inginkan berupa
 - a. Monolog dan dialog
 - b. Monolog dan dialog yang disertai dengan gambar
 - c. Monolog dan dialog yang disertai dengan daftar kosa kata baru
 - d. Materi otentik seperti acara berita, film
 - e. Lain-lainnya (Tuliskan bila ada)

.....
7. Dalam belajar *Listening* topik yang saya inginkan adalah
 - a. Boga dasar
 - b. Pengetahuan bahan makanan
 - c. Ilmu gizi
 - d. *Pastry* dan *bakery*
 - e. Lain-lainnya (Tuliskan bila ada)

.....
8. Dalam belajar *Speaking* input yang saya inginkan berupa
 - a. Model monolog dan dialog
 - b. Model monolog dan dialog yang disertai dengan gambar
 - c. Model monolog dan dialog yang disertai dengan kosa kata baru dan pengucapannya
 - d. Materi otentik yang sering di jumpai
 - e. Lain-lainnya (Tuliskan bila ada)

.....
9. Dalam belajar *Speaking* topik yang saya inginkan berkaitan dengan
 - a. Boga dasar
 - b. Pengetahuan bahan makanan

- c. Ilmu gizi
- d. *Pastry* dan *bakery*
- e. Lain-lainnya (Tuliskan bila ada)

.....

10. Dalam belajar *Reading* input yang saya inginkan berupa
- a. Materi otentik, yang dengan mudah dapat dijumpai dalam keseharian (majalah, surat kabar, resep dll)
 - b. Teks yang menggambarkan konteks yang berkaitan dengan bidang kerja saya nantinya
 - c. Teks yang disertai kosakata baru yang terkait
 - d. Teks yang disertai gambar
 - e. Lain-lainnya (Tuliskan bila ada)

.....

11. Dalam belajar *Reading* topik yang saya inginkan berkaitan dengan
- a. Boga dasar
 - b. Pengetahuan bahan makanan
 - c. Ilmu gizi
 - d. *Pastry* dan *bakery*
 - e. Lain-lainnya (Tuliskan bila ada)

.....

12. Dalam belajar *Writing* input yang saya inginkan berupa
- a. Contoh teks atau tulisan yang akan dipelajari
 - b. Kosakata yang berkaitan dengan teks yang akan ditulis
 - c. Penjelasan struktur kalimat yang berkaitan dengan teks yang akan ditulis
 - d. Lain-lainnya (Tuliskan bila ada)

.....

13. Dalam belajar *Writing* topik yang saya inginkan berkaitan dengan
- a. Boga dasar
 - b. Pengetahuan bahan makanan
 - c. Ilmu gizi

- d. *Pastry* dan *bakery*
- e. Lain-lainnya (Tuliskan bila ada)

.....

14. Dalam belajar *Speaking* panjang teks yang saya inginkan adalah

- a. < 100 kata
- b. 100 – 150 kata
- c. 150 – 200 kata
- d. > 200 kata
- e. Lain-lainnya (Tuliskan bila ada)

.....

15. Dalam belajar *Listening* panjang teks yang saya inginkan adalah

- a. < 100 kata
- b. 100 – 150 kata
- c. 150 – 200 kata
- d. > 200 kata
- e. Lain-lainnya (Tuliskan bila ada)

.....

16. Dalam belajar *Reading* panjang teks yang saya inginkan adalah

- a. < 100 kata
- b. 100 – 150 kata
- c. 150 – 200 kata
- d. > 200 kata
- e. Lain-lainnya (Tuliskan bila ada)

.....

17. Dalam belajar *Writing* panjang teks yang saya inginkan adalah

- a. < 100 kata
- b. 100 – 150 kata
- c. 150 – 200 kata
- d. > 200 kata
- e. Lain-lainnya (Tuliskan bila ada)

.....

18. Dalam pembelajaran bahasa Inggris *Listening* jenis kegiatan yang saya sukai adalah
- Mengidentifikasi informasi tertentu dari dalam dialog/monolog yang disimak
 - Mengidentifikasi ungkapan yang ada dalam dialog/monolog yang disimak
 - Menjawab pertanyaan secara lisan terhadap dialog/monolog yang disimak
 - Menjawab pertanyaan secara tertulis terhadap dialog/monolog yang disimak
 - Lain-lainnya (Tuliskan bila ada)
.....
19. Dalam pembelajaran bahasa Inggris *Speaking* jenis kegiatan yang saya sukai adalah
- Mempratekkan dialog di depan kelas berpasangan dengan teman
 - Bermain peran (*role play*)
 - Bertukar informasi antar teman dalam kelompok
 - Berdiskusi tentang topik tertentu atau permasalahan tertentu
 - Lain-lainnya (Tuliskan bila ada)
.....
20. Dalam pembelajaran bahasa Inggris *Reading* jenis kegiatan yang saya sukai adalah
- Membaca nyaring teks dengan pengucapan dan intonasi yang benar
 - Membaca sebuah teks secara individu lalu menjawab pertanyaan mengenai teks tersebut
 - Mendisusikan isi teks secara berkelompok untuk memahaminya
 - Memahami teks dengan menterjemahkan ke dalam bahasa Indonesia
 - Menganalisa arti kosakata baru berdasarkan konteks yang dibaca
 - Lain-lainnya (Tuliskan bila ada)
.....

21. Dalam pembelajaran bahasa Inggris *Writing* jenis kegiatan yang saya sukai adalah
- Menyusun kalimat-kalimat sehingga menjadi satu paragraf yang benar
 - Mengidentifikasi dan memperbaiki kesalahan struktur kalimat
 - Mengidentifikasi dan memperbaiki kesalahan tanda baca pada teks
 - Menulis teks yang serupa dengan input teks yang diberikan
 - Lain-lainnya (Tuliskan bila ada)
.....
22. Media yang dapat mendukung saya dalam belajar bahasa Inggris adalah
- Gambar
 - Video
 - Audio seperti rekaman, lagu, dsb
 - Worksheet* (LKS)
 - Lain-lainnya (Tuliskan bila ada)
.....
23. Dalam pembelajaran bahasa Inggris saya lebih suka mengerjakan tugas/kegiatan belajar bahasa Inggris secara
- Individu
 - Berpasangan
 - Berkelompok
 - Lain-lainnya (Tuliskan bila ada)
.....
24. Dalam proses pembelajaran bahasa Inggris dikelas, saya lebih suka jika saya
- Hanya mendengarkan penjelasan guru dikelas
 - Berdiskusi untuk memecahkan masalah atau mengerjakan tugas
 - Menulis semua informasi yang diterangkan oleh guru
 - Lain-lainnya (Tuliskan bila ada)
.....
25. Dalam mengerjakan tugas bahasa Inggris dikelas, saya lebih suka jika guru
- Memberikan soal untuk dikerjakan kemudian membahasnya
 - Memberikan contoh dari suatu pembahasan lalu memberikan tugas

- c. Mengamati pekerjaan siswa lalu memberikan jawaban jika siswa menemui kesulitan
- d. Berkeliling dan memberikan komentar pada pekerjaan siswa
- e. Lain-lainnya (Tuliskan bila ada)

.....





APPENDIX 4

THE NEEDS ANALYSIS RESULT

QUESTIONNAIRE

"Designing An English Worksheet for Tenth Grade of Culinary Art Students At
SMKN 1 Palopo"

A. Data Responden

Nama : CAROL VERONICA
Kelas : XI KULIAH 1
Gender : COWO
Usia : 15

B. Tujuan penelitian

Tujuan penelitian ini adalah membuat sebuah produk untuk meningkatkan pengetahuan dalam pembelajaran Bahasa Inggris untuk siswa SMKN 1 Palopo.

C. Tujuan kuisioner

Tujuan kuisioner ini adalah untuk mengumpulkan data tentang kebutuhan, keinginan dan kekurangan (analisa kebutuhan) kebutuhan responden dalam pembelajaran Bahasa Inggris sesuai dengan bidangnya. Hasil dari Analisa kebutuhan ini akan dijadikan acuan dalam pembuatan produk yaitu worksheet untuk siswa SMKN 1 Palopo .

D. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan anda saat ini dan anda dapat memilih lebih dari satu jawaban. Sesuaikan dengan kebutuhan dan keinginan anda terkait dengan media ajar (*Worksheet*).

-
1. Pelajaran bahasa Inggris penting menurut saya karena ...
 - a. Sebagai penentu kelulusan
 - b. Menunjang kesuksesan karir saya kelak
 - c. Menunjang kelanjutan studi saya
 - d. Membantu saya dalam berkomunikasi dengan orang asing
 - e. Lain-lainnya (Tuliskan bila ada)
.....
 2. Pada saat bekerja nanti, kemungkinan saya akan lebih sering menggunakan bahasa Inggris untuk ...
 - a. Berinteraksi secara lisan kepada rekan kerja atau klien

- b. Monolog dan dialog yang disertai dengan gambar
 c. Monolog dan dialog yang disertai dengan daftar kosa kata baru
d. Materi otentik seperti acara berita, film
e. Lain-lainnya (Tuliskan bila ada)
.....
7. Dalam belajar *Listening* topik yang saya inginkan adalah
 a. Boga dasar
b. Pengetahuan bahan makanan
c. Ilmu gizi
d. *Pastry* dan *bakery*
e. Lain-lainnya (Tuliskan bila ada)
.....
8. Dalam belajar *Speaking* input yang saya inginkan berupa
a. Model monolog dan dialog
b. Model monolog dan dialog yang disertai dengan gambar
 c. Model monolog dan dialog yang disertai dengan kosa kata baru dan pengucapannya
d. Materi otentik yang sering di jumpai
e. Lain-lainnya (Tuliskan bila ada)
.....
9. Dalam belajar *Speaking* topik yang saya inginkan berkaitan dengan
 a. Boga dasar
b. Pengetahuan bahan makanan
c. Ilmu gizi
d. *Pastry* dan *bakery*
e. Lain-lainnya (Tuliskan bila ada)
.....
10. Dalam belajar *Reading* input yang saya inginkan berupa
 a. Materi otentik, yang dengan mudah dapat dijumpai dalam keseharian (majalah, surat kabar, resep dll)
b. Teks yang menggambarkan konteks yang berkaitan dengan bidang kerja saya nantinya
c. Teks yang disertai kosakata baru yang terkait
d. Teks yang disertai gambar
e. Lain-lainnya (Tuliskan bila ada)

.....
11. Dalam belajar *Reading* topik yang saya inginkan berkaitan dengan

- a. Boga dasar
- b. Pengetahuan bahan makanan
- c. Ilmu gizi
- d. *Pastry* dan *bakery*
- e. Lain-lainnya (Tuliskan bila ada)

.....

12. Dalam belajar *Writing* input yang saya inginkan berupa

- a. Contoh teks atau tulisan yang akan dipelajari
- b. Kosakata yang berkaitan dengan teks yang akan ditulis
- c. Penjelasan struktur kalimat yang berkaitan dengan teks yang akan ditulis
- d. Lain-lainnya (Tuliskan bila ada)

.....

13. Dalam belajar *Writing* topik yang saya inginkan berkaitan dengan

- a. Boga dasar
- b. Pengetahuan bahan makanan
- c. Ilmu gizi
- d. *Pastry* dan *bakery*
- e. Lain-lainnya (Tuliskan bila ada)

.....

14. Dalam belajar *Speaking* panjang teks yang saya inginkan adalah

- a. < 100 kata
- b. 100 – 150 kata
- c. 150 – 200 kata
- d. > 200 kata
- e. Lain-lainnya (Tuliskan bila ada)

.....

15. Dalam belajar *Listening* panjang teks yang saya inginkan adalah

- a. < 100 kata
- b. 100 – 150 kata
- c. 150 – 200 kata
- d. > 200 kata
- e. Lain-lainnya (Tuliskan bila ada)

.....
16. Dalam belajar *Reading* panjang teks yang saya inginkan adalah

- a. < 100 kata
- b. 100 – 150 kata
- c. 150 – 200 kata
- d. > 200 kata
- e. Lain-lainnya (Tuliskan bila ada)

.....
17. Dalam belajar *Writing* panjang teks yang saya inginkan adalah

- a. < 100 kata
- b. 100 – 150 kata
- c. 150 – 200 kata
- d. > 200 kata
- e. Lain-lainnya (Tuliskan bila ada)

.....
18. Dalam pembelajaran bahasa Inggris *Listening* jenis kegiatan yang saya sukai adalah

- a. Mengidentifikasi informasi tertentu dari dalam dialog/monolog yang disimak
- b. Mengidentifikasi ungkapan yang ada dalam dialog/monolog yang disimak
- c. Menjawab pertanyaan secara lisan terhadap dialog/monolog yang disimak
- d. Menjawab pertanyaan secara tertulis terhadap dialog/monolog yang disimak
- e. Lain-lainnya (Tuliskan bila ada)

.....
19. Dalam pembelajaran bahasa Inggris *Speaking* jenis kegiatan yang saya sukai adalah

- a. Mempratekkan dialog di depan kelas berpasangan dengan teman
- b. Bermain peran (*role play*)
- c. Bertukar informasi antar teman dalam kelompok
- d. Berdiskusi tentang topik tertentu atau permasalahan tertentu
- e. Lain-lainnya (Tuliskan bila ada)

.....
20. Dalam pembelajaran bahasa Inggris *Reading* jenis kegiatan yang saya sukai adalah

- a. Membaca nyaring teks dengan pengucapan dan intonasi yang benar
- b. Membaca sebuah teks secara individu lalu menjawab pertanyaan mengenai teks tersebut
- c. Mendiskusikan isi teks secara berkelompok untuk memahaminya

- d. Memahami teks dengan menterjemahkan ke dalam bahasa Indonesia
e. Menganalisa arti kosakata baru berdasarkan konteks yang dibaca
f. Lain-lainnya (Tuliskan bila ada)
.....
21. Dalam pembelajaran bahasa Inggris *Writing* jenis kegiatan yang saya sukai adalah
- a. Menyusun kalimat-kalimat sehingga menjadi satu paragraf yang benar
b. Mengidentifikasi dan memperbaiki kesalahan struktur kalimat
c. Mengidentifikasi dan memperbaiki kesalahan tanda baca pada teks
 Menulis teks yang serupa dengan input teks yang diberikan
e. Lain-lainnya (Tuliskan bila ada)
.....
22. Media yang dapat mendukung saya dalam belajar bahasa Inggris adalah
- a. Gambar
 Video
c. Audio seperti rekaman, lagu, dsb
 Worksheet (LKS)
e. Lain-lainnya (Tuliskan bila ada)
.....
23. Dalam pembelajaran bahasa Inggris saya lebih suka mengerjakan tugas/kegiatan belajar bahasa Inggris secara
- a. Individu
b. Berpasangan
 Berkelompok
d. Lain-lainnya (Tuliskan bila ada)
.....
24. Dalam proses pembelajaran bahasa Inggris dikelas, saya lebih suka jika saya
- a. Hanya mendengarkan penjelasan guru dikelas
 Berdiskusi untuk memecahkan masalah atau mengerjakan tugas
c. Menulis semua informasi yang diterangkan oleh guru
d. Lain-lainnya (Tuliskan bila ada)
.....
25. Dalam mengerjakan tugas bahasa Inggris dikelas, saya lebih suka jika guru
- a. Memberikan soal untuk dikerjakan kemudian membahasnya
 Memberikan contoh dari suatu pembahasan lalu memberikan tugas

- c. Mengamati pekerjaan siswa lalu memberikan jawaban jika siswa menemui kesulitan
- d. Berkeliling dan memberikan komentar pada pekerjaan siswa
- e. Lain-lainnya (Tuliskan bila ada)

.....



QUESTIONNAIRE

"Designing An English Worksheet for Tenth Grade of Culinary Art Students At
SMKN 1 Palopo"

A. Data Responden

Nama : Sitti Nurhasnita W.
Kelas : X TB 1
Gender : Perempuan
Usia : 18 tahun

B. Tujuan penelitian

Tujuan penelitian ini adalah membuat sebuah produk untuk meningkatkan pengetahuan dalam pembelajaran Bahasa Inggris untuk siswa SMKN 1 Palopo.

C. Tujuan kuisioner

Tujuan kuisioner ini adalah untuk mengumpulkan data tentang kebutuhan, keinginan dan kekurangan (analisa kebutuhan) kebutuhan responden dalam pembelajaran Bahasa Inggris sesuai dengan bidangnya. Hasil dari Analisa kebutuhan ini akan dijadikan acuan dalam pembuatan produk yaitu worksheet untuk siswa SMKN 1 Palopo .

D. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan anda saat ini dan anda dapat memilih lebih dari satu jawaban. Sesuaikan dengan kebutuhan dan keinginan anda terkait dengan media ajar (*Worksheet*).

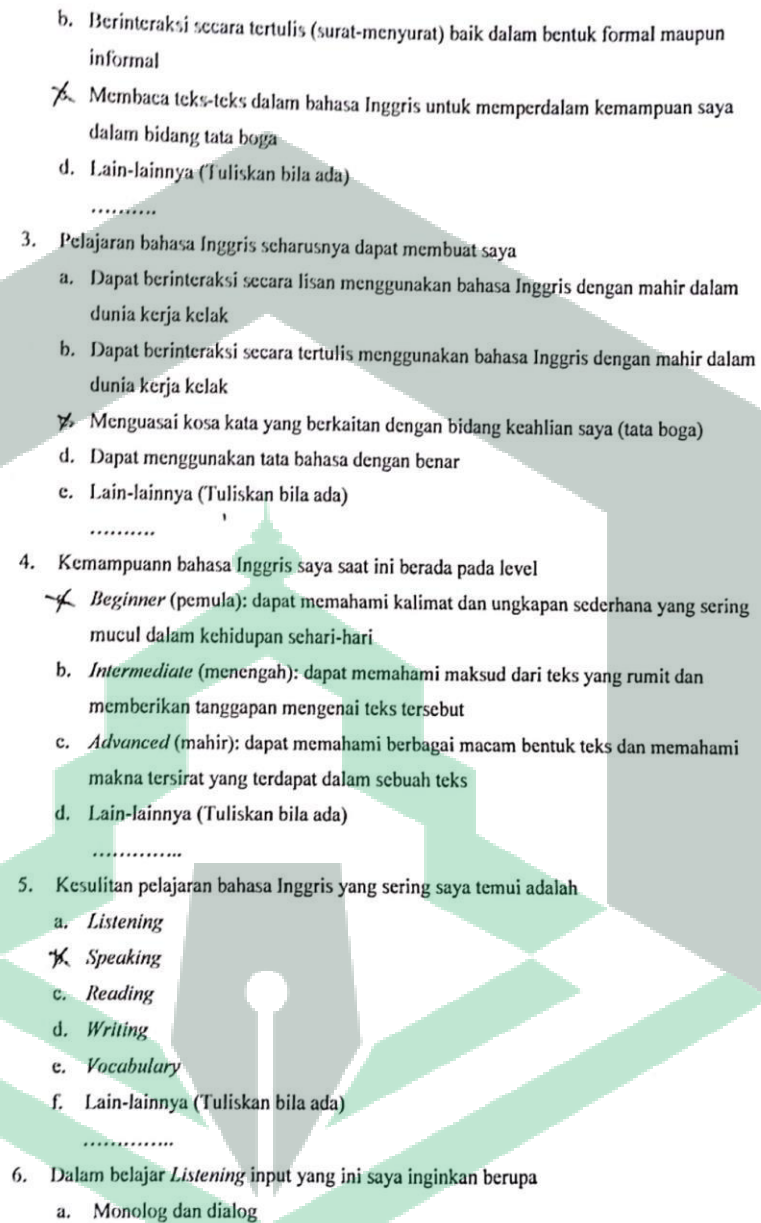
1. Pelajaran bahasa Inggris penting menurut saya karena ...

- a. Sebagai penentu kelulusan
- b. Menunjang kesuksesan karir saya kelak
- c. Menunjang kelanjutan studi saya
- Membantu saya dalam berkomunikasi dengan orang asing
- e. Lain-lainnya (Tuliskan bila ada)

.....

2. Pada saat bekerja nanti, kemungkinan saya akan lebih sering menggunakan bahasa Inggris untuk ...

- a. Berinteraksi secara lisan kepada rekan kerja atau klien

- 
- b. Berinteraksi secara tertulis (surat-menyurat) baik dalam bentuk formal maupun informal
- Membaca teks-teks dalam bahasa Inggris untuk memperdalam kemampuan saya dalam bidang tata boga
- d. Lain-lainnya (Tuliskan bila ada)
.....
3. Pelajaran bahasa Inggris seharusnya dapat membuat saya
- a. Dapat berinteraksi secara lisan menggunakan bahasa Inggris dengan mahir dalam dunia kerja kelak
- b. Dapat berinteraksi secara tertulis menggunakan bahasa Inggris dengan mahir dalam dunia kerja kelak
- Menguasai kosa kata yang berkaitan dengan bidang keahlian saya (tata boga)
- d. Dapat menggunakan tata bahasa dengan benar
- e. Lain-lainnya (Tuliskan bila ada)
.....
4. Kemampuan bahasa Inggris saya saat ini berada pada level
- Beginner* (pemula): dapat memahami kalimat dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari
- b. *Intermediate* (menengah): dapat memahami maksud dari teks yang rumit dan memberikan tanggapan mengenai teks tersebut
- c. *Advanced* (mahir): dapat memahami berbagai macam bentuk teks dan memahami makna tersirat yang terdapat dalam sebuah teks
- d. Lain-lainnya (Tuliskan bila ada)
.....
5. Kesulitan pelajaran bahasa Inggris yang sering saya temui adalah
- a. *Listening*
- Speaking*
- c. *Reading*
- d. *Writing*
- e. *Vocabulary*
- f. Lain-lainnya (Tuliskan bila ada)
.....
6. Dalam belajar *Listening* input yang ini saya inginkan berupa
- a. Monolog dan dialog

- Monolog dan dialog yang disertai dengan gambar
- c. Monolog dan dialog yang disertai dengan daftar kosa kata baru
- d. Materi otentik seperti acara berita, film
- e. Lain-lainnya (Tuliskan bila ada)

7. Dalam belajar *Listening* topik yang saya inginkan adalah

- Boga dasar
- b. Pengetahuan bahan makanan
- c. Ilmu gizi
- d. *Pastry* dan *bakery*
- e. Lain-lainnya (Tuliskan bila ada)

8. Dalam belajar *Speaking* input yang saya inginkan berupa

- a. Model monolog dan dialog
- b. Model monolog dan dialog yang disertai dengan gambar
- Model monolog dan dialog yang disertai dengan kosa kata baru dan pengucapannya
- d. Materi otentik yang sering di jumpai
- e. Lain-lainnya (Tuliskan bila ada)

9. Dalam belajar *Speaking* topik yang saya inginkan berkaitan dengan

- Boga dasar
- b. Pengetahuan bahan makanan
- c. Ilmu gizi
- d. *Pastry* dan *bakery*
- e. Lain-lainnya (Tuliskan bila ada)

10. Dalam belajar *Reading* input yang saya inginkan berupa

- Materi otentik, yang dengan mudah dapat dijumpai dalam keseharian (majalah, surat kabar, resep dll)
- b. Teks yang menggambarkan konteks yang berkaitan dengan bidang kerja saya nantinya
- c. Teks yang disertai kosakata baru yang terkait
- d. Teks yang disertai gambar
- e. Lain-lainnya (Tuliskan bila ada)

-
11. Dalam belajar *Reading* topik yang saya inginkan berkaitan dengan
- Boga dasar
 - Pengetahuan bahan makanan
 - Ilmu gizi
 - Pastry* dan *bakery*
 - Lain-lainnya (Tuliskan bila ada)
-

12. Dalam belajar *Writing* input yang saya inginkan berupa
- Contoh teks atau tulisan yang akan dipelajari
 - Kosakata yang berkaitan dengan teks yang akan ditulis
 - Penjelasan struktur kalimat yang berkaitan dengan teks yang akan ditulis
 - Lain-lainnya (Tuliskan bila ada)
-

13. Dalam belajar *Writing* topik yang saya inginkan berkaitan dengan
- Boga dasar
 - Pengetahuan bahan makanan
 - Ilmu gizi
 - Pastry* dan *bakery*
 - Lain-lainnya (Tuliskan bila ada)
-

14. Dalam belajar *Speaking* panjang teks yang saya inginkan adalah
- < 100 kata
 - 100 – 150 kata
 - 150 – 200 kata
 - > 200 kata
 - Lain-lainnya (Tuliskan bila ada)
-

15. Dalam belajar *Listening* panjang teks yang saya inginkan adalah
- < 100 kata
 - 100 – 150 kata
 - 150 – 200 kata
 - > 200 kata
 - Lain-lainnya (Tuliskan bila ada)

.....
16. Dalam belajar *Reading* panjang teks yang saya inginkan adalah

- a. < 100 kata
- b. 100 – 150 kata
- c. 150 – 200 kata
- d. > 200 kata
- e. Lain-lainnya (Tuliskan bila ada)

.....
17. Dalam belajar *Writing* panjang teks yang saya inginkan adalah

- a. < 100 kata
- b. 100 – 150 kata
- c. 150 – 200 kata
- d. > 200 kata
- e. Lain-lainnya (Tuliskan bila ada)

.....
18. Dalam pembelajaran bahasa Inggris *Listening* jenis kegiatan yang saya sukai adalah

- a. Mengidentifikasi informasi tertentu dari dalam dialog/monolog yang disimak
- b. Mengidentifikasi ungkapan yang ada dalam dialog/monolog yang disimak
- c. Menjawab pertanyaan secara lisan terhadap dialog/monolog yang disimak
- d. Menjawab pertanyaan secara tertulis terhadap dialog/monolog yang disimak
- e. Lain-lainnya (Tuliskan bila ada)

.....
19. Dalam pembelajaran bahasa Inggris *Speaking* jenis kegiatan yang saya sukai adalah

- a. Mempratekkan dialog di depan kelas berpasangan dengan teman
- b. Bermain peran (*role play*)
- c. Bertukar informasi antar teman dalam kelompok
- d. Berdiskusi tentang topik tertentu atau permasalahan tertentu
- e. Lain-lainnya (Tuliskan bila ada)

.....
20. Dalam pembelajaran bahasa Inggris *Reading* jenis kegiatan yang saya sukai adalah

- a. Membaca nyaring teks dengan pengucapan dan intonasi yang benar
- b. Membaca sebuah teks secara individu lalu menjawab pertanyaan mengenai teks tersebut
- c. Mendiskusikan isi teks secara berkelompok untuk memahaminya

- Memahami teks dengan menterjemahkan ke dalam bahasa Indonesia
- e. Menganalisa arti kosakata baru berdasarkan konteks yang dibaca
- f. Lain-lainnya (Tuliskan bila ada)

.....

21. Dalam pembelajaran bahasa Inggris *Writing* jenis kegiatan yang saya sukai adalah

- Menyusun kalimat-kalimat sehingga menjadi satu paragraf yang benar
- b. Mengidentifikasi dan memperbaiki kesalahan struktur kalimat
- c. Mengidentifikasi dan memperbaiki kesalahan tanda baca pada teks
- d. Menulis teks yang serupa dengan input teks yang diberikan
- e. Lain-lainnya (Tuliskan bila ada)

.....

22. Media yang dapat mendukung saya dalam belajar bahasa Inggris adalah

- a. Gambar
- b. Video
- Audio seperti rekaman, lagu, dsb
- Worksheet* (LKS)
- e. Lain-lainnya (Tuliskan bila ada)

.....

23. Dalam pembelajaran bahasa Inggris saya lebih suka mengerjakan tugas/kegiatan belajar bahasa Inggris secara

- a. Individu
- b. Berpasangan
- Berkelompok
- d. Lain-lainnya (Tuliskan bila ada)

.....

24. Dalam proses pembelajaran bahasa Inggris dikelas, saya lebih suka jika saya

- a. Hanya mendengarkan penjelasan guru dikelas
- Berdiskusi untuk memecahkan masalah atau mengerjakan tugas
- c. Menulis semua informasi yang diterangkan oleh guru
- d. Lain-lainnya (Tuliskan bila ada)

.....

25. Dalam mengerjakan tugas bahasa Inggris dikelas, saya lebih suka jika guru

- a. Memberikan soal untuk dikerjakan kemudian membahasnya
- Memberikan contoh dari suatu pembahasan lalu memberikan tugas

- c. Mengamati pekerjaan siswa lalu memberikan jawaban jika siswa menemui kesulitan
- d. Berkeliling dan memberikan komentar pada pekerjaan siswa
- e. Lain-lainnya (Tuliskan bila ada)

.....



QUESTIONNAIRE

**“Designing An English Worksheet for Tenth Grade of Cullinary Art Students At
SMKN 1 Palopo”**

A. Data Responden

Nama : *Ayo ANYA Putri Andika*
 Kelas : *x kuliner 1*
 Gender : *Perempuan*
 Usia :

B. Tujuan penelitian

Tujuan penelitian ini adalah membuat sebuah produk untuk meningkatkan pengetahuan dalam pembelajaran Bahasa Inggris untuk siswa SMKN 1 Palopo.

C. Tujuan kuisioner

Tujuan kuisioner ini adalah untuk mengumpulkan data tentang kebutuhan, keinginan dan kekurangan (analisa kebutuhan) kebutuhan responden dalam pembelajaran Bahasa Inggris sesuai dengan bidangnya. Hasil dari Analisa kebutuhan ini akan dijadikan acuan dalam pembuatan produk yaitu worksheet untuk siswa SMKN 1 Palopo .

D. Petunjuk Pengisian

Berilah tanda (x) pada pilihan pertanyaan yang sesuai dengan keadaan anda saat ini dan anda dapat memilih lebih dari satu jawaban. Sesuaikan dengan kebutuhan dan keinginan anda terkait dengan media ajar (*Worksheet*).

-
1. Pelajaran bahasa Inggris penting menurut saya karena ...
 - a. Sebagai penentu kelulusan
 - b. Menunjang kesuksesan karir saya kelak
 - c. Menunjang kelanjutan studi saya
 - d. Membantu saya dalam berkomunikasi dengan orang asing
 - e. Lain-lainnya (Tuliskan bila ada)

.....
 2. Pada saat bekerja nanti, kemungkinan saya akan lebih sering menggunakan bahasa Inggris untuk ...
 - a. Berinteraksi secara lisan kepada rekan kerja atau klien

- b. Berinteraksi secara tertulis (surat-menyurat) baik dalam bentuk formal maupun informal
- c. Membaca teks-teks dalam bahasa Inggris untuk memperdalam kemampuan saya dalam bidang tata boga
- d. Lain-lainnya (Tuliskan bila ada)
.....
3. Pelajaran bahasa Inggris seharusnya dapat membuat saya
- a. Dapat berinteraksi secara lisan menggunakan bahasa Inggris dengan mahir dalam dunia kerja kelak
- b. Dapat berinteraksi secara tertulis menggunakan bahasa Inggris dengan mahir dalam dunia kerja kelak
- c. Menguasai kosa kata yang berkaitan dengan bidang keahlian saya (tata boga)
- d. Dapat menggunakan tata bahasa dengan benar
- e. Lain-lainnya (Tuliskan bila ada)
.....
4. Kemampuan bahasa Inggris saya saat ini berada pada level
- a. *Beginner* (pemula): dapat memahami kalimat dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari
- b. *Intermediate* (menengah): dapat memahami maksud dari teks yang rumit dan memberikan tanggapan mengenai teks tersebut
- c. *Advanced* (mahir): dapat memahami berbagai macam bentuk teks dan memahami makna tersirat yang terdapat dalam sebuah teks
- d. Lain-lainnya (Tuliskan bila ada)
.....
5. Kesulitan pelajaran bahasa Inggris yang sering saya temui adalah
- a. *Listening*
- b. *Speaking*
- c. *Reading*
- d. *Writing*
- e. *Vocabulary*
- f. Lain-lainnya (Tuliskan bila ada)
.....
6. Dalam belajar *Listening* input yang ini saya inginkan berupa
- a. Monolog dan dialog

- b. Monolog dan dialog yang disertai dengan gambar
- c. Monolog dan dialog yang disertai dengan daftar kosa kata baru
- d. Materi otentik seperti acara berita, film
- e. Lain-lainnya (Tuliskan bila ada)

.....

7. Dalam belajar *Listening* topik yang saya inginkan adalah

- a. Boga dasar
- b. Pengetahuan bahan makanan
- c. Ilmu gizi
- d. *Pastry* dan *bakery*
- e. Lain-lainnya (Tuliskan bila ada)

.....

8. Dalam belajar *Speaking* input yang saya inginkan berupa

- a. Model monolog dan dialog
- b. Model monolog dan dialog yang disertai dengan gambar
- c. Model monolog dan dialog yang disertai dengan kosa kata baru dan pengucapannya
- d. Materi otentik yang sering di jumpai
- e. Lain-lainnya (Tuliskan bila ada)

.....

9. Dalam belajar *Speaking* topik yang saya inginkan berkaitan dengan

- a. Boga dasar
- b. Pengetahuan bahan makanan
- c. Ilmu gizi
- d. *Pastry* dan *bakery*
- e. Lain-lainnya (Tuliskan bila ada)

.....

10. Dalam belajar *Reading* input yang saya inginkan berupa

- a. Materi otentik, yang dengan mudah dapat dijumpai dalam keseharian (majalah, surat kabar, resep dll)
- b. Teks yang menggambarkan konteks yang berkaitan dengan bidang kerja saya nantinya
- c. Teks yang disertai kosakata baru yang terkait
- d. Teks yang disertai gambar
- e. Lain-lainnya (Tuliskan bila ada)

-
11. Dalam belajar *Reading* topik yang saya inginkan berkaitan dengan
- Boga dasar
 - Pengetahuan bahan makanan
 - Ilmu gizi
 - Pastry dan bakery*
 - Lain-lainnya (Tuliskan bila ada)
-
12. Dalam belajar *Writing* input yang saya inginkan berupa
- Contoh teks atau tulisan yang akan dipelajari
 - Kosakata yang berkaitan dengan teks yang akan ditulis
 - Penjelasan struktur kalimat yang berkaitan dengan teks yang akan ditulis
 - Lain-lainnya (Tuliskan bila ada)
-
13. Dalam belajar *Writing* topik yang saya inginkan berkaitan dengan
- Boga dasar
 - Pengetahuan bahan makanan
 - Ilmu gizi
 - Pastry dan bakery*
 - Lain-lainnya (Tuliskan bila ada)
-
14. Dalam belajar *Speaking* panjang teks yang saya inginkan adalah
- < 100 kata
 - 100 – 150 kata
 - 150 – 200 kata
 - > 200 kata
 - Lain-lainnya (Tuliskan bila ada)
-
15. Dalam belajar *Listening* panjang teks yang saya inginkan adalah
- < 100 kata
 - 100 – 150 kata
 - 150 – 200 kata
 - > 200 kata
 - Lain-lainnya (Tuliskan bila ada)

.....
16. Dalam belajar *Reading* panjang teks yang saya inginkan adalah

- a. < 100 kata
- b. 100 – 150 kata
- c. 150 – 200 kata
- d. > 200 kata
- e. Lain-lainnya (Tuliskan bila ada)

.....
17. Dalam belajar *Writing* panjang teks yang saya inginkan adalah

- a. < 100 kata
- b. 100 – 150 kata
- c. 150 – 200 kata
- d. > 200 kata
- e. Lain-lainnya (Tuliskan bila ada)

.....
18. Dalam pembelajaran bahasa Inggris *Listening* jenis kegiatan yang saya sukai adalah

- a. Mengidentifikasi informasi tertentu dari dalam dialog/monolog yang disimak
- b. Mengidentifikasi ungkapan yang ada dalam dialog/monolog yang disimak
- c. Menjawab pertanyaan secara lisan terhadap dialog/monolog yang disimak
- d. Menjawab pertanyaan secara tertulis terhadap dialog/monolog yang disimak
- e. Lain-lainnya (Tuliskan bila ada)

.....
19. Dalam pembelajaran bahasa Inggris *Speaking* jenis kegiatan yang saya sukai adalah

- a. Mempratekkan dialog di depan kelas berpasangan dengan teman
- b. Bermain peran (*role play*)
- c. Bertukar informasi antar teman dalam kelompok
- d. Berdiskusi tentang topik tertentu atau permasalahan tertentu
- e. Lain-lainnya (Tuliskan bila ada)

.....
20. Dalam pembelajaran bahasa Inggris *Reading* jenis kegiatan yang saya sukai adalah

- a. Membaca nyaring teks dengan pengucapan dan intonasi yang benar
- b. Membaca sebuah teks secara individu lalu menjawab pertanyaan mengenai teks tersebut
- c. Mendiskusikan isi teks secara berkelompok untuk memahaminya

- d. Memahami teks dengan menterjemahkan ke dalam bahasa Indonesia
e. Menganalisa arti kosakata baru berdasarkan konteks yang dibaca
f. Lain-lainnya (Tuliskan bila ada)
.....
21. Dalam pembelajaran bahasa Inggris *Writing* jenis kegiatan yang saya sukai adalah
 a. Menyusun kalimat-kalimat sehingga menjadi satu paragraf yang benar
b. Mengidentifikasi dan memperbaiki kesalahan struktur kalimat
c. Mengidentifikasi dan memperbaiki kesalahan tanda baca pada teks
d. Menulis teks yang serupa dengan input teks yang diberikan
e. Lain-lainnya (Tuliskan bila ada)
.....
22. Media yang dapat mendukung saya dalam belajar bahasa Inggris adalah
a. Gambar
b. Video
c. Audio seperti rekaman, lagu, dsb
 d. *Worksheet* (LKS)
e. Lain-lainnya (Tuliskan bila ada)
dsb.....
23. Dalam pembelajaran bahasa Inggris saya lebih suka mengerjakan tugas/kegiatan belajar bahasa Inggris secara
a. Individu
b. Berpasangan
 c. Berkelompok
d. Lain-lainnya (Tuliskan bila ada)
.....
24. Dalam proses pembelajaran bahasa Inggris dikelas, saya lebih suka jika saya
a. Hanya mendengarkan penjelasan guru dikelas
b. Berdiskusi untuk memecahkan masalah atau mengerjakan tugas
 c. Menulis semua informasi yang diterangkan oleh guru
d. Lain-lainnya (Tuliskan bila ada)
.....
25. Dalam mengerjakan tugas bahasa Inggris dikelas, saya lebih suka jika guru
a. Memberikan soal untuk dikerjakan kemudian membahasnya
 b. Memberikan contoh dari suatu pembahasan lalu memberikan tugas

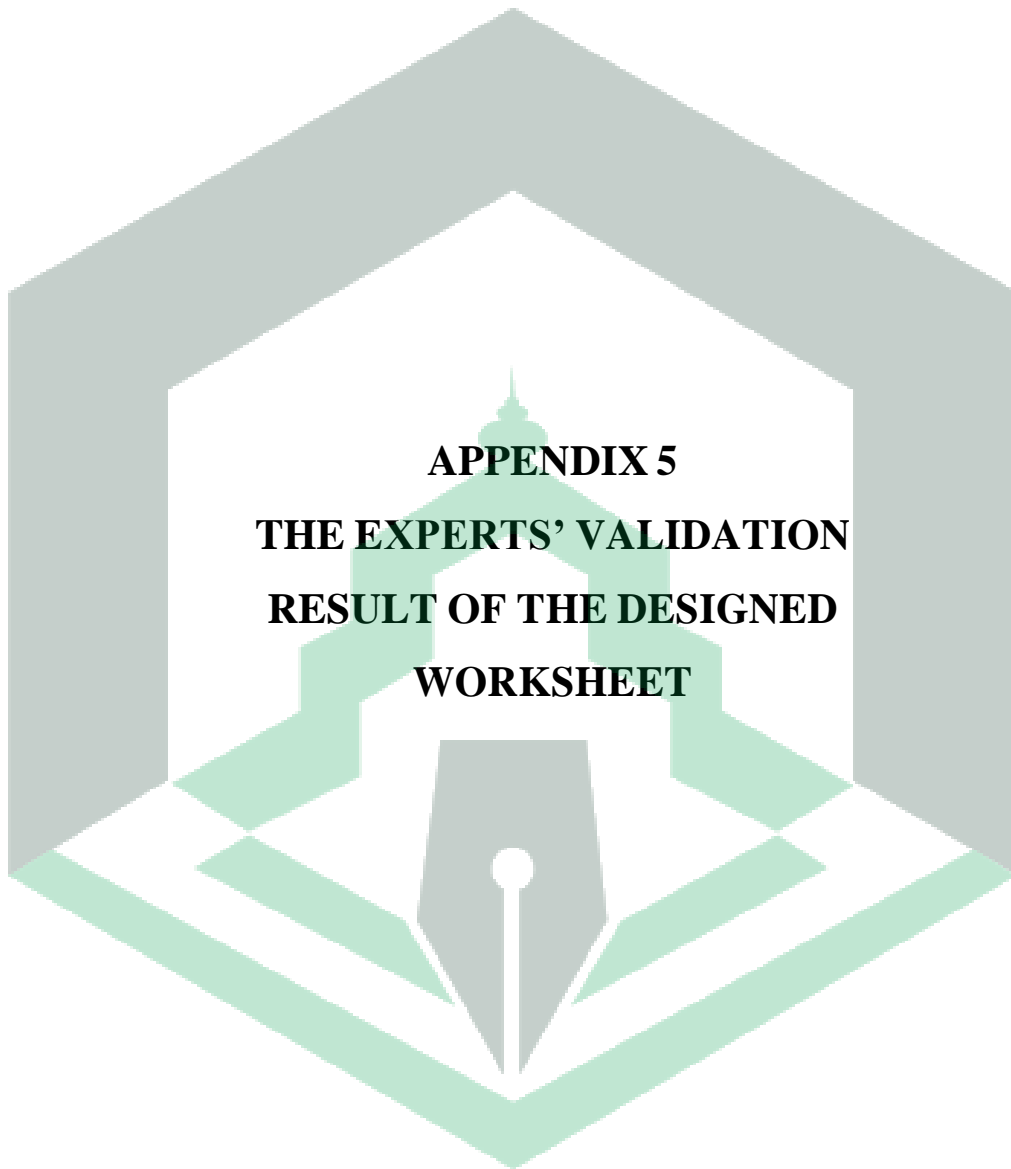
- c. Mengamati pekerjaan siswa lalu memberikan jawaban jika siswa menemui kesulitan
- d. Berkeliling dan memberikan komentar pada pekerjaan siswa
- e. Lain-lainnya (Tuliskan bila ada)

.....



- c. Mengamati pekerjaan siswa lalu memberikan jawaban jika siswa menemui kesulitan
- d. Berkeliling dan memberikan komentar pada pekerjaan siswa
- e. Lain-lainnya (Tuliskan bila ada)
.....





KUESIONER EVALUASI UNTUK AHLI MATERI

A. Data Responden

Nama : Aniati, S.Pd
 Umur :
 Jenis Kelamin : Perempuan
 Pendidikan : S1 S2 S3 Professor
 Pengalaman Mengajar : 0-2 tahun
 2-4 tahun
 4-6 tahun
 \geq 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas:

5 : Sangat Layak
 4 : Layak
 3 : Cukup Layak
 2 : Kurang Layak
 1 : Tidak Layak

No	Pernyataan	Kelayakan				
		5	4	3	2	1
I.	Isi					
1.	Cakupan <i>English learning</i> dalam <i>worksheet</i> sesuai dengan kebutuhan siswa kelas sepuluh tataboga SMKN 1 Palopo	✓				
2.	Kedalaman <i>English learning</i> dalam <i>worksheet</i> untuk siswa kelas sepuluh tataboga SMKN 1 Palopo memadai.		✓			
3.	Keaslian <i>English learning</i> dalam <i>worksheet</i> untuk siswa kelas sepuluh tataboga SMKN 1 Palopo memadai.		✓			

	Rangkuman Kualitatif:					
II.	Bahasa	5	4	3	2	1
4.	<i>Worksheet</i> yang digunakan sesuai dengan tata bahasa dengan benar.	✓				
5.	<i>Worksheet</i> yang disajikan dengan tingkatan perkembangan kognitif siswa.	✓				
6.	<i>Worksheet</i> yang disajikan mudah dipahami	✓				
7.	Keseluruhan <i>worksheet</i> sesuai dengan kemampuan berbahasa siswa.		✓			
	Rangkuman Kualitatif:					
III.	Input	5	4	3	2	1
8.	Input dalam <i>worksheet</i> membantu siswa meningkatkan <i>English learning</i> siswa.	✓				
9.	Input dalam <i>worksheet</i> sesuai dengan kemampuan siswa kelas sepuluh tataboga SMKN 1 Palopo	✓				
10.	Input dalam <i>worksheet</i> menarik.		✓			
11.	Input dalam <i>worksheet</i> sesuai dengan kemampuan berbahasa siswa kelas sepuluh tataboga SMKN 1 Palopo		✓			
12.	Input dalam <i>worksheet</i> mencakup struktur bahasa yang benar.	✓				
13.	Pilihan <i>worksheet</i> sesuai dengan karakteristik siswa.	✓				
14.	Input dalam <i>worksheet</i> dapat menambah wawasan siswa tataboga SMKN 1 Palopo	✓				
	Rangkuman Kualitatif:					

IV.	Desain dan <i>Layout</i>	5	4	3	2	1
15.	Sampul <i>worksheet</i> menarik.		✓			
16.	Jenis <i>font</i> yang digunakan sudah bagus.	✓				
17.	Tampilan isi <i>worksheet</i> jelas.		✓			
18.	Penggunaan tanda baca tepat.		✓			
19.	Susunan <i>worksheet</i> sistematis.		✓			
20.	Sumber dalam <i>worksheet</i> jelas.	✓				
21.	Jarak spasi sesuai.	✓				
Rangkuman Kualitatif:						

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *English learning Worksheet* yang dikembangkan:

- Layak
- Layak dengan perbaikan
- Tidak layak

Palopo,

Penilai Kelayakan



Amah, s.pd

KUESIONER EVALUASI UNTUK AHLI BAHASA

A. Data Responden

Nama : Dr. Marroddin, S.S., M.Hum
 Umur :
 Jenis Kelamin : Laki-Laki
 Pendidikan : S1 S2 S3 Professor
 Pengalaman Mengajar : 0-2 tahun
 2-4 tahun
 4-6 tahun
 \geq 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas:

- 5 : Sangat Layak
 4 : Layak
 3 : Cukup Layak
 2 : Kurang Layak
 1 : Tidak Layak

No	Pernyataan	Kelayakan				
		5	4	3	2	1
I.	Isi					
1.	Cakupan <i>English learning</i> dalam <i>worksheet</i> sesuai dengan kebutuhan siswa kelas sepuluh tataboga SMKN 1 Palopo	✓				
2.	Kedalaman <i>English learning</i> dalam <i>worksheet</i> untuk siswa kelas sepuluh tataboga SMKN 1 Palopo memadai.		✓			
3.	Keaslian <i>English learning</i> dalam <i>worksheet</i> untuk siswa kelas sepuluh tataboga SMKN 1 Palopo memadai.	✓				

	Rangkuman Kualitatif:					
II.	Bahasa	5	4	3	2	1
4.	<i>Worksheet</i> yang digunakan sesuai dengan tata bahasa dengan benar.	✓				
5.	<i>Worksheet</i> yang disajikan dengan tingkatan perkembangan kognitif siswa.	✓	✓			
6.	<i>Worksheet</i> yang disajikan mudah dipahami		✓			
7.	Keseluruhan <i>worksheet</i> sesuai dengan kemampuan berbahasa siswa.		✓			
	Rangkuman Kualitatif:					
III.	Input	5	4	3	2	1
8.	Input dalam <i>worksheet</i> membantu siswa meningkatkan <i>English learning</i> siswa.	✓				
9.	Input dalam <i>worksheet</i> sesuai dengan kemampuan siswa kelas sepuluh tataboga SMKN 1 Palopo	✓				
10.	Input dalam <i>worksheet</i> menarik.		✓			
11.	Input dalam <i>worksheet</i> sesuai dengan kemampuan berbahasa siswa kelas sepuluh tataboga SMKN 1 Palopo	✓				
12.	Input dalam <i>worksheet</i> mencakup struktur bahasa yang benar.		✓			
13.	Pilihan <i>worksheet</i> sesuai dengan karakteristik siswa.		✓			
14.	Input dalam <i>worksheet</i> dapat menambah wawasan siswa tataboga SMKN 1 Palopo	✓				
	Rangkuman Kualitatif:					

IV.	Desain dan Layout	5	4	3	2	1
15.	Sampul <i>worksheet</i> menarik.	✓				
16.	Jenis <i>font</i> yang digunakan sudah bagus.	✓				
17.	Tampilan isi <i>worksheet</i> jelas.		✓			
18.	Penggunaan tanda baca tepat.	✓				
19.	Susunan <i>worksheet</i> sistematis.		✓			
20.	Sumber dalam <i>worksheet</i> jelas.		✓			
21.	Jarak spasi sesuai.	✓				
Rangkuman Kualitatif:						

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *English learning Worksheet* yang dikembangkan:

- Layak
- Layak dengan perbaikan
- Tidak layak

Palopo,

Penilai Kelayakan



Dr. Masruddin, S.S., M.Hum

KUESIONER EVALUASI UNTUK AHLI *DESIGN AND LAYOUT*

A. Data Responden

Nama : HUNAINI, S.Pd.I, M.Pd.
 Umur : 30 TAHUN
 Jenis Kelamin : PEREMPUAN
 Pendidikan : S1 S2 S3 Professor
 Pengalaman Mengajar : 0-2 tahun
 2-4 tahun
 4-6 tahun
 \geq 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan Poin Validitas:

- 5 : Sangat Layak
 4 : Layak
 3 : Cukup Layak
 2 : Kurang Layak
 1 : Tidak Layak

No	Pernyataan	Kelayakan				
		5	4	3	2	1
I.	Isi					
1.	Cakupan <i>English learning</i> dalam <i>worksheet</i> sesuai dengan kebutuhan siswa kelas sepuluh tataboga SMKN 1 Palopo	✓				
2.	Kedalaman <i>English learning</i> dalam <i>worksheet</i> untuk siswa kelas sepuluh tataboga SMKN 1 Palopo memadai.		✓			
3.	Keaslian <i>English learning</i> dalam <i>worksheet</i> untuk siswa kelas sepuluh tataboga SMKN 1 Palopo memadai.	✓				

	Rangkuman Kualitatif:					
II.	Bahasa	5	4	3	2	1
4.	<i>Worksheet</i> yang digunakan sesuai dengan tata bahasa dengan benar.		✓			
5.	<i>Worksheet</i> yang disajikan dengan tingkatan perkembangan kognitif siswa.	✓				
6.	<i>Worksheet</i> yang disajikan mudah dipahami		✓			
7.	Keseluruhan <i>worksheet</i> sesuai dengan kemampuan berbahasa siswa.	✓				
	Rangkuman Kualitatif:					
III.	Input	5	4	3	2	1
8.	Input dalam <i>worksheet</i> membantu siswa meningkatkan <i>English learning</i> siswa.	✓				
9.	Input dalam <i>worksheet</i> sesuai dengan kemampuan siswa kelas sepuluh tataboga SMKN 1 Palopo		✓			
10.	Input dalam <i>worksheet</i> menarik.		✓			
11.	Input dalam <i>worksheet</i> sesuai dengan kemampuan berbahasa siswa kelas sepuluh tataboga SMKN 1 Palopo		✓			
12.	Input dalam <i>worksheet</i> mencakup struktur bahasa yang benar.		✓			
13.	Pilihan <i>worksheet</i> sesuai dengan karakteristik siswa.		✓			
14.	Input dalam <i>worksheet</i> dapat menambah wawasan siswa tataboga SMKN 1 Palopo	✓				
	Rangkuman Kualitatif:					

IV.	Desain dan Layout	5	4	3	2	1
15.	Sampul <i>worksheet</i> menarik.		✓			
16.	Jenis <i>font</i> yang digunakan sudah bagus.		✓			
17.	Tampilan isi <i>worksheet</i> jelas.		✓			
18.	Penggunaan tanda baca tepat.	✓				
19.	Susunan <i>worksheet</i> sistematis.		✓			
20.	Sumber dalam <i>worksheet</i> jelas.		✓			
21.	Jarak spasi sesuai.		✓			
Rangkuman Kualitatif: (Saran)						
- Sampul lebih colourful agar lebih menarik						
- Picture and the topic on Unit 2 and 3 should be matched.						

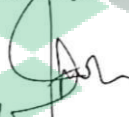
C. Kesimpulan

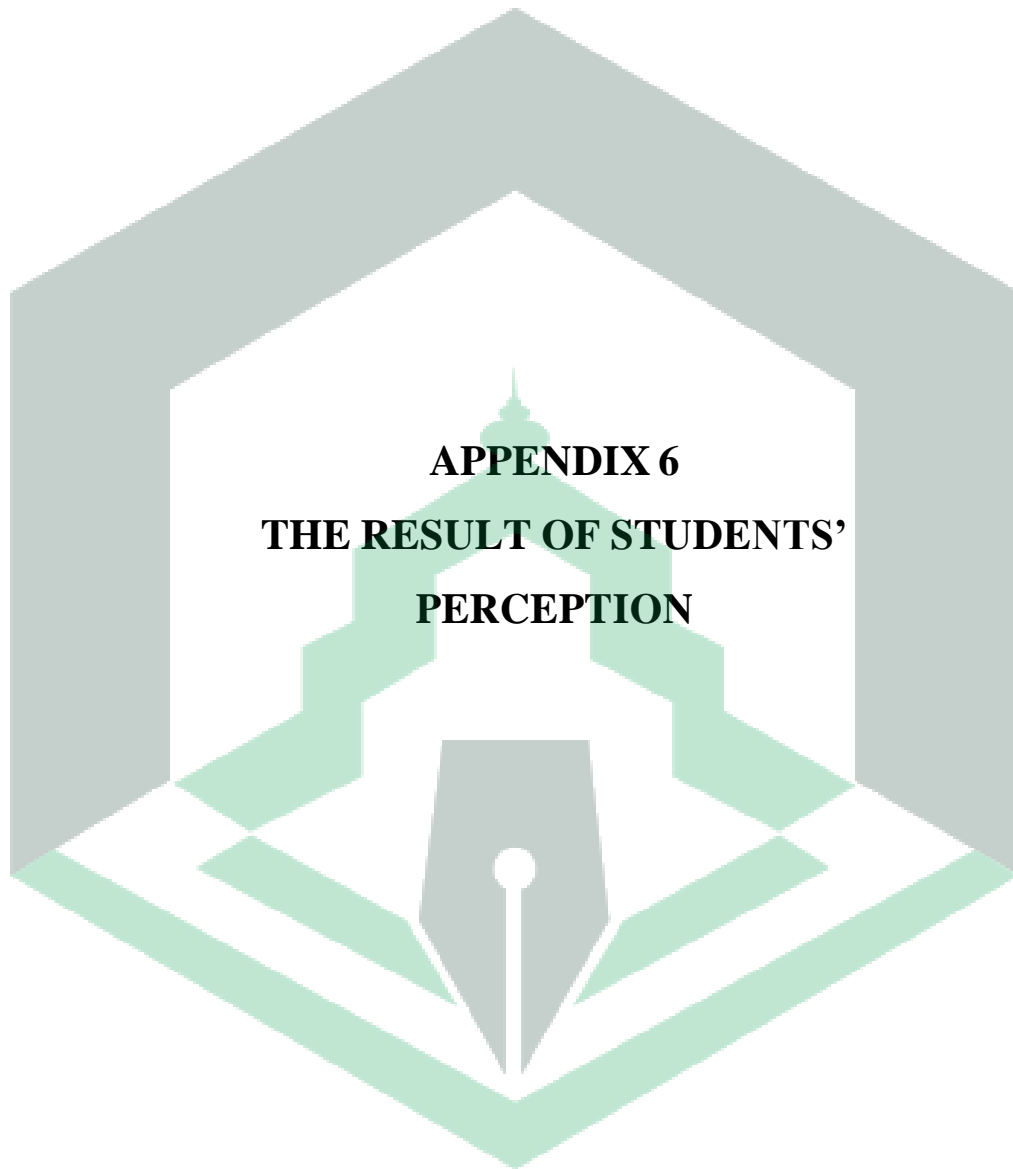
Secara umum, pendapat Bapak/Ibu terhadap *English learning Worksheet* yang dikembangkan:

- Layak
- Layak dengan perbaikan
- Tidak layak

Palopo, 25/10/2022

Penilai Kelayakan


HUNAINI



APPENDIX 6
THE RESULT OF STUDENTS'
PERCEPTION

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Responden

Nama : Muhammad Irfan
 Kelas : 10 Kuliner 1
 Gender : Laki-Laki
 Usia : 15 Tahun

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan:

- 5 : Sangat Setuju
 4 : Setuju
 3 : Ragu-ragu
 2 : Tidak Setuju
 1 : Sangat Tidak Setuju

No	Pernyataan	5	4	3	2	1
1.	Materi yang disajikan dalam <i>English learning worksheet</i> sesuai dengan pemula	✓				
2.	Materi dalam <i>English learning worksheets</i> sesuai dengan kebutuhan siswa kelas sepuluh tataboga SMKN 1 Palopo.	✓				
3.	Materi dalam <i>English learning worksheet</i> secara keseluruhan beragam.	✓				
4.	Materi yang disajikan dalam <i>English learning worksheet</i> mampu meningkatkan kemampuan berbicara siswa kelas sepuluh tataboga SMKN 1 Palopo		✓			
5.	Materi dalam <i>English learning worksheet</i> secara keseluruhan menarik dan mudah dipahami.	✓				
6.	Topik-topik materi dalam <i>English learning worksheet</i> sesuai dengan kebutuhan siswa kelas sepuluh tataboga SMKN 1 Palopo	✓				

7.	Topik-topik materi dalam <i>English learning worksheet</i> mudah dipelajari dan diaplikasikan dalam kehidupan sehari-hari	✓					
8.	Pemilihan jenis dan ukuran huruf dalam <i>English learning worksheet</i> menarik dan nyaman dibaca.	✓					
9.	Pemilihan warna dalam <i>English learning worksheet</i> tepat dan menarik minat untuk dibaca.	✓					
10.	Tampilan <i>English learning worksheet</i> pada setiap halaman menarik.	✓					
11.	Ukuran <i>English learning worksheet</i> sudah tepat, praktis, dan mudah dibawa kemana-mana.	✓					
12.	Sampul <i>English learning worksheet</i> menarik.	✓					
13.	Desain <i>English learning worksheet</i> menarik.	✓					

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Responden

Nama : *niham dwi alyafi*

Kelas : *x kuliner 1*

Gender : *perempuan*

Usia : *15*

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan:

5 : Sangat Setuju

4 : Setuju

3 : Ragu-ragu

2 : Tidak Setuju

1 : Sangat Tidak Setuju

No	Pernyataan	5	4	3	2	1
1.	Materi yang disajikan dalam <i>English learning worksheet</i> sesuai dengan pemula	✓				
2.	Materi dalam <i>English learning worksheets</i> sesuai dengan kebutuhan siswa kelas sepuluh tataboga SMKN 1 Palopo.	✓				
3.	Materi dalam <i>English learning worksheet</i> secara keseluruhan beragam.	✓				
4.	Materi yang disajikan dalam <i>English learning worksheet</i> mampu meningkatkan kemampuan berbicara siswa kelas sepuluh tataboga SMKN 1 Palopo	✓				
5.	Materi dalam <i>English learning worksheet</i> secara keseluruhan menarik dan mudah dipahami.	✓				
6.	Topik-topik materi dalam <i>English learning worksheet</i> sesuai dengan kebutuhan siswa kelas sepuluh tataboga SMKN 1 Palopo	✓				

7.	Topik-topik materi dalam <i>English learning worksheet</i> mudah dipelajari dan diaplikasikan dalam kehidupan sehari-hari	✓					
8.	Pemilihan jenis dan ukuran huruf dalam <i>English learning worksheet</i> menarik dan nyaman dibaca.	✓					
9.	Pemilihan warna dalam <i>English learning worksheet</i> tepat dan menarik minat untuk dibaca.	✓					
10.	Tampilan <i>English learning worksheet</i> pada setiap halaman menarik.	✓					
11.	Ukuran <i>English learning worksheet</i> sudah tepat, praktis, dan mudah dibawa kemana-mana.	✓					
12.	Sampul <i>English learning worksheet</i> menarik.	✓					
13.	Desain <i>English learning worksheet</i> menarik.	✓					

KUESIONER EVALUASI UNTUK PENGGUNA (SISWA)

A. Data Responden

Nama : NESIA SAU(ANTI)

Kelas : X Boga)

Gender : Perempuan

Usia : 16 thn

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan:

5 : Sangat Setuju

4 : Setuju

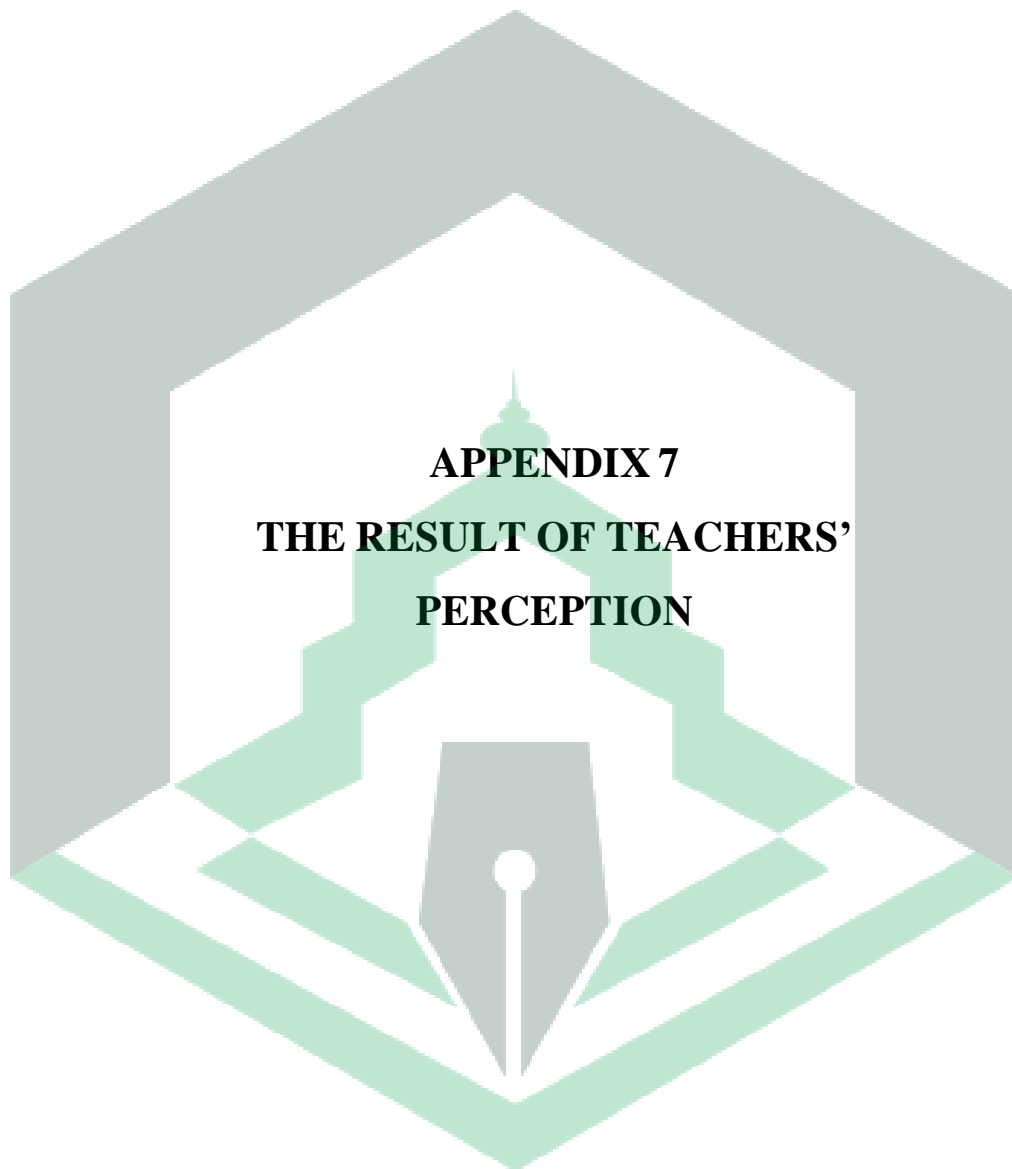
3 : Ragu-ragu

2 : Tidak Setuju

1 : Sangat Tidak Setuju

No	Pernyataan	5	4	3	2	1
1.	Materi yang disajikan dalam <i>English learning worksheet</i> sesuai dengan pemula		✓			
2.	Materi dalam <i>English learning worksheets</i> sesuai dengan kebutuhan siswa kelas sepuluh tataboga SMKN 1 Palopo.	✓				
3.	Materi dalam <i>English learning worksheet</i> secara keseluruhan beragam.			✓		
4.	Materi yang disajikan dalam <i>English learning worksheet</i> mampu meningkatkan kemampuan berbicara siswa kelas sepuluh tataboga SMKN 1 Palopo		✓			
5.	Materi dalam <i>English learning worksheet</i> secara keseluruhan menarik dan mudah dipahami.		✓			
6.	Topik-topik materi dalam <i>English learning worksheet</i> sesuai dengan kebutuhan siswa kelas sepuluh tataboga SMKN 1 Palopo	✓	✓			

7.	Topik-topik materi dalam <i>English learning worksheet</i> mudah dipelajari dan diaplikasikan dalam kehidupan sehari-hari	✓				
8.	Pemilihan jenis dan ukuran huruf dalam <i>English learning worksheet</i> menarik dan nyaman dibaca.	✓				
9.	Pemilihan warna dalam <i>English learning worksheet</i> tepat dan menarik minat untuk dibaca.	✓				
10.	Tampilan <i>English learning worksheet</i> pada setiap halaman menarik.	✓				
11.	Ukuran <i>English learning worksheet</i> sudah tepat, praktis, dan mudah dibawa kemana-mana.	✓				
12.	Sampul <i>English learning worksheet</i> menarik.	✓				
13.	Desain <i>English learning worksheet</i> menarik.	✓				



KUESIONER EVALUASI UNTUK PENGGUNA (GURU)

A. Data Responden

Nama : ANIATI, S.Pd
 Umur : 33
 Jenis Kelamin : PEREMPUAN
 Pendidikan : S1 S2 S3 Professor
 Pengalaman Mengajar : 0-2 tahun
 2-4 tahun
 4-6 tahun
 ≥ 6 tahun

B. Tabel Evaluasi

Isilah tabel berikut dengan memberikan tanda centang (✓) pada kolom yang disediakan.

Keterangan:

- 5 : Sangat Setuju
 4 : Setuju
 3 : Ragu-ragu
 2 : Tidak Setuju
 1 : Sangat Tidak Setuju

No	Pernyataan	5	4	3	2	1
1.	Materi yang disajikan dalam <i>English learning worksheet</i> sesuai dengan pemula	✓				
2.	Materi dalam <i>English learning worksheets</i> sesuai dengan kebutuhan siswa kelas sepuluh tataboga SMKN 1 Palopo.	✓				
3.	Materi dalam <i>English learning worksheet</i> secara keseluruhan beragam.	✓				
4.	Materi yang disajikan dalam <i>English learning worksheet</i> mampu meningkatkan kemampuan berbicara siswa kelas sepuluh tataboga SMKN 1 Palopo		✓			
5.	Materi dalam <i>English learning worksheet</i> secara	✓				

	keseluruhan menarik dan mudah dipahami.					
6.	Topik-topik materi dalam <i>English learning worksheet</i> sesuai dengan kebutuhan siswa kelas sepuluh tataboga SMKN 1 Palopo	✓				
7.	Topik-topik materi dalam <i>English learning worksheet</i> mudah dipelajari dan diaplikasikan dalam kehidupan sehari-hari	✓				
8.	Pemilihan jenis dan ukuran huruf dalam <i>English learning worksheet</i> menarik dan nyaman dibaca.	✓				
9.	Pemilihan warna dalam <i>English learning worksheet</i> tepat dan menarik minat untuk dibaca.		✓			
10.	Tampilan <i>English learning worksheet</i> pada setiap halaman menarik.	✓				
11.	Ukuran <i>English learning worksheet</i> sudah tepat, praktis, dan mudah dibawa kemana-mana.	✓				
12.	Sampul <i>English learning worksheet</i> menarik.	✓				
13.	Desain <i>English learning worksheet</i> menarik.	✓				

C. Kesimpulan

Secara umum, pendapat Bapak/Ibu terhadap *English learning worksheet* yang dikembangkan:

- a. Layak
- b. Layak dengan perbaikan
- c. Tidak layak

Palopo, 25 Oktober 2022

Penilai Kelayakan



ANIATI.s.pd



APPENDIX 8
THE FINAL PRODUCT

ENGLISH WORKSHEET

For Culinary Art Students

Madehang, S. Ag., M. Pd Fadiyah R. Muin, S. Pd.I, M. Pd Isra



Unit 1

I Have Qualification for this Job

In this unit, you will learn how to express your capability and inability using the right expressions. Moreover, you will also learn how to understand and to make a curriculum vitae which is demanded when you apply for a job.



A. Lead In

Task 1

In pairs, study the picture below and answer the questions. Compare your answers with other friends'.



Questions:

1. Do you know who the man in the picture is?
2. What is he doing?
3. Are you interested in that kind of job? Why?
4. If you are interested, what will you do to fulfill your obsession to be a chef?

Task 2

Do you know the name of different kinds of chefs? Name each chef below using the correct name in the box. You may consult your dictionary or ask the teacher if you find any problem.

Chef de cuisine Pastry chef Entremetier chef Saucier chef



B. Lesson Proper

Task 3

Listen to the dialogue between Mr. Syahrul and Ria and use the words in the box to complete the dialogue below.

Mr. Syahrul : Hi, I'm Ahmad Syahrul. I'm the hiring (1) _____ of Songka Garden restaurant.
 Ria : Nice to meet you Mr. Syahrul. I'm Ria Wati.
 Mr. Syahrul : Please have a seat.
 Ria : Thank you. This is a copy of my CV and some (2) _____
 Mr. Syahrul : Oh, I will take a look at these. I see you have (3) _____ for a pastry chef, haven't you?
 Ria : Yes, that's right. I have two years (4) _____ as a pastry chef in Larompong before.
 Mr. Syahrul : That's great. Can you tell me about your skills as a chef?
 Ria : I started to work as a pastry chef since I was graduated from vocational high school which major in culinary arts. I am good at local pastry since it was my (5) _____. I also have experiences as a cook, an (6) _____ of saucer chef.
 Mr. Syahrul : That's good. Based on good (7) _____ reviews, you are welcome in this restaurant. We will be in contact soon after this interview.
 Ria : Thank you very much for your time. I look forward to hearing from you.

applied performance interest
 manager references
 assistant experiences

Scan the barcode to listen the audio.



Unit 2

Could You Tell Me the Way?

In this unit you will learn how to ask the direction. Furthermore, you will also learn how to understand report texts about foods and nutrition in foods. Therefore, your culinary knowledge will be improved.



A. Lead In

Task 1

Do you familiar with the following catering equipment? In pairs, match the catering equipment below with their suitable names.

Task 2

Analyze the situation in the picture and answer the questions below. Discuss the answer with your partner.

Picture 1



Picture 2



Questions

1. What are the pictures about?
2. Have you ever found an event which involved a catering service?
3. In what event did you find it?
4. Are you interested to start your own catering business in the future? Why?
5. In your opinion, what are the most important things in ruining a successful catering company?

B. Lesson Proper

Task 3

Listen to the dialogues between the manager and the catering driver and fill in the blanks using the words provided in the box below.

Manager : Please (1) _____ Mr. Simon's order to his wedding party at the Eddie Hotel.
 Catering driver : Yes, Sir. Can you tell me where the hotel is?
 Manager : Sure. It's not far from here. Drive (2) _____ ahead until you get to main street.
 Catering driver : Sorry to interrupt you. How many (3) _____ is that?
 Manager : It's about three blocks. It's the first (4) _____ light you come to. When you get to main street, turn (5) _____ and drive one block to Broadway. Then turn left and (6) _____ about half a block.
 Catering driver : Which (7) _____ of the street is it on?
 Manager : Coming from this direction, it'll be on your right side. It's in the (8) _____ of the block, (9) _____ to the Sweet's Ice Cream shop. You can't miss it. Do you want me to (10) _____ any of that?
 Catering driver : No, that's okay. I've got it. Thanks a lot.
 Manager : You're welcome.

traffic	side	next	repeat	straight
blocks	deliver	right	middle	go



scan the audio here

Task 4

Study the following explanation.

In task 3, you find these following expressions.

Can you tell me where the hotel is?
 Sure. It's not far from here.
 Drive straight ahead until you get to main street.



Unit 3

I Wondered if you'd like to Come Along

In this unit, you will learn how to invite someone using the right expressions. You will also learn how to write a simple invitation letter. Therefore, you will be able to invite many people to your dinner.



Questions

1. What is the situation in the picture about?
2. In what occasions do people often invite their colleagues for lunch?
3. In your opinion, what should the host do to make the dinner impressive?



B. Lesson Proper

Task 3

Listen to the dialogues between the Chef Farah and her assistant Nindy then fill the blanks using the words provided in the box below.

invite - celebrate - manager - come - inform - side - appreciate - position

Nindy : Good afternoon, Chef. I'd like to ____ you that I've got a promotion letter from the Head chef.
 Chef Farah : That's great. So, what ____ did he give you, Nindy?
 Nindy : He promoted me as the kitchen ____ I'm very happy of that, but I'm sorry I can assist you anymore.
 Chef Farah : That doesn't matter. I'm very happy to hear that. Hmm, I think you should ____ it with a dinner party.
 Nindy : Thank you, Chef. I also think about your idea for a dinner party and I'd be very pleased if you could ____ to my house for a dinner tonight.
 Chef Farah : I'd like nothing better. So, what time does the dinner start?
 Nindy : It's at 07:30 p.m., Chef.
 Chef Farah : Okay, the time is great. Shall I bring some ____ meal?
 Nindy : I'd very ____ that. Thank you very much, Chef.
 Chef Farah : You're welcome. Don't forget to ____ Siska, Cindy, and Desta, too.
 Nindy : Absolutely, Chef. I'll meet them later.

scan the barcode here



A. Lead In

Task 1

Do you know the common western mealtimes such as breakfast, lunch, and dinner? Group the list of foods and drinks below with their most suitable mealtime categories.

Foods and drinks	Mealtimes
beef steak	
chicken burger	
coffee	
cow milk	<input type="radio"/> Breakfast
fresh fruits	
fried fries	
grilled fish	
herbal tea	
omelette	<input type="radio"/> Lunch
orange juice	
oven potato	
pancake	
pasta	
roasted vegetable	
sandwich	<input type="radio"/> Dinner
scramble egg	
vegetable soup	
wheat toast	
yoghurt	

Task 2

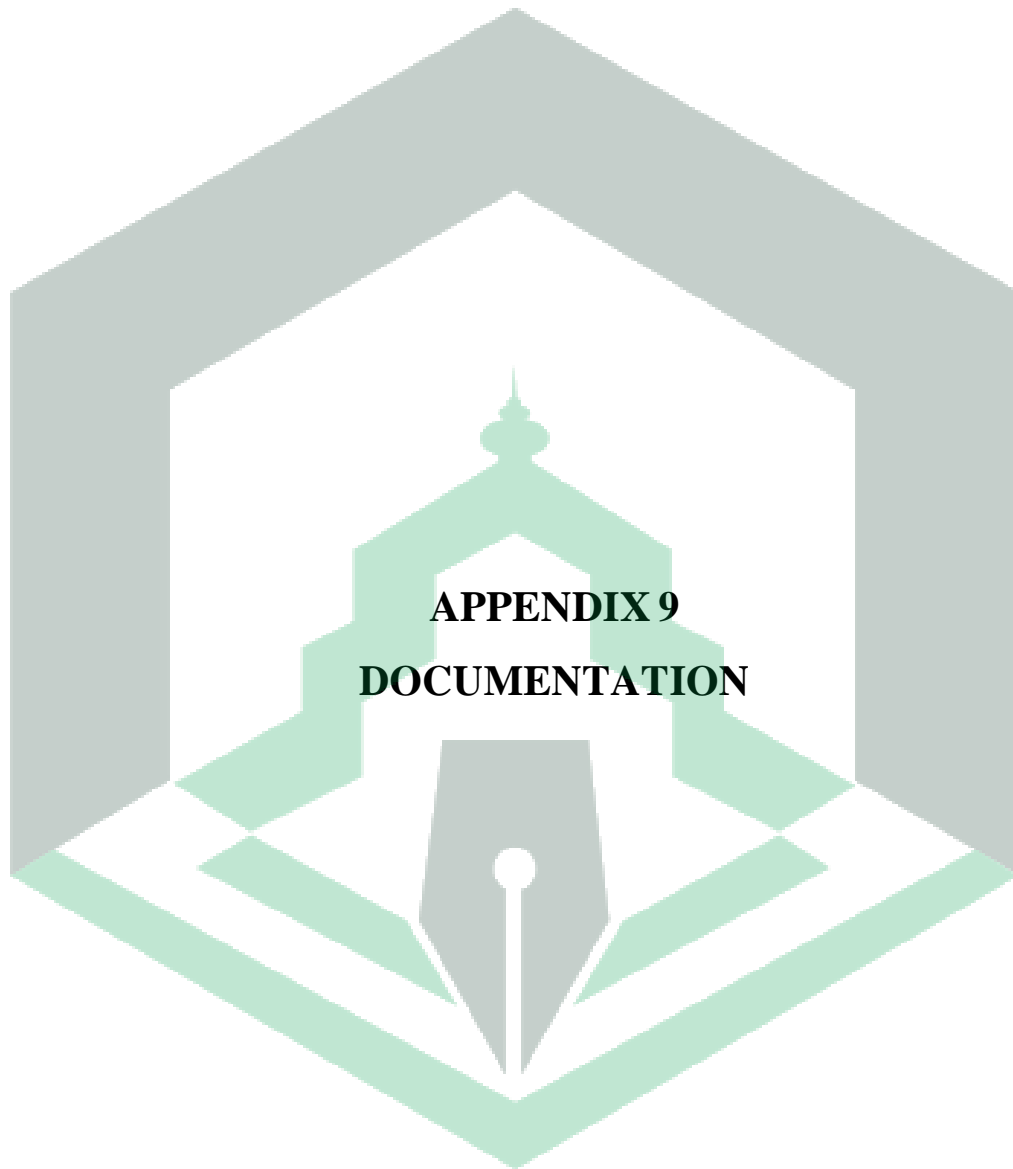
Study the situation in the picture and answer the questions that follow. The words in the box below may help you.

Words	Meanings
supper /sʌpəl/ noun	makan malam
celebrate /ˈselɪbreɪt/ verb	merayakan
promotion /prəˈməʃ(ə)n/ noun	kenaikan (pangkat/kelas)
occasion /əˈkeɪʃ(ə)n/ noun	acara, kesempatan, peristiwa
colleagues /ˈkɒliːɡz/ noun	rekan kerja
host /hɒst/ noun	tuan rumah
impressive /ɪmˈpreɪsɪv/ adjective	mengesankan
prepare /prɪˈpeə/ verb	menyiapkan
invite /ɪnˈvaɪt/ verb	mengundang

ENGLISH WORKSHEET For Culinary Art Students

The English Worksheet is provided the learning material and tasks based on the integrated. The components present the opportunity for teacher and students to increase the English skill by analyzing, thinking logically, and solving problems. Moreover, the value of this English worksheet allow to implement it in society.





APPENDIX 9
DOCUMENTATION

1. Need Analysis



3. Try out, Students' Perception, and Teachers' Perception



4. Dissemination







PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT-SMK NEGR. 1 PALOPO

Jln.K.H.M. Kasim No.10 Telp.(0471) 21048 – 22208 Palopo
Website : <http://smknegeri1palopo.sch.id> Email : info@smknegeri1palopo.sch.id

SURAT KETERANGAN PENELITIAN

Nomor: 421.5/ 455 -UPT SMK.1/PLP/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMK Negeri 1 Palopo menerangkan :

Nama : ISRA
NIM : 1802020142
Tempat/ Tgl. Lahir : Palopo, 23 November 2001
Jenis Kelamin : Perempuan
Program : S1. Pendidikan Bahasa Inggris
Alamat : Jl. Yogie S. Memed, Kota Palopo

Telah selesai melaksanakan Penelitian dari tanggal 12 September 2022 s.d 09 November 2022 dalam rangka penyusunan *Skripsi* Berdasarkan surat Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu, Nomor : 1122/IP/DPMPSTP/IX/2022, Tanggal 12 September 2022 , Perihal : Izin Penelitian, dengan judul penelitian :

“Designing An English Worksheet For 10th Grade Cullinary Art Students At SMKN 1 Palopo.”

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.



BerAKHLAK
Berprestasi Pelayanan Akadabadi Kompeten
Hormatya Loyal Akadabadi Ekshibensi

bangga
bangga

Sipakatau

Digitale
Sulsel



APPENDIX 11
SURAT KETERANGAN PLAGIASI