

The Implementation of Standard Operating Procedures of Restaurant Services in Developing English Material

Faradillah Saputri

faradillahsp2@gmail.com

English Language Education Study Program, Graduate Program, Muhammadiyah University of Makassar

Andi Tenri Ampa

anditenriampa20@gmail.com

English Language Education Study Program, Graduate Program, Muhammadiyah University of Makassar

Syamsiarna Nappu

syamsiarna.nappu@unismuh.ac.id

English Language Education Study Program, Graduate Program, Muhammadiyah University of Makassar

Corresponding E-mail: *faradillahsp2@gmail.com*

ABSTRACT

This research aims at finding out 1) the characteristics of Food and Beverage Service Management students of Makassar Tourism Polytechnic, 2) the students' needs in English language for Food and Beverage Service based on Standard Operational Procedure, 3) the designed and developed English language materials based on Standard Operational Procedure for Food and Beverage Service Students, 4) the validity of the developed English Materials based on needs analysis of Standard Operational Procedure for Food and Beverage Service Students. This research applies Research and Development (R&D) method by using the ADDIE Model by taking 117 students of FBS Management department, Makassar Tourism Polytechnic as the respondents. The results of data analysis show that 1) The English competency level of the students of FBS Management department are mostly in the intermediate level (81.20%) 2) The language skills mostly needed by the students of FBS management department is speaking skill and they prefer to study English in the pair work or role play activity. In terms of the SOP of the restaurant services, the results have shown that all of the procedures for each SOP needed by the students of FBS as the English material for FBS Management department. 3) The English material which is designed and developed based on the need analysis of SOP restaurant services, 4) the results of the last validation for the designed and developed material indicate that the material is ready to be used. The quality of the developed materials is categorized as good material. Thus, it can be used as a main source to learn English Food and Beverage Service Management at Makassar Tourism Polytechnic

KEY WORDS: Need analysis, ADDIE Model, Target Language, Standard Operating Procedure.

INTRODUCTION

Vocational school is a type of education that aims to help

students to work in the industrial sector after they graduated as stated in the act of National Education System No. 20 Year 2003 Article 15 about national education objectives. Judisseno (2008: 20) states that educational institutions are responsible for creating and supplying labor for industry. Therefore, educational institutions are required to provide human resources according to the needs of the industry. Thus, vocational school is related to the business world or the real-world situations, so the learning program in it is designed to give more portions to work practices.

One of the vocational schools is Makassar Tourism Polytechnic as one of the six state higher educations of hotel and tourism in Indonesia under the Ministry of Tourism and Creative Economy. Now, it has three departments with eight study programs for both Diploma III and D IV Program. Food and Beverage Service or FBS Management is one of the study programs for the level of Diploma III program under the Hospitality department. The FBS study program applies the competence-based curriculum where the students should be competent not only in vocational knowledge but also in English skills in order to fulfill the workplace demand. According to the National Education Standards Agency (2006), English aims to make students proficiency in both written and spoken language to support their competence in a certain study program, so they can communicate by using English since if most of international and national companies need all their staffs to be able to speak and understand English well. Therefore, English subject is taught every semester (for six semesters, except when the students have an internship program for 1 semester) for the students of the FBS study program.

Since they will work in the hospitality industry, later FBS students should be able to speak English especially when they have to take orders in restaurants, but sometimes they cannot easily talk or express what they want to say so it can influence their performance. Nunan (1991) stated that as teachers, they should help their students by providing some strategies to



manage all communication to ensure that all students have fair and equitable opportunities to develop their interpersonal speaking and listening skills.

Based on the explanations above, the researcher finds that students in FBS Management at Makassar Tourism Polytechnic are lacking performance in servicing guests by using English language. The researcher got this evidence from interviewing some students in the fifth semester who already did the internship program. The interview was conducted on July 3rd 2020 by a zoom meeting and the researcher found if the materials that they learned from campus do not match the materials. They only get some list of Standard Operational Procedure for serving guests but still lacks on conversation because the use of the textbook is only to provide some activities and its examples.

As described on the evidence above, the researcher believes that developing English material based on Standard Operational Procedure can help the lecturer to relate subject materials to the real-world situations and also motivate the students to use their English competence and its application to their daily life. Polly (2009) found that developing materials could help students to achieve the objective of learning English based on what they need. Additionally, AT Ampa et al. (2013) stated that in developing materials, the writer should consider several factors, such as relevant subject of materials, attractiveness of format, accuracy of language level and learning objectives. Thus, the researcher conducts Research and Development (R&D) by adopting the ADDIE model. ADDIE is an acronym of Analysis, Design, Development, Implementation, and Evaluation Based on the explanation above, the researcher is interested in conducting a research study which is entitled "Developing English Teaching Material for Food and Beverage Service Management Students of Makassar Tourism Polytechnic"

LITERATURE REVIEW

Concepts of Developing English Teaching Material

Definition of English Teaching Material

Tomlinson (2011) characterizes materials as anything which is utilized by instructors and students to work with the learning of a language. Materials could clearly be recordings, DVDs, messages, YouTube, word references, language structure books, exercise manuals or copied works out. They could likewise be papers, food bundles, photos, live discussions given by welcomed local speakers, guidelines given by an educator, assignments composed on cards or conversations between students. Thus, English teaching material is anything which is used by teachers to facilitate the learning of English language. It additionally can uphold understudy learning and increment understudy achievement. In a perfect world, it will be custom fitted to the substance where they're being utilized, to the understudies in whose class they are being utilized, and the educator.

Definition of Material Development

Material development refers to a process of producing and using the materials for language learning including materials evaluation adaptation, design, production, exploitation and research (Tomlinson, 2012:143). As a practical undertaking it refers to anything which is done by writers, teachers or learners to provide sources of language input, to exploit those sources in ways which maximize the likelihood of intake and to stimulate purposeful output: in other word the supplying of information about and/or experience of the language in ways designed to promote language learning. Ideally the 'two aspects of materials development are interactive in that the theoretical studies inform and are informed by the development and use of classroom materials' (Tomlinson 2001: 66). Materials developers might write textbooks, tell stories, bring advertisements into the classroom, express an opinion, provide samples of language use or read a poem aloud. Whatever they do to provide input, they do so ideally in principled ways related to what they know about how languages can be effectively learned.

Developing materials for a language course or language program has some advantages compared with using the commercial course books. Richards (2001:261) puts four advantages of developing materials which are presented as follows; 1) Relevance, The materials will tend to be more relevant for students and institutional needs and reflects the local content, issues, and concerns, 2) Develop expertise, Developing materials benefit the other language course to improve their expertise, giving them a greater understanding of the characteristics of effective materials. 3) Reputation, It will show the commitment to the language teaching because of providing relevant, specialized, and contextualized materials for the students. 4) Flexibility, The produced materials can be revised or adapted as needed, giving them greater flexibility than a commercial course book.

Needs Analysis

Briefly, objective and perceived needs are seen as derived by outsiders from facts, from what is known and can be verified, while subjective needs and felt needs are derived from insiders and corresponds to cognitive and affective factors (Dudley-Evans & John). Thus, 'to be able to follow instructions accurately' is an objective/perceived need. 'To feel confident is a subjective/felt need. Similarly, product-oriented needs derive from the goal or target situation and process-oriented needs derive from the learning situation. These pairs can be seen as corresponding to a *target situation analysis* (TSA) and a *learning situation analysis* (LSA); a third piece of the jigsaw is what learners already know, a *present situation analysis* (PSA), from which we can deduce their lacks. Thus, a TSA includes objectives, perceived and product-oriented needs; LSA includes subjective, felt, and process-oriented needs; a PSA estimates strengths and weaknesses in language, skills, and learning experiences.

Similarly, Hutchinson & Waters (1987) identify target needs and learning needs. Target needs are 'what the learner needs to do in

the target situation' and learning needs are 'what the learner needs to do in order to learn' (p. 54). Target needs include necessities, lacks and wants. Necessities refer to 'the type of needs determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation' (p. 55). Lacks refers to the gaps between the existing proficiency of the learner and the target proficiency, or the gaps between what the learner knows and the necessities (p. 56); and wants are described as 'what the learners think they need'.

The framework proposed by Nunan (2004) for analysis of learning needs is the following:

1) Goals

'Goals' are the dubious, general expectations behind any learning task. They give a connection between the errand and the more extensive educational program.

2) Input

'Input' refers to the spoken, composed and visual information that students work with over the span of doing a job. Information can be given by an instructor, a course book or some other source. On the other hand, it very well may be created by the Information students themselves.

3) Procedures

'Procedures' indicates how students will really manage the information that shapes the take-off point for the learning task. In thinking about rules for task determination (and, in the following area, we will see what Assignment segments research needs to say on this matter), a few issues emerge like those as we experienced when thinking about input.

4) Teacher and learner roles

'Role' refers to the part that students and instructors are relied upon to play in completing learning errands just as the social and relational connections between the members.

5) Settings

'Settings' refers to the homeroom game plans indicated or inferred in the assignment. It likewise requires thought of whether the undertaking is to be done entirely or somewhat outside the homeroom. A wide scope of setups is conceivable in the open homeroom, albeit viable contemplations, for example, class size can constrain what is possible in practice.

Finally, as Allwright (1982, quoted in West, 1994) says the investigation of learners' preferred learning styles and strategies gives us a picture of the learners' conception of learning. The concepts of needs analysis which are applied in this research are based on the concepts offered by Hutchinson and Waters (1987) describe target needs and learning needs then it is modify to fill the purposes of this research.

Concept of Standard Operational Procedure (SOP)

Definition of Standard Operational Procedure

According to Small Business Enterprise Center (SBEC) SOP is a procedure specific to the operation that describes the activities necessary to complete tasks in accordance with industry

regulations, provincial laws or even just the standards for running the industries. Any document that is a "how to" falls into the category of procedures. In a manufacturing environment, the most obvious example of an SOP is the step by step production line procedures used to make products as well train staff. An SOP, in fact, defines expected practices in all industries, where quality standards exist. SOPs play an important role in the small industries. SOPs are policies, procedures and standards industries need in the operations, marketing and administration disciplines within industries to ensure success. These can create:

- efficiencies, and therefore profitability
- consistency and reliability in production and service
- fewer errors in all areas
- a way to resolve conflicts between partners
- a healthy and safe environment
- protection of employers in areas of potential liability and personnel matters
- a roadmap for how to resolve issues – and the removal of emotion from
- troubleshooting – allowing needed focus on solving the problem
- a first line of defense in any inspection, whether it be by a regulatory
- body, a partner or potential partner, a client, or a firm conducting due
- diligence for a possible purchase
- value added to the We should We ever wish to sell

In other words Amit (2014) stated that Standard operating procedures Standard operating procedures are written, step-by-step instructions that describe how to perform a routine activity. Employees should complete them in the exact same way every time so that the industries can remain consistent.

The Purposes of Standard Operational procedure (SOP)

Some industries owners have a hard time grasping why standard operating procedures are necessary. They already trained their employees so why do they need a written document outlining the process as well. The purposes of having standard operating procedures can be described as follows: 1) SOPs can save time and money, 2) SOPs can provide consistency, 3) SOPs can improve communication, 4) SOPs allow We to hold employees accountable 5) SOPs can create a safer work environment

Way to Write a Standard Operating Procedure

Standard operating procedures require a lot of planning and preparation before we can even begin writing the document. Here are five steps to follow when creating the standard operating procedure; 1) Develop a list of the process, 2) Plan the process, 3) Talk with employees, 4) Write and review the process, 5) Maintain the process



The Profile of the study program of Food and Beverage Service (FBS) Management

Makassar Tourism Polytechnic is one of the six Tourism higher education institutions in Indonesia under the Ministry of Tourism and Creative Economy. The six Tourism Polytechnics are in Bandung, Bali, Medan, Makassar, Palembang, and Lombok. Poltekpar Makassar itself was established for the first time on 18 September 1991 by the Minister of Tourism, Post and Telecommunication, Mr. Susilo Sudarman. So, Poltekpar Makassar has been operating for almost 20 years from now.

Food and Beverage Service (FBS) Management is one of the study programs which trains the students to be able to work professionally in the restaurant and in other food industries. FBS management is included in D-III program, so the students study for six semesters, five semesters study on campus and one semester in the industry for the internship program. In order to fulfill the demand of the workplaces, the curriculum applied in Poltekpar Makassar is Competence-Based curriculum which is revised regularly to meet the needs of the industries and it applies 30% for theory and 70% for practice. Therefore, the implementation of these curriculum forces the students to study more practical than theoretical. In order to apply this, theory week and practical week are scheduled in turns but in theory week, some subjects are still taught as the practical subjects.

The students of FBS Management are expected to master Restaurant Services Management from the low level to the top level, from operational level to managerial level in all outlets of the food industries. One important thing the students should master in the operational level is understanding and implementing the Standard Operating Procedures of handling the customers in the restaurant from the customers making a reservation until the customer leaves the restaurant. In the implementing the SOP of the Restaurant services, the written SOPs are provided and all the students are expected to apply these in their work when serving the customers in the restaurant. Some SOPs applied in the restaurant can be seen in the next part.

Standard Operational Procedure for Restaurant Services for FBS Management students

Restaurant services have their own standard Operational procedure when serving the customer in the restaurant. The staff of the restaurant or the waiter or waitress should implement or apply the SOP of serving the customer in the restaurant in order to perform the standard outcomes of serving the customers in the restaurant. In order to apply for the SOP in the restaurant, besides needs vocational skill also needs English skill. It is because in the restaurant operation, communicative competence has a very important role. The restaurant staff could not apply the SOP of the restaurant services well if they are not able to communicate English well. Therefore, in applying the SOP in the restaurant, the restaurant staff or waiter/waiters should master in English.

SOP which is applied in the restaurant could be varied for each restaurant. The followings are the SOP for restaurant services starting from *Handling the Reservation* until *Dealing with Payments* (Leo, 2004)

Handling Reservation by Telephone

The SOPs are as follows:

- 1) Say the name of the restaurant, greet the caller, and offer help
- 2) Ask the day
- 3) Ask the time
- 4) Ask the number of people
- 5) Ask the name
- 6) Ask the spelling of the name
- 7) Ask for Special request
- 8) Summarize the booking and thank the caller

Seating the Guest and Taking Order

The SOPs are as follows:

- 1) Greet and welcome the guest
- 2) Ask whether the guest has made a reservation
- 3) Offer to take the guest's coat
- 4) Escort the guest to the table
- 5) Ask if the table is all right
- 6) Ask or offer a beverage
- 7) Present the menu
- 8) Give the guest time to look over the menus
- 9) Inform the guest about the specialties of the day of food and drink being promoted
- 10) Ask if the guest is ready to order
- 11) Take the order
- 12) Suggest a drink after taking order
- 13) Repeat or summarize the order
- 14) Ask the guest to wait for a moment

Serving the Food to the Guest

The SOPs are as follows:

- 1) Welcome and seat the guest
- 2) Serve or pour water
- 3) Present the menu and wine list
- 4) Take the beverage order
- 5) Serve the beverage
- 6) Ask the guest if they wish the appetizer
- 7) Serve the appetizer
- 8) Take the food order
- 9) Take the wine order
- 10) Remove the appetizer dishes
- 11) Serve the wine
- 12) Serve salad and bread
- 13) Serve the entrée and its accompaniment
- 14) Ask if everything as prepared satisfactorily
- 15) Clear the table
- 16) Take the dessert order
- 17) Serve the dessert
- 18) Present the guest check

b. Handling the Guest Payment

The SOPs are as follows:

- 1) Present the bill on a bill tray
- 2) Read out the amount to the customers
- 3) Ask the customer how they will pay
- 4) If the customer wants to pay by card, thank the customer when they present with their card
- 5) Indicate the type of card
- 6) Send the card and bill to the cashier for processing
- 7) Present the bill and charge slip from cashier
- 8) Ask the customer to sign on the bill and charge slip
- 9) Verify the signature against the card
- 10) Give the card, 1st copy of the bill and charge slip to the customer
- 11) Thank the customer again & return the other copy of the bill and charge slip to cashier)

All the stages in each SOP require communication verbally in order to apply the SOP itself. Therefore, the restaurant staff or waiter/waitress should master the expressions used in each step of the SOP so the implementation of SOPs can run successfully. According to AT Ampa, et al (2013) they state “the relevant subject of materials is decided according to learning needs which can be assessed by interview with the students or observation. Format of materials is selected according to volume of the subject, degree of complexity of messages, and language level which is to be set relevant to students’ lives. The accuracy of language includes the clear information, the grammatical sentences, and the language used effectively”. The expressions used in each step of SOPs will be developed in this present research based on the result of need analysis.

ADDIE Models

ADDIE is a standard procedure and method used by instructional designers and training creators. The model’s phases include analysis, design, development, implementation, and evaluation. Each of the phases represents a dynamic and flexible standard for developing efficient training and performance support instruments (McIver, Fitzsimmons, & Flanagan, 2015). In the present era, ADDIE is considered the most commonly implemented model for instructional design. The five phases interconnect and interrelate, and the model can be adapted to all environments.

Phases of the Model

The phases of the ADDIE model include: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation.

The advantages of learning the ADDIE

- 1) Learning the ADDIE model will help the trainers and instructional designers provide more effective quality

designs, clearly defined learning objectives, structured and coherent content, measured and organized workload for educators and students, incorporated visualizations and media, and appropriate student activities and assessments that are linked to the targeted learning outcomes (Allen & Sites, 2012).

- 2) The ADDIE model will enable the identification of the proper best practice design principles, followed by the implementation of the principles on a systematic basis. ADDIE is a very effective tool that facilitates the design, development, and growth of a large number of courses at a high standard (Dick & Carey, 2004).
- 3) The ADDIE model integrates the evaluation of learners’ needs, design, and development of training materials. In addition, and most significantly, an evaluation of the training program can be carried out by using processes that generate measurable and specific outcomes (Branch, 2010).
- 4) In highly technical industries, ADDIE contributes to the organization and implementation of training designs at the best location for engaging the most learners (Bamrara, 2018).
- 5) The ADDIE model can be flexibly adapted while completing the project requirements. In order to use the model more flexibly, it is critical to implement the following strategies: thinking non-linearly by considering different phases that can be implemented in parallel; best utilizing every outcome; and maintaining flexibility with the development of your innovative learning product. The flexibility of the ADDIE model encourages evaluation at every step and promotes evaluation and redesign at every stage. As a result, the designers will be able to ensure that processes become more adaptable to different changes and challenges (Morrison, Ross & Kemp, 2007).
- 6) The instructional design model of ADDIE provides designers with the structure and flexibility to achieve their analyzed objectives and motivations for the development and implementation of the curriculum. Therefore, the organizers will be able to provide the most effective and best learner-centered experience. The designers must thoroughly understand, from a neutral and unbiased perspective, the most suitable situation required to provide the training (Allen & Sites, 2012).

RESEARCH METHOD

Research Design

This research was classified into a Research and Development (R&D). The researcher used the ADDIE model which was adapted from Gagne et al. (2005) to Develop English Material Based on Standard Operational Procedure of Restaurant Services for Food and Beverage Service Management Students of Makassar Tourism Polytechnic. The ADDIE model was chosen because this model has efficient and organized parts starting with one stage then onto the next advance. The significant parts in the model ADDIE were the means of analysis, design, develop, implement and evaluate to work with the way toward creating English material.

Population and Sample

The population of this research was the students of FBS Management in the academic year 2020/2021. It was consisted of 6 classes (Semester 2, class A and B, semester 4, class A and B, and semester 6, class A and B) with 192 students.

The sample of this study was chosen by using purposive sampling technique where only the students who have worked or who have been working as the staff in the restaurant to serve the customers during the internship programs were taken as the sample. So, the sample of this study was the fourth and sixth semester students (class A and B) of FBS Management in the academic year of 2020/2021. There were 4 classes with 117 students.

Research Instrument

In order to collect data, the researcher used questionnaire as the instrument. There are two types of questionnaires in this research which were needs analysis questionnaire and expert judgments questionnaire.

Procedure of collecting data

The procedure of conducting R & D in this research applied the ADDIE model that stages covers *Analysis, design, develop, and implement* or *try out* the draft while the testing or evaluation stages covered the field testing in the big classes. Developing the draft of the English Material course for FBS Management was based on the English needs of the students in the implementation of SOPs in restaurant services.

However, due to the scope limitation in this present study, this research was limited just until the development stages. Implementation and Evaluation stages were not included in this present study. Therefore, the procedures of this research were as follows:

Analyze stage

In this stage, collecting the data to be analyzed the English needs of the students based on the implementation of standard Operational procedure (SOPs) in the restaurant services.

Design stage

In this stage, designing the English teaching material based on the results of the analysis stage.

Develop stage

In this stage, developing English teaching material from the design stage based on the one SOPs as the prototype.

Formative Evaluation

In this stage, the prototype validated by experts to find out if the materials were suitable with the students or not.

Technique of Data Analysis

The data will be collected from the questionnaire of needs analysis that will be gained by the students and the questionnaire that will be gained by an expert to know the validity of materials.

Need Analysis Questionnaire

The needs analysis will be analyzed by using the frequency and the mean score. The highest frequency and percentage from the options of the questionnaire determined what kind of materials should be. The data are calculated using the following formula:

$$P (\%) : f / N(100)$$

P: percentage

N: total respondents

f: frequency

(Arikunto, 2005)

The expert judgment questionnaire

It consists of statements and responses in the form of Likert scale. It requested the respondent to demonstrate the strength from the statements. The reactions for each statement were estimated with a score 0 to 4. The statement of very much has four points, the statement of largely has three points, the statement of moderately has two points, the statement of slightly has one point and the statement of not at all has zero point for the purpose of quantifying the indicators by using the scale.

The point values for :

Then, at that point a bunch of models at the pointer level is set up utilizing the scoring standards adjusted from the ones set up by Sudiyono (2003). In the models, the scores along with their score range, subjective depiction, and follow up choice are given as displayed in the Table.

Score	Score Range	Qualitative Description	Follow- up
4	3.1 – 4.0	Very Good	No revision Needed
3	2.1 – 3.0	Good	No revision needed
2	1.1 – 2.0	Sufficient	Possible revision needed
1	0.1 – 1.0	Bad	Revision Needed
0	0	Very Bad	Replacement needed

FINDINGS AND DISCUSSIONS

Findings

The data presented in this chapter covers the stages of research and development by using the ADDIE phases: *analyze, design, develop, implement, and evaluate*. However, in this present research the researcher only focused on the three main phases of the ADDIE phases; from analysis to development while implement and evaluation were conducted by doing the validation from the experts.

The Characteristics of Food and Beverage Service Management Students

the researcher focuses on students' profile as a sample of this research. It has 5 (five) data that shows if students have variety ages, level, gender, working experience, and English level which can affect to the result of students' need analysis.

The Students' Needs in Learning English

Hutchinson & Waters (1987) identify target needs and learning needs. Target needs are 'what the learner needs to do in the target situation' and learning needs are 'what the learner needs to do in order to learn'. Target needs include necessities, lacks and wants. Necessities refer to 'the type of needs determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation'. Lacks refers to the gaps between the existing proficiency of the learner and the target proficiency, or the gaps between what the learner knows and the necessities; and wants are described as 'what the learners think they need'.

The needs of the students in learning English that have been analyzed above can be concluded in the table

No	Aspect	Topic	Most preferences	Percentage
Target need				
1	Necessities	Students' Needs in language skills	Speaking	81
2	Lacks	Students' difficulties in language skills	Speaking	55.56
3	Wants	Students' wants in learning English	Be able to communicate in English both in written and spoken fluently	49.57
Learning needs				
6	Goals	The students' purposes of learning English at the present	Be able to express and respond in English language both in written and spoken	60
7		The students' purposes of Learning English for their future career	To get a good job	62
8	Input	Material preferences	Material : Handling Reservation by telephone Taking Order	Mean Score : 3.75

			Handling Guest Complain	3.75 3.74
9	Procedures	Speaking preferences activities	Share opinion to discuss the topic about restaurant	37.61
10		Reading Preference Activities	Read a short text related to restaurant service and paraphrase	38

Score	Statement
4	Very Much
3	Largely
2	Moderately
1	Slightly
0	Not at all

11		Writing Preference Activities	Write a text based on example by using own sentences	41
12		Vocabulary Preference Activities	Identify new words and find its meaning in dictionary	32
13		Grammar Preference Activities	Write a sentence according to the pattern properly	50
14		Listening preferences activities	Listen to the dialogue and complete the text based on the dialogue	35.90
15	Setting	classroom arrangements	Pair work activity	34
16	Learner's Role	the role of the learners	Listener and Performer in the class	39
17	Lecturer's Role	the role of the lecturer	as motivator for the students in doing, as deliverer in every activity	47.9

Sources: the result of data analysis

Design the English Material Based on Needs Analysis

The results of data elicited from the survey through questionnaires have been analyzed and put in the table to be described qualitatively. The results of the survey then are used to develop the course design of the English language for FBS Management students. In designing the course, the researcher applied the three stages used in the ADDIE model (analyze, design, develop). One of the basic assumptions of course design development is that the educational program should be based on an analysis of learner's needs. The needs of the students in learning English have been analyzed in the previous part in this present study then the researcher design the course of the English for Intermediate level of the third semester students of Food and Beverage Service Management. The framework can be seen in the following table.

Week	Unit / Topic	Language Functions and Skills	Grammar	Vocabulary	Professional Practice
I	Unit I Handling Reservation by Telephone	- Giving and understanding spellings. - Taking down reservation - Confirming Reservation	- <i>Would</i> in polite questions - <i>Could</i> in polite request	- Spelling systems - Words and expressions relating to restaurants	- Role play - Make conversation as a receptionist and as a customer
II	Unit II Welcoming and Seating the Guest	- Asking about customers' wishes - Polite responses to customers' requests -	-	-	- Role play - Make conversation as a waiter and a customer in the restaurant
III	Unit III Taking order	- Taking order for the meals - Taking order for the drinks - Asking about Customers' wishes - Making suggestion	- <i>Can/Could</i> and <i>Would</i> in questions - <i>How about?</i> For suggestion	- Section of a menu - Dishes in Menu - Words describing dishes	- Small group discussion - Role play - Make conversation as a waiter and a customer in the restaurant
IV	Unit IV Serving the Food	- Understand customers' opinions and wishes - Asking about customer's wishes	- I will for offers - Expressions of quantity	- Adjective for praising - Names of accompaniments - Phrases for responding to	- Small group discussion - Role play - Make

		- Meeting customers' request - Not meeting customers' requests		customers' request	conversation as a waiter and a customer in the restaurant
V	Unit V Explaining The Menu	- Explaining the composition of menu - Explaining the preparation of food - Expressions for describing dishes	- Compound nouns - Participle - Passive Forms - Countable & Uncountable - Expressions of quantity	- Ingredients in the dishes - Adjective describing ingredients and dishes - Verb relating to preparation and cooking	- Small group discussion - Role play - Make conversation as a waiter and a customer in the restaurant
VI	Unit VI Handling Payments	- Explaining bills - Asking how customer want to pay - Meeting and not Meeting customer's wishes about paying	- Passive Form - Will be for polite questions - Could for polite request	- Figure and Calculation - Items on a bill - Methods of payment	- Small group discussion - Role play - Make conversation as a waiter and a customer in the restaurant
VII	Unit VII Handling Order by Telephone				- Small group discussion - Role play - Make conversation as a waiter and a customer in the restaurant
VIII	Unit VIII Handling Complaints	- Apologizing - Asking about problems - Maintaining customers' confidence - Offers of action	- <i>I'll</i> in offers of action - <i>Have to</i> and <i>may not</i> when stating regulation	- Various phrases for performing the action offered	- Small group discussion - Role play - Make conversation

		- Explaining Regulation - Polite refusal	s		as a waiter and a customer in the restaurant
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The framework of the course design that has been developed addresses the distribution of content throughout stages of the working activities in the restaurant services based on Standard Operational Procedures.

Develop the Material Based on Needs Analysis

Developing the course content is the main important part in the language instructional program after deciding the course goals and objectives and designing the course framework. In this study, only one unit of the course design was developed and then validated by the experts to produce the final draft as the prototype.

The guidelines of the developing the English materials of FBS Management Department students based on the needs analysis of the SOP are described below.

Table 3 The Framework of Developing the Material

Subject	- English for Operational Restaurant
Proficiency Level	- Intermediate
Department / Semester	- FBS Management / 3
Topic	- Handling Reservation By Telephone
Language Functions and Skill	- Giving and understanding spellings. - Taking down reservation - Confirming Reservation
Grammar	- <i>Wh-questions</i> - <i>Would</i> in polite questions - <i>Could</i> in polite request
Vocabulary	- Spelling systems - Words & expressions of restaurants
Skills Focus	- Speaking (55%) - Reading (6%) - Listening (37%) - Writing (2%)
Professional Practice	- Role play - Make conversation
Activities	- Pair Work / Role Plays (34%) - Small Group Discussion (26%) - Work Individually (25%) - Big Group Discussion (15%)
Time	- 2 x 50 minutes (1 meeting)

The draft of the teaching materials about *Handling Reservation by Telephone* that has been designed and developed based on speaking skill then is going to be validated by the experts to be produced as the prototype for others units.

Validation of the English Material Based on Needs Analysis

Before developing the teaching materials by taking several units

from the framework of course design, the framework was evaluated and validated by one of the senior English lecturers of Poltekpar Makassar, he is the head of the study program of FBS Management Department. The reasons for taking him as the validator of the framework of course design is besides he has been as the vocational lecturer in FBS Management Department, he has been also as the head of study program for more than 10 years. In addition, he worked in the restaurant for more than 10 years. Therefore, he is recognized as the expert in FBS management

The result of the first expert reviewed the teaching material, they focused on framework of course design which it was used the checklist. Based on the responds of the expert, the framework of the course design for English material for FBS Management students were relevant to the students' needs and level in terms of its topic, language functions and skills, grammar, vocabulary, and activities. There are some comments that has been made during the validation process as follows:

- The sequences of the unit content should be in a good order as the sequences are from general to specific, from easy to difficult, and from simple to complex.
- In developing the complete materials, the sequences should be taken into consideration to make it more relevant with the students' needs.
- The use of word "can" need to be change in order to show the hospitality in restaurant.

The second expert reviewed the material on 4th June 2021. Both the experts have reviewed or validated the teaching materials in different times and places.

Content	Average Score	Description	Follow up
1. Content			
1.1 Are the unit contents relevant to the level and needs?	3.5	Very Good	No Need Revision
1.2 Do the materials cover a variety of topics and situations appropriate to your level & need?	3.5	Very Good	No Need Revision
1.3 Are the units and topics arranged in a logical sequence?	3.5	Very Good	No Need Revision
1.4 Does the material give you an opportunity to practice more speaking and writing than listening and reading?	3.5	Very Good	No Need Revision



1.5 Do the materials use authentic text or dialogue?	3.0	Good	No Need Revision
2. Vocabulary and Structure			
2.1 Are the language functions, language focus and average number of new words appropriate to the students level and needs?	3.5	Very Good	No Need Revision
2.2 Is there an attempt to bring in vocabulary relevant to the students' needs?	3.5	Very Good	No Need Revision
2.3 Is there a vocabulary list at the end of the unit?	3.5	Very Good	No Need Revision
3. Activities/Exercise s/Tasks			
3.1 Are the activities, exercises and tasks interesting?	3.5	Very Good	No Need Revision
3.2 Do the activities, exercises, and tasks aim at developing fluency and accuracy?	3.5	Very Good	No Need Revision
3.3 Do they provide opportunities for a real-world use of language in the workplace?	3.0	Good	No Need Revision
3.4 Are the situations appropriate to the learners' level and needs?	3.5	Very Good	No Need Revision
3.5 Do the activities, exercises, and tasks provide for varying learning arrangements like pair work, role play, and working individually?	3.5	Very Good	No Need Revision

3.6 Are the activities, exercises, and tasks focused more on speaking and writing than reading and listening?	3.0	Good	No Need Revision
3.7 Do the activities, exercises, and tasks allow for : a. a creative use of language b. an integration of skills c. teacher's initiative to modify the activities?	3.5	Very Good	No Need Revision
3.8 Are the instructions for the activities, exercises, and tasks simple and clear?	3.0	Good	No Need Revision
4. Supplementary/Supportive Materials			
4.1 Are there tapes for pronunciation practice or listening comprehension available?	3.0	Good	No Need Revision
4.2 Are there any other supplementary materials like sources of authentic materials available or recommended?	3.3	Very Good	No Need Revision
5. Illustrations			
5.1 Do the materials have illustration?	2.5	Good	No Need Revision
5.2 If they do, are the materials attractive and motivating?	3.0	Good	No Need Revision

Discussions



The Characteristics of Food and Beverage Service Management students

a. The students' age

There are 117 students who participated on this research. Thus, in Makassar Tourism of Polytechnic does not limit ages. Most of them are 21 years old (34%), and it indicated that most of them quite mature to work in FBS industries.

b. The students' gender

Mostly, students of FBS Management of Makassar Tourism Polytechnic are female (56%).

c. The Students' level

The sample of this research is the students of FBS Management for the fourth and sixth semester because they have been done the internship program, so they know what the real situation of working in industry.

d. The Students' working experience

The data showed that most students already have experiences in industry for less than 1 years (48%) it indicated that they work in industry when they were in internship program for 6 (six) months. Thus, most of the students who already done the internship program (sixth semester) said that they accepted to work in Hotel or Coffee Shop as a part time.

e. The students' English level

Based on the data, it showed that most students can speak English for some term situations.

The Students' Needs in Learning English

a. Target needs

Based on the result of the questionnaire, for the necessities, the students thought that they need speaking. In addition, the result of expert judgements questionnaire that it suggested to provide speaking topic related to the current condition that can be used in the workplace. Thus, the researcher decided to make a topic in each unit related to restaurant and daily like in restaurant. The first unit that have been developed was "Handling reservation by telephone", the second unit was "Taking order", and the third unit was "Handling guest complaint" The materials covered some language function and skill used in their daily life as restaurant staffs. Hence, they can use it in their later workplace. In terms of lacks, the students felt that their main difficulties skill is speaking. Considering to the result, the researcher put some dialogue activities. In terms of wants, the students want to be able to communicate in English both in written and spoken fluently. So, the researcher puts a controlled practice that can help learners automatize the form of target language and this can be done orally or in the written form

b. Learning Needs

1) Goals

The next part is learning needs. They covered some components as goals, input, procedure, setting, lecturer's role, and learners' role (Nunan, 2004). The first component is goals. From the needs analysis result, the students' goal in learning English is to help the students in finding a later job and be able to express and respond in English language both in written and spoken. English and restaurant are two things that cannot be separated. To work

in restaurant service, the students need to have English speaking skill.

2) Input

The second component of learning needs is input. The most material preferences that students expected are "Handling reservation by telephone", "Taking order", and "Handling guest complaint". The researcher developed those materials.

3) Procedures

The next component is procedure. The needs analysis result showed that the students preferred to share opinion to discuss the topic about restaurant in speaking preferences activities. In unit 1, this activity is appeared in part A (to start you off). In unit 3, this activity is appeared in part C activity 5 (controlled practice). In unit 8, this activity is appeared in part B activity 1 (Developing the topic). In writing preferences activities, the students prefer to write a text based on example by using own sentences. In unit 1, this activity is appeared in part B activity 3 (Developing the topic). In unit 3, this activity is appeared in part C activity 4 (controlled practice). In unit 8, this activity is appeared in part C activity 5 (controlled practice).

In vocabulary preference activities, most students prefer to identify new words and find its meaning in dictionary. In unit 1, this activity is appeared in part C activity 8 (controlled practice). In unit 3, this activity is appeared in part B activity 1 (developing the topic). In unit 8, this activity is appeared in part B activity 2 (developing the topic). In terms of grammar preference activities, most students prefer to write a sentence according to the pattern properly. In unit 1, this activity is appeared in part B activity 2 (developing the topic). In unit 3, this activity is appeared in part B activity 1,2 (developing the topic). In unit 8, this activity is appeared in part C activity 4, 5 (controlled practice). The last is listening preference activities, most of students prefer to listen to the dialogue and complete the text based on the dialogue. In unit 1, this activity is appeared in part C activity 5 (controlled practice). In unit 8, this activity is appeared in part B activity 3 (developing topic).

4) Setting

setting which describes as the way to carry out the works (Nunan 2004). Based on the needs analysis result, it shows that most students interest to learn in pair work since by pairing the students based on their proficiency level, the learners will be less anxiety during speaking English. Phipps (1999:1) stated that working with a partner is much less intimidating than being singled out to answer in front of the class, and it brings realistic element into the classroom by simulation the natural conversational setting. Related to this opinion, Hill (2001: 206) said that the pair works presentation gave students' opportunity to practice what they had been exposed to meaningfully. It is also revealed that pair work presentations were beneficial to help students enhanced their performance in speaking lessons. Thus, by using pair work can help the students to be more relaxed and enjoy expressing themselves because the students are readier to interact with their friend than with their teacher.

5) Lecturer's role and learner's role.

In terms of lecturer's role, the students wanted the lecturer acted as motivator and deliver in doing every activity. In terms of learners' role, the students are preferred to be a listener and performer in each activity. It means that the lecturer should motivate the students and bring the students to participate in learning process.

Design and develop the English Material based on the results of Expert Validation

After conducting and analyzing the needs analysis, the next step was designing the course. In designing the course, the researcher applied the three stages used in the ADDIE model (analyze, design, develop). One of the basic assumptions of course design development is that the educational program should be based on an analysis of learner's needs which focused on target needs and learning needs.

After identifying the students' needs in learning English, then the first step in course design development is planning goals and outcomes based on the needs. In designing the course, the term 'aim' or 'goal' refers to a description of the general purposes of a course and 'objective' refers to a more specific and concrete description of purposes. The purpose of aim statements was:

- a) To provide a clear definition of the purposes of a program
- b) To provide guidelines for teachers, learners, and material writers
- c) To help provide a focus for instruction
- d) To describe important and realizable changes in learning

Aims are very general statements of the goals of a program. In the curriculum 2017 for Food and Beverage Service Management Department, department, the aim of the program is: "The students have competencies to handle and manage the operation by using English in the Restaurant Services"

Although this aim provides a clear description of the focus of the program, it still needs a more precise focus to program goals, which are often accompanied by statements of more specific purposes. These are known as objectives (they are also sometimes referred to as instructional objectives or teaching objectives). An objective refers to a statement of specific change which a program seeks to bring about and results from an analysis of the aim into its different components. Objectives generally have the following characteristics:

- a) They describe what the aim seeks to achieve in terms of smaller unit of learning
- b) They provide a basis for the organization of teaching activities
- c) They describe learning in terms of observable behavior or performance.

The advantages of describing the aims of a course in terms of objectives are:

- a) They facilitate planning: once objectives have been agreed on,

course planning, materials preparation, textbook selection, and related process can begin

- b) They provide measurable outcomes and thus provide accountability: given the set of objectives, the success or failure of a program to teach the objectives can be measured

- c) They are prescriptive: they describe how planning should proceed and do away with subjective interpretations and personal opinions.

The following objectives are designed based on the needs and on the aims of the English for intermediate level of the third semester students of FBS management department. This research designed the course focus only for the students who are going to have job training or internship program in the fourth semester.

Course aim:

Students are able to understand and respond in English for intermediate level for purposes of restaurant services.

Course Objectives:

- a) Students are able to handle reservation by telephone
- b) Students are able to welcome and Seat the Guest
- c) Students are able to take order
- d) Students are able to serve the food
- e) Students are able to explain the menu
- f) Students are able to handle complaints
- g) Students are able to handle order by telephone
- h) Students are able to handle payments.

After that the researcher design the material and make it into framework which is consist of unit/topic, language functions and skill, grammar, vocabulary, and professional practice.

The framework of course design developed to guidelines to make it easy in developing materials. The draft of the teaching materials about Handling Reservation by Telephone, Taking Order, and Handling Customer Complain that has been designed and developed based on speaking skill then is going to be validated by the experts to be produced as the prototype for others unit.

Validation of the English Material Based on Need Analysis.

After the materials developed, the three units of the developed materials were considered as the first draft of the materials. The next step was conducting the materials evaluation which applied formative evaluation.

Based on the responds of the expert, the framework of the course design for English material for FBS Management students seems to be relevant to the students' needs and level in terms of its content or topic, vocabulary and structure, activities/exercise/tasks, supplementary materials, and illustrations. It showed that the result of content, the mean of the content was 3.4 (No need revision), the mean of vocabulary and structure was 3.5 (No need revision). Then, the mean of activities was 3.31 (No need revision), the mean of supplementary was 3.1 (No need revision), and the mean of illustrations was 2.75 (No need revision).

Thus, there are some comments that has been made during the validation process as follows:

- a. The order of the contents must be in good order such as the from general to specific, from easy to difficult, and from simple to complex.
- b. the topics in each unit are relevant to the students' needs and level.
- c. In developing complete teaching materials for each unit, the order must be considered so that they are more relevant to the needs of students.

Based on these comments, the developed teaching materials was revised in some parts and then reviewed again by the two experts. with the following comment:

- 1) Content : A good range of relevant topics
- 2) Vocabulary and structure: A broad variety of new vocabulary
- 3) Activities/exercise/task:
 - It would require careful monitoring by the teacher
 - Most instructions are clear
- 4) Supplementary materials: The tape script is relevant with the students' needs
- 5) Illustrations: Excellent illustration

It can be concluded that the teaching materials that have been developed could be used in the classroom after doing a small revision based on the comments and suggestion.

CONCLUSIONS AND SUGGESTIONS

Conclusion

The aim of this research is to find out the target needs and the learning needs and to develop appropriate English Teaching Material Based on Standard Operational Procedure of Restaurant Services for Food and Beverage Service Management Students by using ADDIE Models.

The characteristics of Food and Beverage Service Students

all of them already have experience working in industry (48%) since they are in four (48%) and six (52%) semesters. Mostly they have intermediate English level (81.28%). In terms of ages, Tourism Polytechnic of Makassar does not determine it which cause some students are mostly 21 years old (34%).

The students' needs in English language material

Based on the results of the needs analysis, it can be concluded that the target needs are as follows:

- a. The students' needs in language skill is speaking (81%). The second highest tendency is (16%) where the students' needs is listening.
- b. Most of the students (36.75%) consider that they get difficult in listening. However, the majority of the students (55.56%) consider that they have difficulties in speaking and use it for oral communication.

- c. The highest tendency of the respondents (49.57%) consider that they want to be able to communicate in English both in written and spoken fluently. The students (24.79%) also want to master the vocabulary of the restaurant well.

in terms of learning needs, the students' view about their learning needs is as follows:

- a. In terms of goal
The students' purposes of learning English at the present is to be able to express and respond in English language both in written and spoken (60%). Thus, the students' purposes of learning English for their future career is to get a job (62%)
- b. Regarding the Input
it has been found that all of the topics of English based on the SOP of the restaurant services are categorized very important ranged from 58% (Setting up the table) to 80% (handling guest complaints). In order to figure out the topics which are more needed by the students, the data then analyzed by using likert scale. Furthermore, it's only 3 (three) units that has been developed as prototype
- c. Procedure
most of the students admit that they prefer to share opinion to discuss the topic about restaurant (37.61) as speaking preference activities, in reading preference activities mostly prefer to read a short text related to restaurant service and paraphrase (38%), for writing preference most students prefer to write a text based on example by using own sentences (41%), in regard to vocabulary preference activities that majority (32%) prefer to identify new words and find its meaning in dictionary, mostly (50%) prefer to write a sentence according to the pattern properly as grammar preference activities, and the last is listening preference activities that show if most students (35.90) prefer to listen the dialogue and complete the text based on the dialogue.
- d. Setting
The students are likely to work in pair activity (34%) in the classroom
- e. Lecturer's role and learner's role
Mostly want to their teacher in the class as motivator for the students in doing every activity and it is accordance with the learner's role which is most of students (39%) students want to be listener and performer in the class.

The designed and developed English language materials based on need analysis by using SOP for Food and Beverage Service Management Students of Makassar Tourism Polytechnic

In order to develop appropriate English language materials for food and beverage service management students, the materials were developed by considering the theories and the analysis of the target needs and learning needs and it were revised through the result of evaluations. The product is designed and formulated into the guideline, first draft of the materials and final draft of the materials. The framework of design consists of unit or topic,

language functions and skills, grammar, vocabulary, and professional practice. The materials consist of three units, the topic of the unit is handling reservation by telephone, taking order, and handling complaints.

Validation of the English Material Based on Need Analysis

Based on the experts' conclusion in product validation sheet, the results of the last validation for the designed and developed material indicate that the material is ready to be used.

Suggestions

The final result of this research is the prototype of English Teaching Material Based on Standard Operational Procedure of Restaurant Services for Food and Beverage Service Management Students of Makassar Tourism Polytechnic. It is expected to be beneficial for the English lecturer in Vocational High Schools, Campus, and other materials developers.

The first suggestion is related to the input of the materials. Based on the results of the needs analysis, the students of Food and Beverage Service Management want to have input texts that are related to their expertise. It is suggested to provide texts that contain current condition in restaurant and relevant vocabulary. The texts can be adopted or adapted from many sources.

The second suggestion is about the learning activity. The results of the student needs analysis and expert judgement show that the activities that the students want are various. It is suggested to provide relevant activities for each skill. The activities for the spoken section (listening & speaking) should be different from the activities for the written section (reading & writing).

The third suggestion is concerned about the learners' role and teacher's role. The teaching and learning process can run well with the roles of both teacher and learner. From the results of the needs analysis, it is suggested to provide tasks which involve students to actively participate in the classroom discussion. The teacher also should be able to create an interesting environment of a teaching and learning process.

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