

DEVELOPING ENGLISH FOR FOOD AND BEVERAGE SERVICE COURSE MATERIALS FOR DIII PERHOTELAN AT UNIVERSITAS PENDIDIKAN GANESHA

I.M.L. Riasa¹, P.K. Nitiasih², I.N.A.J. Putra³

¹²³English Language Education, Post Graduate Program, Universitas Pendidikan Ganesha, Singaraja
e-mail: liantanariasa@gmail.com, kerti.nitiasih@pasca.undiksha.ac.id, jaya.putra@pasca.undiksha.ac.id

This study aimed at developing English for food and beverage service (ESP3) course materials for the third semester students of DIII Perhotelan at Universitas Pendidikan Ganesha. This study was designed in the form of research and development (R&D) by Sugiyono (2010) design which has several stages to be implemented namely *potency and problem, data collection, product design, design validation, design revision, product trying out, product revision*. The materials needed were identified based on observation, questionnaire, interview, and document analysis. The focus of the analysis was on the students' target needs. Some students of class A were the sample in this study which were chosen by using purposive sampling. The study found the profile of materials needed by the students and there were ten topics needed namely *greeting and introduction, application letter, food and beverage department, product knowledge, menu knowledge, kitchen knowledge, welcoming and taking order, handling reservation, clearing table and presenting bill, and handling complaint*. The topics were developed into materials unit and each unit was divided into *input, content focus, language focus, and task* as suggested by Hutchinson and Waters (1987) in their theory of English for Specific purposes (ESP) design material. Formula of scale values in evaluating the appropriateness of the materials proposed by Cadiasa's (2010) was used to know the quality of the developed materials. The result showed that the quality of the developed materials in the form of textbook was good. Thus, the material was good to be used as teaching and learning materials for the third semester students of DIII Perhotelan at Universitas Pendidikan Ganesha.

Keywords: *Learning materials, English for food and beverage service, need analysis.*

1. INTRODUCTION

In line with the importance of English and the impact of tourism, one of the universities in Bali name Universitas Pendidikan Ganesha which admits English as General Academic Purposes (MKDU) for every major in basic semester and English for Specific Purposes for some majors that are related to the language and tourism. Universitas Pendidikan Ganesha is located in Singaraja city, Buleleng regency and Bali province. One of the majors in Universitas Pendidikan Ganesha that really implement English as Academic Purposes and English for Specific Purposes is DIII Perhotelan. DIII Perhotelan has vision to produce a professional hospitality worker, so that the students must be equipped with English as General Academic Purposes which is known as Mata Kuliah Dasar Umum (MKDU) and English for Specific Purposes.

The National Standard of Higher Education (SNPT: Standar Nasional Pendidikan Tinggi) about graduate competence standard stated that the output of the university should cover attitudes, knowledge, and skills which is formulated in *Kerangka Kualifikasi Nasional Indonesia (KKNI) Perpres No 8 tahun 2012*. It stated that Diploma III graduation should be equal with level five. In level five students are expected to complete work in wide scope, choose the appropriate method from a variety of choices that have been or have not been standardized by analyzing the data, and able to show performance with measurable quality and quantity. The students are

also expected to master the theoretical concept of certain field in general, able to formulate procedural problem solving, manage work group and compile written report comprehensively, responsible for the work and accept responsibility for achieving the result of group work.

Expectation which is stated above is in contradiction with the reality happen in Universitas Pendidikan Ganesha especially for DIII Perhotelan major. Based on the writer short observation on November 22nd 2017 with lecturer named Putu Indah Rahmawati who teaches English for Food and beverage Service (ESP3), it was found that she just had syllabus with no materials specified for teaching English for Food and Beverage Service. In fact, that syllabus and English materials are important aspect of teaching English as foreign language. As what have stated before the syllabus is the contract of learning and learning material is the source of learning for the students and also can be tools for the lecturers to teach in class. The effectiveness of the material can be identified by considering their practicality, compatibility, and usefulness. Thus, all material as well as practices and exercises should be properly designed in order to be highly functional, easy to be applied, matched with standard of competencies, basic competencies.

According to Tuyen (2015), material in the form of textbook or course book refers to the important book base on curriculum. Textbooks were also known as a primary teaching instruments since 19th century (Biljana and Radić-Bojanić, 2016). It looks like that textbook can positively support the classroom learning process. It consists of the content proposed in the curriculum like language knowledge, skills, as well as culture. Then, Pingel (2010) states that course book is also important input for educational process, covers the national culture ideas and cultural development resource. Besides helping the teacher teaching process, the existence of textbook or course book can make the teacher and the students gain their learning goal (Tuyen, 2015). Moreover, Yilmaz & Aydin (2015) also mention several benefits of course book and one of them is to guide the teacher in transferring material and increasing their confident in developing their specific learning objective coherently.

Considering the important of English for food and beverage service (ESP3) materials in DIII Perhotelan Universitas Pendidikan Ganesha, the writer found it very necessary to develop English for food and beverage service (ESP3) materials. To develop English for food and beverage service (ESP3) materials, need analysis was done in order to develop appropriate materials. The result of this research would be used as guide line or even supplementary for lecturer to teach English for food and beverage service (ESP3) in DIII Perhotelan Universitas Pendidikan Ganesha.

2. METHOD

In this research, Research and Development by Sugiyono (2010) was used which consist of potency and problem, data collection, product design, design validation, design revision, product test, product revision, field test, final revision, and massive production. Some modification was done to the Sugiono's design because limitation of study and considering time to finish the research. Some aspects from the theory of need analysis by Hutchinson and Waters (1987) were also combined to support Sugiono's model of Research and Development.

To develop English material for food and beverage service, there are some data needed such as students' needs, characteristic of good material, topics being developed, etc. Those data were collected by some methods namely observation, need analysis, document analysis, and interview.

3. FINDINGS AND DISCUSSIONS

Need analysis is done firstly in order to identify the students' needs regarding to the English for food and beverage service. The need analysis is carried out using questionnaire technique. The questionnaires are handed out to stakeholders as well as the lecturer in DIII Perhotelan Universitas Pendidikan Ganesha. The questionnaire contains several aspects taken

form Hutchinson and Rodgers (1987). Those aspects are the reason of using English, how the language will be used, channel of using English, situation of using English, whom the learner will use the language with, language background whom the learner communicated with, where the language will be used, and frequent of using English.

The result of the need analysis shows that there is one target situation has low parentage of agreement by the lecturer and stakeholders, that is English was used in giving presentation from situation of using English aspect. So based on the questionnaires, the students do not need English for giving presentation in relation with English for food and beverage service in hotel and it is not inserted in developed materials.

From the need analysis proses, it is found that the profile of developed materials is based on the curriculum, cover English four skills, authentic used, contain direct and indirect communication, have formal and informal communication example, encourage students to use the language, have varied activities, encourage students work individually, in pair, and in group.

Topic analysis is done in order to know kinds of topic that should be developed based on the students' needs. The topic analysis is carried out using questionnaire technique. The questionnaires are handed out to stakeholders as well as the lecturer who teach English for food and beverage service (ESP3) in DIII Perhotelan Universitas Pendidikan Ganesha. The topics being analyzed are taken from the basic competencies on the syllabus developed by the lecturer. Those topics are introducing self, application letter, restaurant reservation, handling customer in restaurant, product knowledge in food and beverage department, explain product knowledge in kitchen, explain beverage menu, dealing with customer or manager on the phone using English, use comprehensive English skills during meetings in the restaurant, presentation for food and beverage department meeting in the hotel, English for restaurant promotion, English in business correspondence and to write report for food and beverage production, English to deal with customer complaints and to perform active listening related to the complaints. Each of the topic was analyzed based on the result of the questionnaires. As can be seen in Table 1.

Table 1. The Result of Topic Analysis

Topic	SA	A	U	D	SD
Introducing self	80%	20%			
Application letter		100%			
Restaurant reservation	80%	20%			
Handling customer in restaurant	80%	20%			
Product knowledge in food and beverage department	80%	20%			
Explain product knowledge in kitchen	60%	40%			
Explain beverage menu	60%	40%			
Dealing with customer or manager on the phone using English	20%	80%			
Use comprehensive English skills during meetings in the restaurant	20%		40%	40%	
Presentation for food and beverage department meeting in the hotel	20%		40%	40%	
English for restaurant promotion	20%		40%	40%	
English in business correspondence and to write report for food and beverage production.	20%		60%	20%	
English to deal with customer complaints and to perform active listening related to the complaints	80%	20%			

a. Introducing self

Introducing self is needed by the students to be learnt and also for the food and beverage service staff to be mastered. This topic can be seen in Picture 1.

UNIT 1

GREETINGS & INTRODUCTION

In this chapter the students will learn about how to greet someone or a guest in the restaurant and how to introduce self during meeting with someone or a guest in the restaurant. The student should understand about language expression when greeting someone or a guest in the restaurant and when introducing self with others.

1.1 GREETINGS

Hello .../ Hi ...
Good morning/ afternoon/ evening.
Good/ Nice to see you again.
I'm glad/ happy/ pleased to see you.

Hello, .../ Hi, ...
Good morning/ afternoon/ evening.
Good/ Nice to see you again.
I'm glad/ happy/ pleased to see you.
How are you? How are you doing?
I am good / I am doing great

Language expression

Picture 1. Introducing Self Topic

b. Application letter

The topic is about how to write an application letter for applying some job. For the student, especially for students in DIII Perhotelan, they will need this topic in order to make them able to apply for some job available. This topic can be seen in Picture 2.

UNIT 2

WRITING APPLICATION LETTER

In this unit, the students will learn about how to make a good application letter based on job available. Are you applying for a job as a waiter or waitress? For some positions, you will apply by completing an online application, or you may be required to apply in-person. For others, you may be required to submit a resume and cover letter for consideration. When you write a cover letter for a waiter job, it's important to highlight the skills you have that match the job requirements listed in the job posting.

2.1 EXAMPLE OF AN APPLICATION LETTER

Gede Ngrah
37 Udayana Street
Bali, Indonesia
081808807807
Ngrahfrombali@gmail.com

December, 15th 2018

Made Ariana
Human Resource Manager
Havana Resort and Bar
12 Kuta Street
Bali, Indonesia

Dear Mr. Ariana
I was so excited when seeing a post on Facebook regarding an open job for a waiter in your company. I would love to

State your personal information
Name, Address, Phone Number, Email

State the addressee
Name, Position, Company

State where you get

Picture 2. Application Letter Topic

c. Restaurant reservation

For the students, they have to learn about how to use English when doing reservation in restaurant because they are expected able to do reservation if they already get a job in restaurant. The reservation was actually happened on the phone. This topic can be seen in Picture 3.

HANDLING A RESERVATION

In this unit, the students will learn how to handle a reservation in the restaurant. Guests are often to do reservation in order to avoid not being able to sit in the restaurant. The reservation might be made a day or some hours before. This unit will cover step of handling reservation, offering, asking, and responding self.

8.1 DIALOGUE EXAMPLE

Please read the following dialogue between a front officer in a restaurant with a customer!

Waiter	: Good morning. Kuta Restaurant with Made speaking. How may I help you?
Mr. Kei	: Kei here. I would like to book a table.
Waiter	: Certainly Mr. Kei. When would you like to book your table?
Mr. Kei	: On 14 th June 2018. Is it available?
Waiter	: Just one moment, while I check the availability. : I am sorry to keep you waiting. The table is available for you Mr. Kei.
Mr. Kei	: Great! I book for 3 people.
Waiter	: Let me repeat your booking, a table for 3 people on June 14 th 2018. Is it correct?

Picture 3. Restaurant Reservation Topic

d. Handling customer in restaurant

Handling customer in restaurant is the fourth topic being analyzed. The result shows 80% of the respondents are strongly agree and 20% of the respondents are agree that handling customer is the topic needed by the students and hotel staff. So, this topic should be added in material development. And because of its wide scope, this topic was integrated to other topics.

e. Product knowledge

In a term of product knowledge, there are three topics being covered. They are product knowledge in food and beverage department, explain product knowledge in the kitchen, and explain beverage menu. For product knowledge in food and beverage department, 80% of the respondents are strongly agree and 20% of the respondents are agree. For explaining product knowledge in the kitchen, 60% of the respondents are strongly agree and 40% are agree. And for explaining beverage menu, 60% of the respondents are strongly agree and 40% of the respondents are agree. Product knowledge is very important in selling product; we have to know kind of food and its ingredients before we sell it to the guests so do with the beverage. This topic can be seen in Picture 4.

UNIT 4

PRODUCT KNOWLEDGE

In this unit, the students will learn the product being sold in the restaurant. Those product are food and beverage. This is very important because as waiter or waitress in the restaurant should be able to explain about kind of food or beverage sold in their restaurant. The food will include appetizer, soup, main course, and dessert whether the beverage will include alcohol and non alcohol beverage.

4.1 FOOD KNOWLEDGE (APPETIZER, SOUP, MAIN COURSE, DESSERT)

APPETIZER

Appetizers or in French are known as Hor's D'oeuver. The appetizer is served with small portions / one or two bites. As an appetizer the function appetizer stimulates appetite and is served as the first dish before enjoying other dishes. They may include:

- Hors d'oeuvres
- Canapés
- Antipasto
- Tapas
- Finger foods
- Sandwiches



Picture 4. Product Knowledge

f. Dealing with customer or manager on the phone using English

The next topic being analyzed is dealing with customer or manager on the phone using English. From the questionnaires given, 20% of the respondents are strongly agree and 80% of the respondents are agree. This topic should be inserted to materials such as handling reservation because handling reservation is part of dealing with customer. This topic can be seen in Picture 5.

UNIT 8
HANDLING A RESERVATION

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Mr. Kei	: On 14 th June 2018. Is it available?
Waiter	: Just one moment, while I check the availability.
	: I am sorry to keep you waiting. The table is available for you Mr. Kei.
Mr. Kei	: Great! I book for 3 people.
Waiter	: Let me repeat your booking, a table for 3 people on June 14 th 2018. Is it correct?
Mr. Kei	: Perfect!
Waiter	: Thank you very much for calling, Mr. Kei. We look forward to seeing you then. Have a great day.

Picture 5. Handling Reservation

g. Use comprehensive English skills during meetings in the restaurant

For the use comprehensive English skills during meetings in the restaurant, the questionnaires show that 20% of the respondents are strongly agree, 40% of the respondents are undecided, and 40% of the respondents are disagree. In restaurant meeting, it usually attended by the supervisor who come from different hotels. In some case, there is a term named "briefing" used in the restaurant. The term "briefing" is different from "meeting". Briefing is held before opening the restaurant; restaurant supervisor will give direction to the staff about new standard operation procedure, today's special menu, special offers, etc. The term "meeting" is used for gathering higher position with the general manager to discuss something more general. So, for the students who apply job in restaurant, they might apply in staff level, means that they did not need English for meeting.

h. Presentation for food and beverage department meeting in the hotel

The other topic being analyzed is English skill during meetings in the restaurant. The questionnaires show that 20% of the respondents are strongly agree, 40% of the respondents are undecided, and 40% of the respondents are disagree. Like the topic before, English is used by staff in restaurant for serving guest not for doing presentation. English for presenting food and beverage in department meeting might be needed by staff in supervisor level.

i. English for restaurant promotion

For the English for restaurant promotion, 20% of the respondents are strongly agree, 40% of the respondents are undecided, and 40% of the respondents are disagree. It could be seen that English was not needed for restaurant promotion by the staff. English is more needed by the staff to give service for the guest in the restaurant.

j. English in business correspondence and to write report for food and beverage production.

In topic English in business correspondence and to write report for food and beverage production, 20% of the respondents are strongly agree, 60% of the respondents are undecided, and 20% of the respondents are disagree. It can be seen that English in business correspondence and to write report for food and beverage production is not quite needed by the students or restaurant staff in a term of serving food and beverage in restaurant.

k. English to deal with customer complaints and to perform active listening related to the complaints

The last topic being analyzed is related to the guest complaints. From the questionnaires, it can be seen that 80% of the respondents are strongly agree and 20% of the respondents are agree. English to deal with guest complaint is one of the important topics, because the restaurant staffs should understand about guest's complaint before they can solve it. This topic can be seen in the Picture 6.

UNIT 10

HANDLING COMPLAINT

In this unit the students learn about complain in the restaurant and how to handle it. This unit covers about type of complaint might appear in the restaurant and step of handling that complaint.

Dialogue Example

Waiter: These are your orders Sir, a chicken steak with mushroom sauce and a glass of avocado juice.
Guest: Excuse me, waiter.
Waiter: Yes, Sir. What can I do for you?
Guest: I am sorry but this is not like what I have ordered. Would you mind telling me who's the chef?
Waiter: I am so sorry Sir. Is there any problem with your order?
Guest: Yeah. I think there is something wrong about the food. Do you still remember what I've ordered?
Waiter: Okay Sir, let me repeat your order. You ordered a chicken steak with mushroom sauce and a glass of avocado juice.
Guest: Yes, but as you can see, I ordered a chicken steak with mushroom sauce but that is a black pepper sauce and also the chicken is not well-cooked
Waiter: I really apologize for this inconvenience Sir. Allow me to get you the new one. ()
Guest: That's alright. This restaurant has been running for so long, I just don't expect that such things happen here.
Waiter: I'm sorry Sir. I apologize on behalf of my chef.
Guest: Okay, no problem. Just make sure that such things will not happen again.
Waiter: Alright Sir. Thank you for your kindness.
Guest: I would appreciate if you can replace it with the new one
Waiter: Absolutely Sir, please wait a moment.
Guest: Ok, thanks.
Waiter: You are welcome Sir.

Picture 6. Handling Complaint.

The new syllabus is made based on the result of the topic analysis in order to match between the product developed and the syllabus.

Each topic is developed based on the theory of ESP design material from Hutchinson and Waters (1987) where the material should divide into input, content focus, language focus, and task. In addition, Theory of selecting materials from Tomlinson (1998) and theory of developing textbook from Litz (2005) are also used. Moreover, the input of material developed consists of illustrations, pictures as well as English dialogue and monologue to attract the students' attention in learning. The content focus is made in the form of material review. The language focus is also made based on the need of language related with the topic and the existence of fourth language skills' task to cover the topic being discussed.

After the product design has finished, it will be given to expert judges to ask about their opinion about the design and giving validation. The materials developed is validated by the two expert judges. The expert judges in this study are Prof. Dr. Putu Kerti Nitiasih, M.A. as the first expert judges and Prof. Dr. I Nyoman Adi Jaya Putra, M. A. as the second expert judges. There are twenty-nine criteria was used to measure the product design. These criteria were taken from Litz (2005) theory of textbook.

Then, the result of the evaluation given by the two expert judges is calculated to know the quality of the material. The calculation process follows the formula from Candiasa (2010). The score for each criterion is ranged from 1 until 5. Then, the score for all criteria are summarized and putted on the formula in analyzing the quality of the media developed (Candiasa, 2010). There are five criteria of the material developed namely, poor material, below average material, average material, good material, and excellent material. The result showed that both the expert categorized the material developed as an excellent material.

The product design is revised based on the two expert judges' comment and suggestion. There are several comments and suggestions given by those two experts such as four skills of English should be accommodate in the task, the material should base on students' needs, there should be an objective in every unit, give phonetic transcription for the vocabulary being discussed, should be consistent for every unit, complete the task which provide practice of four skills and varied the activity.

After the product has been revised, the next step is testing the product. The product is used by the third students of DIII Perhotelan Universitas Pendidikan Ganesha of Education as learning source and it is also used by the lecturer as teaching materials. Some students are also interviewed after using the product to know their opinion. Some students say that the developed material (textbook) is very good, some of them say that the textbook contained explanation, and it also completed with chapters in every session of the lesson. Others said that the developed materials related with subject in the real life so it made the students easily to understand. In terms of illustrations and pictures which are used in the product, they said that illustration used in the product especially illustration used to explain some menu and dialogue related to the topic is very interesting and very helpful. In a term of language used in the textbook, they said that it is clear and meet with their level, and contextual. Moreover, they also said that the activities are varied and the instruction is also easily to understand. There are also some suggestions given by the lecturer toward the materials developed such as the picture used in materials developed must be clear, the objectives must be clear in order to make students did not confuse about what they will learnt, and the cover of the materials developed have to be revised.

After product testing has been done, the next step is revising the product. Product revision is based on the result of the product testing. Based on the result of the product testing, there is no revision in terms of content and material. However, the lecturer gives suggestion and comment toward the developed material. She said that it will be better if the picture used in the developed material especially for the cover of textbook should be taken from the real world around us so that the students are more enthusiastic to learn the material.

The quality of materials developed is also measured. Knowing the quality of the developed material was very important in order to know the effectiveness of the product result. The lecturer is asked to fill the questionnaire related to the evaluation with the product and gave some suggestion. The questionnaire has same criteria that are given to the two expert judges before. The point from lecturer's evaluation are also calculated by using Candiasa's formula and the product would categorize as excellent, good, average, below average, and poor.

Based on the result of the evaluation from the lecturer, the product can be categorized as a good product. It can be seen from the result of the questionnaire given to the lecturer with the point given is 126. Moreover, the students who try the product are also give a good opinion about the developed material such as the textbook contained explanation, completed with chapters in every session of the lesson, related with subject in the real life, illustration was very interesting and helpful, language used was clear, met with their level, and contextual, the activities were varied and the instruction was also easily to understand.

4. CONCLUSION

Research and Development design proposed by Sugiyono (2010) Is used in this research. Due to limitation of the study, the steps of material development (Sugiyono, 2010) were finished until the seventh step. The procedures were potency and problem, data collection, product design, design revision, product test, and product revision.

In data collection step, need analysis Is conducted in order to know the students' needs. Some aspects from need analysis theory by Hutchinson and Waters (1987) was used. The sources of data were the lecturer named Putu Indah Rahmawati and stakeholders named Ketut Ngurah Artana, I Wayan Wiryasuta, Irvan, and Gede Wirapratama. In need analysis, the researcher use questionnaire as the technique of data collection. Besides, researcher Is also done interview and observation to get the additional data. This study concludes that the English material which specifically for English for food and beverage service was really needed by the students. And from the questionnaire of need analysis, it is found that the materials that the third semester students needed were English for working, training, speaking, reading, listening, writing, communication in telephone, face to face, formal and informal situation, communicate with managers, working partners, guests, native and non-native speaker, communicate in restaurant, bar, room, for chatting, serving the guests and used frequently. There is only English for doing presentation eliminated from the needs of the students. Besides there are also document analysis in this step. It was found that there were ten topics being develop based on the revised syllabus, those are greeting and introduction, application letter, food and beverage department, product knowledge, menu knowledge, kitchen knowledge, welcoming and taking order, handling reservation, clearing table and presenting bill, and handling complaint.

Product design in this study ss follow the design of ESP material from Hutchinson and Waters (1987), selecting learning material from Tomlinson (1998), and developing textbook by Litz (2005). This design ss validated and commented by two expert judges and revised based on their comments. Then, the product design is revised based expert judges' comments. The step was continued to product trying out. The product is tried out to the students and lecturer in order to know the effectiveness of the developed materials. In the product testing, there is also interview toward the product to know their opinion about the product. The last stage is revising the product. The revision is based on the data obtained in the product trying out step.

The quality of materials developed is also measured using calculation of categorizing the material from Candiasa (2010). The result of the calculation showed that the quality of the developed material was good. Moreover, the students who try the product are also give a good opinion about the developed material such as the textbook contained explanation, completed with chapters in every session of the lesson, related with subject in the real life, illustration was very interesting and helpful, language used was clear, met with their level, and contextual, the activities were varied and the instruction is also easily to understand.

5. SUGGESTIONS

In connection with the conclusion above, the researcher would like to propose several suggestions:

Due to the weakness of this study in following the combination procedures between Sugiyono (2010) design model and Hutchinson and Waters (1987) in developing teaching material. The process in this study Is only up to the seventh stage which was revision of the product. The trying out process of the product also not implemented in the classroom. The researcher only asked the students by doing the interview about the product developed. For the future research, the process of material development Is expected until massive product step.

In addition, this research just used some aspects of need analysis proposed by Hutchinson and Rodgers (1987). Actually, there are some aspect in Hutchinson and Rodgers' theory of need analysis namely target needs, learning needs, necessity, etc. The need analysis

in this research just used the target needs which collaborated with interview technique to get additional data. For the future research which used need analysis proposed by Hutchinson and Rodgers (1987), it is expected to use all aspects of the need analysis.

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