

## **BIODATA DOSEN BAHASA INGGRIS MEDITERRANEAN**

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## Observation Sheet

Subject 1

Day 1

No	Type Strategy	Utterances	Context	Frequency
1	Message Abandonment	1. Yahh..oke this is cycle menu 2. yak silakan silakan... California menu.	1. Abandon the message about limited pork stock 2. Abandon the students' joke	2
2	Message Reduction (Topic Avoidance)	-	-	-
3	Message Replacement	1. Before we are going to..aaa... move to another slide	1. The teacher replaced the previous sentence that she said and directly asked the student to move.	1
4	Circumlocution	1. T: oke. Table menu. Table due menu is a set menu with a fix price. A set menu which already includes appetizer, soup, main course, and desert. So for that courses you only pay for one price. Fix price no matter how much the food that had been you consume, yaa you have to pay that	1. The teacher explained the target object (pakage) which consisted of cola cola and chicken rice.	8

		<p>price. <b>Ini istilahnya seperti paket.</b> Paket panas isinya nasi ayam coca cola, harganya 35 ribu. Salah satu contoh paling dekat adalah <b>when you do table manner down there in the restaurant</b>, yaa.. have you ever seen the menu?<sup>1</sup></p> <p>2. T: yaa... sehingga it such a quick service gitu lo. Ketika menghadirkan table due menu, para tamu tidak perlu menunggu yang lama karna semua sudah dipersiapkan beforehand... sebelumnya... oke? That's table due menu. Table due menu can be offered for breakfast, lunch and dinner. Jadi ketiga ee apa..ee.., these of atau types of meal breakfast, lunch and dinner bisa pakai table due. <b>Nah satu tambahan info lagi.</b> Additional information for you, table due menu itu biasanya it is usually serve in such fine dinning restaurant, ya biasanya di restaurant-restourant fine dining atau restaurant yang eee.. formal yaa.. umumnya restaurant jaman sekarang gak pakai table due, tapi ada saja yang masih seperti ini.</p>	<p>2.The teacher describe about the target object(table menu)</p>	
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Nah kita sekarang kita bahas bagian dari table due menu ya. Apa ini? (menunjuk ke slide)<sup>2</sup>

S: banquet.

3. T: acara special. Ya... banquet menu, biasanya kalo lagi ada acara conference conferensi, atau wedding, ya..dia akan buat satu round table ya untuk tamu-tamunya. Ketika tamu dating mereka akan diberikan menu, is a set menu, tapi disebut dengan banquet menu. Oke? Nah untuk harganya, karna dia termasuk bagian dari table due sehingga harganya pun juga fix price, fix price dia tetep segitu, sepaket ya..tidak bisa di tawar tidak bisa di kurangi tetep saja segitu. Nah ini biasanya adalah, harga fix itu aa biasanya sudah di negosiasikan antara pihak penyemggara acara dan restoran. Okk. **Saya akan mengadakan acara konferensi, tamu undangannya segini pake bangket menu bajet saya segini nah itu nanti itu nego-nego dengan penyelenggara dengan restoran. Tamu-tamu yang datang they are usually not to pay cash disana but as long as they bring a ticket ,the**

		<p>invitation then they will enjoy the food as well. They are not usually pay by cash. Ya itu bangket menu. Biasanya kan mereka sudah diberikan tiket atau undangan, mereka tinggal dating sama tiket tersebut, pilih makanan yang mereka mau. Ya itubangket menu. Ingat bangket menu itu khusus untuk acara tertentu atau special occation untuk memeriahkan suatu acara.<sup>3</sup> Selanjutnya baa..vebaffet... cobak adik( sambal menunjuk siswa) keliatan di belakang?</p> <p>4. T: oke baffet ya..kalo baffet kan adik-adik sudah liat, prasmana ya. Sama baffet itu it has limited choise of dishes, kan gak seberapa paling hidangannya Cuma 4 atau 5 jenis ya. Kalo baffet artinya dia tidak ada banyak pilihan. Dan jenis menunnya pun itu tergantung dari budget si penyelenggara ya. Contoh misalnya acara-acara weding sekarang kan pake baffet ya restoran ini menawarkan paket 50 juta plus plus untuk duaratus undangan misalnya gitu ya jadi dengan budget sekian ya udah kita terima</p>	<p>4. The teacher describe about the target object(buffet menu)</p> <p>5.The teacher describe about the target object(light meal)</p>	
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		<p>apa jenis menunya tu tergantung budgetnya ya? Itu baffet menu.sama itu is a set menu dengan pilihan menu terbatas with a fix price dengan harga pas yaa<sup>4</sup> oke..mm.. selain bafe dibawahnya</p> <p>5. T:Adik-adik ada yang pernah dengar di restoran coffe menjual krupuk? Light meal adik-adik bukan juga cemilan kita sehari-hari sperti krupuk dan segala macam ya? Enggak. Light meal disini adalah makanan untuk pengganjal perut. <b>Contoh.</b> <b>Contohnya</b> adalah sandwich, burger ya, frenfries ya apalagi? Chicken wings, waffle, pancake yak itu buat ganjal perut. Light meal. Contohnya misalnya apa? Kan banyak sekarang warung-warung ehh bukan warung coffe ya bukan. Warung coffe kok identic dengan warung koffe dakocan ya. Ini restoran ya bukan restoran juga, temat ngopi gitu lo, tempat nongkrong yaa apa contohnya?<sup>5</sup></p> <p>S: Sturbuck</p> <p>6. T: cycle menu. CYCLE (sambil</p>	6.The teacher describe about the target object(cycle menu)	
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		<p>menulis dipapan putih). Ini menu (sambal menunjuk). Cycicle. Jadi is the set menu which will be repeated in a certain period. Yah..this menu will be repeated in certain period it could be in seven days, fourteenth days, twelve days, twenty eight days and etc, according to the restaurant. Jadi ini adalah set menu yang di ulangi di periode waktu tertentu. <b>Ok.</b> Misalnya, todays menu or todays specialtea is seafood tomorrow chicken dishes or olahan ayam hhmm two days later dua hari kemudian beda lagi menunya. Nah si seafood ini seafood menu ini will be repeated after seven days later, kemudian chicken dishesnya after eight days later, begitu seterusnya. <b>Itu cycicle menu.</b><sup>6</sup> Oke? So what do you think ya why do the restaurant offer the guest this cycicle menu? Why? Yes? (menunjuk salah seorang siswa)</p> <p>S: supaya tidak bosan.</p> <p>T: in English?</p> <p>S: To make the guest not boring.</p> <p>T: yes. So the guest will not boring. Itu functionnya. Cycicle menu. <b>Jadi</b></p>	7.The teacher describe about the target object and distinguish due menu and alacart menu.	
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siap-siap misalnya di restoran A menujual specialitynya misalnya be genyol, restpran A terkenal karena olahan be genyolnya, tapi hanya ada di hari Kamis. Nah jadi adik-adik harus tunggu di hari kamis depan, belum lagi kesana pas hari kamis ehh habis.<sup>7</sup> Nah ada yang seperti itu?

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7. T: Nah alacarte menu,kalau tadi table due menu is a set menu which only included four courses atau three courses such as appetizer, main menu, desert. Kalau alacarte menu is has wider atau broder kind of food item ya jadi dia lebih banyak ketimbang table due. Kalua table due kan adik-adik lebih sedikit pilihannya has limited choise, kalua alacrte it has wider food item lebih banyak pilihan makanannya, nah lebih banyak pilihan manakannya. Kemudian juga dari segi pemesanan berbeda, kalau alacate pemesanannya terpisah. **Misalnya sekarang mau pesan main coursennya langsung juga gak**

		masalah, yah mau pesen apa..mau pesen appetizernya dulu gak masalah dibawakan trus selesai nanti pesen lagi. Saya mau pesen ini ini ini. Alacarte. Nah selain itu, yang paling membedakan dengan table due is serve with a fix price while alacarte is has own price per each dishes. Yes setiap makanan udah ada harganya. Oke jadi tidak bisa adik-adik seperti table due yang mau di habiskan kah atau mau setengah aja dihabiskan harganya sekian, sudah pasti sekian. Kalua alacarte adik-asik mau nambah misalnya nambah lagi apa mau makan mi minya udah habis pengen nambah lagi, bayar lagi. Ya. Pokoknya setiap ada tambahan sekecil apapun itu ya bayar. Karna price is per dish, bagian kiri biasanya name of the dish, yang bagian kanan pricenya. <sup>8</sup> Adik-adik biasanya liat yang kanan atau yang kiri?		
5	Approximation	-	-	0

6	Use Of All-Purpose Of Words	<p>1. T: Types of menu, before we are going to... move to another slide, to discuss about <b>these</b><sup>1</sup> deeply lebih mendalam, I want to ask you first, what types of menu that you ever seen? (jeda) What types of menu that you know? What is type of menu that you know? Gak usah liat buku dulu. Selama ini adik-adik yang paling sering denger, menu tipe apa?</p> <p>S: Alacarte</p> <p>T: Alacarte, apa lagi?</p> <p>...</p>	In the beginning of the class, the teacher discussed about type of menu so she used these to describe them.	1
7	Word-Coinage	T: <b>Lunction</b> ya, Lunction itu adalah makan siang adik-adik. Biasanya yang kalian kenal kan adalah lunch, nah ini kosa kata baru untuk adik-adik.	The teacher used this term to change the word “lunch”. They are similar.	1
8	Restructuring	-	-	-
9	Literal Translation (Transfer)	<p>1. T: ☺ hamper semua seperti itu, miss juga pun begitu, liat yang kanan dulu, harganya dulu. Kemudian dari segi harga it is automatically alacarte menu will be more expensive than</p>	The teacher translate what she said from English into Bahasa.	2

table due. Ya lebih mahal kenapa? Karna pricenya perdish, mau nambah mash potato lagi bayar ya..mau beli aa mau tambah saos bayar dan segala macam. Kalua table due kan, kita udah sekian jadi porsi sekian harganya sekian. Biasanya jatuhnya lebih mahal yang Ala Carte. Nah Ala Carte hamper, it is almost all of the restaurant now a days offer this Ala Carte menu. Jarang ada yang menyajikan table due menu. Biasanya semua sekarang seperti ini ya, price per dish... Okay... Nah perbedaannya lagi adalah pada saat table due you have to prepare all of the dishes before the guest ordering the food. Kalua di Ala Carte ya you have put the food atau mix atau prepare the food once the guest order the food. **Yah Oke jadi whenever the guest ordering the food at that time you have to prepare it.<sup>1</sup>** You have to prepare it at the same times. **Jadi beitu tamu order, adik-adik baru buat. Gitu kalua Ala Carte. Kalua table due gak, kan kalian persiapan dulu sebelumnya oke.** Ala Carte menu. Nah Ala Carte itu

		punya bagian-bagiannya, ala carte punya bagian-bagiannya salah satunya adalah		
10	Foreign Zing	-	-	-
11	Code Switching	<p>1. T: Types of menu, before we are going to...aaa... move to another slide, to discuss about these deeply <b>lebih mendalam</b><sup>1</sup>, I want to ask you first, what types of menu that you ever seen? (jeda) What types of menu that you know? What is type of menu that you know? Gak usah liat buku dulu. Selama ini adik-adik yang paling sering denger, menu tipe apa?</p> <p>2. T: Nah selain table due dan ala carte ada juga <b>other type of menu</b><sup>2</sup>, ada juga tipe menu yg lain diataranya adalah? Static menu apalagi</p> <p>S: D'jour menu</p>	The teacher switched her language from English to Bahasa and vice versa.	2
12	Use Of Similar Sounding Words	-	-	-
13	Mumbling	<p>1. You have to prepare his dishes beforehand I mean <b>mmm</b><sup>1</sup> before he guest ordering some kind of the dishes in the table menu the kitchen</p>	The teacher explained the materials while thinking, therefore she used to mumble,	20

		<p>staff should prepare before</p> <p>2. ? <b>Mmm</b><sup>2</sup> (menyatukan alis) mi goring gimana</p> <p>3. bakso <b>mmm</b><sup>3</sup> miss kurang liat ya</p> <p>4. Cobak <b>mmmm</b><sup>4</sup>... adik yang di belakang.</p> <p>5. Macdonal yaa... <b>mm</b><sup>5</sup>...punya sajian menu buat breakfast yaa...</p> <p>6. they have sepecial menu for breakfast <b>aaa</b><sup>6</sup></p> <p>7. karna apa disitu bukan untuk <b>mm</b><sup>7</sup> bukan murni tugasnya untuk sebagai sebuah restoran yang menyajikan berbagai menu untuk tamu, ini kan dia seperti</p> <p>8. dia hanya <b>mm</b><sup>8</sup> main businessnya adalah spa</p> <p>9. T: Types of menu, before we are going to..<b>aaa</b><sup>1</sup>... move to another slide, to discuss about these deeply lebih mendalam, I want to ask you first, what types of menu that you ever seen? (jeda) What types of menu that you know? What is type of menu that you know? Gak usahliat buku dulu. Selama ini adik-adik yang paling sering denger, menu tipe apa?</p> <p>10. T: Ya table due. table Due, alacarte. Yak itu adalah tipe-tipe menu. Did</p>	<p>morover when she wanted to stop if she stucked while explaining.</p>	
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you know? Taukah adik-adik bahwa alacarte dan table due juga punya sub unitnya lagi, punya bagian-bagian lagi yaa, oke seperti ini (showing at the slide). Types of menu. **Yaa...**<sup>2</sup> adik-adik jadi there are three major part of menus. The first part is table due...**Yaa...**<sup>3</sup> Table due, dimana table due itu punya lagi bagian-bagian kecilnya, diantaranya adalah...

11. T: **Nah**<sup>4</sup> selain table due dan alarte ada juga other type of menu, ada juga tipe menu yang lain diataranya adalah?  
Static menu apalagi  
S: D'jour menu
12. T: desert menu yaa..ok .among those kind of menu, which one is usually **aa...**<sup>5</sup> usually serve in restorant?  
Which one is familiar with you?  
Baffet..apalagi? Alacartye apalagi?  
Which types of menu that you never heard before? Which type of menu that you never heard before? Yang adik-adik belum pernah denger sebelumnya yang mana?  
S:lunch menu
13. T: California oke. Ternyata banyak yang belum pernah di dengar

sebelumnya. Sekarang. Sekarang adik adi akan pelajari. Do you want to write it down first?

S: yaa

T: oke silahkan. (students write the information in the slide) **Aaa...**<sup>6</sup> yang pertama..table due. Adakah yang mengetahui table due meaning?

14. T: yaa... sehingga it such a quick service gitu lo. Ketika menghadirkan table due menu, para tamu tidak perlu menunggu yang lama karna semua sudah dipersiapkan beforehand... sebelumnya... oke? That's table due menu.Table due menu can be offered for breakfast, lunch and dinner. Jadi ketiga **ee apa..ee..**,<sup>7</sup> these of atau types of meal breakfast, lunch and dinner bisa pakai table due. Nah satu tambahan info lagi. Additional information for you, table due menu itu biasanya it is usually serve in such fine dinning restaurant, ya biasanya di restaurant-restourant fine dining atau restaurant yang eee.. formal yaa.. umumnya restaurant jaman sekarang gak pakai table due, tapi ada saja yang masih seperti ini. Nah kita sekarang kita bahas bagian dari table

due menu ya. Apa ini? (sambal menunjuk ke slide)

15. T: oke baffet ya..kalobaffet kan adik-adik sudah liat, prasmana ya. Sama baffet itu it has limited choise of dishes, kan gak seberapa paling hidangannya Cuma 4 atau 5 jenis ya. Kalo baffet artinya dia tidak ada banyak pilihan. Dan jenis menunnya pun itu tergantung dari budget si penyelenggara ya. Contoh misalnya acara-acara weding sekarang kan pake baffet ya restoran ini menawarkan paket 50 juta plus plus untuk duaratus undangan misalnya gitu ya jadi dengan budget sekian ya udahkita terima apa jenis menunya tu tergantung budgetnya ya? Itu baffet menu.sama itu is a set menu dengan pilihan menu terbatas with a fix price dengan harga pas yaa oke..**mm..**<sup>8</sup> selain bafe dibawahnya

16. T: Egg? Do you think egg is serve in condinetal breakfast?

S: No

T: Condinental breakfast? Orange juice, Bread, Butter, Jam, Marmalade **aa...**<sup>9</sup> pastry nya juga beraneka macam, bisa bread bisa muffin, bisa

baggle, roti bagel, bisa Danish bisa crosang. Ya? Pokoknya Continental breakfast itu dia lebih simple hidangannya. Ya..hidangannya lebih simple. Oke? Nah Kalo American breakfast?

17. T: coco crunch, crunch dan dia juga ada sajian telur, tapi telurnya beda dengan American breakfast, bisanya sajian telur dari English breakfast dia scrambled ya scrambled kalo sudah sunny saidup itu identic dengan American breakfast, kadangkala ada juga yang menyajikan English breakfast Ingkap dengan daging-daging seperti dia mirip-mirip American dia pake sosis, daken, ham ada juga yang tambahan sup kacang merahnya ya **finding**. Itu English punya. English breakfast. Kemudian **mm....<sup>10</sup>** Indonesian,, apa Indonesian breakfast?
18. T: mi goreng? **Mmm...<sup>11</sup>** (menyatukan alis) mi goring gimana? Enggak ya.. Nasi goring bubur ayam, soto, soto ayam biasanya.

S1: Ada

19. T: bakso **mmm...<sup>12</sup>** miss kurang liat ya, indonesian breakfast ada, ada ya

		<p>baksonya ya? (memperbaiki kalimat sendiri)</p> <p>S1: Ada</p> <p>20. T: <b>aa...<sup>13</sup></b> pecel. pecel., <b>aa...<sup>14</sup></b> jadi sayuran with peanut sause, yaa vegetable serve with peanut Sause. Ya itu kalo di Indonesia gitu. Adik-adik istirahat ya sekarang ya?</p> <p>S: iyaa</p> <p>T: Oke. Istirahat dulu.</p>		
14	Omission	-	-	-
15	Retrieval	-	-	-
16	Self-Rephrasing	-	-	-
17	Self-Repair	-	-	-
18	Other-Repair	<p>1. T: nah selain table due dan alarte ada juga other type of menu, ada juga tipe menu yag lain diataranya adalah? Static menu apalagi</p> <p>S: <b>D'jour menu</b></p> <p>T: <b>D'jour menu, Cobak bilang d jour.</b></p> <p>S: <b>d jour<sup>1</sup></b></p>	<p>The teacher helped the student to pronounce D'Jour with a correct pronunciation.</p>	1

19	Use Of Fillers		-	-
20	Self-Repetition		-	-
21	Other-Repetition	<p>1. T: Types of menu, before we are going to..aaa... move to another slide, to discuss about these deeply lebih mendalam, I want to ask you first, what types of menu that you ever seen? (jeda) What types of menu that you know? What is type of menu that you know? Gak usah liat buku dulu. Selama ini adik-adik yang paling sering denger, menu tipe apa?</p> <p>S: <b>Alacarte</b></p> <p>T: <b>Alacarte</b><sup>1</sup>, apa lagi?</p> <p>S: <b>Table due</b></p> <p>T: yaa..<b>table due</b><sup>2</sup>. Table Due, alacarte. Yak itu adalah tipe-tipe menu. Did you know? Taukah adik-adik bahwa alacarte dan table due juga punya sub unitnya lagi, punya</p>	<p>During the class, the students used to repeat a new vocab taught by the teacher.</p> <p>12</p>	

bagian-bagian lagi yaa, oke seperti ini (showing at the slide). Types of menu. Yaa..adik-adik jadi there are three major part of menus. The first part is table due. Yaa Table due, dimana table due itu punya lagi bagian-bagian kecilnya, diantaranya adalah...

S: **Bangket**

T: **Bangket**<sup>3</sup>... yak apalagi?

S: **Baffet**

T: **Baffet ya Baffet**<sup>4</sup>, apalagi?

S: **coffehouses**

T: **coffehouses**<sup>5</sup> yak apalagi

S: **Cyciclemenu**

T: **Cyciclemenu**<sup>6</sup>. Okay table due. Selanjutnya ada alacarte. Bagian-bagian alacarte apa saja?

2. S: D'jour menu

T: D'jour menu? Cobak bilang d jour.

S: **d jour**

T: **ya d jour menu**<sup>7</sup>. Apalagi?

S: **wine menu**

T: **wine menu**<sup>8</sup>, selanjutnya?

S: **desert menu**.

T: **desert menu**<sup>9</sup> yaa..ok .among those kind of menu, which one is usually aa.. usually serve in restorant?

		<p>Which one is familiar with you? Baffet..apalagi? Alacartye apalagi? Which types of menu that you never herd before? Which type of menu that you never heard before? Yang adik-adik belum pernah denger sebelumnya yang mana?</p> <p>S:lunch menu</p> <p>T: <b>lunch menu</b><sup>10</sup> apalagi... d jour</p> <p>S: etnik</p> <p>T: <b>etnik</b><sup>11</sup></p> <p>S: california</p> <p>T: <b>California</b><sup>12</sup> oke. Gernyata banyak yang belum pernah di dengar sebelumnya. Sekarang. Sekarang adik adi akan pelajari. Do you want to write it down first?</p>		
22	Verbal Strategy Makers	-	-	-
23	Feigning Understanding	-	-	-
24	Appeals For Help	<p>1. T: Types of menu, before we are going to..aaa... move to another slide, to discuss about these deeply lebih mendalam, I want to ask you first, what types of menu that you ever seen? (jeda) <b>What types of menu that you know?</b><sup>1</sup> What is type of menu that you know? Gak usahliat</p>	<p>When the teacher did discussion so she used to appeal for students' help to stimulate them doing active learning.</p>	6

		<p>buku dulu. Selama ini adik-adik yang paling sering denger, menu tipe apa?</p> <p>S: Alacarte</p> <p>T: Alacarte, <b>apa lagi?</b><sup>2</sup></p> <p>S: table due</p> <p>2. S: Bangket</p> <p>T: Bangket... <b>yak apalagi?</b><sup>1</sup></p> <p>S: Baffet</p> <p>T: Baffet ya Baffet, <b>apalagi?</b><sup>22</sup></p> <p>S: coffe houses</p> <p>T: coffe houses <b>yak apalagi?</b><sup>3</sup></p> <p>3. T: cycle menu. Okay table due. Selanjutnya ada alacarte. <b>Bagian-bagian alacarte apa saja?</b><sup>4</sup></p> <p>4. S: D'jour menu</p> <p>T: D'jour menu? Cobak bilang d jour.</p> <p>S: d jour</p> <p>T: ya d jour menu. <b>Apalagi?</b><sup>5</sup></p> <p>S: wine menu</p> <p>T: wine menu, <b>selanjutnya?</b><sup>6</sup></p> <p>S: desert menu.</p> <p>T: desert menu yaa.. ok</p>		
25	Comprehension Check	-	-	-
26	Own-Accuracy Check	-	-	-
27	Asking For Repetition	1. S: D'jour menu T: D'jour menu? <b>Cobak bilang d</b>	The teacher asked the students to repeat what	1

		<p><b>jour</b><sup>1</sup>.</p> <p>S: d jour</p> <p>T: ya d jour menu. Apalagi?</p>	she said especially pronouncing a new vocab.	
28	Asking For Clarification	<p>1. Adik-adik ada yang pernah dengar di restoran coffe menjual krupuk?</p> <p>2. Egg? Do you think egg is serve in condinetal breakfast?</p>	The teacher asked about students' clarification when one student answer the teacher by odd answer.	2
29	Asking For Confirmation	<p>1. Betul?</p> <p>2. Adik-adik istirahat ya sekarang ya?</p>	When the teacher asked for students' agreement for what she said was correct.	2
30	Guessing	-	-	-
31	Expression Non Understanding	-	-	-

32	Interpretive Summary	<ol style="list-style-type: none"> <li>1. yaa..table due. table Due, alacarte. Yak itu adalah tipe-tipe menu</li> <li>2. Table menu. Table due menu is a set menu with a fix price</li> <li>3. acara special. Ya... banquet menu, biasanya kalo lagi ada acara conference conferensi, atau wedding, ya..dia akan buat satu round table ya untuk tamu-tamunya</li> <li>4. coffe houses. coffe houses ini adalah is a set menu also set menu with a limited choise of food aa where it is usually serve in a coffe house</li> <li>5. iya light meal makanan ringan, bisa jadi sneack ya</li> <li>6. Mangsi yes, yaa jadi itu tempat-tempat yang ee special teanya adalah coffe tapi juga menjual menu lain.menunya adalah menu-menu light meal</li> <li>7. Cycicle. Jadi is the set menu which will be repeated in a certain period</li> <li>8. Special occasion (menulis di papan), special occasion maksudnya adalah acara-acara special</li> <li>9. Lunchtion. Yaa... Lunchtion itu adalah makan siang adik-adik, biasanya yang kalian kenal kan adalah lunch . Nah ini ada kosa kata</li> </ol>	<p>The teacher gave summary about types of menu being discussed.</p>	11
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		<p>baru untuk adik-adik dimana makan siang itu adalah Lunchtion.Menu makan siang. Mmm coba di baca aaaa Rose cobak</p> <p>10. Oke etnic menu offer that represent a certain region or country, jadi etnic menu ini adalah menu yang mewakili hidangan has dari daerah atau Negara</p> <p>11. okay this menu which have a traditional dishes from any other region or country, ya jadi menu yang mewakili berbagai menu dari setiap daerah.</p>		
33	Responses	-	-	-
34	Non linguistic signal	<p>1. Teacher: Yaa... sehingga it such a quick service gitu lo. Ketika menghadirkan table due menu, para tamu tidak perlu menunggu yang lama karna semua sudah dipersiapkan before hand... sebelumnya... oke? That's table due menu. Table due menu can be offered for breakfast, lunch and dinner. Jadi ketiga ee apa.. ee.., these of atau types of meal breakfast, lunch and dinner bisa pakai table due. Nah satu tambahan info lagi. Additional information for you, table due menu itu biasanya it is</p>	<p>1. Teacher point out to the slide show during explain topic about table due.</p>	8

		<p>usually serve in such fine dinning restaurant, ya biasanya di restaurant-restaurant fine dining atau restaurant yang eee.. formal yaa.. umumnya restaurant jaman sekarang gak pakai table due, tapi ada saja yang masih seperti ini. Nah kita sekarang kita bahas bagian dari table due menu ya.</p> <p><b>Apa ini? (point out to the slide)</b></p> <p>2. Teacher: Acara special. Ya... banquet menu, biasanya kalo lagi ada acara conference conferensi, atau wedding, ya.. dia akan buat satu round table ya untuk tamu-tamunya. Ketika tamu datang mereka akan diberikan menu, is a set menu, tapi disebut dengan banquet menu. Oke? Nah untuk harganya, karna dia termasuk bagian dari table due sehingga harganya pun juga fix price, fix price dia tetep segitu, sepaket ya.. tidak bisa di tawar tidak bisa di kurangi tetep saja segitu. Nah ini biasanya adalah, harga fix itu aa biasanya sudah di negosiasi antara pihak penyemggara acara dan restoran. Okk. Saya akan mengadakan acara konferensi, tamu undangannya segini pake bangket</p>	<p>2. Teacher point out the students at the back to read the slide show.</p>
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		<p>menu bajet saya segini nah itu nanti itu nego-nego dengan penyelenggara dengan restoran. Tamu-tamu yang datang they are usually not to pay cash disana, but as long as they bring a tiket oke the invitation then they will enjoy the food as well. They are not usually pay by cash. Ya itu bangket menu. Biasanya kan mereka sudah diberikan tiket atau undangan, mereka tinggal dating sama tiket tersebut, pilih makanan yang mereka mau. Ya itu bangket menu. Ingat bangket menu itu khusus untuk acara tertentu atau special occation untuk memeriahkan suatu acara. Selanjutnya baa..ve baffet... cobak adik (<b>Point out the student at the back</b>) keliatan di belakang?</p> <p>3. T: cycicle menu. CYCLE (writing in the white board). Ini menu (<b>point out the student</b>). Cycicle. Jadi is the set menu which will be repeated in a certain period. Yah... this menu will be repeated in certain period it could be in sevent days, fourteenth days, twelve days, twenty eight days and etc, according to the restaurant. Jadi ini adalah set menu yang di ulangi di</p>	
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		<p>periode waktu tertentu. Ok. Misalnya, todays menu or todays specialtea is seafood tomorrow chicken dishes or olahan ayam hhmm two days later dua hari kemudian beda lagi menunya. Nah si seafood ini seafood menu ini will be repeated after seven days later, kemudian chicken dishesnya after eight days later, begitu seterusnya. Itu cycle menu. Oke? So what do you think ya why do the restaurant offer the guest this cycle menu? Why? (<b>point out one of the student</b>)</p> <ol style="list-style-type: none"> <li>4. Teacher: Mi goreng? Mmm (<b>menyatukan alis</b>) mi goring gimana? Enggak ya.. Nasi goring bubur ayam, soto, soto ayam biasanya.</li> <li>5. Teacher: Jadi itu trik untuk memaksa orang ya. Jadi adik-adik miss mau memberikan imu dari universitas kehidupan ya, jadi yang tidak diajarkan di perkuliahan biasa miss infoin ke adik-adik, itu semua tadi miss pelajari di universitas kehidupan. Nah lanjut (<b>Increase the intonation</b>).</li> <li>6. Teacher: kemampuan (<b>stressing</b>).</li> </ol>	
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		<p>Capability itu adalah kemampuan adik-adik sama dengan skill. Adik-adik yang gak tau artinya silahkan dicatat ya ini adalah tambahan kosa-kata untuk adik-adik. Staff capability adalah kemampuan dari staff kitchen itu ya meskipun nanti menunya sudah wah, sudah wah sudah apa misalnya? Apa?</p> <p>7. Teacher: Yang pertama kenapa the dipasangkan dengan snack daging ini which is oily karena salah satunya karena teh bisa meningkatkan rasa ingredients dari snack ini yang kedua it will clean your throat (<b>touch the neck</b>) from the oil. Jadi rasanya setelah kita makan makanan yang berminyak itu rasanya olily, the itu bisa clensing, membersihkan rasa-rasa minyak di tenggorokan kita. Sekarang kita lanjut dulu ke measurement.. coba adik-adik lihat matrix system measurement. Matrix system measurement. Measurement itu apa? Pe-ngu?</p>		

UNIVERSITAS PENDIDIKAN GANESHA

UNDIKA  
SHA

## Observation Sheet

Subject 1  
Day 2

No	Type Strategy	Utterances	Context	Frequency
1	Message Abandonment	<p>1. Teacher: yaa.. bangsanya jeruk, yang ada bulir-bulirnya. Kalo ada buah yang ada bulir-bulir jus di dalamnya itu sitrus.dimana buah yang sering kita makan yang ada bulir-bulirnya adalah jeruk, makanya citrus identic denga jeruk. <b>Citrus... nah.. aa.. citrus ya dan soda carbonated drink, minuman-minuman berkarbonasi itu juga biasanya kita pakai acid untuk menyatakan rasa asamnya</b><sup>1</sup>. Sour itu lebih ke? Apa? Asamnya yougurt yaa. Tamarind juga. What is tamarind?</p>	<p>When the teacher couldn't give further information to describe what citrus is. So, she abandoned the previous example and changed the example to ease the explanation by giving soda carbonated drink instead.</p> <p>(Actually, citrus is a kind of orange's family name)</p>	2

		<p>2. Teacher: lunak yaa dalam Bahasa balinya, Lunak ya asam jawa. Tamarind. Lunak. <b>Kemudian... aaa... apalagi ya. Oke.</b> <b>Sekarang kita bicara tentang... tekstur.</b> <b>Kalo teksturnya dari tekstur keras..</b><sup>2</sup></p>	Initially, she discussed about tamarind which has sour taste but finally, the teacher skipped this topic without giving more additional information or asking question to continue.	
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2	Message Reduction (Topic Avoidance)	<p>1. Teacher: Smooth. <b>Smooth itu lebih ke dia kalo something yang aaa liquid ya smooth. Yes?</b><sup>1</sup> Ya cream ya cream smooth. Trus aaa... Smooth ada yang tau smooth? Smoothie itu seperti jus ya.. banana juice. Kalo soft apa? Soft???</p> <p>2. Teacher: bukan, aa... <b>gimana yaa bilangnya aa... ya aroma-aroma keju yang... yaa... itu-itu terkenal orang-orang belanda seperti itu, kan memang kejunya mereka usia puluhan tahun, itu kan keju kan fermentasi dari susu, susu basi lah anggap itu disimpan berpuluhan-pulan tahun lah anggap.</b> Ada juga keju yang berusia puluhan tahun, bayangan adik-adik itu gak dibuka-buka ya bentuknya bulet-bulet sampe menguning sekali<sup>2</sup></p> <p>3. Students 7 : Kalis? ( Bahasa bali) Teacher : <b>Kalis itu persamaannya apa ya? Kalis? Persamaannya apa?</b><sup>3</sup></p> <p>Students 7 : Kalis miss Teacher : <b>Yaa seperti apa kalis itu gitu lo? Miss agak-agak</b></p>	<p>1.In this case, the teacher wanted to describe how smooth is, but it seemed like she was a bit confused how to make it clearer so, she reduced her message by using liquid as smooth's similarities.</p> <p>2.When the teacher told the students that the dutch eats age cheese which influences his/her body scent but the students didn't understand it so, the teacher reduced her message to be clearer.</p> <p>3. A student asked the teacher about what kalis is in Bahasa, however the teacher asked about kalis's similarity because</p>	4
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		<p><b>bingung juga kalis situ seperti apa.<sup>4</sup></b></p> <p>Students 6 : Gak lengket dia miss Teacher : tidak lengket? Students 7 : agak lengket, kayak dodol.</p>	<p>she seemed like she didn't have answer so, she finally admitted that she was confused to find the answer and reduced it and tried to find out the other way to answer.</p>	
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3	Message Replacement	<p>1. Teacher: sepet? Sepet.... <b>Hmmmm kecut mungkin ya? Acid. Karena sepet, sepet itu masuk kecut bukan ?<sup>1</sup></b></p> <p>2. Teacher : Mungkin adik-adik bisa diiii tanya sama mbah google ya. Kalis ya. Kalis, <b>karna bisanya jarang ya in English term pakai istilah kalis ya...mungkin ada hubungannya sama adonan?</b><sup>2</sup></p> <p>Students7 Teacher : iyaa <b>: hanya adonan yang memakai istilah kalis?</b><sup>3</sup></p> <p>Students 7 Teacher : iyaa : Nah kalau...kalau seperti itu, <b>begini adik-adik, in English tidak semua kata sifat dalam bahasa indonesia termasuk kata sifat pada Bahasa indonesia di bahasa inggriskan. Bisa jadi 1 kata indonesia harus di jelaskan dalam</b></p>	<p>1. The teacher was a bit confused about what sepet is in Bahasa and she replace it with “kecut” instead of “sepet”.</p> <p>2. The teacher asked the students to find “kalis” in Google since she didn’t have idea to answer, finally she replaced her message by telling the students another way to express “kalis” in English</p>	5
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		<p><b>rangkaian kalimat dalam bahasa inggris.<sup>4</sup></b> Jadi gak kata-demi kata bisa diterjemahkan. Misalkan satu kata: gurih savor, gurih Bahasa Indonesia-bahasa inggrisnya savory. Ada juga kalis misalnya, kalis dalam bahsa inggris berarti adonan yang merata misalnya atau adonan yang bagus. Adon... mengadon itu apa? (menunggu jawabanan siswa) Adonan mengadon? Kneading : Kneading : Kneading (menulis kosa kata di papan tulis) Kneading. Knead until well. <b>Nah itu juga bisa kalis kan?</b><sup>5</sup> Dia mengadon dengan baik, jadi hasilnya kalis. Jadi terjemahan dari Bahasa Indonesia ke Bahasa inggris bisa diterjahiin dengan memakai kata-kata yang... persamaannya gitu ... ya... Selain itu apa lagi? How</p>	
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		<b>many cooking method?</b>		
4	Circumlocution	<p>1) Teacher: bukan, aa... gimana yaa bilangnya aa... ya aroma-aroma keju yang... yaa... itu-itu terkenal orang-orang belanda seperti itu, kar memang kejunya mereka usia puluhan tahun, itu kan keju kan fermentasi dari susu, susu basi lah anggap itu disimpan berpuluhan-pulan tahun lah anggap. <b>Ada juga keju yang berusia puluhan tahun, bayangin adik-adik itu gak dibuka-buka ya bentuknya bullet-bullet sampe menguning sekali</b><sup>1</sup></p>	<p>1. The teacher describe the target object “age cheese” by saying the bold sentences beside.</p>	1
5	Approximation	<p>1. Teacher: nah itu bisa watery. Watery (menulis di papan), ini sama dengan berair. Watery salad salad yang berair, ada juga rainy. Rainy ini sama-sama berair. Contohnya gini, aa... <b>when you do half cook atau half boil of the egg</b><sup>1</sup> ... ssttt... perhatikan.. when you boil the egg, but it is just a half boil yaa... so the texture of the egg will be rainy, kalau telur setengah matang kan dia masih encer nah berair yaa raini, oke its different dengan half boil egg, kalau half boil egg kan memang dia solid gak ada unsur airnya. Jadi rainy itu contohnya adalah egg telur setengah matang, rainy egg.</p> <p>2. Teacher: <b>crunchy, crispy nahh kita</b></p>	<p>1. The teacher used another way to explain “do half cook” by using “half boil of the egg” to ease students’ understanding.</p> <p>2. The teacher used</p>	5

		<p>bicara tentang renyah ada rasa <b>crunchy</b> <b>crispy</b> naaahhh satu lagi ada <b>crumbly</b> yaa<sup>2</sup>... crumbly. Nah ini ketiganya sama berarti renyah atau something easily breakable (Writing on the WB) breakable apa artinya? Break... breakable? Mudah...?</p> <p>3. Teacher: Indian! Sudah, oke cukup yang itu. Nah sekarang nah aaa... makanya orang belanda apa mereka aa... produksi keju age cheesensa itu cukup besar disana sehingga kone aa... keju-keju yang berusia lama itu menjadi konsumsi mereka secara rutin, konsumsinya mereka aa... <b>daily routine consumption, daily routine food</b><sup>3</sup>, itu jadi konsumsi rutin mereka makan keju yang sudah age cheese sehingga itu berpengaruh kepada aroma badannya yaa. Jadi...</p> <p>4. Teacher: yes I a cooking method using <b>liquid or steam</b><sup>4</sup> atau uap. Apa saja bagian-bagian dari moist heat?</p> <p>5. Teacher : kalua dalam culinary <b>verb</b> atau culinary <b>term</b><sup>5</sup>. apa biasanya halus?.</p>	<p>crumbly instead of crunchy and crispy.</p> <p>3.The teacher changed “consumption” by using “ food” when the teacher explained about age cheese as Dutch’s daily routines food.</p> <p>4.The teacher used “liquid” instead of “ steam” when the teacher explained about cooking method.</p> <p>5.The teacher asked about culinary verb and she asked again by using another way “culinary term” to be easier to</p>
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			understand.	
6	Use Of All-Purpose Of Words	-	-	-
7	Word-Coinage	1. Teacher: <b>Holand atau Netherland</b> <sup>1</sup> . Holand, mereka biasanya terkenal memproduksi keju-keju usia lawas biasa sampai puluhan tahun. Itu kejo <b>lo</b> , di simpan puluhan tahun, sampai dia betubetul jamuran.	1.The teacher used “Netherland” instead of Holand and vice versa to make it clearer.	1
8	Restructuring	-	-	-
9	Literal Translation (Transfer)	1. Teacher: Jadi crispy is more about fruit. Meskipun banyak orang yang bilang crispy itu juga masuk craker tapi kalo kita liat Dari aa apaa... dalam aa istilah-istilah baku, crispy itu lebih ke fruit. Ya contoh ‘The Red Apple is crispy’ yaa... the carrot... the carrot... the crispy carrot. Kriuk kriuk ya. How about crumbly? Crumbly itu sesuatu yang kalian makan ada remah-remahnya keluar. Crunch ya. Misalnya creakers, <b>ya creakers kerupuk yaa</b> <sup>1</sup> ... kalua kita makan kriuuukk... keluar remah remahnya, buskuit juga keluar remah-remahnya. Ini cenderung ada remak-remaknya. Nah, selain ini apa lagi? Pait? <b>Pahit? Bitter</b> <sup>2</sup> . 2. Teacher: iya. Coba cari bahasa Indonesianya dulu ya. Sepet itu apa. Nah <b>kalo asem tadi itu kan sour kalo acid itu juga asam</b> <sup>3</sup> , tapi acid dia lebih ke sitrus. Apa itu sitrus?	1.During teaching about taste, the teacher literally translated creaker for kerupuk as example of crumbly food. In the same time, she also translated “pahit” by bitter litteraly told the students.  2.The teacher transferred some vocabs into bahasa and vice versa literally like “asam” for sour or	17

		<p>3. Teacher: nah itu bisa watery. <b>Watery</b> (<b>menulis di papan</b>), <b>ini sama dengan berair</b><sup>4</sup>. <b>Watery salad salad yang berair</b><sup>5</sup>, <b>ada juga rainy. Rainy ini sama-sama berair</b><sup>6</sup>. Contohnya gini, aa... when you do half cook atau half boil of the egg... sstt... perhatikan.. when you boil the egg, but it is just a half boil yaa... so the texture of the egg will be rainy, kalau telur setengah matang kan dia masih encer nah berair yaa raini, oke its different dengan half boil egg, kalau half boil egg kan memang dia solid gak ada unsur airnya. Jadi rainy itu contohnya adalah egg telur setengah matang, rainy egg.</p> <p>4. Teacher: It's a stale. <b>Stale peanut gitu misalnya, ini artinya basi atau apek, stale</b><sup>7</sup>. Nah kalau kita mau menyebutkan sesuatu yang sudah berusia lama, nah contoh misalnya aa... keju, keju yang sudah tersimpan lama. How do you say in English? The cheese, the cheese which has been kept for so long. Nah itu panjang banget jadinya. Keju yang berusia lama.</p> <p>5. Teacher: <b>age cheese ini artinya keju yang berusia lama</b><sup>8</sup>. Yang lebih ke cheese. Age cheese. Misalkan pada saat kalian menjelaskan suatu recipe misalkan ‘Pergunakanlah keju yang agak berusia agak lama’.</p>	<p>“asam” for acid as well.</p> <p>3. The teacher transferred some vocabs about taste and texture from bahasa into English and vice versa like watery for “berair” and also rainy.</p> <p>4. The teacher literally transferred and told the students that stale for “basi” or “apek”</p> <p>5. The teacher told the students that age cheese for</p>
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		<p>6. Teacher : Ya tick. Gimana tulisannya?</p> <p>Students 6 : T-I-C-K</p> <p>Teacher : Ya T-I-C-K. <b>Kental Tick</b><sup>9</sup> (sambal menulis di papan tulis).</p> <p>Teacher : Kalau mengentalkan?</p> <p>Students 6 : Tick, Ticken</p> <p>Teacher : <b>Ticken , mengentalkan</b><sup>10</sup></p> <p>7. Teacher: yes I a cooking method using liquid or <b>steam atau uap</b><sup>11</sup>. Apa saja bagian-bagian dari moist heat?</p> <p>8. Teacher: Roasting itu juga pake oven, dan dia seringan pake oil. Roasting. Bisa jadi dia pake oil bisa jadi tidak untuk roasting. Tapi jelas baking untuk pastry biasanya. Misalkan kan ada kacang... roas-ting dan baking sama-sama berarti panggang, nah baking itu khusus untuk kue, dan bisanya roasting di luar kue selain kue, bisa chicken, roasted chicken atau <b>kacang panggang roasted nut</b><sup>12</sup>. Selain roasting apa?</p> <p>9. Teacher : deep fry, what is that? Cooking method is using a plenty of oil. Plenty. <b>Plenty means banyak</b><sup>13</sup>. P-L-E-N-T-Y. P-L-E-N-T-Y plenty. <b>Plenty of oil means banyak minyak</b><sup>14</sup>. Shallow frying</p>	<p>“keju lama”..</p> <p>6. The teacher told some vocabs about texture from Bahasa into English.</p> <p>7. The teacher told some vocabs about cooking method from Bahasa into English.</p> <p>8. The teacher told some vocabs from Bahasa into English when she discussed about cooking method.</p> <p>9. The teacher told some vocabs from English into Bahasa when she discussed about</p>
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		<p><b>sedikit minyak</b><sup>15</sup> ya. Entah itu banyak atau sedikit minyaknya itu masuk dry heat. Oke terakhir combination cooking. What is the part of combination cooking? Apa aja bagian-bagian dari combination cooking?</p> <p>10. Teacher: bukan, lebih kecil dari parutan ,kalau <b>chicken shred itu artinya ayam suir</b><sup>16</sup>. potonglah wortel menjadi dadu?</p> <p>11. Teacher: kalau slice mengiris... masukkan sejumput garam? <b>Sejumput itu a bit</b><sup>17</sup></p>	<p>cooking method.</p> <p>10.The teacher told some vocabs from English into Bahasa when she discussed about cooking method.</p> <p>11.The teacher told some vocabs from English into Bahasa when she discussed about cooking method.</p>	
10	Foreignizing			
11	Code Switching	<p>1. Teacher: Halus lembut itu sama-sama soft. Ya dalam bahasa inggris soft itu kita liat-liat dulu kita barangnya apa? Jenisnya apa? Apakah dia kain.. apakah dia <b>cake</b><sup>1</sup>. The baverage is soft. Kainnya halus. The cake has soft texture. <b>Cake</b> itu punya <b>teksture</b><sup>2</sup> yang lembut. Sekarang tergantung dari objeknya yaa... oke selanjutnya... aa how about aa</p>	<p>1.The teacher switched a code during her explanation when she explained about texture</p> <p>30</p>	

		<p>berminyak?</p> <p>2. Teacher: nah itu bisa watery. Watery (menulis di papan), ini sama dengan berair. Watery salad salad yang berair, ada juga rainy. Rainy ini sama-sama berair. Contohnya gini, aa... when you do half cook atau half boil of the egg... sstt... perhatikan.. when you boil the egg, but it is just a half boil yaa... so the texture of the egg will be rainy, <b>kalau telur setengah matang kan dia masih encer nah berair yaa raini</b><sup>3</sup>, oke its different dengan<sup>4</sup> half boil egg, <b>kalau half boil egg kan memang dia solid</b><sup>5</sup> <b>gak ada unsur airnya</b>. Jadi rainy itu contohnya adalah egg telur setengah matang, rainy egg.</p> <p>3. Stick...sticky... sticky, sticky itu lengket. <b>How about if the texture is lembek</b><sup>6</sup>? Kalau lembek apa?</p> <p>4. iya mashie, contohnya adalah, <b>when you try a mash potato you crush it down dia akan lembek texturenya yaa</b><sup>7</sup> <b>mashie</b></p>	<p>2. The teacher switched a code during her explanation when she explained about texture</p> <p>3. The teacher switched a code during her explanation when she explained about texture</p> <p>4. The teacher switched a code during her explanation when she explained about texture</p>	
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		<p>5. Teacher : slime? Elastic, siapa suka <b>main slime</b>?<sup>8</sup></p> <p>Students 5 : Eddy miss</p> <p>Teacher : sama kaya ponakannya mis berarti suka <b>main slime</b>.</p> <p>6. Teacher: Gurih? Savory, savory (sambal menulis di papan tulis) Savory. Nah kalau kita mau menyebutkan sesuatu yang sudah basi misalnya, kacang? Kalau kacang yang sudah agak lama dia jadi apa? <b>Nah itu apa in English?</b><sup>9</sup></p> <p>7. Teacher: age cheese ini artinya keju yang berusia lama. <b>Yang lebih ke cheese</b><sup>10</sup>. Age cheese. Misalkan pada saat kalian menjelaskan suatu recipe misalkan ‘Pergunakanlah keju yang agak berusia agak lama’.</p> <p>8. Teacher: Bisa dong, lebih pekat dan aromanya lebih menusuk dibanding <b>keju kraft</b><sup>11</sup> biasa, makanya adik-adik orang-orang belanda, orang-orang belanda disebut dengan?</p>	<p>5. The teacher switched a code during her explanation when she explained about texture</p> <p>6. The teacher switched a code during her explanation when she explained about texture</p> <p>7. The teacher switched a code during her explanation when she explained about taste and texture</p> <p>8. The teacher switched a code during her explanation when she explained about texture</p> <p>9. The teacher switched a code</p>	
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		<p>9. Teacher : <b>Lombok? Tabianesse</b><sup>12</sup>  (sambil nyengir)  Students : (laughing)  Techer : <b>Itu contohnya ya, Joking.</b><sup>13</sup></p> <p>10. Teacher: Indian! Sudah, oke cukup yang itu. Nah sekarang nah aaa... makanya orang belanda apa mereka aa... <b>produksi keju age cheesesnya itu</b><sup>14</sup> cukup besar disana sehingga <b>kone</b><sup>15</sup> aa... keju-keju yang berusia lama itu menjadi konsumsi mereka secara rutin, konsumsinya mereka aa... daily routine consumption, daily routine food, itu jadi konsumsi rutin <b>mereka makan keju yang sudah age cheese</b><sup>16</sup> sehingga itu berpengaruh kepada aroma badannya yaa. Jadi...</p> <p>11. Teacher: steaming, boiling, shimmering, pouchin. <b>Give the explanation also yah</b><sup>17</sup>. Pouching itu apa?</p> <p>12. Teacher: Pouching is cooking method using the lowest temperature, jadi itu metode memsakan dengan menggunakan lowest themperature. dengan temperature yang kecil sehingga <b>no buble</b><sup>18</sup>. Kalau</p>	<p>while joking. She put balinese language during her explanation.</p> <p>10. The teacher switched a code during her explanation when she explained about texture</p> <p>11. The teacher switched a code during her explanation when she explained about cooking method.</p> <p>12. The teacher switched a code during her explanation when she explained about cooking method.</p>
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		<p>shimmering? Shimmering?</p> <p>13. Students 6 : kukus  Teacher : <b>using a steam yaa</b><sup>19</sup>.  Steam itu adalah?  Students 6 : Uap</p> <p>14. Students 7 : tidak pakai liquid.  Teacher : tidak menggunakan liquid tapi menggunakan apa? minyak itu tidak liquid? <b>This the cooking method utilize, menggunakan oil</b><sup>20</sup>. Water itu moist, Dry heat itu minyak, pakai minyak atau udara sebagai pengantar panasnya. Ingat pokoknya dry itu sifatnya kering, ya kering artinya tidak basah. Identic dengan dia tidak kena air gitu loh. Jadi jangan bilang liquid ya, <b>karna air be oil also. So the cooking method utilize an air or oil, menggunakan panas aa... so menggunakan udara untuk mengantarkan panasanya, air or oil atau pakai minyak</b><sup>21</sup>. Apa saja bagian-bagian dari dry heat cooking?</p> <p>15. Teacher: <b>With aa... I mean</b><sup>22</sup> baking itu kan pake oven ya apakah adik-adik pernah memasak pastry dengan <b>oil</b><sup>23</sup>? Paling ndan</p>	<p>13. The teacher switched a code during her explanation when she explained about cooking method.</p> <p>14. The teacher switched a code during her explanation when she explained about cooking method.</p> <p>15. The teacher switched a code during her explanation when</p>	
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		<p>dengan <b>butter</b><sup>24</sup> kan?</p> <p>16. Teacher: Roasting itu juga pake oven, dan dia seringan pake <b>oil</b><sup>25</sup>. Roasting. Bisa jadi dia pake <b>oil</b> bisa jadi tidak untuk roasting. Tapi jelas baking untuk pastry biasanya. Misalkan kan ada kacang... roas-ting dan baking sama-sama berarti panggang, nah baking itu khusus untuk kue, dan bisanya roasting di luar kue selain kue, bisa <b>chicken, roasted chicken</b><sup>26</sup> atau kacang panggang roasted nut. Selain roasting apa?</p> <p>17. Students 3 : bracing, stewing.  Teacher : bracing and stewing.  (teacher repeat students' answer)  Apa itu bracing? Bracing. <b>Nah bracing itu adik-adik, this is the complete one</b><sup>27</sup>, brasing itu dia mengkombinasikan moist heat dan dry heat, <b>dimana first they have aa... make a caramelization of them, misalkan kita bilang lamb meat, so the meat should be caramelized first</b><sup>28</sup>, adik-adik tau carmalisasi?</p> <p>18. Teacher: <b>Ya should be caramelized first di dry heat dulu, after that you do moist heat</b><sup>29</sup>. Selain bracing?</p>	<p>she explained about cooking method.</p> <p>16. The teacher switched a code during her explanation when she explained about cooking method.</p> <p>17. The teacher switched a code during her explanation when she explained about cooking method.</p> <p>18. The teacher switched a code during her explanation when she explained about cooking method.</p>
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		<p>19. Teacher: yes, dice itu bisa jadi <b>verb</b><sup>30</sup> juga. Have you see this? Brown the food over high heat</p>	<p>19. The teacher switched a code during her explanation when she explained about texture</p>	
12	Use of Similar Sounding Words			
13	Mumbling	<p>1. Teacher: Smooth. Smooth itu lebih ke dia kalo something yang <b>aaa</b><sup>1</sup> liquid ya smooth. Yes? Ya cream ya cream smooth. Trus <b>aaa</b><sup>2</sup>... Smooth ada yang tau smooth? Smoothie itu seperti jus ya.. banana juice. Kalo soft apa? Soft???</p> <p>2) Teacher: sepet? Sepet.... <b>Hmmmm</b><sup>3</sup> kecut mungkin ya? Acid. Karena sepet, sepet itu masuk kecut bukan ?</p> <p>3) Teacher: yes... ini sama-sama berarti keras y.. sama dengan hard. The steak is quite Tough. Steaknya teksturnya keras... <b>kemudian</b>... <b>aa</b><sup>4</sup>... apalagi?</p> <p>4) Teacher: nah itu bisa watery. Watery (menulis di papan), ini sama dengan berair. Watery salad salad yang berair, ada</p>	<p>The teacher explained the materials while thinking, therefore she used to mumble, moreover when she wanted to stop if she stucked while explaining.</p>	25

juga rainy. Rainy ini sama-sama berair. Contohnya gini, **aa**<sup>5</sup>... when you do half cook atau half boil of the egg... **ssttt**<sup>6</sup>... perhatikan.. when you boil the egg, but it is just a half boil yaa... so the texture of the egg will be rainy, kalau telur setengah matang kan dia masih encer nah berair yaa raini, oke its different dengan half boil egg, kalau half boil egg kan memang dia solid gak ada unsur airnya. Jadi rainy itu contohnya adalah egg telur setengah matang, rainy egg.

- 5) Teacher: **aa**<sup>7</sup>... tergantung objeknya ya, kenyal kalua dia kaya karet itu springy, spring. Kalua dia kenyal-kenyal kaya spons, spons pencuci piring itu, spongy. Kalau apa? Apa tadi dik?
- 6) Teacher: It's a stale. Stale peanut gitu misalnya, ini artinya basi atau apek, stale. Nah kalau kita mau menyebutkan sesuatu yang sudah berusia lama, nah contoh misalnya **aa**<sup>8</sup>... keju, keju yang sudah tersimpan lama. How do you say in English? The cheese, the cheese which has been kept for so long. Nah itu panjang banget jadinya. Keju yang berusia lama.
- 7) Teacher: Indian! Sudah, oke cukup yang itu. Nah sekarang nah **aaa**<sup>9</sup>... makanya orang belanda apa mereka **aa**<sup>10</sup>... produksi keju age cheesesnya itu cukup besar disana sehingga kone **aa**<sup>11</sup>... keju-keju yang berusia lama itu menjadi konsumsi mereka secara rutin,

consumsinya mereka **aa**<sup>12</sup>... daily routine consumption, daily routine food, itu jadi konsumsi rutin mereka makan keju yang sudah age cheese sehingga itu berpengaruh kepada aroma badannya yaa. Jadi...

- 8) Teacher: bukan, **aa**<sup>13</sup>... gimana yaa bilangnya **aa**<sup>14</sup>... ya aroma-aroma keju yang... yaa... itu-itu terkenal orang-orang belanda seperti itu, kan memang kejunya mereka usia puluhan tahun, itu kan keju kan fermentasi dari susu, susu basi lah anggap itu disimpan berpuluhan-pulan tahun lah anggap. Ada juga keju yang berusia puluhan tahun, bayangan adik-adik itu gak dibuka-buka ya bentuknya bullet-bullet sampe menguning sekali,
- 9) Teacher: With **aa**<sup>15</sup>... I mean baking itu kan pake oven ya apakah adik-adik pernah memasak pastry dengan oil? Paling ndan dengan butter kan?
- 10) Teacher: kita lanjut ya.. bahas tentang **aa**<sup>16</sup>... tadi dressing sudah ya? Apa itu dressing?
- 11) Teacher: oke adik2 tadi kita sudah membahsa tentang **aa**<sup>17</sup>... cooking method. Kemudian **aa**<sup>18</sup> .. culinary verbs, kemudian vocabulary of culinary yaitu the taste and the texture. Sekarang **aa**<sup>19</sup>... istilah2 tentang culinary lagi... **aa**<sup>20</sup>... how do you call it if **aa**<sup>21</sup>... its a foundation of a sauce or this is a stock and add some of the things inside the stock. The things are

		<p><b>aa</b><sup>22</sup> onion and then garlic and carrot</p> <p>12) Teacher: Yaa... and then how about <b>mmm</b><sup>23</sup> if you use a container for holding while this food is heat it up in the water bank? So you holding a container and this is put in a water bank. Dalam... d atas air (hwangmery). Jadi pot ya d atasnya kemudian d bawahnya ada wajan berisi air untuk melelehkan coklat. Selanjutnya <b>eh</b><sup>24</sup> kalau makanan <b>eh</b><sup>25</sup> kalau sayuran kalau d celupkan ke dalam hot water istilahnya apa?</p>		
14	Omission			
15	Retrieval			
16	Self-Rephrasing	<p>1. Teacher: crunchy, crispy nahh kita bicara tentang renyah ada rasa crunchy crispy naaahhh satu lagi ada crumbly yaa... crumbly. Nah ini ketiganya sama berarti <b>renyah atau something easily breakable</b><sup>1</sup> (Writing on the WB) breakable apa artinya? Break... breakable? Mudah...?</p> <p>2. Teacher: Greasy... sama dengan <b>oily, sama-sama berarti which have been fried</b><sup>2</sup>, sesuatu yang pernah digoreng. Selain itu... berair, berair contohnya apa? Contohnya apa?</p>	<p>1.The teacher explained how the verb “renyah” was and finally she rephrased it with another way “something easily breakable”.</p> <p>2.The teacher described the word “oily” by explaining it more detail or rephrased the word by saying “which have been friend” that is</p>	4

		<p>3. Teacher: <b>Dutch, Dutch. Pernah bacaa ini? Yahh... it's meant people from Holland. Nama orangnya adalah Dutch<sup>3</sup>, kalau orang inggris? Apa?</b></p> <p>4. Teacher: <b>yaa uap . is a cooking method using a steam. so the food is in contact only the steam, dia tidak aa... the food is not in contact with the water or the heat but they only in contact with the steam<sup>4</sup>.</b> Nah selain moist heat, dry heat, apa saja bagian-bagian dari ahh sory, dry heat itu apa?</p>	<p>called as oily.</p> <p>3. She rephrased her explanation about what Dutch was by saying another way to make it clear.</p> <p>4. She explained about cooking method by using steam and to make clearer she rephrased her sentence again.</p>	
17	Self-Repair	<p>1. Teacher: crunchy itu lebih ke yes biscuit kemudian dia juga lebih ke sereal lebih ke oat milk, ya sereal cococrunch. Crunchy... jadi this is more about biscuit, cereal, oat milk. <b>And then how about crunchy? Eehhh sorry, aa... crispy?</b><sup>1</sup></p> <p>2. Teacher: <b>yaa uap . is a cooking method using a steam. So the food is in contact only the steam, dia tidak aa... the food is not in contact with the water or the heat but they only in contact with the steam.</b> Nah selain moist heat, dry heat, apa saja bagian-bagian dari <b>aahh sory</b><sup>2</sup>, dry heat itu</p>	<p>1. The teacher was wrong when she asked about what crispy was but she said crunchy.</p> <p>2. She said “ah sorry” when she asked about what dry heat was because she felt something wrong with herself.</p>	2

		apa?		
18	Other-Repair			
19	Use of Fillers	<p>1. Teacher: Jadi crispy is more about fruit. Meskipun banyak orang yang bilang crispy itu juga masuk craker tapi kalo kita liat Dari aa apaa... dalam aa istilah-istilah baku, crispy itu lebih ke fruit. Ya contoh 'The Red Apple is crispy' yaa... the carrot... the carror... the crispy carrot. Kriuk kriuk ya. How about crumbly? Crumbly itu sesuatu yang kalian makan ada remah-remahnya keluar. Crunch ya. Misalnya breakers, ya breakers kerupuk yaa... kalau kita makan kriuuukk... keluar remah remahnya, buskuit juga keluar remah-remahnya. Ini cenderung ada remak-remaknya. <b>Nah</b><sup>1</sup>, selain ini apa lagi? Pait? Pahit? Bitter.</p> <p>2. Teacher: nah itu 23ias watery. Watery (menulis di papan), ini sama dengan berair. Watery salad salad yang berair, ada juga rainy. Rainy ini sama-sama berair. Contohnya gini, aa... when you do half cook atau half boil of the egg... ssttt... perhatikan.. when you boil the egg, but it is just a half boil yaa... so the texture of the egg will be rainy, 23ias23 telur setengah matang kan dia masih encer <b>nah</b><sup>2</sup> berair yaa raini, <b>oke</b><sup>3</sup> its different dengan half boil egg, half boil egg kan</p>	<p>1.The teacher filled a word "nah" to gain students' attention when she explained in the class.</p> <p>1.The teacher filled a word "oke" to gain students' attention when she explained in the class as well as filling the word "nah" to emphasize again her explanation.</p>	5

		<p>memang dia solid gak ada unsur airnya. Jadi rainy itu contohnya adalah egg telur setengah matang, rainy egg.</p> <p>3. Teacher: Holand atau Netherland. Holand, mereka biasanya terkenal memproduksi keju-keju usia lawas 24ias sampai puluhan tahun. Itu kejo <b>lo</b><sup>4</sup>, di simpan puluhan tahun, sampai dia betubetul jamuran.</p> <p>4. Teacher: Bisa <b>dong</b><sup>5</sup>, lebih pekat dan aromanya lebih menusuk disbanding keju kraft biasa, makanya adik-adik orang-orang belanda, orang-orang belanda disebut dengan?</p>	<p>3. She filled the word “lo” during her explanation to clarify something.</p> <p>4. She filled the word “dong” during her explanation to clarify something.</p>	
20	Self-Repetition	<p>1. Teacher: Jadi crispy is more about fruit. Meskipun banyak orang yang bilang crispy itu juga masuk craker tapi kalo kita liat Dari aa apaa... dalam aa istilah-istilah baku, crispy itu lebih ke fruit. Ya contoh ‘The Red Apple is crispy’ yaa... the carrot... the caror... the crispy carrot. Kriuk kriuk ya. How about crumbly? Crumbly itu sesuatu yang kalian makan ada remah-remahnya keluar. Crunch ya. Misalnya creakers, ya creakers kerupuk yaa... kalua kita makan kriuuukk... keluar remah remahnya, buskuit juga keluar remah-remahnya. Ini cenderung</p>	The teacher reapeated the word when she explained the material	6

		<p>ada remak-remaknya. Nah, selain ini apa lagi? <b>Pait? Pahit?</b><sup>1</sup> bitter.</p> <p>2. Teacher: because <b>in English, in english</b><sup>2</sup> mereka tidak kenal sepet, yaa.. Sepet itu kan identik dengan buah-buah yang belum mateng.</p> <p>3. Teacher: Greasy... sama dengan oily, sama-sama berarti which have been fried, sesuatu yang pernah digoreng. <b>Selain itu... berair, berair contohnya apa? Contohnya apa?</b><sup>3</sup></p> <p>4. Teacher: Yaa... <b>having a small bubble, having small buble n breaking through the surface of the water</b><sup>4</sup>. Small buble dan dia biasanya pecah di permukaan. Steaming?</p> <p>5. Teacher: <b>Stick...sticky... sticky, sticky</b><sup>5</sup> itu lengket. How about if the texture is lembek? Kalau lembek apa?</p> <p>6. Teacher: rasa,, taste and tester. Taste and tester in English. <b>How do you say taste.. I mean the certain taste and certain tester</b><sup>6</sup>. Bagaimana kalian biasa menyebutkan rasa rasa tertentu dalam bahasa inggris. Sebelumnya I want to ask your first, what kind of taste familiar with?</p>		
21	Other-Repetition			
22	Verbal Strategy Makers	<p>1. Teacher: With aa... <b>I mean</b> baking itu kan pake oven ya apakah adik-adik pernah memasak pastry dengan oil? Paling ndan dengan butter kan?</p>	When the teacher was confused to explain the material because	1

			the students still didn't get the point, she tried to create a verbal strategy and she said "I mean" to clarify again and make it clear.	
23	Feigning Understanding			
24	Appeals for Help	<p>1. Teacher: delicious, spacy okeyy,, spacy enter,, <b>apalagi?</b><sup>1</sup></p> <p>2. Teacher: creamy,, <b>yaa apalagi?</b><sup>2</sup></p> <p>3. Teacher: ulangi ya,, sweet, sour,spacy, creamy <b>apalagi?</b><sup>3</sup></p> <p>4. Teacher: smooth.. smoothie itu nama benda ya,, smoothies. Yaa smoothies seperti juice yaa... <b>apalagi?</b><sup>4</sup> Smooth itu apa?</p> <p>5. Teacher: haluuuss.. yaa.. halus kalau dia dalam di luar dalam kulineri.. tapi kalo di culinary dia juga lembut... soft contohnya soft cake. <b>Apalagi?... Apalagi?</b><sup>5</sup></p> <p>6. Teacher: asinnn... <b>apa lagi?</b><sup>6</sup> ... Renyah?</p> <p>7. Teacher: yaa.. bangsanya jeruk, yang ada bulir-bulirnya. Kalo ada buah yang ada bulir-bulir jus di dalamnya itu citrus. dimana buah yang sering kita makan yang ada bulir-bulirnya adalah jeruk, makanya citrus identic dengan jeruk. Citrus... nah.. aa.. citrus ya dan soda carbonated drink, minuman-minuman</p>	<p>The teacher used to appeal for help to the students since she did discussion during the class, she asked again and again the students to stimulate students' idea and get something new being discussed.</p> <p>55</p>	

		<p>berkarbonasi itu juga biasanya kita pakai acid untuk menyatakan rasa asamnya. <b>Shawor itu lebih ke? Apa?</b><sup>7</sup> Asamnya yougurt yaa. Tamarind juga. What is tamarind?</p> <p>8. Teacher: yes... ini sama-sama berarti keras y.. sama dengan hard. The steak is quite Tough. Steaknya teksturnya keras...kemudian... aa... <b>apalagi?</b><sup>8</sup></p> <p>9. Teacher: oily, <b>satu lagi apa?</b><sup>9</sup> Greasy (sambil menulis dipapan tulis)</p> <p>10. Teacher: Stick...sticky... sticky, sticky itu lengket. How about if the texture is lembek? <b>Kalau lembek apa?</b><sup>10</sup></p> <p>11. Teacher: Gimana adik-adik? <b>Lembek apa?</b><sup>11</sup></p> <p>12. Teacher: Gurih? Savory, savory (sambal menulis di papan tulis) Savory. Nah <b>kalau kita mau menyebutkan sesuatu yang sudah basi misalnya, kacang? Kalau kacang yang sudah agak lama dia jadi apa? Nah itu apa in English?</b><sup>12</sup></p> <p>13. Teacher: yah kalian bisa menggunakan age cheese. Biasanya yang sering memproduksi age cheese itu adalah Holland, <b>ya Holland. Dimana holland?</b><sup>13</sup></p> <p>14. Teacher: Dutch, Dutch. Pernah baca ini? Yahh... it's meant people from Holland. Nama orangnya adalah Dutch, <b>kalau orang inggris? Apa?</b><sup>14</sup></p> <p>15. Students 3 : British  Teacher : British, <b>orang America?</b><sup>15</sup></p>	
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		<p>Students 4 : American</p> <p>Teacher : American yaa... <b>kalo orang Indonesia?</b><sup>16</sup></p> <p>Students 5 : Indonesian</p> <p>Teacher : yes... kalo orang Belanda <b>Dutch, kalau orang sunda?</b><sup>17</sup></p> <p>Students 3 : Sundanese</p> <p>Teacher : Sundanese</p> <p>Students 3 : <b>Kalau orang Lombok?</b><sup>18</sup></p> <p>16. Teacher: Indian! Sudah, oke cukup yang itu. <b>Nah sekarang nah aaa... makanya orang belanda apa mereka aa...</b><sup>19</sup> produksi keju age cheesesnya itu cukup besar disana sehingga kone aa... keju-keju yang berusia lama itu menjadi konsumsi mereka secara rutin, consumsinya mereka aa... daily routine consumption, daily routine food, itu jadi konsumsi rutin mereka makan keju yang sudah age cheese sehingga itu berpengaruh kepada aroma badannya yaa. Jadi...</p> <p>17. Students 4 : Yang naruh udah mati, udah ratusan tahun</p> <p>Teacher : Ya? Belum bisa di makan ya.</p> <p>Students 4 : cucunya yang makan</p> <p>Teacher : nah selain itu apalagi adik-adik? <b>Aa tekstur apalagi? Kental apa?</b><sup>20</sup></p> <p>Students 5 : Tick, tick</p> <p>Teacher : Ya tick. <b>Gimana tulisannya?</b><sup>21</sup></p>	
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		<p>Students : T-I-C-K</p> <p>Teacher : Ya T-I-C-K. Kental Tick (sambal menulis di papan tulis).</p> <p>Teacher : <b>Kalau mengentalkan?</b><sup>22</sup></p> <p>Students 6 : Tick, Ticken</p> <p>18. Students 7 : Kalis? ( Bahasa bali)</p> <p>Teacher : <b>Kalis itu persamaannya apa ya? Kalis?</b> <b>Persamaannya apa...<sup>23</sup></b></p> <p>Students 7 : Kalis miss</p> <p>Teacher : <b>Yaa seperti apa kalis itu gitu lo?</b><sup>24</sup> Miss agak-agak bingung juga kalis situ seperti apa.</p> <p>Students 6 : Gak lengket dia miss</p> <p>Teacher : <b>tidak lengket?</b><sup>25</sup></p> <p>Students 7 : agak lengket, kayak dodol.</p> <p>19. Teacher: moist heat, dry heat and combination (repeating students' answer). <b>what is moist heat?</b><sup>26</sup></p> <p>20. Teacher: yes...a cooking method using liquid or steam atau uap. <b>Apa saja bagian-bagian dari moist heat?</b><sup>27</sup></p> <p>21. Teacher: steaming, boiling, shimmering, pouchin. Give the explanation also yah. <b>Pouching itu apa?</b><sup>28</sup></p> <p>22. Teacher: Pouching is cooking method using the lowest temperature, jadi itu metode memsakan dengan menggunakan lowest themperature. dengan temperature</p>	
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		<p>yang kecil sehingga no buble. <b>Kalau shimmering? Shimmering?</b><sup>29</sup></p> <p>23. Students 6 : kukus  Teacher : using a steam yaa. <b>Steam itu adalah?</b><sup>30</sup></p> <p>Students 6 : uap</p> <p>24. Teacher: Yaa... having a small bubble, having small buble n breaking through the surface of the water. Small buble dan dia biasanya pecah di permukaan.  <b>Steaming?</b><sup>31</sup></p> <p>25. Teacher: yaa uap . is a cooking method using a steam. so the food is in contact only the steam, dia tidak aa... the food is not in contact with the water or the heat but they only in contact with the steam. Nah selain moist heat, dry heat, apa saja bagian-bagian dari ahh sory, <b>dry heat itu apa?</b><sup>32</sup></p> <p>26. Teacher: tidak menggunakan liquid tapi menggunakan apa? minyak itu tidak liquid? This the cooking method utilize, menggunakan oil. Water itu moist, Dry heat itu minyak, pakai minyak atau udara sebagai pengantar panasnya. Ingat pokoknya dry itu sifatnya kering, ya kering artinya tidak basah. Identic dengan dia tidak kena air gitu loh. Jadi jangan bilang liquid ya, karna air be oil also. So the cooking method utilize an air or oil, menggunakan panas aa... so menggunakan udara untuk mengantarkan panasnya, air or oil atau pakai minyak.</p>	
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		<p>Apa saja bagian-bagian dari dry heat cooking?</p> <p>27. Teacher : Broiling, <b>what is broiling?</b><sup>33</sup></p> <p>Students 5 : Memasak menggunakan super panas dari atas.</p> <p>Teacher : Yaa using a radiant heat, radiant, using a radiant heat. <b>Radiant heat itu adalah?</b><sup>34</sup> The food is cooked with an over heat source from the top, sumber apinya di atas, itu namanya radiant. Radiant heat itu sama dengan sumber api di atas, broiling. <b>Selain itu apa lagi?</b><sup>35</sup></p> <p>Students 5 : Grilling, roasting?</p> <p>Teacher : Grilling oke. <b>Apalagi?</b><sup>36</sup></p> <p>Students 5 : Roasting</p> <p>Teacher : Roasting. <b>What is roasting?</b><sup>37</sup></p> <p>28. Teacher: Roasting itu juga pake oven, dan dia seringan pake oil. Roasting. Bisa jadi dia pake oil bisa jadi tidak untuk roasting. Tapi jelas baking untuk pastry biasanya. Misalkan kan ada kacang... roasting dan baking sama-sama berarti panggang, nah baking itu khusus untuk kue, dan bisanya roasting di luar kue selain kue, bisa chicken, roasted chicken atau kacang panggang roasted nut. <b>Selain</b></p>	
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		<p><b>roasting apa?</b><sup>38</sup></p> <p>29. Teacher: deep fry, what is that? Cooking method is using a plenty of oil. Plenty. Plenty means banyak. P-L-E-N-T-Y. P-L-E-N-T-Y plenty. Plenty of oil means banyak minyak. Shallow frying sedikit minyak ya. Entah itu banyak atau sedikit minyaknya itu masuk dry heat. Oke terakhir combination cooking. <b>What is the part of combination cooking? Apa aja bagian-bagian dari combination cooking?</b><sup>39</sup></p> <p>30. Teacher : Ya should be caramelized first di dry heat dulu, after that you do moist heat. <b>Selain bracing?</b><sup>40</sup></p> <p>Students : Stewing</p> <p>Teacher : <b>Apa itu stewing?</b><sup>41</sup></p> <p>31. Teacher: kita lanjut ya.. bahas tentang aa... tadi dressing sudah ya? <b>Apa itu dressing?</b><sup>42</sup></p> <p>32. Teacher: Yaa... and then how about mmm if you use a container for holding while this food is heat it up in the water bank? So you holding a container and this is put in a water bank. Dalam... d atas air (hwangmery). Jadi pot ya d atasnya kemudian d bawahnya ada wajan berisi air untuk melelehkan coklat. Selanjutnya eh kalau makanan eh kalau sayuran kalau d celupkan ke dalam hot water <b>istilahnya apa?</b><sup>43</sup></p> <p>33. Teacher : if something we choose preserved in a vinegar, <b>preserved itu</b></p>	
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		<p><b>apa? If the food is preserved in a vinegar di sebut apa? Disebut apa?</b><sup>44</sup></p> <p>Students : <i>Pikel</i>  Teacher : <i>Pikel</i>. bahan makanan kalau di awetkan dengan bantuan dari vinegar. <b>Vinegar itu apa?</b><sup>45</sup></p> <p>34. Teacher : its <i>pikel</i> ok. <b>Food, preserved in vinegar and then what is the preparation of the food and ingredients?</b><sup>46</sup></p> <p>Students : <i>Mashoplas</i></p> <p>35. Teacher: ya, kukus dalam daun pisang” wrap up the dough by banana leaf’ <b>apa lagi cooking verbs nya?</b><sup>47</sup></p> <p>36. Teacher: smooth.. smoothie itu nama benda ya,, smoothies. Yaa smoothies seperti juice yaa... apalagi? <b>Smooth itu apa?</b><sup>48</sup></p> <p>37. Teacher: Smooth. Smooth itu lebih ke dia kalo something yang aaa liquid ya smooth. Yes? Ya cream ya cream smooth. Trus aaa... Smooth ada yang tau smooth? Smoothie itu seperti jus ya.. banana juice. <b>Kalo soft apa? Soft???</b><sup>49</sup></p> <p>38. Teacher: salty,,, yaa,,,<b>apa itu salty?</b><sup>50</sup></p> <p>39. Teacher: asinnn... apa lagi? ... <b>Renyah?</b><sup>51</sup></p> <p>Teacher: mudah hancur mudah patah ya.</p> <p>40. Teacher: iya. Coba cari bahasa Indonesianya dulu ya. Sepet itu apa. Nah kalo asem tadi itu kan sour kalo acid itu juga asam, tapi acid dia lebih ke sitrus. <b>Apa itu sitrus?</b><sup>52</sup></p>	
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		<p>41. Teacher: yaa.. bangsanya jeruk, yang ada bulir-bulirnya. Kalo ada buah yang ada bulir-bulir jus di dalamnya itu sitrus.dimana buah yang sering kita makan yang ada bulir-bulirnya adalah jeruk, makanya citrus identic dengan jeruk. Citrus... nah.. aa.. citrus ya dan soda carbonated drink, minuman-minuman berkarbonasi itu juga biasanya kita pakai acid untuk menyatakan rasa asamnya. Shawor itu lebih ke? Apa? Asamnya yougurt yaa. Tamarind juga. <b>What is tamarind?</b><sup>53</sup></p> <p>42. Teacher: Halus lembut itu sama-sama soft. Ya dalam bahasa Inggris soft itu kita liat-liat dulu kita barangnya apa? Jenisnya apa? Apakah dia kain.. apakah dia cake. The baverage is soft. Kainnya halus. The cake has soft texture. Cake itu punya texture yang lembut. Sekarang tergantung dari objeknya yaa... oke selanjutnya... aa <b>how about aa berminyak?</b><sup>54</sup></p> <p>43. Teacher: Oke springy ini sama-sama berti kenyal, springy itu lebih k karet. Kenyal, kalau kenyal-kenyal kita makan permen karet ya beda ya itu chewy, chewy itu lebih ke pemen karet. <b>Gurih, Gurih?</b><sup>55</sup></p>		
25	Comprehension Check	<p>1. Teacher: before we going to our material, I would like to give you additional knowledge. Jadi, miss kasi kalian materi tambahan lagi. <b>Its about</b></p>	<p>1. In this case, the teacher used to begin her discussion by</p>	23

		<p><b>taste. What is taste?</b><sup>1</sup></p> <p>2. Teacher: rasa,, taste and tester. Taste and tester in English. <b>How do you say taste.. I mean the certain taste and certain tester.</b><sup>2</sup> Bagaiman kalian biasa menyebutkan rasa rasa tertentu dalam bahasa inggris. <b>Sebelumnya I want to ask your first, what kind of taste familiar with?</b><sup>3</sup></p> <p>3. Something is easily breakable. Crumbly, crispy, crunchy... <b>What is the different among three words? When we will you say crunchy when will you say use crispy when will you say crumbly?</b><sup>4</sup></p> <p>4. Students 3 : bracing, stewing.  Teacher : bracing and stewing.  (teacher repeat students' answer)  Apa itu bracing? Bracing. Nah bracing itu adik-adik, this is the complete one, brasing itu dia mengkombinasikan moist heat dan dry heat, dimana first they have aa... make a caramelization of them, misalkan kita bilang lamb meat, so the meat should be caramelized first, <b>adik-adik tau carmalisasi?</b><sup>5</sup></p> <p>5. Teacher : Sekarang kita bahas tentang cocoking verbs, <b>apa saja yang kalian ketahui?</b><sup>6</sup>  Students 3 : steam  Teacher : i want to memorize your memory about cooking verbs.  <b>Mencelupkan?</b><sup>7</sup>  Students 5 : deeping</p>	<p>checking students' prior knowledge. It's a bit different with appeal for help. In comprehension check, the teacher focused to ask students' prior knowledge before dicussion held, however in appealing help, the teacher asked something that the students probably knew but the teacher tried to stimulate and ask them to show it in the class or perhaps, purely help the teacher during the class.</p>	
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		<p>Teacher : yes deeping, kemudian mmm <b>menumis</b>?<sup>8</sup></p> <p>Students 5 : soated</p> <p>Teacher : <b>mengulek</b>?<sup>9</sup></p> <p>Students 3 : grind</p> <p>Teacher : G-R-I-N-D <b>di ulek kasar</b>?<sup>10</sup></p> <p>Students :</p> <p>Teacher : Yes parsley grind.</p> <p><b>Menumbuk</b>?<sup>11</sup></p> <p>Students 5 : pound</p> <p>Teacher : <b>menghancurkan</b>?<sup>12</sup></p> <p>Students 6 : crush</p> <p>Teacher : <b>bagaimana tulisannya</b>?<sup>13</sup> CRUSH kemudian mengocok, <b>memotong Rajang</b>?<sup>14</sup></p> <p>Students 6 : chop</p> <p>Teacher : <b>kalau cincang halus</b>?<sup>15</sup></p> <p>Students 6 : chopet ahahaha</p> <p>Teacher : mince, chop into smaller pieces. <b>What is stir</b>?<sup>16</sup></p> <p>Students 4 : <b>mengaduk</b>?<sup>17</sup></p> <p>Teacher : <b>mengocok telur</b>? <b>Sampai mengembang</b>?<sup>17</sup></p> <p>Students 4 : baby shake</p> <p>Teacher : whisk until raise</p> <p>Teacher : <b>kalau di dinginkan di dalam kulkas</b>?<sup>18</sup></p> <p>Students 4 : chill</p> <p>6. Teacher: bukan, lebih kecil dari parutan ,kalau chicken shred itu artinya ayam suir. <b>potonglah wortel menjadi dadu</b>?<sup>19</sup></p> <p>7. Teacher : we call it sear. Kemudian....</p>	
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		<p><b>Aduk sesekali?</b><sup>20</sup>          Students 3 : stir occasionally          Teacher : <b>rebuslah telur?</b><sup>21</sup>          Students 3 : boil the egg          Teacher : angkat lalu tiriskan, Remove and drain. <b>Saring?</b><sup>22</sup>          Students 3 : strain  <b>8.</b> Teacher : Sampai disini dlu ada yang di tanyakan....?<sup>23</sup></p>		
26	Own-Accuracy Check			
27	Asking for Repetition	<p>1. Teacher : <b>ulangi ya!</b><sup>1</sup>,,, sweet, sour, spacy, creamy apalagi?</p> <p>2. Teacher : hard yes,, it could be hard. satulagi? <b>Tough .... Ini di baca thaff..</b><sup>2</sup>          Students 7 : Tough...          Teacher : <b>thaff</b><sup>3</sup>          Students 6 : Tough...</p> <p>3. Students 4 : jelly          Teacher : <b>Apa tadi dik?</b><sup>4</sup>          Students 2 : slime</p> <p>4. Students : Kalau kenyal?          Teacher : <b>Apa tadi dik?</b><sup>5</sup>          Students : kenyal</p> <p>5. Teacher : aa... tergantung</p>	<p>1. The teacher asked the students to repeat the words.</p> <p>2. The teacher said “ini di baca thaff” to ask students’s repetition because the students understood and finally repeated it.</p> <p>3.4.5. The teacher said “apa lagi dik” because she wanted the students to repeat what the students said.</p>	7

		<p>objeknya ya, kenyal kalua dia kaya karet itu springy, spring. Kalua dia kenyal-kenyal kaya spons, spons pencuci piring itu, spongy.</p> <p><b>Kalau apa? Apa tadi dik?</b><sup>6</sup></p> <p>6. Studets Teacher : old cheese Students : yes?<sup>7</sup> Teacher : Old cheese : (teacher sambal tersenyum) Age cheese</p>	<p>6. The teacher asked “yes” to ask students repetition and true, the students finally repeated it.</p>	
28	Asking for Clarification	<p>1. Teacher : Yes,,, I mean when you will say this? Crunchy? <b>Yes...?</b><sup>1</sup></p> <p>2. Student Teacher : asamm <b>asam apa?</b><sup>2</sup></p>	<p>1.The teacher asked “yes” because she wanted students’ clarification in this dicussion when the students tried to answer.</p> <p>2.The teacher asked again “asam apa” to ask clarification from the students because they said “asam” and the teacher didn’t understand it well.</p>	14

		<p>3. Student Teacher : Alot  <b>: Eh? In English yaa..</b><sup>3</sup></p> <p>4. Teacher : kalua dalam culinary verb atau culinary term.. apa biasanya halus?.      Students : cake      Teacher : <b>cakenya halus?</b><sup>4</sup>      Students : gak</p> <p>5. Students Teacher : kaldo  <b>: contohnya gimana?</b><sup>5</sup>  <b>Kaldo itu berair?</b>  <b>Maksudnya gimana?</b>      Students : emang air itu      Teacher : <b>salad...salad itu berair gitu?</b><sup>6</sup> Oohh mungkin maksudnya aaa... when you when you clean it I mean when you pouring pouring them with aa... water, itu tidak tidak terlalu bagus pada saat pengeringan apa menyaringnya atau dikeringkannya gak bagus gak maksimal sehingga dia berair <b>gitu maksudnya?</b></p> <p>6. Teacher: <b>telur mata sapi?</b><sup>7</sup> Ya enggak dong, gimana ya contohnya adik-adik... ya setengah matang, telur matasapi kan mateng yaa... <b>ya kan?</b><sup>8</sup> Buat sunny side</p>	<p>3.The teacher said “eh? In English ya..” because the teacher wanted students’ clarification for what they said.</p> <p>4. The teacher asked again “asam apa” to ask clarification from the students</p> <p>5.The teacher didn’t understand the students’ answer so she asked for students’ clarification.</p> <p>6.The teacher didn’t understand the students’ answer so she asked for students’</p>
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		<p>up itu...sarinya <b>maksudnya?</b><sup>9</sup></p> <p>7. Students : tidak pakai liquid.      Teacher : <b>tidak menggunakan liquid tapi menggunakan apa? Minyak itu tidak liquid?</b><sup>10</sup> This the cooking method utilize, menggunakan oil. Water itu moist, Dry heat itu minyak, pakai minyak atau udara sebagai pengantar panasnya. Ingat pokoknya dry itu sifatnya kering, ya kering artinya tidak basah. Identic dengan dia tidak kena air gitu loh. Jadi jangan bilang liquid ya, karna air be oil also. So the cooking method utilize an air or oil, menggunakan panas aa... so menggunakan udara untuk mengantarkan panasanya, air or oil atau pakai minyak. Apa saja bagiann-bagian dari dry heat cooking?</p> <p>8. Teacher: Yes baking only for cake or pastry. <b>Do you think that if you do baking you need an oil?</b><sup>11</sup></p>	<p>clarification.</p> <p>7.The teacher didn't understand the students' answer so she asked for students' clarification.</p> <p>8.The teacher asked the question because the teacher asked for students'</p>	
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			clarification for what the students said beforehand.	
		<p>9. Students : deep fry  Teacher : deep fry, <b>what is that?</b><sup>12</sup>  Cooking method is using a plenty of oil. Plenty. Plenty means banyak. P-L-E-N-T-Y. P-L-E-N-T-Y plenty. Plenty of oil means banyak minyak. Shallow frying sedikit minyak ya. Entah itu banyak atau sedikit minyaknya itu masuk dry heat. Oke terakhir combination cooking. What is the part of combination cooking? Apa aja bagian-bagian dari combination cooking?</p>	9.The teacher didn't understand the students' answer so she asked for students' clarification.	
		<p>10. Students : bracing, stewing.  Teacher : bracing and stewing.  (teacher repeat students' answer)  <b>Apa itu bracing?</b><sup>13</sup> Bracing. Nah bracing itu adik-adik, this is the complete one, brasing itu dia mengkombinasikan moist heat dan dry heat, dimana first they have aa... make a caramelization of them, misalkan kita bilang lamb meat, so the meat should be caramelized first, adik-adik tau carmalisasi?</p>	10.The teacher replied the students' answer so she asked for students' clarification for what the students said beforehand.	

		<p>11. Teacher : salad...salad itu berair gitu? Oohh mungkin maksudnya aaa... when you when you clean it<sup>14</sup> I mean when you pouring pouring them with aa... water, itu tidak tidak terlalu bagus pada saat pengeringan apa menyaringnya atau dikeringkannya gak bagus gak maksimal sehingga dia berair gitu maksudnya?</p>	<p>11.The teacher replied the students' answer so she asked for students' clarification for what the students said beforehand.</p>	
29	Asking for Confirmation	<p>1. Teacher: smooth.. <b>smoothie itu nama benda ya</b><sup>1</sup>,, smoothies. Yaa smoothies seperti juice yaa... apalagi? Smooth itu apa?</p> <p>2. Teacher: because in English, in english mereka tidak kenal sepet, <b>yaa</b><sup>2</sup>.. Sepet itu kan identik dengan buah-buah yang belum mateng.</p>	<p>1.The teacher said “yaa...” during her explanation because she asked for students' agreement and confirmation about what she said was correct.</p> <p>2. .The teacher said “yaa...” during her explanation because she asked for students' agreement and confirmation about</p>	8

		<p>3. Teacher: <b>lunak yaa dalam Bahasa balinya. Lunak ya asam jawa. Tamarind. Lunak</b><sup>3</sup>. Kemuadian... aaa... apalagi ya. Oke. Sekarang kita bicara tentang... tekstur. Kalo teksturnya dari tekstur keras..</p> <p>4. Dutch, Dutch. <b>Pernah bacaa ini?</b><sup>4</sup> Yahh... it's meant people from Holland. Nama orangnya adalah Dutch, kalau orang inggris? Apa?</p> <p>5. Students 7 : Semur jengklok. (sambal tertawa) Teacher : Sepertinya lapar ya. Students 5 : Iya miss..<b>can I remove this? On the board</b><sup>5</sup></p> <p>6. Teacher: kita lanjut ya.. bahas tentang aa... <b>tadi dressing sudah ya?</b><sup>6</sup> Apa itu dressing?</p>	<p>what she said was correct.</p> <p>3.The teacher said “yaa...” during her explanation because she asked for students’ agreement and confirmation about what she said was correct.</p> <p>4.The teacher wanted to know if the students have ever read about Dutch, so she wanted to ask for students’ confirmation.</p> <p>5. The teacher asked for confirmation from the students if she could the board or not.</p> <p>6.The teacher said “yaa...” during her</p>
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		<p>7. Teacher : yes, dice itu bisa jadi verb juga. <b>Have you seen this?</b><sup>7</sup> Brown the food over high heat?          Students 9 : masak sampai coklat</p> <p>8. Teacher : No. <b>have you ever cook pastry with oil?</b><sup>8</sup></p>	<p>explanation because she asked for students' confirmation about what she did was correct or not.</p> <p>7. The teacher wanted to know if the students have ever seen about the new vocab, so she wanted to ask for students' confirmation.</p> <p>8. The teacher asked the question about the students have ever cooked pastry with oil or no, so she asked for their clarification to check the fact of them.</p>	
30	Guessing	<p>1. Teacher: <b>nah itu bisa watery. Watery (menulis di papan), ini sama dengan</b></p>	<p>1. The teacher said "bisa" because she</p>	1

		<p><b>berair.</b> Watery salad salad yang berair, ada juga rainy. Rainy ini sama-sama berair. Contohnya gini, aa... when you do half cook atau half boil of the egg... sstt... perhatikan.. when you boil the egg, but it is just a half boil yaa... so the texture of the egg will be rainy, kalau telur setengah matang kan dia masih encer nah berair yaa raini, oke its different dengan half boil egg, 45alua half boil egg kan memang dia solid gak ada unsur airnya. Jadi rainy itu contohnya adalah egg telur setengah matang, rainy egg.</p>	guessed about the answer.	
31	Expression Non Understanding			
32	Interpretive Summary	<p>1. <b>mudah hancur mudah patah ya.</b>  <b>Something is easily breakable.</b>  <b>Crumbly, crispy, crunchy</b><sup>1</sup> ... What is the different among three words? When we will you say crunchy when will you say crispy when will you say crumbly?</p> <p>2. <b>Crunchy itu lebih ke yes biscuit kemudian dia juga lebih ke sereal lebih ke oat milk, ya sereal cococrunch.</b></p>	<p>1.The teacher explained the main material. Those are crumbly, crispy, crunchy. So, she gave an interpretive summary about that.</p> <p>2.The teacher gave clear explanation and summary about the topic.</p>	10

		<p><b>Crunchy... jadi this is more about biscuit, sereal, oat milk.<sup>2</sup></b> And then how about crunchy? Eehhh sorry, aa... crispy?</p> <p>3. <b>Jadi crispy is more about fruit.</b>  <b>Meskipun banyak orang yang bilang crispy itu juga masuk craker tapi kalo kita liat Dari aa apaa... dalam aa istilah-istilah baku, crispy itu lebih ke fruit. Ya contoh ‘The Red Apple is crispy’ yaa... the carrot... the caror... the crispy carrot. Kriuk kriuk ya.</b> How about crumbly? <b>Crumbly itu sesuatu yang kalian makan ada remah-remahnya keluar. Crunch ya.</b> Misalnya <b>creakers, ya creakers kerupuk yaa... kalua kita makan kriuuuukk... keluar remah remahnya, buskuit juga keluar remah-remahnya. Ini cenderung ada remak-remaknya.</b><sup>3</sup> Nah, selain ini apa lagi? Pait? Pahit? bitter.</p> <p>4. yaa.. bangsanya jeruk, yang ada bulir-bulirnya. <b>Kalo ada buah yang ada bulir-bulir jus di dalamnya itu citrus.</b> dimana buah yang sering kita makan yang ada bulir-bulirnya adalah jeruk, makanya citrus identic dengan jeruk.<sup>4</sup> Citrus... nah.. aa.. citrus ya dan soda carbonated drink, minuman-minuman berkarbonasi itu juga biasanya kita pakai acid untuk menyatakan rasa asamnya. Shawor itu lebih ke? Apa? Asamnya yougurt yaa. Tamarind juga.</p>	<p>3.The teacher gave clear explanation and summary about the topic. It's clear that she said “jadi” as a sign to give summary.</p> <p>4.The teacher gave clear explanation and summary about the topic.</p> <p>5.The teacher gave</p>
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		<p>What is tamarind?</p> <p>5. <b>Halus lembut itu sama-sama soft.</b><sup>5</sup> Ya dalam bahasa inggris soft itu kita liat-liat dulu kita barangnya apa? Jenisnya apa? Apakah dia kain.. apakah dia cake. The baverage is soft. Kainnya halus. The cake has soft texture. Cake itu punya teksture yang lembut. Sekarang tergantung dari objeknya yaa... oke selanjutnya... aa how about aa berminyak?</p> <p>6. Teacher: nah itu bisa watery. Watery (menulis di papan), ini sama dengan berair. Watery salad salad yang berair, ada juga rainy. Rainy ini sama-sama berair. Contohnya gini, aa... when you do half cook atau half boil of the egg... ssttt... perhatikan.. when you boil the egg, but it is just a half boil yaa... <b>so the texture of the egg will be rainy, kalau telur setengah matang kan dia masih encer nah berair yaa raini, oke its different dengan half boil egg, kalau half boil egg kan memang dia solid gak ada unsur airnya. Jadi rainy itu contohnya adalah egg telur setengah matang, rainy egg.</b><sup>6</sup></p> <p>7. Teacher: <b>Oke springy ini sama-sama berti kenyal, springy itu lebih k karet. Kenyal, kalua kenyal-kenyal kita makan permen karet ya beda ya itu chewy, chewy itu lebih ke pemen karet.</b><sup>7</sup> Gurih, Guruh?</p>	<p>clear explanation and summary about the topic.</p> <p>6. The teacher gave clear explanation and summary about the topic. It's clear that she said "so" as a sign to give summary.</p> <p>7. The teacher gave clear explanation and summary about the topic. It's clear that she said "oke" as a sign to give summary.</p>
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		<p>8. Students : tidak pakai liquid. Teacher : tidak menggunakan liquid tapi menggunakan apa? minyak itu tidak liquid? <b>This the cooking method utilize</b>, menggunakan oil. Water itu moist, Dry heat itu minyak, pakai minyak atau udara sebagai pengantar panasnya. Ingat pokoknya dry itu sifatnya kering, ya kering artinya tidak basah. Identik dengan dia tidak kena air gitu loh. Jadi jangan bilang liquid ya, karna air be oil also. So the cooking method utilize an air or oil, menggunakan panas aa... so menggunakan udara untuk mengantarkan panasanya, air or oil atau pakai minyak.<sup>8</sup> Apa saja bagiannya dari dry heat cooking?</p> <p>9. Teacher: in English ya. Carmelise the food , <b>jadi ini its a compilation of bright and moist kit. Bressing the wing...</b><sup>9</sup></p> <p>10. Teacher: <b>oke adik2 tadi kita sudah membahsa tentang aa... cooking method. Kemudian aa.. culinary verbs, kemudian vocabulary of culinary yaitu the taste and the texture</b><sup>10</sup>. Sekarang</p>	<p>8.The teacher gave clear explanation and summary about the topic.</p> <p>9.The teacher gave clear explanation and summary about the topic. It's clear that she said "jadi" as a sign to give summary.</p> <p>10.The teacher gave clear explanation and summary about the topic. It's clear that she said "oke"</p>	
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		aa... istilah2 tentang culinary lagi... aa... how do you call it if aa... its a foundation of a sauce or this is a stock and add some of the things inside the stock. The things are aa onion and then garlic and carrot	as a sign to give summary.	
33	Non Linguistic signal	<p>1. Students 4: Old cheese  Teacher: (<b>Smiling</b>)<sup>1</sup> Age cheese, age cheese ini artinya keju yang berusia lama. Yang lebih ke cheese. Age cheese. Misalkan pada saat kalian menjelaskan suatu recipe misalkan ‘Pergunakanlah keju yang agak berusia agak lama’.</p> <p>2. Students 1 : Kalau orang Lombok?  Teacher: Lombok? Tabianesse (<b>Showing teeth</b>)<sup>2</sup></p> <p>3. Students 7: Semur jengklok. (sambil tertawa)  Teacher: Sepertinya lapar ya (<b>Showing teeth</b>).<sup>3</sup></p>	<p>1. The teacher ask the students “what is the name cheese which has been kept for a long time.</p> <p>2. The teacher talked about the name of tribes.</p> <p>3. The teacher showing when she response the students joke.</p>	3
34	Responses	1. Teacher: <b>hard yes, it could be hard.</b> <sup>1</sup> satulagi? Tough ....Ini di baca thaff..	1.The teacher seemed to respond the students' answer. She	2

		<p>2. Students 4 : Yang naruh udah mati, udah ratusan tahun</p> <p>Teacher : <b>Ya...Belum bisa di makan ya.<sup>2</sup></b></p> <p>Students 4 : cucunya yang makan</p>	<p>agreed about them so, she said “hard, yes”.</p> <p>2.The teacher seemed to respond the students’ answer. She agreed about them so, she said “ya,...”.</p>	
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## Observation Sheet

Subject 2  
Day 1

No	Type Strategy	Utterances	Context	Frequency
1	Message Abandonment			
2	Message Reduction (Topic Avoidance)	<p>1. Teacher: (<i>Feedback</i>) Some expression let's say from language use. What is your comment on your friend about the language use?  <b>I've already told you last week to...is a language use to present something which already done.</b> So something to explain your experience that already been done in the previous time. what we use?</p>	<p>1. The teacher told about the language used</p>	1
3	Message Replacement	<p>1. Teacher: <b>have been meaning that... aaa... where where did you study (menunjuk siswa) aaa on senior high school? You?</b></p>	<p>1. The teacher give an explanation about 'Have been' with by giving an example.</p>	1
4	Circumlocution	<p>1. Teacher: <b>Chit chat meaning that is a small talk with no purpose when you chit chat meaning that you have no purpose. So chit chat</b></p>	<p>1. Teacher giving explanation about 'chit chat'.</p>	2

		<p>meaning “Hey who are you?” aaa in Balinese call is aa... aaa... raos buang ... raos <i>kutang-kutang</i>. Something like that.</p> <p>2. Teacher: Sanyo? (laughing). Sanyo mesin air ya. <b>Mesin makanan dan minuman yang tinggal masukin koin itu.</b></p>		
5	Approximation	<p>1. Teacher: Eleven and Elephant Mungkin menurut kalian ini tidak penting, but when you speak to native speaker like an aa England aa let's say <b>American, Britanian</b>, they will recognize your English. But when you speak to the indian...?</p>		1
6	Use Of All-Purpose Of Words	<p>1. Teacher : So mmm I am looking at <b>there</b> is still some of you I mean there are some of you don't change aa profile picture yet right?</p> <p>2. Student : I don't have kuota Teacher : you don't have kuota. Okay I will not... <b>on that</b>... on that. It's about finance to</p>	<p>1. The teacher asked the students because they still did not used th profile picture.</p> <p>2. In this case the teacher try not to interfere about the student's finance.</p> <p>3. The teacher listen student's explanation suddenly the students</p>	5

		<p>3. Student: I already doing last night but I don't understand who to change the picture because I am open with website</p> <p>Teacher : aaa... <b>gaess...</b></p> <p>Student : ...</p> <p>(continue) not with application so little bit confuse to use the schoology</p> <p>4. Teacher: Agus pratama eh sorry Agus Pramana, your comment is only <b>there</b>. Anyone bring any laptop? No? is there anyone bring any laptop or any macbook?</p> <p>5. Teacher: So you need the comment and then next with the one who aa..aaa don't have a chance to present today will present. So I already present my presentation on schoology on that, there are some comment or what you explain <b>there</b>. Explain about my experience in the hotel and blab la bla and some comment come from siapa. Segitu saja, 3 menit saja. Okay? Next</p>	were busy.	
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		<p>week. Mengerti maksudnya?</p> <p>6.</p>		
7	Word-Coinage	<p>1. Teacher: <b>Chit chat</b> meaning that is a <b>small talk</b> with no purpose when you chit chat meaning that you have no purpose. So chit chat meaning “Hey who are you?” aaa in Balinese call is aa... aaa... raos buang ... raos <i>kutang-kutang</i>. Something like that.</p> <p>2. Teacher: you are totally <b>incorrect</b>, you are totally <b>wrong</b>. It is the name of the place, you don’t need to translate. Okay? Gak perlu (/es/ /di/ /en/ number three Denpasar). When you relate to the place like elementary school, aa what are you doing aa mm what year you are in elemtry school?</p>	<p>1. The teacher giving explanation about what is chit chat.</p>	2
8	Restructuring			
9	Literal Translation (Transfer)	<p>1. Teacher: Yaa... yaa... I mean, the first class (schoology) is to change the</p>		1

		<p>profile pictureright? So I can know you. Which one is you. Okay? So.... Mmm... Guys guys it is a kind of another encoring behavior. You need to be proactive, when you don't know something. As I mention you make a proactive learning. If you don't know something, just has to, to wait for the blessing by God. You have to be proactive to see, to look for, to mention. You have friens right? So it's not easy... I mean it is not hard to... whats up your friends giving comment, changes their picture. Why don't you do it? Okay? You need to a force something to you. I will not to listening any excuses again, so the last, when is the due date? The due date of the discussion is? Is? where is... aaa... <b>I mean when is the due date?</b>  <b>Kapan hari terakhirnya?</b>          (translate into Indonesia)</p>		
10	Foreign Zing			

11	Code Switching	<p>1. Teacher: So mmm let's we start today, we will little bit as usual, I will not <b>Jaim</b> also... so... let it flow as usual. So have the schoology?</p> <p>2. Teacher: So I think that's all for today, the rest of you have to present your presentation. I will open another discussion you have to send your file and then present it what is your friend did, you just did by written (mengulang) <b>di</b> schoology. Nanti saya akan buka <b>discussion</b> lagi, <b>new discussion</b>. Di sana saya akan aaa akan kasi tau kalian apa yang harus kalian lakukan. Jadi kalian harus <b>upload</b> apa namanya... pekerjaan kalian itu... <b>PPT</b> nya, <b>upload</b> di sana, trus pas <b>upload</b> itu jelaskan apa yang ada di <b>PPT</b> itu secara garis besarnya. Setelah itu nanti teman kalian yang akan <b>comment</b>. You need to comment on your friend presentation. Let's say presentation, presentasi <b>di sana</b>, <b>kalian</b> give comment and then after that... (ketika</p>	<p>1. The teacher used word "jaim" as a code switching.</p>	32
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		<p>siswa agak berisik) May I have a minute?</p> <p>3. Teacher: So you need the comment and then next with the one who aa..aaa don't have a chance to present today will present. So I already present my presentation on schoology on that, there are some comment or what you explain there. Explain about my experience in the hotel and blab la bla and some comment come from <b>siapa</b>. Segitu saja, 3 menit saja. Okay? Next week. Mengerti maksudnya?</p> <p>4. Teacher: Nanti saya akan kasi <b>step by stepnya</b> di sana di <b>discussionnya</b> itu, nanti buka aja di schoology, trus nanti saya akan <b>open discussion</b>, nanti ada namanya, mungkin <b>presentation</b>. Setelah di buka <b>presentation</b> itu, kalian yang belum silahkan <b>upload filenya</b>, isiin keterangan <b>filenya</b> itu dengan aa...aa.. apa ya namanya... <b>explanation</b> apa isi dari</p>	
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		<p>presentasi kalian. Nanti temennya akan <b>comment</b>. Okay? Dari <b>comment</b> itu kalian laporkan kedepan sedikit saja. Misalnya saya sudah meng-<b>upload file</b> yang berisikan tentang pengalaman saya selama 6 bulan di hotel, dimana saya bertugas di 5 <b>outlet</b>, atau mungkin ada pengalaman yang menarik silahkan <b>disshare</b> disana sedikit saja. and then ada beberapa <b>comment</b> dari, misalnya Wahyu atau Anom <b>comment</b> tentang missal <b>lets say language used</b>, atau <b>grammar</b> ada salah sedikit. <b>So</b> 3 menit untuk <b>next week</b>. Gak perlu banyak-banyak okay, yang belum sudah mengerti? Kalau belum mengerti silahkan tanya ke saya, saya sudah ada d <b>group</b> kan?</p>		
12	Use Of Similar Sounding Words			

13	Mumbling	<p>1. Teacher: So <b>mmm</b> let's we start today, we will little bit as usual, I will not Jaim also... so... let it flow as usual. So have the schology?</p> <p>2. Teacher: <b>aaa...</b> gaess...</p> <p>3. Teacher: Chit chat meaning that is a small talk with no purpose when you chit chat meaning that you have no purpose. So chit chat meaning "Hey who are you?" <b>aaa</b> in Balinese call is aa... <b>aaa...</b> raos buang ... raos <i>kutang-kutang</i>. Something like that.</p> <p>4. Teacher : But did you <b>aaa...</b> see a sign me on whats up? It will be polite when you sent on whats up where. It will be impolite when you <b>aaa...</b> give me call. If I still awake I will reply if ... if... I am not so, I will reply tomorrow. Okay I just with Mahendra Dianesty</p> <p>5. Teacher: Also <b>Aaa...</b> aaa... Angga Ningsih</p> <p>6. <b>Aaa...</b> Made <b>ehh</b> sorry...sorry Agus Darmawan</p> <p>7. Teacher : Okay those are</p>	<p>1. Teacher started the lesson and told the students for enjoy the class, even if there was a camera.</p> <p>2. The teacher ask the students to keep silent because the teacher was listening other student's reason.</p> <p>3. The teacher explain about the meaning of "chit chat"</p> <p>4. The teacher tell the student what they shoul do when they had a confusion.</p>	27
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students who are have an involve ya...

Student: Sir, I think I already open my schoology.

Teacher: Yaa yaa... I mean, the first class (schoology) is to change the profile picture right? So I can know you. Which one is you. Okay? So.... **Mmm...** Guys guys\_it is a kind of another encoring behavior. You need to be proactive, when you don't know something. As I mention you make a proactive learning. If you don't know something, just has to, to wait for the blessing by God. You have to be proactive to see, to look for, to mention. You have friens right? So it's not easy... I mean it is not hard to... (jeda sebentar) what's up your friends giving comment, changes their picture. Why don't you do it? Okay? You need to a force something to you. I will not to listening any excuses again, so the last, when is the due date? The due date of the discussion is? Is? where is...

- aaa...** I mean when is the due date? Kapan hari terakhirnya?
8. Teacher: I will explain the first rule and you do the second rule. The first rule is be proactive. What is the meaning by being proactive? I would ... I would tell you everything you should. Okay? To give a comment you have to keep note of something **aaa...** your... is not actually that your comment on schoology is always good. I mean your phone is good (the teacher give an example). I don't want like that. I want a critic to your fiend. It's not only conversation and feedback. Take a note, rather something you want comment latter on.
9. Teacher: Past tense : So... when you describe something, that still exsist or still during in the present but most of your presentation use present. So it's like you... you use have been (while looking the phone) yak have been... have been bla bla

bla...

That the first one. Have been meaning that you are doing something in the past period until right now, But that will be use have been (writing on the white board). Actually eee.. actually my self don't like to discuss this because it's like too grammatical for you. But you need to know (while draw a graphic).

For example: You have been a students of Mediterranean Bali.

You have been (stressing sambal menunjuk grafik)

10. Teacher: have been meaning that **aaa...** where where did you study (menunjuk siswa) aaa on senior high school? You?

11. Teacher: It is only Indonesian always do. Let say (while writing) **aaa...** SD N 3 Denpasar (/es/ /di/ /en/ number 3 Denpasar)

12. Teacher: you are totally incorrect, you are totally wrong. It is the name of the place, you don't need to translate. Okay? Gak perlu (/es/ /di/ /en/ number three

		<p>Denpasar). When you relate to the place like elementary school, <b>aaa...</b> what are you doing aa mm what year you are in elemtry school?</p> <p>13. Teacher: Yaa let say 2005, biar di tengah-tengah ya. Where did you stud <b>aaa</b> who you are who were you at 2006 or 2005.</p> <p>14. Students: Kalau misalkan oven gimana sir?</p> <p>15. Teacher: /oven/ pakai v /veh/ <b>Aaa...</b> mesin yang tempat jualan permen gitu apa namanya?</p> <p>16. Teacher: <b>Aaa</b> lanjut. <b>Aaa</b> what time will we finish this class?</p> <p>17. Teacher: You only need to present the most important thimg. The most important thing... the most important <b>Aaa</b> the rest of you <b>aa..</b> the rest of you which doesn't have a time to present will have another..another task to... I mean you can present on... you can present it on your... your schoology later on, and with additional task.</p> <p>18. Teacher: Eleven and Elephant Mungkin menurut</p>	
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kalian ini tidak penting, but when you speak to native speaker like an **aaa**... England **aaa**... let's say American, Britanian, they will recognize your English. But when you speak to the indian...?

19. Teacher: (Laughing)  
So **mmm** do we have a time?  
20. Teacher: So I think that's all for today, the rest of you have to present your presentation. I will open another discussion you have to send your file and then present it what is your friend did, you just did by written (mengulang) di schoology, nanti saya akan buka discussion lagi, new discussion. Di sana saya akan **aaa** akan kasi tau kalian apa yang harus kalian lakukan. Jadi kalian harus upload apa namanya... pekerjaan kalian itu... PPT nya, upload di sana, trus pas upload itu jelaskan apa yang ada di PPT itu secara garis besarnya. Setelah itu nanti teman kalian yang akan komen. You need to

comment on your friend presentation. Let's say presentation. Presentasi di sana, kalian give comment and then after that... (ketika siswa agak berisik) May I have a minute?

21. Teacher: So you need the comment and then next with the one who **aaa..aaa** don't have a chance to present today will present. So I already present my presentation on schoology on that, there are some comment or what you explain there. Explain about my experience in the hotel and bla bla bla and some comment come from siapa. Segitu saja, 3 menit saja. Okay? Next week. Mengerti maksudnya?

22. Teacher: Nanti saya akan kasi step by stepnya di sana di discussionnya itu, nanti buka aja di schoology, trus nanti saya akan open discussion, nanti ada namanya, mungkin presentation. Setelah di buka presentation itu, kalian yang

		<p>belum silahkan upload filenya, isiin keterangan filenya itu dengan aa...aa.. apa ya namanya... explanation apa isi dari presentasi kalian. Nanti temennya akan komen. Okay? Dari komen itu kalian lapor kan kedepan sedikit saja. Misalnya saya sudah meng-upload file yang berisikan tentang pengalaman saya selama 6 bulan di hotel, dimana saya bertugas di 5 outlet, atau mungkin ada pengalaman yang menarik silahkan dishare disana sedikit saja. and then ada beberapa comment dari, misalnya Wahyu atau Anom comment tentang missal lets say language used, atau grammar ada salah sedikit. So 3 menit untuk next week. Gak perlu banyak-banyak okay, yang belum sudah mengerti? Kalau belum mengerti silahkan tanya ke saya, saya sudah ada d group kan?</p>		
14	Omission			

15	Retrieval			
16	Self-Rephrasing			
17	Self-Repair	<p>1. Teacher : Why? <b>You could you should</b> tell me why because yesterday your mobile phone was on, so how about today its still died?</p> <p>2. Teacher: little bit confuse? <b>But I am... I have been</b> there on your group.</p> <p>3. Teacher : Chit chat meaning that is a small talk with no purpose when you chit chat meaning that you have no purpose. So chit chat meaning "Hey who are you?" aaa in Balinese call is aa... aaa... <b>raos buang ... raos kutang-kutang.</b> Something like that.</p> <p>4. Teacher : But did you aaa... see a sign me on whats up? It will be polite when you sent on whats up</p>	<p>1. The lecturer correcting his utterance when he ask the student' attended.</p> <p>2. The teacher ask what make the students confused</p> <p>3. The teacher explain about 'chit chat' and give an example in Balinese term.</p> <p>4. The teacher ecplain what the students should do when they feel confused.</p>	10

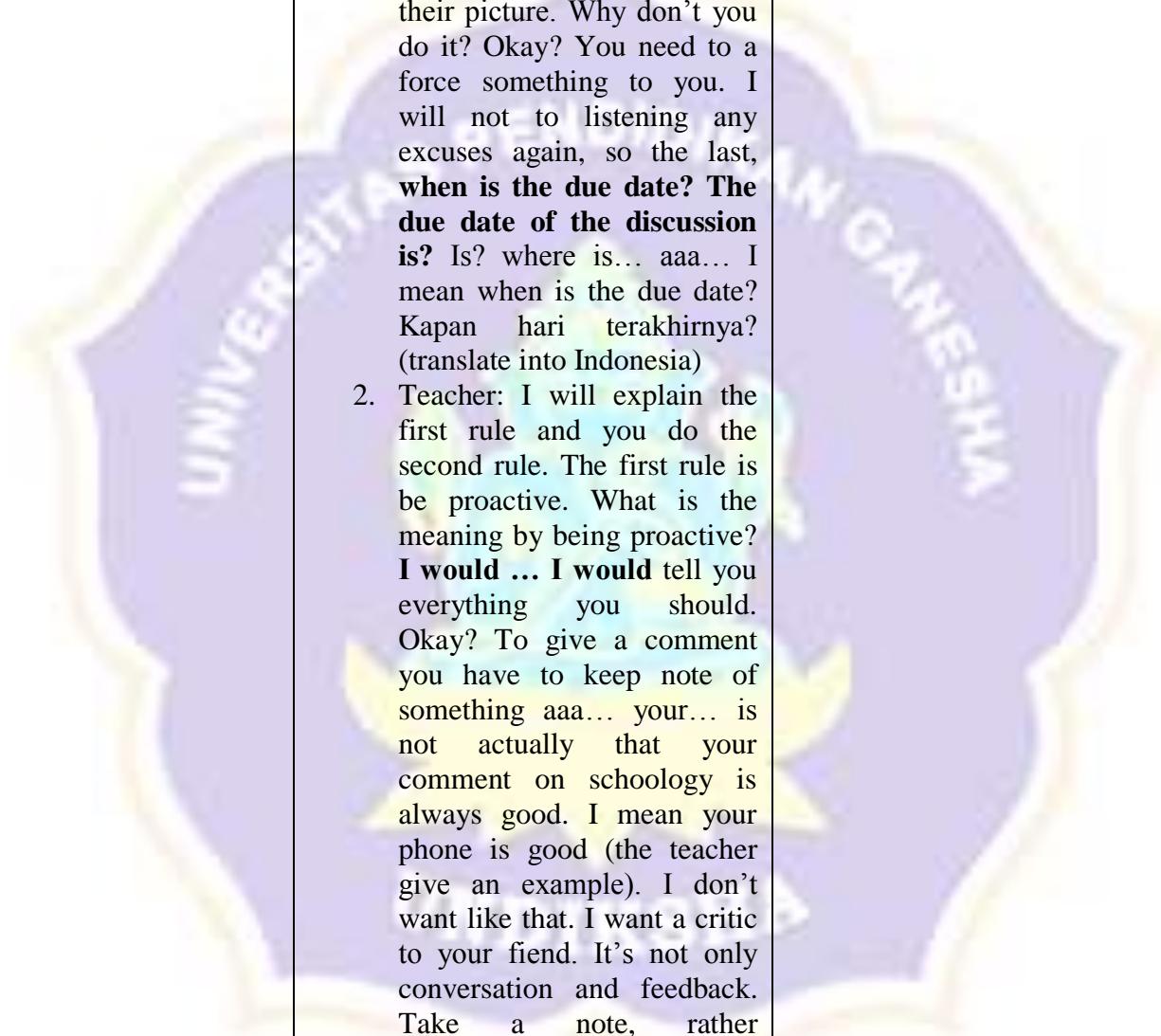
- where... **It will be impolite when you aaa... give me call. If I still awake I will reply if ... if... I am not so, I will reply tomorrow.** Okay I just with Mahendra Dianesty
- 5. Teacher: Aaa... **Made ehh sorry...sorry Agus Darmawan**
  - 6. Teacher: Okay those are students who are have an involve ya...  
student: (One of the students tell the teacher that he already open the schoology). Sir, I think I already open my schoology.  
Teacher: Yaa yaa... **I mean**, the first class (schoology) is to change the profile picture right? So I can know you. Which one is you. Okay? So.... Mmm... Guys guys\_it is a kind of another encoring behavior. You need to be proactive, when you don't know something. As I mention you make a proactive learning. If you don't know something, just has to, to wait for the blessing by God. You have to be proactive to see, to look

for, to mention. You have friend right? So it's not easy... **I mean** it is not hard to... what's up your friends giving comment, changes their picture. Why don't you do it? Okay? You need to a force something to you. I will not to listening any excuses again, so the last, when is the due date? The due date of the discussion is? Is? where is... aaa... **I mean** when is the due date? Kapan hari terakhirnya?

7. Teacher: **Agus pratama eh sorry Agus Pramana**, your comment is only there. Anyone bring any laptop? No? is there anyone bring any laptop or any macbook?
8. Teacher: Yaa let say 2005, biar di tengah-tengah ya.  
**Where did you stud aa who you are who were you at 2006 or 2005.**
- 9.

18	Other-Repair	<p>1. Teacher: <b>It is only Indonesian always do.</b>  <b>Let say (while writing) aa...</b>  SD N 3 Denpasar (/es/ /di/ /en/ number 3 Denpasar)</p> <p>2. Teacher: <b>You are totally incorrect, you are totally wrong. It is the name of the place, you don't need to translate.</b> Okay? Gak perlu (/es/ /di/ /en/ number three Denpasar). When you relate to the place like elementary school, aa what are you doing aa mm what year you are in elementary school?</p> <p>3. Student 20: I was student of SD N  Teacher: <b>No no siswa SD gitu...</b>  <b>I was student of</b></p> <p>4. Teacher: <b>Ada yang bilang ofen,, apa... pokoknya pake /f/</b>  Ya repeat ones again.</p> <p>5. Students: /vending machine/  Teacher: <b>/vending machine/</b>  (correcting)</p> <p>6. Student: /self/  Teacher: <b>masih belum...</b>  /self/ (give an example)  Student: /self/</p>	<p>1. The teacher give an explanation how to read (SD)</p>	7
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		7. Students: Elephant Teacher: <b>Elephant</b> /'elɪfənt/ (correcting)		
19	Use Of Fillers	<p>1. Teacher: <b>So</b> mmm let's we start today, we will little bit as usual, I will not Jaim also (smile)... <b>so</b>... let it flow as usual. <b>So</b> have the schoology?</p> <p>2. Teacher: (Laughing) <b>So</b> mmm do we have a time?</p> <p>3.</p>	The teacher start the lesson and request to the students for enjoy the study even if there was a camera.	2
20	Self-Repetition	1. Teacher: <b>Yaa yaa</b> ... I mean, the first class (schoology) is to change the profile picture right? So I can know you. Which one is you. Okay? So.... Mmm... <b>Guys guys</b> it is a kind of another encoring behavior. You need to be proactive, when you don't know something. As I mention you make a proactive learning. If you don't know something, just has to, to wait for the blessing by God. You have to be proactive to see, to look for, to mention. You have friens right? So it's not		6



		<p>easy... I mean it is not hard to... whats up your friends giving comment, changes their picture. Why don't you do it? Okay? You need to a force something to you. I will not to listening any excuses again, so the last, <b>when is the due date? The due date of the discussion is?</b> Is? where is... aaa... I mean when is the due date? Kapan hari terakhirnya? (translate into Indonesia)</p> <p>2. Teacher: I will explain the first rule and you do the second rule. The first rule is be proactive. What is the meaning by being proactive? <b>I would ... I would</b> tell you everything you should. Okay? To give a comment you have to keep note of something aaa... your... is not actually that your comment on schoology is always good. I mean your phone is good (the teacher give an example). I don't want like that. I want a critic to your fiend. It's not only conversation and feedback. Take a note, rather</p>	
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		<p>something you want comment latter on.</p> <p>3. Teacher: Past tense : So... when you describe something, that still exsist or still during in the present but most of your presentation use present. So it's like you... you use have been (while looking the phone) yak have been... have been bla bla bla...</p> <p>That the first one. Have been meaning that you are doing something in the past period until right now, But that will be use have been (writing on the white board). Actually eee.. actually my self don't like to discuss this because it's like too grammatical for you. But you need to know (while draw a graphic).</p> <p>For example: You have been a students of Mediterranean Bali.</p> <p>You <u>have been</u> (stressing sambal menunjuk grafik)</p> <p><b>You... you are...</b> I mean you are students of Mediteranean from 16 until now and anyone not graduated yet. It can be next</p>	
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		<p>year, or next to year</p> <p>4. Teacher: <b>you only need to present the most important thing. The most important thing... the most important think</b>  <b>Aaa the rest of you aa.. the rest of you which doesn't have a time to present will have another..another task to... I mean you can present on... you can present it on your... your schoology later on, and with additional task.</b></p> <p>5.</p>		
21	Other-Repetition	<p>1. Student 14 : Lot of them  <b>Teacher: Lot of them</b></p> <p>2. Teacher: Why? You could you should tell me why because yesterday your mobile phone was on, so how about today its still died?          Student 11: charger  <b>Teacher: (approaching) charger?</b> Don't you have electricity?</p> <p>3. Student 18: Elementary school</p>	<p>1. The teacher repeat the studen's utterance</p>	5

		<p><b>Teacher: Elementary school</b></p> <p>4. Student: /Open/ Teacher: <b>Okay open.</b> (point toward ‘often’)</p> <p>5. Students 19: They will be okay Teacher: <b>Ya they will be okay</b></p> <p>6.</p>		
22	Verbal Strategy Makers	<p>1. Teacher : So mmm I am looking at there is still some of you <b>I mean</b> there are some of you don't change aa profile picture yet right?</p> <p>2. Teacher : its around... let me check (start to check) Jaga Adi? (memanggil siswa) Your... <b>I mean</b> your display picture picture is not appear here.</p> <p>3.</p>	<p>1. The teacher asked to the students, because some of the students still not used the picture.</p> <p>2. The lecturer ask the students about the profile picture which not appear.</p>	2

23	Feigning Understanding			
24	Appeals For Help	<p>1. Teacher: its around... let me check (start to check) <b>Jaga Adi?</b> (memanggil siswa)  Your... I mean your display picture picture is not appear here.</p> <p>2. Teacher : <b>Puspa? How about you?</b></p> <p>3. Student: I can't open my schoology  Teacher: <b>why?</b></p> <p>4. Teacher : <b>Next, Ayu Linda?</b></p> <p>5. Teacher: <b>how many of you already present?</b>  Student 16: already?  Teacher: Yes. Counting...  <b>How many of you?</b></p> <p>6. Students 13: 5 minutes must done.  Teacher: <b>Sorry?</b></p> <p>7. Teacher : So I think that's all for today, the rest of you have to present your presentation. I will open another discussion you have to send your file and then present it what is your friend did, you just did by written (mengulang) di schoology,</p>		7

		<p>nanti saya akan buka discussion lagi, new discussion. Di sana saya akan aaa akan kasi tau kalian apa yang harus kalian lakukan. Jadi kalian harus upload apa namanya... pekerjaan kalian itu... PPT nya, upload di sana, trus pas upload itu jelaskan apa yang ada di PPT itu secara garis besarnya. Setelah itu nanti teman kalian yang akan komen. You need to comment on your friend presentation. Let's say presentation. Presentasi di sana, kalian give comment and then after that... (ketika siswa agak berisik) <b>May I have a minute?</b></p>		
25	Comprehension Check	<ol style="list-style-type: none"> <li>1. Teacher: I just want to <b>remind you</b>. What is the first rule?</li> <li>2. Teacher: <b>What is that call?</b> Past...?</li> <li>3. Teacher: Elementary school. Where is elementary school? <b>I just want to you to read that one.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher reminded the students about the rules of the class.</li> <li>2. The teacher asked about the grammar that relate with the student presentation.</li> <li>3.</li> </ol>	11

		<p>4. Teacher: /oven/ pakai v /veh/ Aaa... <b>Mesin yang tempat jualan permen gitu apa namanya?</b></p> <p>5. Teacher : okay just a little bit. <b>How you pronounce this one?</b> (writing on the white board)?</p> <p style="margin-left: 40px;">- (beach)</p> <p style="margin-left: 40px;">- (bitch)</p> <p>6. Teacher: Okay satu-satu <b>yang ini dulu</b> (point out) “beach”.</p> <p>7. Teacher: (<b>Point out “bitch”</b>)</p> <p>8. Students: /Bitch/ Teacher: <b>Bedanya apa?</b></p> <p>9. Teacher: <b>Yang punya belalai itu apa?</b></p> <p>10. Teacher : Nanti saya akan kasi step by stepnya di sana di discussionnya itu, nanti buka aja di schoology, trus nanti saya akan open discussion, nanti ada namanya, mungkin presentation. Setelah di buka presentation itu, kalian yang belum silahkan upload filenya, isiin keterangan filenya itu dengan aa...aa.. apa ya namanya...</p>	
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explanation apa isi dari presentasi kalian. Nanti temennya akan komen. Okay? Dari komen itu kalian laporan kedepan sedikit saja. Misalnya saya sudah meng-upload file yang berisikan tentang pengalaman saya selama 6 bulan di hotel, dimana saya bertugas di 5 outlet, atau mungkin ada pengalaman yang menarik silahkan dishare disana sedikit saja. and then ada beberapa comment dari, misalnya Wahyu atau Anom comment tentang missal lets say language used, atau grammar ada salah sedikit. So 3 menit untuk next week. Gak perlu banyak-banyak okay, **yang belum sudah mengerti?** Kalau belum mengerti silahkan tanya ke saya, saya sudah ada d group kan?

11. Teacher: Okay. Any question?

12.

26	Own-Accuracy Check			
27	Asking For Repetition	<p>1. Teacher: Ya... ini yang sering salah ya. So... and also pronunciation (write on white board)</p> <p style="text-align: center;">⇒ Open ⇒ Often</p> <p style="text-align: center;"><b>Read the first one.</b></p> <p>2. Teacher: ada yang bilang ofen,, apa... pokoknya pake /f/. <b>Ya repeat ones again</b></p> <p>3. Student: /Open/ Teacher: Okay open.</p> <p style="text-align: center;">(point toward ‘often’)</p> <p>4. Teacher: Gak bisa, udah pas , gak bisa nego lagi. <b>Oh ya lagi satu “self”</b></p> <p>5. Student: Elephant /'elɪfənt/ Teacher: <b>El</b> Students: El</p> <p>6. Student 17: Good morning my friend, I am putu Tristan, I was training in Conrad Hotel for six month... aaa... Teacher: <b>Repeat once again</b></p> <p>7. Teacher: Okay. Any</p>		7

		<p>question?          Students: No          Teacher: <b>Any question?</b></p>		
28	Asking For Clarification	<p>1. Teacher: <b>Why?</b> You could you should tell me why? because yesterday your mobile phone was on, so how about today its still died?</p> <p>2. Teacher: <b>little bit confuse?</b> But I am... I have been there on your group.</p> <p>3. Teacher: <b>So what is meaning that by proactive?</b></p> <p>4. Teacher : <b>I mean where?</b></p> <p>5. Students: /often/          Teacher: <b>Aften?</b>                   /af.en/ pakai /ef/</p> <p>8. Teacher: I don't understand          Students 13: When present my power point, just 5 minutes?</p> <p>9. Teacher: Present now. <b>You mean now? or /prizent/?</b></p> <p>10. Teacher: <b>Apanya yang</b></p>	<p>1. Teacher ask the students' reason.</p>	11

		<b>lengket</b> 11. Students 15: 'T' nya lebih nyangket Teacher: <b>Oh Te-nya... Te itu apa?</b>		
29	Asking For Confirmation	1. Teacher : So mmm I am looking at there is still some of you I mean there are some of you don't change aa profile picture yet <b>right?</b> 2. Teacher: Okay you can open your schoology later and find your due date, is actually tomorrow. <b>Tomorrow at?</b> 3. Teacher: Ketika kalian menyebutkan jenjang pendidikan baru di translate, kalau menyebutkan nama sekolahnya gak usah kalian translate ya. <b>Okay? Ngerti?</b>	1. The teacher ask the students about the change profile picture on schoology.	3
30	Guessing			
31	Expression Non Understanding			
32	Interpretive Summary	1. Teacher: <b>Past tense</b> So... when you describe something, that still exsist or still during in the present but most of your	1. The teacher give an explanation to the students	4

**presentation use present.  
So it's like you... you use  
have been (while looking  
the phone) yak have been...  
have been bla bla bla...**

That the first one. Have been meaning that you are doing something in the past period until right now, But that will be use have been (writing on the white board). Actually eee.. actually my self don't like to discuss this because it's like too grammatical for you. But you need to know (while draw a graphic). For example: You have been a students of Mediterranean Bali. You have been (stressing sambal menunjuk grafik)

2. Teacher: **Ketika kalian menyebutkan jenjang pendidikan baru di translate, kalau menyebutkan nama sekolahnya gak usah kalian translate ya.** Okay? Ngerti?
3. Teacher: **Okay the different is on the sounds**  
**Beach => ini di baca /i/**  
**Bitch => ini di baca /ai/**  
**So the different is on your**

eyebrow. Ketika alisnya sudah berkedip berarti sukses menyebutkan pantai.

(after that the teacher give the other example)

Eleven /'levn/

Udah selanjutnya

Bagas (menunjuk siswa)

2. Teacher: Eleven and Elephant

Mungkin menurut kalian ini tidak penting, but when you speak to native speaker like an aa England aa let's say American, britanian, they will recognize your English. But when you speak to the indian...?

3. Teacher: Nanti saya akan kasi step by stepnya di sana di discussionnya itu, nanti buka aja di schoology, trus nanti saya akan open discussion, nanti ada namanya, mungkin presentation. Setelah di buka presentation itu, kalian yang belum silahkan

upload filenya, isiin keterangan filenya itu dengan aa...aa.. apa ya namanya... explanation apa isi dari presentasi kalian. Nanti temennya akan komen. Okay? Dari komen itu kalian laporan kedepan sedikit saja. Misalnya saya sudah meng-upload file yang berisikan tentang pengalaman saya selama 6 bulan di hotel, dimana saya bertugas di 5 outlet, atau mungkin ada pengalaman yang menarik silahkan dishare disana sedikit saja. and then ada beberapa comment dari, misalnya Wahyu atau Anom comment tentang missal lets say language used, atau grammar ada salah sedikit. So 3 menit untuk next week. Gak perlu banyak-banyak okay, yang belum sudah mengerti? Kalau belum mengerti silahkan tanya ke

		saya, saya sudah ada d group kan?		
33	Responses	<p>1. Student): May he... you want to sharing your hotspot?  Teacher: <b>It's not actually my responsibility.</b> Next, Ayu Linda</p> <p>2. Students 13: Kalau misalkan oven gimana sir?  Teacher: /oven/ pakai v /veh/  Aaa... mesin yang tempat jualan permen gitu apa namanya?</p> <p>3. Teacher: how many of you already present?  Student 16: already?  Teacher: <b>Yes.</b> Counting... How many of you?</p> <p>4.</p>		3
34	Non Linguistic Signal	<p>1. Teacher: <b>(Nod)</b>  For today Agus Anom is the highest comment. <b>Applause</b></p> <p>2. Teacher: Past tense  So... when you describe something, that still exsist or</p>		9

		<p>still during in the present but most of your presentation use present. So it's like you... you use have been (while looking the phone) yak have been... have been bla bla bla... That the first one. Have been meaning that you are doing something in the past period until right now, But that will be use have been (writing on the white board). Actually eee.. actually my self don't like to discuss this because it's like too grammatical for you. But you need to know (while draw a graphic). For example: You have been a students of Mediterranean Bali. You have been (<b>Point out a graphic</b>). You... you are... I mean you are students of Mediteranean from 16 until now and anyone not graduated yet. It can be next year, or next to year</p> <p>3. Teacher: have been meaning that aaa... where where did you study (point out) aaa on senior high school? You? (<b>point out the student</b>)</p>	
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		<p>4. Teacher: It is only Indonesian always do. Let say (while writing) aa... SD N 3 Denpasar (/es/ /di/ /en/ number 3 Denpasar) (<b>point out “SD”</b>)</p> <p>5. Students 15: Sanyo Teacher: Sanyo? (<b>laughing</b>)  Sanyo mesin air ya. Mesin makanan dan minuman yang tinggal masukin koin itu.</p> <p>6. Students: /beach/ (siswa mengucapkan kata beach secara bersamaan) Teacher: okay satu-satu yang ini dulu (<b>point out</b>) “beach”. Students: /beach/ Teacher: (<b>point out “bitch”</b>)</p> <p>7. Teacher: Okay the different is on the sounds Beach =&gt; ini di baca /i/ Bitch =&gt; ini di baca /ai/ So the different is on your eyebrow. Ketika alisnya sudah berkedip berarti sukses menyebutkan pantai. Eleven /ɪ'levn/ Udah selanjutnya Bagas (<b>point out the student</b>)</p>	
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UNIVERSITAS PENDIDIKAN GANESHA

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## Observation Sheet

Subject 2  
Day 2

No	Type Strategy	Utterances	Context	Frequency
1	Message Abandonment	<p>1. Student 15: (other students add). Jadi kalau aa... if for VIV, we have tooth brush, listerine,trus saving kit, If that's VIV room. Kalau standar ya nggak. Trus move to...</p> <p>Teacher: Stop (<b>mengangkat tangan dan meminta berhenti</b>) trus who get another chance in house keeping?</p> <p>Student 12: Edi. (menunjuk Edi)</p>	1. When the teacher discussed about facilities that they found in the training place, but in the middle of the discussion the teacher abandon their opinion and directly skipped it into other topic	1
2	Message Reduction (Topic Avoidance)	<p>1. Teacher: okay... <b>how about...who has been training at housekeeping?</b> Raise your hand up.</p> <p>2. Teacher: jarang sekali ada satu rupiah, <b>jadi itu kayak... saya bilang itu pengijeng dompet hahaa</b> (laughing) biar isi aja uang dompetnya. That's my experience. How about front office?</p>	<p>1. The teacher discussed about students's experience during training</p> <p>2. The teacher told the students that he had ever got the lowest tip.</p>	2

3	Message Replacement	<p>1. Teacher: So aa... <b>first question is...</b> (<b>tidak melanjutkan</b>). Oh ya santai saja ya, kita cuman discussion saja. So first question is that how about your training, where did you get your training (menunjuk siswa)</p> <p>2. Teacher: okay. I have been aa is a not a found in a bed, but founded in a safety box, is around aa when I was a GRO aa <b>I</b> ..... there is a guest who left a room with a full huge savety box, the money is about 10-15 milion</p> <p>3. Teacher: okay mmm maybe like a discussion, I will ask some question and you will aaa answer. <b>Aaa.. apa namanya, disini baru kali ini dapat Bahasa inggris yang dibagi ya?</b> Tahun lalu kan masih Bahasa inggris gitu aja kan?</p>	<p>1.The teacher opened the discussion but he paused it a moment and told different idea.</p> <p>2.The teacher told the student that he had ever found some money in a safety box in the hotel</p> <p>3.At first, the teacher ask the students to do discussion but finally, she asked about another question (asking about the previous topic) without continuing the previous sentence.</p>	3
4	Circumlocution		-	-
5	Approximation	<p>1. Teacher: (...)When work in hotel it's on 2012, it was 2012 and every day I got <b>in around...</b> <b>at least</b> hundred and fifty</p>	In this discussion, the teacher told the he had ever got tip,	1

		<p>thousand and until hundred every day. How about your training? Got a Tip?</p>	<p>he used “in around” and after that use “at least” after thinking. In this context, those words are similar.</p>	
6	Use of All-Purpose of Words	<p>1. Teacher: Panji?...  ada beberapa saya tau ya, maksudnya saya ingat mukanya. Panji sama... (sambil memegang jidat)...(tidak menyelesaikan ucapannya) Kita kayanya pernah ketemu di <b>ini</b> ya...  Student: sky garden (siswa menyela)</p> <p>2. Teacher: okay (mengangguk) how about you? Student 12 : In love hotel legian. Teacher : Love hotel legian, everyone should lovin <b>there</b></p> <p>3. Student 14 : Bruum to sweep the flor Teacher : Ohh Broom is the... the... <b>the tool</b></p> <p>4. Teacher : Do you have any interesting experience as a doorman? But I have any experience, merangkap jadi doorman juga. When I was <b>there</b>, It's the</p>	<p>1.The teacher used “ini” to ask a student named Panji. He asked Panji that they had ever met in a place. That is Sky Garden. So, he used “ini” to say Sky Garden.</p> <p>2.The teacher said “there” because he referred to the hotel mentioned beforehand</p> <p>3.The teacher explain “broom” by the word “tool” when he talked about public area facilities.</p> <p>4.The teacher used “there” to refer the hotel where he</p>	5

		<p>first time to see... I mean I have saw... I have seen all part, but I never work... I mean I never open the door. When you work, you open the door unconventionally or is like clicking the bottom and it's open. At that moment I feel <i>katrok</i>.</p> <p>5. Teacher: Wait a minute. You can't just say handbody. The lotion is the name of the product. Tapi kalian tidak boleh menyebutkan hand and body saja. Yang benar itu lotionnya saja. Kalau kalian tidak menyebutkan hand and body saja boleh, lotion gitu aja boleh. Tapi tidak boleh menyebutkan bodynya aja. Hand and body berarti tangan dan tubuh (sambal memegang tangan). <b>This</b> is like what you call <b>that</b>?</p>	<p>worked in the past.</p> <p>5. The teacher said "this" to refer "reemote" that he hold. He asked the students.</p>	
7	Word-Coinage	-	-	-
8	Restructuring	<p>Teacher: Ya. <b>There is a guest, but the guest is in house guest aa but aa there aa he, let say he, he want to you to clean up this room.</b> Aa there is a money left there under the pillow \$10. So considering two aspect it can be that money intentionally aaa sengaja di tinggalkan or unintentionally tidak sengaja ditinggalkan, what will you do? You don't know that money is for you or not.</p>	<p>When the teacher shared his story about his past experience during working in the hotel.</p>	1

9	Literal Translation (Transfer)	<p>1. Teacher: Wait a minute. <b>You can't just say handbody</b><sup>1</sup>. The lotion is the name of the product. Tapi <b>kalian tidak boleh menyebutkan hand and body</b><sup>2</sup> saja. Yang benar itu lotionnya saja. Kalau kalian tidak menyebutkan hand and body saja boleh, lotion gitu aja boleh. Tapi tidak boleh menyebutkan bodynya aja. Hand and body berarti tangan dan tubuh (sambal memegang tangan). This is like what you call that?</p> <p>2. Teacher: Remote control. <b>You can't say that is remote. Gak bisa ya.</b><sup>3</sup> <b>Remote itu diartikan jauh, terpencil.</b><sup>4</sup> “Ambil remotenya” kita kebiasaan ya seperti itu, padahal remote jauh artinya. It’s a controller, yang bisa mengatur sesuatu dari jarak yang jauh, makanya di sebut remote...</p> <p>3. Teacher: Ya. There is a guest, but the guest is in house guest aa but aa there aa he, let say he, he want to you to clean up this room. Aa there is a money left there under the pillow \$10. So considering two aspect it can be that money <b>intentionally aaa sengaja</b><sup>5</sup> di tinggalkan or <b>unintentionally tidak sengaja</b><sup>6</sup> ditinggalkan, what will you do? You don’t know that money is for you or not.</p>	<p>1. When the teacher gave the students feedback about the material being discussed.</p> <p>2. When the teacher explained about what the meaning of remote in Bahasa is.</p> <p>3. When the teacher did discussion about how to act if a guest left his/her money in the hotel.</p>	6
10	Foreign Zing	-	-	-

11	Code Switching	<p>1. Teacher: Remote control. You can't say that is remote. Gak bisa ya. Remote itu diartikan jauh, terpencil. "Ambil remotenya" kita kebiasaan ya seperti itu, padahal remote jauh artinya. <b>It's a controller, yang bisa mengatur sesuatu dari jarak yang jauh, makanya di sebut remote...</b><sup>1</sup></p> <p>2. Teacher: banyak sebenarnya terjadi kesalahan di kehidupan kita, kalau kaset itu mengarah kepada <b>tape</b>.<sup>2</sup></p> <p>3. Teacher: Stop (mengangkat tangan dan meminta berhenti) <b>trus</b><sup>3</sup> who get another chance in housekeeping?</p> <p>4. Teacher: Do you have any interesting experience as a doorman? <b>But I have any experience, merangkap jadi doorman juga</b><sup>4</sup>. When I was there, It's the first time to see... I mean I have saw... I have seen</p>	<p>1. When the teacher explained about what the meaning of remote in Bahasa is.</p> <p>2. When the teacher discussed about many mistakes happened during everyday's conversation for example, tape. He switched it in his sentence.</p> <p>3. When the teacher asked the students to stop giving comment about the previous discussion.</p> <p>4. When the teacher shared his experience as a doorman in the past.</p>	5
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		<p>all part, but I never work... I mean I never open the door. When you work, you open the door unconventionally or is like clicking the bottom and it's open. At that moment I feel <b>katrok</b><sup>5</sup>.</p>		
12	Use of Similar Sounding Words	-	-	-
13	Mumbling	<p>1. Teacher: okay <b>mmm</b><sup>1</sup> maybe like a discussion, I will ask some question and you will aaa answer. Aaa.. apa namanya, disini baru kali ini dapat Bahasa inggris yang dibagi ya? Tahun lalu kan masih Bahasa inggris gitu aja kan?</p> <p>2. Teacher: who again in the housekeeping? (menunjuk siswa yang angkat tangan). <b>Aaaa</b><sup>2</sup>... Hard Rock tadi ya? Are there any special facilities that Hard Rock provides in the room?</p> <p>3. Teacher: ya... yang paling sering itu sarimi ya, Beli sarimi yang di kasi mie sedap. Indonesia tuh gitu ya. <b>Hmm</b><sup>3</sup> sampe dimana tadi?</p> <p>4. Teacher: <b>Aaa</b><sup>4</sup>... how about other, siapa lagi yang house keeping?</p> <p>5. Student 14: aa first is bruum... (all students laughing)</p>	<p>When the teacher did discussion in the class while thinking, starting and pausing the activity. He used to mumble.</p>	24

Teacher: **hhm**<sup>5</sup>?

Student 14: Bruum to sweep the flor

6. Teacher: Okay. This is like the... this is like a quiz, So you can **aaaa**<sup>6</sup>.... It can based on your experience or it's based on your opinion, Okay I will give you problems and you have to solve problem. Okay you have to work on your own and present you are working as job training. Let's say housekeeping, you are already staff of housekeeping, you found a piece... only a piece ... is not a mount, is a piece of money. Might be a one thousand dollars or is too much, is then dollars under the pillow what will you do? Who can answer that? Wanna try?
7. Teacher: Okay (mengangguk) How about if the guest want to give you tip to clean up the room. Based on my experience on the hotel **aa**<sup>7</sup> most of the housekeeping **aa**<sup>8</sup> turned tip **aa**<sup>9</sup> when they are collecting the room, even the guest still on the hotel, let's say about they want us, they assign us "please clean my room" something like that, it can be a tip...
8. Teacher: Ya. There is a guest, but the guest is in house guest **aa**<sup>10</sup> but **aa**<sup>11</sup> there **aa**<sup>12</sup> he, let say he, he want to you to clean

up this room. **Aa**<sup>13</sup> there is a money left there under the pillow \$10. So considering two aspect it can be that money intentionally aaa sengaja di tinggalkan or unintentionally tidak sengaja ditinggalkan, what will you do? You don't know that money is for you or not.

9. Teacher: okay. I have been **aa**<sup>14</sup> is a not a found in a bed, but founded in a safety box, is around **aa**<sup>15</sup> when I was a GRO **aa**<sup>16</sup> I ..... there is a guest who left a room with a full huge savety box, the money is about 10-15 milion
10. Teacher: No. In Rupiah, it's already on rupiah, so **aaa**<sup>17</sup> there on a safety box it can be our lost and found, me as a GRO and also shift of security. It's **aaa**<sup>18</sup> length like three month two weeks a guest call for the money. If the guests don't call, so the money will belong to us, me as GRO and also the shift of security. It is a big money right fifteen million. But for me the higher **aaa**<sup>19</sup> I mean the higher **aaa**<sup>20</sup> I mean the higher amount tip that I ever got is 5 hundred thousand rupiah in a amplop, kayaknya itu sih. But my friend got like one milion rupiah for tipping in amplop, its VIV guest. So, Tipping. If we relied on the salary it can be very straighten, sangat sangat biasa saja jadinya, segitu-segitu aja

		<p>dapat. When work in hotel it's on 2012, it was 2012 and every day I got in around... at least hundred and fifty thousand and until hundred every day. How about your training? Got a Tip?</p> <p>11. Teacher: at least the minimum amount of money that you get from tip, <b>aa</b><sup>21</sup> about the minimum amount of money that you got from the tip from...from one guest? How about that? How much money that you get?</p> <p>12. Teacher: that is why I ask you about the system, because that's a purpose or the reason I quit <b>aa</b><sup>22</sup> to the Hotel, because I can't differ the colour, it's like a gift, seperti penyakit ya. Buta warna apa namanya?</p> <p>13. Teacher: Buta warna... ya itu alasan saya kenapa saya berhenti di hotel, karena saya sering terjadi complaint <b>aaa</b><sup>23</sup> karena di systemnya itu Cuma menggunakan colour, only colour, <b>aa</b><sup>24</sup> kalau dirty ya merah, kalau clean kuning, kalau inspected hijau. I can't differ red for sure, but I can differ green and yellow, nah itu susahnya. Gak ada misalnya kaya deskripsi di kasi kode kek, missal clean CL isiin warna kan bisa.</p>		
14	Omission	-	-	-

15	Retrieval	<p>Teacher: Do you have any interesting experience as a doorman? But I have any experience, merangkap jadi doorman juga. When I was there, It's the first time to see... I mean <b>I have saw... I have seen all part</b>, but I never work... I mean I never open the door. When you work, you open the door unconventionally or is like clicking the bottom and it's open. At that moment I feel katrok.</p>	<p>When the teacher shared his experience, he said a wrong structure and finally he reached an optimal form.</p>	1
16	Self-Rephrasing	<p>1. Teacher: Aaa... <b>how about other, siapa lagi yang housekeeping?</b></p> <p>2. Teacher : It's like Old system. Because I was training in <b>2012 is like a long time ago</b>. It is easy for you? How to check the room availability, mention by colour or by description?</p>	<p>1. When the teacher continued the discussion, he reapeated the term by adding a new one.</p> <p>2. The teacher repeated "2012" by adding another words.</p>	2
17	Self-Repair	<p>1. Teacher : Panji? ... <b>ada beberapa saya tau ya, maksudnya saya ingat mukanya.</b> Panji sama... (sambil memegang jidat)...</p> <p>2. Teacher : aaa... <b>have been aa I mean I have been working there</b> but near to double six. Okay next, how about you?</p>	<p>The teacher made self-initiated correction because he felt wrong to say somthing during conversation.</p>	5

		<p>3. Teacher : <b>I mean what is? What are you doing</b>, steps by steps cleaning public area? Let's say corridor. Please the other students. You! (menunjuk dengan tangan)</p> <p>4. Teacher: Okay. <b>This is like the... this is like a quiz</b>, So you can aaaa.... It can based on your experience or it's based on your opinion, Okay I will give you problems and you have to solve problem. Okay you have to work on your own and present you are working as job training. Let's say housekeeping, you are already staff of housekeeping, you found a piece... only a piece ... is not a mount, is a piece of money. Might be a one thousand dollars or is too much, is then dollars under the pillow what will you do? Who can answer that? Wanna try?</p> <p>5. Teacher: okay. <b>I have been aa is a not a found in a bed</b>, but founded in a safety box, is around aa when I was a GRO aa I ..... there is a guest who left a room with a full huge savety box, the money is about 10-15 milion</p> <p>6. Teacher: I had ever got one rupiah, they thought one rupiah is like one dollars, that's rupiah from the last vacation, the vacation is on <b>nineteen eh sorry ninety</b></p>	
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		<p><b>ninety two</b>, and they still got a rupiah, they still have a rupiah. But it's like the last way, sangat jarang satu rupiah itu. Kalian pernah liat satu rupiah?</p> <p>7. Teacher: Do you have any interesting experience as a doorman? But I have any experience, merangkap jadi doorman juga. When I was there, It's the first time to see... I mean I have saw... I have seen all part, but <b>I never work... I mean I never open the door</b>. When you work, you open the door unconventionally or is like clicking the bottom and it's open. At that moment I feel katrok.</p> <p>8. Teacher: <b>Sab.. Sabrina?</b>            Student 19: (salah satu siswa menjawab) lagi berduaan sama roy (roy).</p>		
18	Other-Repair	<p>1. Student 16: Bath...room            Teacher: <b>Bathroom (correcting pronunciation)</b>            Student 16: <b>Bathroom</b></p> <p>2. Teacher: <b>Wait a minute. You can't just say handbody. The lotion is the name of the product. Tapi kalian tidak boleh menyebutkan hand and body saja. Yang benar itu lotionnya saja. Kalau kalian tidak menyebutkan hand and body saja boleh, lotion gitu aja boleh. Tapi tidak boleh menyebutkan bodynya aja. Hand and body berarti tangan dan</b></p>	<p>1.The teacher corrected students's pronunciation.</p> <p>2.The teacher repaired the students' answer during discussion.</p>	6

		<p><b>tubuh (sambal memegang tangan).</b> This is like what you call that?</p> <p>3. Student: sweeping and prepare <b>new sheet.</b>  Teacher: <b>New</b>  Student 19: New sshh...</p> <p>4. Student 21: so, first, brafing, listening.  Teacher: <b>listening itu harus di ikuti dengan kata 'to' ya 'listening to'.</b> What else?</p> <p>5. Student 14: gak dapat. So in my hotel... (everybody laughing because 'My Hotel')  Teacher: <b>Okay. In the hotel where you work (correcting)</b></p> <p>6. Student 19: greet the guest and close the door, offer the guest to bring their luggage.  Teacher: <b>Offer</b></p>	<p>3.The teacher repaired the students' pronunciation during discussion.</p> <p>4.The teacher repaired the students' answer during discussion.</p> <p>5.The teacher repaired the students' answer during discussion.</p> <p>6.The teacher repaired the students' pronunciation during discussion.</p>	
19	Use of Fillers		-	-
20	Self-Repetition	<p>1. Teacher: So that's the different in hotel, but most of <b>you aaa were on aa were on aa</b> hardrock. What are you doing there?</p>	The teacher repeated his utterances when he gave explanation	4

		<p>2. Teacher: Okay. This is like the... this is like a quiz, So you can aaaa.... It can based on your experience or it's based on your opinion, Okay I will give you problems and you have to solve problem. Okay you have to work on your own and present you are working as job training. Let's say housekeeping, you are already staff of housekeeping, you found <b>a piece... only a piece</b> ... is not a mount, <b>is a piece of money</b>. Might be a one thousand dollars or is too much, is then dollars under the pillow what will you do? Who can answer that? Wanna try?</p> <p>3. Teacher: No. In Rupiah, it's already on rupiah, so aaa there on a safety box it can be our lost and found, me as a Jero and also shift of security. It's aaa length like three month two weeks a guest call for the money. If the guests don't call, so the money will belong to us, me as Jero and also the shift of security. It is a big money right fifteen million. But for me the higher <b>aaa I mean the higher aaa I mean the higher</b> amount tip that I ever got is 5 hundred thousand rupiah in a amplop, kayaknya itu sih. But my friend got like one milion rupiah for tipping in amplop, its VIV guest. So, Tipping. If we relied on the salary it can be very straighten, sangat</p> <p>in the class.</p>	
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		<p>sangat biasa saja jadinya, segitu-segitu aja dapat. When work in hotel it's on 2012, it was 2012 and every day I got in around... at least hundred and fifty thousand and until hundred every day. How about your training? Got a Tip?</p> <p>4. Teacher: at least the minimum amount of money that you get from tip, aa about the minimum amount of money that you got from the tip <b>from...from</b> one guest? How about that? How much money that you get?</p>		
21	Other-Repetition	<p>1. Students: <b>Remote control.</b>  Teacher: <b>Remote control.</b> You can't say that is remote. Gak bisa ya. Remote itu diartikan jauh, terpencil. “Ambil remotenya” kita kebiasaan ya seperti itu, padahal remote jauh artinya. It's a controller, yang bisa mengatur sesuatu dari jarak yang jauh, makanya disebut remote</p>	The teacher repeated students' utterances in the class during teaching.	1
22	Verbal Strategy Makers	-	-	-
23	Feigning Understanding	-	-	-
24	Appeals for Help	<p>1. Teacher: <b>kalau kerja biasanya di isi apa?</b>  Students 11: Apa ya? Ijin kayanya.</p>	1.The teacher asked for help from the students because he didn't exactly know the	25

		<p>2. Teacher: So aa... first question is... (tidak melanjutkan) Oh ya santai saja ya, kita cuman discussion saja. So first question is that how about your training, <b>where did you get your training?</b> (menunjuk siswa)</p> <p>3. Student 17 : Sansam Bungalow  Teacher : okay (mengangguk) <b>how about you?</b>  Student 12 : In love hotel legian.</p> <p>4. Student 19 : Mayson  Teacher : Mayson? It's first time me to hear about that, <b>where is the mayson hotel?</b>  Student 19 : In seminyak</p> <p>5. Teacher : aaa... have been aa I mean I have been working there but near to double six. <b>Okay next, how about you?</b></p>	<p>answer.</p> <p>2.The teacher asked a question for the students because he wanted to stimulate them to do discussion and he gave an exploration question.</p> <p>3.The teacher asked a student's training location.</p> <p>4.The teacher asked for help because he didn't know where Mayson Hotel is.</p> <p>5.The teacher continued to give students an exploration's question</p>	
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		<p>6. Student 18 : Yes  Teacher : <b>how about you?</b>  Student 15 : Stones hotel bali</p> <p>7. Teacher : okay, <b>who get a house keeping?</b>  Student 16 : (Raising hand) the best training in Hard Rock</p> <p>8. Teacher : Okay  beside cleaning a bathroom, <b>what else?</b>  Student 17 : Making bad, dusting dll.</p> <p>9. Teacher :  <b>who again in the housekeeping?</b>  (menunjuk siswa yang angkat tangan). Aaaa... Hard Rock tadi ya? Are there any special facilities that Hard Rock provides in the room?  Student 17 : Yes  Teacher : <b>What are they?</b>  Student 17 : showing bell, handbody, conditioner</p>	<p>6. The teacher continued to give students an exploration's question</p> <p>7. The teacher continued to give students an exploration's question</p> <p>8. The teacher continued to give students an exploration's question</p> <p>9. The teacher continued to give students an exploration's question</p>	
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		<p>10. Student 19 : Bukan ininya (sambal menggerakkan tangan) seprainya.</p> <p>Teacher : <b>okay you want to add?</b> (asking other).</p>	10.The teacher asked for an exploration question for the students.	
		<p>11. Teacher : <b>How about the other?</b></p> <p>Student 20 : (other student menunjuk) the best training in Rizts Calton.</p> <p>Teacher : <b>How about you?</b></p>	11.The teacher asked for an exploration question for the students.	
		<p>12. Teacher : <b>How about in the... PA?</b></p> <p>PA... which public area that you clean? Siapa yang belum?</p>	12.The teacher asked for an exploration question for the students.	
		<p>13. Teacher : Yaa but you have to talk. Okay? So, I know that you can't talk. Okay?</p> <p><b>How about you?</b> (Menunjuk siswanya)</p> <p>Student 14 : front office saya.</p> <p>Teacher : front office? <b>How about PA?</b> have you ever been there?</p>	13. The teacher asked for an exploration question for the students.	

		<p>14. Teacher : Okay (mengangguk) <b>How about if the guest want to give you tip to clean up the room. Based on my experience on the hotel aa monst of the housekeeping aa turned tip aa when they are collecting the room, even the guest still on the hotel, let's say about they want us, they assign us "please cleanmy room" something like that, it can be a tip...?</b></p> <p>15. Teacher : No. In Rupiah, it's already on rupiah, so aaa there on a safety box it can be our lost and found, me as a GRO and also shift of security. It's aaa length like three month two weeks a guest call for the money. If the guests don't call, so the money will belong to us, me as GRO and also the shift of security. It is a big money right fifteen million. But for me the higher aaa I mean the higher aaa I mean the higher amount tip that I ever got is 5 hundred thousand rupiah in a amplop, kayaknya itu sih. But my friend got like one milion rupiah for tipping in amplop, its VIV guest. So, Tipping. If we relied on the salary it can be very straighten, sangat sangat biasa saja jadinya, segitu-segitu aja dapat. When work in hotel it's on 2012, it was 2012 and every day I got in around...</p>	<p>14.The teacher asked for an exploration question for the students.</p> <p>15.The teacher asked for an exploration question for the students.</p>	
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		<p>at least hundred and fifty thousand and until hundred every day. <b>How about your training? Got a Tip?</b></p> <p>16. Teacher : <b>how about the other? Is that any lower tip that you get?</b></p> <p>17. Teacher : jarang sekali ada satu rupiah, jadi itu kayak... saya bilang itu pengijeng dompet hahaa (laughing) biar isi aja uang dompetnya. That's my experience. <b>How about front office?</b></p> <p>18. Teacher : okay you have to have a lot of knowledge when you being a reservation. Knowledge of the hotel, place, number of room or something. Yang lain gak ada di Lobi? <b>How about you Satria?</b></p> <p>19. Student 21 : actually, the main job in check in and check out a lot of pressure from outside or internal department. So, it's bit disturbing, because when talk with guest, for me we must converse to the</p>	<p>16.The teacher asked for an exploration question for the students.</p> <p>17.The teacher asked for an exploration question for the students.</p> <p>18.The teacher asked for an exploration question for the students.</p> <p>19.The teacher asked for an exploration question for the students, he asked</p>	
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		<p>guest, and also I have to quickly when input the data about the guest by using software.</p> <p>Teacher : <b>what is the software?</b></p> <p>20. Teacher : It's like Old system. Because I was training in 2012 is like a long time ago. It is easy for you? <b>How to check the room availability, mention by colour or by description?</b></p> <p>21. Teacher : that is why I ask you about the system, because that's a purpose or the reason I quit aa to the Hotel, because I can't differ the colour, it's like a gift, seperti penyakit ya. <b>Buta warna apa namanya?</b></p> <p>22. Teacher : ohh berarti lebih mudah, kalau dulu itu susah, cara mensiasati adalah saya pindahkan Q rook, kalo di Q room Cuma CL gitu, tapi masalahnya bakalan berantem sama receptionist dan housekeeping karena kamar sudah inspected kita bawa ke Q room. Dan sering terjadi ceksok, akhirmnya saya tidak kuat mending saya pergi, <b>ada yang buta warna di sini?</b> Cuma cowok yng bisa buta warna, nah syukur kalian masih</p>	<p>about student's software used in his/her training place.</p> <p>20.The teacher asked for an exploration question for the students</p> <p>21.The teacher asked for student's help because he didn't know "Buta Warna" in English.</p> <p>22.The teacher asked for an exploration question for the students because he wanted to know the truth from the students.</p>	
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		<p>bisa melihat dunia yang berwarna.</p> <p>23. Teacher : So that's the different in hotel, but most of you aaa were on aa were on aa hardrock. <b>What are you doing there?</b></p> <p>24. Teacher : <b>Kalo ESP siapa yang ngajar?</b> Students 11: Ms.Lili</p> <p>25. Student 13 : Training Teacher : Ya. Please in specific. <b>What did you do there?</b> (menunjukkan siswa menggunakan tangan) What is your name?</p>	<p>23. The teacher asked a question for students as an exploration question to stimulate them.</p> <p>24. The teacher asked a question because he didn't exactly know the answer, therefore he asked for assistance.</p> <p>25. The teacher asked a student's name because he forgot his/her name.</p>	
25	Comprehension Check	1. Teacher : okay, <b>what did you do</b>	1.The teacher	6

		<p style="text-align: center;"><b>on housekeeping attendance?</b></p> <p>Students : hmm</p>	checked students' comprehension about houskeeping job description.	
		<p>2. Teacher : ya kamu (sambil menunjuk). <b>How about making the bed? What are the steps by steps?</b></p>	2. The teacher checked students' knowledge about steps by steps of making bed.	
		<p>3. Teacher : Okay, what did you do on PA? I mean <b>what steps by steps meaning that you sweeping first or what?</b></p>	3. The teacher checked students' knowledge about steps by steps of public area.	
		<p>4. Teacher : <b>what is the steps by steps of training in public area?</b></p>	4. The teacher checked students' knowledge about steps by steps of public area.	
		<p>5. Teacher : regarding two respect (show up 2 fingers). It can be money that guest unintentionally have there, or money that purpose be left for you. <b>What is your decision?</b> (touching student' chair and smiling)</p>	5.The teacher checked students' comprehension and asked students decision when he gave a problem.	
		<p>6. Teacher : So what are you doing in reception? Reception is bit compicated right? A lot of form, a lot of thing must</p>	6.The teacher checked students' comprehension by	

		know. <b>Can you tell your experience about reception?</b>	asking the students about their experience as a reception.	
26	Own-Accuracy Check		-	-
27	Asking for Repetition	<p>1. Teacher : <b>repeat once again.</b> What did you clean?            Student 16 : clean... my senior will making a bed and I... and I will... I clean the bath room.            Teacher : <b>repeat once again</b></p> <p>2. Student 16 : Bath... Bath...            Teacher : <b>Ulangi lagi sekali.</b>            Student 16 : Bath...room            Teacher : Bathroom (correcting pronunciation)            Student 16 : Bathroom</p>	The teacher asked the students to repeat what he said.	2
28	Asking for Clarification	<p>1. Teacher : (absent the class) <b>Made satya wiguna ya?</b>  <b>Kenapa dia?</b><sup>1</sup>            Student 19 : kerja pak, sambal kerja dia</p>	1.The teacher asked for students' clarification since they said that some of their friends	39

		<p>Teacher : Oh sambal kerja. Dedi Andika?</p> <p>Student 12 : Saya (raising hand)</p> <p>Teacher : Deva Armanoe?</p> <p>Student 14 : (raising hand)</p> <p>Teacher : <b>Wayan Pradnyawati? Ga ada ya?</b><sup>2</sup></p> <p>Student 11 : Sakit dia pak, sakit di bawah katanya ( siswa membuat joke, dan kemudian siswa lain tertawa)</p> <p>Teacher : Sabrina</p> <p>Student : hahhaa (siswa maish menertawakan joke yang tadi, sehingga tidak merespon pertanyaan guru)</p> <p>Teacher : Sab.. Sabrina?</p> <p>Student 19 : (salah satu siswa menjawab) lagi berduaan sama roy (roy).</p> <p>Teacher : <b>mantannya siapa ini?</b><sup>3</sup></p> <p>Student 12 : gak punya mantan dia :D</p> <p>2. Teacher : Roy</p> <p>Student 11 : DW</p> <p>Teacher : <b>kerja dia?</b><sup>4</sup></p>	<p>were absent in the class. The last, the teacher made a joke by asking them a question and asked for their clarification of a statement uttered by the students.</p> <p>2. When one of the students was absent, the teacher asked for students' clarification by asking them a question "kerja dia?" to make it</p>
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		<p>3. Teacher : <b>where did you get your training?</b><sup>5</sup></p> <p>Student 14 : I was in charge in</p> <p>Teacher : <b>I mean where</b><sup>6</sup></p> <p>Student 14 : Kuta</p> <p>4. Teacher : aaa... have been aa I mean I have been working there but near to double six. Okay next, how about you?</p> <p>Students 18 : Same with them</p> <p>Teacher : <b>who them?</b><sup>7</sup></p> <p>Student 18 : menunjuk (menjuk siswa yang training di hadrock)</p> <p>Teacher : Them... (teacher tertawa) <b>Hard Rock?</b><sup>8</sup></p> <p>5. Student : (other students) Stones, batu. (Laughing).</p> <p>Teacher : (manggut-manggut) <b>stone is in legian?</b><sup>9</sup></p> <p>Student 15 : Yes</p>	<p>clear.</p> <p>3. When a student answered his question about student's training place and the teacher asked for student's clarification to ask an exact place to make it clear.</p> <p>4. The teacher asked for students' clarification since they said "same with them" and it wasn't clear enough for him and again he asked for their clarification to ensure the answer.</p> <p>5. The teacher clarified again students' answer to make it clear whether stone hotel that was mentioned by the</p>	
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		<p>6. Student 13 : Training  Teacher : Ya. Please in specific.  <b>What did you do there?</b><sup>10</sup> (menunjukkan siswa menggunakan tangan) What is your name?</p> <p>Student 17 : Dandi  Teacher : Dandi. Okay <b>what are you doing there?</b><sup>11</sup> <b>where is the location?</b><sup>12</sup></p> <p>Student 17 : Kuta  Teacher : Yaya I mean the Hotel</p> <p>Student 17 : for training?  Teacher : ya</p> <p>Student 17 : The Kuta Hotel  Teacher : <b>What did you do there?</b><sup>13</sup></p> <p>Student 17 : Apa ya  Student 19 : (other student)  Ngapain kamu disana gituloh maksudnya</p> <p>Student 17 : Training  Teacher : <b>Yaa just be specific, all of you training.</b><sup>14</sup></p> <p>Student 17 : I have a lot project everyday</p>	<p>students is in Legian or in the other places.</p> <p>6.Initially, the teacher asked about students' training place and when the teacher asked them about what they did there in specific, they didn't understand the question and couldn't answer it well so, he asked for students' clarification many times until he got the answer. Finally, he also asked for a clarification for those who were in front office department.</p>	
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		<p>Teacher : <b>I mean what department?</b><sup>15</sup></p> <p>Student 17 : house keeping</p> <p>Teacher : <b>All of you in housekeeping?</b><sup>16</sup></p> <p>Student : No</p> <p>Students 11 : (other students) Some in housekeeping, and PA</p> <p>Teacher : <b>How about front office?</b><sup>17</sup></p> <p>Student 11 : This, this and this (menunjuk temannya)</p>		
		<p>7. Teacher: <b>with assistance with senior?</b><sup>18</sup></p> <p>Student 16: with senior.</p> <p>8. Student 16: No Just helper</p> <p>Teacher: okay, <b>what did you do as a helper of housekeeping?</b><sup>19</sup></p>	<p>7.The teacher clarified whether the student was in charge in some rooms with assistant or with senior.</p> <p>8.When the student said that he/she was a helper and then he asked for his/her clarification to make it clearer what she/he exactly did there</p>	

		<p>9. Student 16: cleaning bathroom or bed  Teacher : repeat once again. <b>What did you clean?</b><sup>20</sup>  Student 16: clean... my senior will making a bed and I... and I will... I clean the bath room.  Teacher : repeat once again</p> <p>10. Student 17 : Remote  Teacher : Nah itu kesalahanya kayak gitu. <b>What is that?</b><sup>21</sup>  Students : Remote control.</p> <p>11. Student 15 : Sup mata ikan  Teacher : <b>Apa tadi?</b><sup>22</sup>  Student 17 : face soap, hand soap, cotton bud, sanitary bag, tissue box, toilet paper, water, hand towel, face towel (diucapkan fish towel)  Teacher : <b>Apa?</b><sup>23</sup>  Student 17 : Face towel (diucapkan fish towel)</p>	<p>as a helper.</p> <p>9. The teacher asked for students' clarification because it wasn't clear enough. He asked for his/her repetition since he hadn't got the point yet.</p> <p>10. The teacher wanted to clarify student's answer when they said remote. It wasn't good idea to say it so, he asked their clarification.</p> <p>11. The teacher wanted the students to clarify what they said.</p>	
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		<p>Teacher : <b>Handuk ikan berarti?</b><sup>24</sup> (memastikan)</p> <p>12. Student 19 : New sshh...</p> <p>Teacher : <b>Tempat duduk?</b><sup>25</sup></p> <p>Student 19 : Bukan ininya (sambal menggerakkan tangan) seprainya.</p> <p>13. Student 15 : Front office?</p> <p>Teacher : <b>You incharge in housekeeping?</b><sup>26</sup></p> <p>Student 12 : I have not in charge in housekeeping this period, aa... I have been that housekeeping in senior high school, SMK.</p> <p>14. Teacher : asiikk (mengangguk) ini kayany suhunya ya. <b>That's all?</b><sup>27</sup></p> <p>Student 12 : that's all.</p> <p>15. Student 21 : Lobby, Okay the first loby. Am I stand up? (joking and all laughing)</p> <p>Teacher : <b>I mean what are you doing in cleaning public area?</b><sup>28</sup> Masak langsung gitu?</p> <p>Student 21 : so, first, brafing, listening</p>	<p>12.The teacher wanted the students to clarify what they said.</p> <p>13.The teacher wanted the students to clarify what they said.</p> <p>14.The teacher wanted the students to clarify what they said.</p> <p>15.The teacher wanted the students to clarify what they said.</p>
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		<p>supervisor.</p> <p>16. Student 14 : front office saya.  Teacher : <b>front office? How about PA? have you ever been there?</b><sup>29</sup></p> <p>17. Teacher : Do you mean Chemical?  Student 10 : Yes. And also check the public area, also check area like lobby.  Teacher : <b>What did you check?</b><sup>30</sup></p> <p>18. Teacher : at least the minimum amount of money that you get from tip, aa about the minimum amount of money that you got from the tip from...from one guest? <b>How about that? How much money that you get?</b><sup>31</sup></p> <p>Student 15 : one dollar</p> <p>19. Student 19 : I got three hundred thousand rupiah</p> <p>Teacher : <b>I mean what are you doing?</b><sup>32</sup></p> <p>\ Student 19 : Ohh...</p> <p>Teacher : <b>The experience that you got from office</b><sup>33</sup></p> <p>Student 19 : experience?</p>	<p>16. The teacher wanted the students to clarify what they said.</p> <p>17. The teacher wanted the students to clarify what they said.</p> <p>18. The teacher wanted the students to clarify what they said.</p> <p>19. The teacher wanted the students to clarify what they said.</p>	
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	Teacher	: yes you work only one section or all section in the front office department? <sup>34</sup>	
	Student 19	: we work in two sections, there is doorman and also reception. But I work as a doorman.	
20.	Student 19	: And then ask the guest to the front desk, and then back to the section	20.The teacher wanted the students to clarify what they said.
	Teacher	: Do you have any interesting experience as a doorman? <sup>35</sup> But I have any experience, merangkap jadi doorman juga. When I was there, It's the first time to see... I mean I have saw... I have seen all part, but I never work... I mean I never open the door. When you work, you open the door unconventionally or is like clicking the bottom and it's open. At that moment I feel katrok.	
21.	Student 21	: I've been on that experience only 3 days : what's that? <sup>36</sup>	21.The teacher wanted the students to clarify
	Teacher		

		<p>22. Student 21 : Actually I work, but did a lot of job, reservation, receptionist, telephone operator, also GSA.</p> <p>Teacher : <b>GSA? Guest service attendant?</b><sup>37</sup></p> <p>23. Student 21 : VL2</p> <p>Teacher : <b>What is your hotel?</b><sup>38</sup></p> <p>Student 21 : Love Legian Hotel</p> <p>24. Teacher : <b>I mean different of clean room, inspected room, or dirty room. Is there any colour or...?</b><sup>39</sup></p> <p>Student 21 : oh ya... for the... expedit function always yellow, clean is white and dirty is green</p>	<p>what they said.</p> <p>22. The teacher wanted the students to clarify what they said.</p> <p>23. The teacher wanted the students to clarify what they said.</p> <p>24. The teacher wanted the students to clarify what they said.</p>	
29	Asking for Confirmation	<p>1. Teacher : Panji? ada beberapa saya tau ya, maksudnya saya ingat mukanya. Panji sama... (ambil memegang jidat)...(tidak menyelesaikan ucapannya) <b>Kita kayanya pernah ketemu di ini ya...</b><sup>1</sup></p> <p>2. Teacher : okay mmm maybe like a discussion, I will ask some question and you will aaa answer. Aaa.. apa namanya,</p>	<p>1. The teacher confirmed and asked for students' agreement that he said was wrong or no.</p> <p>2. The teacher confirmed and asked for students' agreement that he</p>	12

		<p>disini baru kali ini dapat Bahasa inggris yang dibagi ya? <b>Tahun lalu kan masih Bahasa inggris gitu aja kan?</b><sup>2</sup></p> <p>3. Teacher: <b>I mean in housekeeping you in charge in some rooms?</b><sup>3</sup>          Student 17: No. just little.</p> <p>4. Teacher: <b>Did you offer special abilities there?</b><sup>4</sup>          Student 16: Yes          Teacher: who again in the housekeeping? (menunjuk siswa yang angkat tangan). Aaaa... Hard Rock tadi ya? <b>Are there any special facilities that Hard Rock provides in the room?</b><sup>5</sup>          Student 17: Yes</p> <p>5. Teacher : (mengangguk) Oke. Ini kesalahan yang sering terjadi. <b>Kaset juga salah ya.</b><sup>6</sup>          Student 11 : iya harusnya CD</p> <p>6. Student 15 : Sampe di Hand Body lotion.          Teacher : <b>facilities ya?</b><sup>7</sup></p>	<p>said was wrong or no.</p> <p>3.The teacher confirmed and asked for students' agreement that he said was wrong or no.</p> <p>4.The teacher asked for students' confirmation about the truth happened during their training.</p> <p>5.The teacher confirmed and asked for students' agreement that he said was correct.</p> <p>6.The teacher confirmed and asked for students' agreement that he said was wrong or no.</p>
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	7. Teacher	: Yaa but you have to talk. <b>Okay?</b> <sup>8</sup> So I know that you can't talk. <b>Okay?</b> <sup>9</sup> How about you? (Menunjuk siswanya)	7.The teacher confirmed and asked for students' agreement that he said was correct.
	Student 14	: front office saya.	
	8. Teacher	: (Applause) <b>Best training ya.</b> <sup>10</sup> <b>Okay good.</b> Tapi banyak di ambil gitu aja ya.	8.The teacher confirmed and asked for students' agreement that he said was wrong or no.
	Student 15	: tapi kalau tamunya nelpon, trus ada ada penyampaian dari supervisor ada uang yang ketinggalan kita gak boleh ambil	
	9. Teacher	: So what are you doing in reception? <b>Reception is bit complicated right?</b> <sup>11</sup> A lot of form, a lot of thing must know. Can you tell your experience about reception?	9.The teacher confirmed and asked for students' agreement that he said was wrong or no.
	10. Teacher	: Belum sih. <b>Gak kerasa ya jamnya</b> <sup>12</sup> (looking hand watch)	10.The teacher confirmed and asked for students' agreement that he said was wrong or
	Student	: Ya	

			no.	
30	Guessing	<p>1. Student 19 : In seminyak Teacher : <b>it's closed to double six?</b></p> <p>2. Teacher : <b>Do you mean Chemical?</b> Student 10 : Yes. And also check the public area, also check area like lobby.</p> <p>3. Teacher: <b>So you are not in charge in one particular a room by yourself.</b> Student 16: No Just helper.</p>	<p>1. When the teacher didn't know the location of one hotel and then he guessed it.</p> <p>2. When the teacher didn't know the location of one hotel and then he guessed it</p> <p>3. When the teacher didn't know the location of one hotel and then he guessed it</p>	3
31	Expression Non Understanding	-	-	-
32	Interpretive Summary	<p>1. Teacher : regarding two respect (show up 2 fingers). <b>It can be money that guest unintentionally have there, or money that purpose be left for you.</b> What is your decision? (touching student'</p>	The teacher gave summary in every section before, during or after the discussion to make it simpler and	3

		<p>chair and smiling)</p> <p>2. Teacher : No. In Rupiah, it's already on rupiah, so aaa there on a safety box it can be our lost and found, me as a Jero and also shift of security. It's aaa length like three month two weeks a guest call for the money. If the guests don't call, so the money will belong to us, me as Jero and also the shift of security. It is a big money right fifteen million. But for me the higher aaa I mean the higher aaa I mean the higher amount tip that I ever got is 5 hundred thousand rupiah in a amplop, kayaknya itu sih. But my friend got like one milion rupiah for tipping in amplop, its VIV guest. <b>So, Tipping. If we relied on the salary it can be very straighten, sangat sangat biasa saja jadinya, segitu-segitu aja dapat.</b> When work in hotel it's on 2012, it was 2012 and every day I got in around... at least hundred and fifty thousand and until hundred every day. How about your training? Got a Tip?</p> <p>3. Teacher : jarang sekali ada satu rupiah, jadi itu kayak... saya bilang itu pengijeng dompet hahaa (laughing) biar isi aja uang dompetnya. <b>That's my experience.</b> How about front office?</p>	clearer.	
33	Responses	1. Student 16 : <b>Apa tadi ya? Ada tamu</b>	The teacher	3

		<p><b>gitu?</b> (All laughing)</p> <p>Teacher : <b>Ya.</b> There is a guest, but the guest is in house guest aa but aa there aa he, let say he, he want to you to clean up this room. Aa there is a money left there under the pillow \$10. So considering two aspect it can be that money intentionally aaa sengaja di tinggalkan or unintentionally tidak sengaja ditinggalkan, what will you do? You don't know that money is for you or not.</p> <p>2. Student 15: <b>Kalau beli baju gimana pak?</b></p> <p>Teacher: <b>Ya beli</b>, yang mana suka, itu langsung beli tanpa liat warna.</p> <p>3. Student 15: <b>trus kalau liat lampu lalu lintas di jalan gimana pak?</b></p> <p>Teacher:<b>liatnya berbeda</b>, tapi saya bisa bedain, ini hijau, ini kuning, itu yang saya bisa bedain. Apalagi traffic light yang sudah lama, yang lama itu kan pakai satu lampu aja, kalau sekarang kan pake LED, banyak titik-titik lampu. Kadang antara hijau dan kuning itu sama saja, saya kan liat urutannya pasti yang hijau itu paling bawah. Apalagi yang udah lama kan agak-agak hitam gak keliatan, kadang sudah hijau saya diam aja. Yaa gitulah anunya... sense kehidupannya, kehidupannya kurang berwarna. Tapi itu yang pastial ya, yang permanen baru bisa</p>	<p>responded students' question directly.</p>	
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		liat hitam sama puih saja, kayak TV jadul.		
34	Non Linguistic Signal	<p>1. Teacher: Panji?            Ada beberapa saya tau ya, maksudnya saya ingat mukanya. Panji sama... (<b>touch forehead</b>)... Kita kayanya pernah ketemu di ini ya...</p> <p>2. Teacher: So aa... first question is... (not continue). Oh ya santai saja ya, kita cuman discussion saja. So first question is that how about your training, where did you get your training (<b>point out the student</b>).</p> <p>3. Student 14: ohh where... in Hadrock            Teacher : (<b>raise eyebrows and look to next students who get an chance</b>).            Student 17: Sansam Bunggalow            Teacher: okay (<b>nod</b>) how about you?</p> <p>4. Teacher: Love hotel legian,everyone should lovin there. (<b>look and point out</b></p>	<p>1. Teacher touch his forehead when he triy to remember the student' face</p> <p>2. The teacher point out to get information where is the student got training</p> <p>3. The teacher ask one by one</p>	20

		<p><b>the student)</b></p> <p>5. Teacher: (<b>Nod</b>) stone is in legian?</p> <p>6. Teacher: Ya. Please in specific. What did you do there? (<b>point out student</b>) What is your name?</p> <p>7. Teacher: who again in the housekeeping? (<b>point out student</b>) Aaaa... Hard Rock tadi ya? Are there any special facilities that Hard Rock provides in the room?</p> <p>8. Teacher: (<b>menggangguk</b>) Oke. Ini kesalahan yang sering terjadi. Kaset juga salah ya.</p> <p>9. Teacher: Ya kamu (<b>point out</b>). How about making the bed? What are the steps by steps?</p> <p>10. Teacher: okay you want to add? (<b>point out</b>).</p> <p>11. Student 12: Making bed?</p> <p>I've been in charge in housekeeping as a room attendance. First we sweeping the sheet and then take dialogue given after that we aa apa namanya yaa... hmmmm after we prepare new sheet and then we take it one by one, after that take the sheet first in the back of the pillow and then décor.</p>	
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		<p>Teacher: asiikk (<b>Nod</b>) ini kayany suhunya ya.</p> <p>That's all?</p> <p>12. Teacher: I mean what is? What are you doing, steps by steps cleaning public area? Let's say corridor. Please the other students. You! (<b>point out</b>)</p> <p>13. Student 21: yaa troli, and also plastic bag. Jadi teman saya saja, lebih best trainingnya dia.</p> <p>Teacher: Yaa but you have to talk. Okay? So I know that you can't talk. Okay? How about you? (<b>point out</b>)</p> <p>Student 14: front office saya.</p> <p>14. Teacher: Okay (<b>Nod</b>)</p> <p>How about if the guest want to give you tip to clean up the room. Based on my experience on the hotel aa monst of the housekeeping aa tip aa when they are collecting the room, even the guest still on the hotel, let's say about they want us, they assign us "please cleanmy room" something like that, it can be a tip...</p> <p>15. Teacher: regarding two respects (show up 2 fingers). It can be money that guest unintentionally have there, or money that purpose be left for you. What is your</p>	
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		<p>decision? (<b>touching student' chair and smiling</b>)</p> <p>16. Teacher: (<b>Applause</b>) Best training ya. Okay good. Tapi banyak di ambil gitu aja ya.</p> <p>17. Teacher: jarang sekali ada satu rupiah, jadi itu kayak... saya bilang itu pengijeng dompet hahaa (<b>laughing</b>) biar isi aja uang dompetnya. That's my experience. How about front office?</p> <p>18. Student 19: I am as doorman, when the guest check in the first that we have to do is open the door</p> <p>Teacher: (<b>Nod</b>)</p> <p>19. Teacher: Belum sih. Gak kerasa ya jamnya (<b>looking hand watch</b>)</p>	
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## **Interview Subject 1**

Researcher: Have you ever heard about communication strategy? If yes, what types of communication strategy? If yes what types of communication strategy that you like the most to be applied in your class to maximize the learning process of tourism class? Why?

Lecturer : Yes I think I have ever heard about that one, but I forget the detail, actually during my class I often use discussion, because I think I can share anything with my student, if the student don't understand they can ask with me, ask me I mean, and then if I want to know about something I can also ask them back. So aa to deliver material to my class eee I use that one, and if the students less of knowledge, they are in the beginner level I cannot use full English in my class. Even though this is tourism class, but ee I cannot teach them full English, by using full English, because they will not understand, they will not get the point that I mean. So if they are in the beginner level, I often use... I use translation maybe ya... for example when I mm... I say something in English they... I see they don't really get what I mean, so I will translate in into their language, even in Balinese language no problem for me.

Researcher : And then, Why you applied those strategies?

Lecturer : I apply that strategy, because based on my experience, there are so many students who still have a low understanding, so I can't beside to use another

strategy. I think I see their level first, because my students in my class still in the beginner like what I say before, so apply the strategy , translation of course, and if I don't get what they mean I ask them back until I get what they mean and they also get what I mean.

Researcher: If you had some problems like forgetting the topics in the class or vocabs, how would you handle it? Do you use a certain strategy?

Lecturer : Honestly, because I'm a human being, I mean a I also forget something easily, so if I forget for example something like vocab the way usually use is finding out the other similar vocab, for example when I want to say aaa maybe I want to say walk but I forgot what walk in English I will say run maybe, yeah something like that. so I find another way because I don't want to show my unreadyness in the class or if I'm stuck or the question is very difficult maybe and I forget at all. I can't change it whit another one, I usually honest with them maybe I say like , maybe I ask them back "eeee honestly I'm forgot, so can you find it on your dictionary maybe" something like that. The point is I never skip the material I will be honest and I will find another way until the student get the material well, that's all thank you.

## **Interview Subject 2**

- Researcher : Have you ever heard about communication strategy? If yes, what types of communication strategy? If yes what types of communication strategy that you like the most to be applied in your class to maximize the learning process of tourism class? why?
- Lecturer : Yes I know there two common way to communication, there are two strategy in communication the first one is verbal and also nonverbal. So most of that communication strategy use is verbal communication since way in a tourism sector most of us will use verbal communication, so we would like I mostly emphasizing on aa what's that verbal communication, so be able for them to speak fluently through verbal communication, so most of the communications is done verbally, but some occasion will say emphasizing nonverbal communication we would like to have the conversation through application like google classromm , modal, and also we have also aa communications through Medi hebat Club or Medi Hebat Card if I'm not mistake the name of the card, Medi Hebat Card. So it is a way of communication to students, its most it is more about giving a price to them for doing a particular behavior to perform in positive behavior on the class, so we do emphasize on both but we put more with on verbal communication because we put off outcome there training program communicating verbally.

Researcher : If you had some problems like forgetting the topics in the class or vocabs, how would you handle it? Do you use a certain strategy?

Lecturer : The topic might be hard to forget because we have to prepare material so that's way it impossible for us to forget the topic , but somehow I forget about some vocab because we talk about English for tourism , it is will be classified English for food and beverages service, English for housekeeping, English for food production, they are have different vocabularies. So ya for sure I might be forget some vocabs. How would I handle that? It's to encourage them I cannot say I forget the vocabs, it will discredit me as a trainer or instructor but I would like to ask them, or to show them my electronic dictionary and then I take some quote that they need to study by their self, they need to find the word by them self, and I surely open to look up my dictionary and show them to do that even I forget the vocab. Let's say for example on board there much common vocab but somehow when we forget it might be terrible, put in on the dictionary and show them, this is how you do that. So there's much strategy if I say I forget the word it will eliminate me as a instructor, okay that the strategy that I implement mostly on that area, or ask the friend to find out, and anyone will answer, if no one else answer show them dictionary and then ask them to find out ask them to take out the phone to look out the dictionary.

### **Interview Subject 3**

- Researcher : Have you ever heard about communication strategy?
- Lecturer : Mmm well I have heard about the communication strategy before and the type of communication strategy that I usually use in my classroom in aaa... code switching and sometimes code mixing too.
- Researcher : If yes, what types of communication strategy? If yes what types of communication strategy that you like the most to be applied in your class to maximize the learning process of tourism class? Why?
- Lecturer : Well you know, most of Medi' students I mean most of Mediterranean Bali they are beginner level, they in less still in beginner level, and eee... you know it's really hard for me to use full English in Classroom. To make the explanation much much easier for the students understand I tend to use code mixing and code switching too, I do code switching too not only English to Indonesia but sometime I code switch my instruction my explanation, or sometimes I told jokes too and I code switch from English to Balinese because they love jokes everybody loves joke.
- Researcher : If you had some problems like forgetting the topics in the class or vocabs, how would you handle it? Do you use a certain strategy?
- Lecturer : Well I think there is no certain strategy that I used, mm everytime I forget about the certain topic or certain vocabulary in English I would directly tell my student that I forget about that, because being a teacher means you can't tell lie to your student right, so like said everytime I forget about vocabulary, a certain word, I would say to my student well you know I think I preferred to use some filers and I will tell my students I will look for the word latter on and I will tell them in the next meeting.
- Researcher : I think, speaking is the first goal in teaching tourism student. What strategy do you use to improve students' speaking skill?

Lecturer : I think speaking is the first goal in teaching tourism students, ya you right, you totally right. What strategy do you use to improve student' speaking skill. Well I guess most of the strategy that I used, to teach or to improve my students' speaking skill is aa by using role play, ya most of the speaking actifities in the class is a form off roleplay, not to mention because most of my students' are going to be waiter and also bartenders later on, so I ask my students I give them a certain situation like for example, how they handle guest, how to serve drink or food thing like that. But before they do roleplay I would introduce them with some related vocabularies for example mmm before I ask them to make a conversation in the restaurant mmm I would introduce them come vocabulary related to the how to take order for example, how to handle complain, and after they are ready, they can start the roleplay. Ones students become the waiter and the other will be the guest.



## TRANSCRIPTION DATA

Subject 1

Day 1

Lecturer : Good Afternoon. How are you today

All students : Good afternoon. I Am fine thank you, and you?

Lecturer : I am excellent too, thank you. Okay adik-adik today we will learn about types of menu.

All Students : ....

Lecturer : Types of menu, before we are going to... aaa... move to another slide, to discuss about these deeply lebih mendalam, I want to ask you first, what types of menu that you ever seen? (Jeda) What types of menu that you know? What is type of menu that you know? Gak usah liat buku dulu. Selama ini adik-adik yang paling sering denger, menu tipe apa?

All Students : Alacarte

Lecturer : Alacarte, apa lagi?

All Sttudents : Table due

Lecturer : Yaa... table due. Table Due, alacarte. Yak itu adalah tipe-tipe menu. Did you know? Taukah adik-adik bahwa alacarte dan table due juga punya sub unitnya lagi, punya bagian-bagian lagi yaa, oke seperti ini (showing at the slide). Types of menu. Yaa..adik-adik jadi there are three major part of menus. The first part is table due. Yaa Table due, dimana table due itu punya lagi bagian-bagian kecilnya, diantaranya adalah...

All Students : Bangket

Lecturer : Bangket... yak apalagi?

Student 1 & 2: Baffet

Lecturer : Baffet ya Baffet, apalagi?

Student 2 & 5: Coffe houses

Lecturer : Coffe houses yak apalagi

Student 3 & 2 : Cycicle menu

Lecturer : Cycicle menu. Okay table due. Selanjutnya ada alacarte. Bagian-bagian alacarte apa saja?

Student 4 : Breakfast, Lunction, Dinner, California, Etnic, Special tea, Room servis menu.

Lecturer : Nah selain table due dan alarte ada juga other type of menu, ada juga tipe menu yang lain diataranya adalah? Static menu apalagi

Student 5 : D'jour menu

Lecturer : D'jour menu? Cobak bilang d jour.

Students 4 & 5: D'jour

Lecturer : Ya d jour menu. Apalagi?

Student 3 & 4: Wine menu

Lecturer : Wine menu, selanjutnya?

Student 3 & 5: Desert menu.

Lecturer : Desert menu yaa.. Ok... among those kind of menu, which one is usually aa.. usually serve in restorant? Which one is familiar with you? Baffet.. apalagi? Alacartye apalagi? Which types of menu that you never herd before? Which type of menu that you never heard before? Yang adik-adik belum pernah denger sebelumnya yang mana?

Student 3 & 4: Lunch menu

Lecturer : lunch menu apalagi... d jour

Student 4 & 3: Ethnic

Lecturer : Ethnic

Student 4 & 5: Calofornia

Lecturer : California oke. Ternyata banyak yang belum pernah di dengar sebelumnya. Sekarang... sekarang adik adik akan pelajari. Do you want to write it down first?

All Students : Yaa

Lecturer : Oke silahkan. (Students write the information in the slide). Aaa... yang pertama... table due. Adakah yang mengetahui table due meaning?

- Student 4 : Table due where the price of menu include
- Lecturer : The prices included, dan yang lain? Table due. Table due is french food which is mean food from the house table. Coba suryadadi baca!
- Student 6 : Table due menu offer a complete price for the guest no matter how much food does been consumed. This menu can include compete den, soup and salad and ongtre
- Lecturer : Ongtree
- Student 6 : Ongtree and serve. Table due menu always include minimum mistake of food and easy food cooperations.
- Lecturer : Oke. Table menu. Table due menu is a set menu with a fix price. A set menu which already includes appetizer, soup, maincourse, and desert. So for that courses you only pay for one price. Fix price.no matter how much the food that had been you consume, yaa you have to pay that price. Ini istilahnya seperti paket. Paket panas isiny nasi ayam coca cola, harganya 35 ribu. Salah satu contoh palng dekat adalah when you do table manner down there in the restaurant, 'yaa..' have you ever seen the menu?
- Student 6 : Yes
- Lecturer : Yes. That's table menu, so table due mean a set of menu which is already included appetizer soup, main course and desert. And for the table due the variety of menu is limited. Yaa.. variasi makanannya sangat sedikit sekali. Contoh table manner menunya untuk appetizer. How many types of dishes of appetizer?
- Student 8 : Two
- Lecturer : Just 2 .. yess just two. Creamcheese sama apa lagi satu? Eehh sorry appetizernya sori sory sory.
- Student 8 : Fran coctai sama chicken teri
- Lecturer : Yak.. fran coctai sama chicken teri. That's it ya Cuma dua pilihannya begitu juga main coursena semua dua-dua. So it has limited choice of dishes, oleh karena itu karena pilihan menunya sedikit. That's way when you serve table due menu is just have such a less choice. Mash om what apa?
- Student 7 : Persiapan
- Lecturer : Persiapan. Persiapannya sedikit. Kemudian juga kitchen staff yang di libatkan sedikit, karena menunya juga sedikit. Kecuali adik-adik kemarin kan menghandel

banyak tamu jadi ya semunya ikut sekalian training juga ke bawah. Oke. Nah selain itu, table due ini dia biasanya akan it is more atau it is cheaper. We talk the cost it will be cheaper if you enjoy your menu in table due menu. Because itu harga paket itu udh include semua jadi biasanya lebih murah. Oke dan how about the preparation? You have to prepare this dishes before hand I mean mmm before the guest ordering some kind of the dishes in the table menu the kitchen staff should prepare before. Betul?

Student : betul

Lecturer : yaa... sehingga it such a quick service gitu lo. Ketika menghadirkan table due menu, para tamu tidak perlu menunggu yang lama karna semua sudah dipersiapkan before hand... sebelumnya... oke? That's table due menu.

Table due menu can be offered for breakfast, lunch and dinner. Jadi ketiga ee apa.. ee.., these of atau types of meal breakfast, lunch and dinner bisa pakai table due. Nah satu tambahan info lagi. Additional information for you, table due menu itu biasanya it is usually serve in such fine dinning restaurant, ya biasanya di restaurant-restaurant fine dining atau restaurant yang eee.. formal yaa.. umumnya restaurant jaman sekarang gak pakai table due, tapi ada saja yang masih seperti ini. Nah kita sekarang kita bahas bagian dari table due menu ya. Apa ini? (point out to the slide)

Student 6 : Banket

Lecturer : Coba kalian baca ( murid membaca slide yang ada di papan)

Ada yang pernah mendengar bangket menu?

Student : Permah

Lecturer : Iyaa.. ada bangket staff, ada bangket menu. Bangketr staff itu lain ya. It's a smaller part of FNB department, jadi bangket staff itu adalah bagian instruktur atau organisasi terkecil dari department food and beverage, bangket stuff. Yaa.. kalo di bangket menus ini adalah is a set menu which is usually serve to fasted the dinner to celebrate a special occasion. Special occasion apa artinya?

Student 10 : Acara special lecturer:

Lecturer : Acara special. Ya... banket menu, biasanya kalo lagi ada acara conference conference, atau wedding, ya.. dia akan buat satu round table ya untuk tamu-tamunya. Ketika tamu datang mereka akan diberikan menu, is a set menu, tapi disebut dengan banket menu. Oke? Nah untuk harganya, karna dia termasuk bagian dari table due sehingga harganya pun juga fix price, fix price dia tetep

segitu, sepaket ya.. tidak bisa di tawar tidak bisa di kurangi tetep saja segitu. Nah ini biasanya adalah, harga fix itu aa biasanya sudah di negosiasikan antara pihak penyemggara acara dan restoran. Okk. Saya akan mengadakan acara konferensi, tamu undangannya segini pake bangket menu bajet saya segini nah itu nanti itu nego-nego dengan penyelenggara dengan restoran. Tamu-tamu yang datang they are usually not to pay cash disana, but as long as they bring a tiket oke the invitation then they will enjoy the food as well. They are not usually pay by cash. Ya itu bangket menu. Biasanya kan mereka sudah diberikan tiket atau undangan, mereka tinggal dating sama tiket tersebut, pilih makanan yang mereka mau. Ya itu bangket menu. Ingat bangket menu itu khusus untuk acara tertentu atau special occation untuk memeriahkan suatu acara. Selanjutnya baa..ve baffet... cobak adik( sambal menunjuk siswa) bisa? Keliatan di belakang? (Menunjuk papan tulis)

Students 9 : Gak keliatan

Lecturer : Gak keliatan silahkan maju

Adik-adik ini tulisannya kecil-kecil ya karna miss tidak bisa zoom out, jadi adik-adik yang duduk di belakang bisa pindah kedepan dulu, ini masih kosong kursinya. Biar bisa nyatet. Yaa kalo di depan kan enak bisa keliatan

Sudah yaa? Oke silahkan baffet

Students : (students read the slide show)

Lecturer : Oke baffet ya.. kalo baffet kan adik-adik sudah liat, prasmana ya. Sama baffet itu it has limited choise of dishes, kan gak seberapa paling hidangannya Cuma 4 atau 5 jenis ya. Kalo baffet artinya dia tidak ada banyak pilihan. Dan jenis menunnya pun itu tergantung dari budget si penyelenggara ya. Contoh misalnya acara-acara weding sekarang kan pake baffet ya restoran ini menawarkan paket 50 juta plus plus untuk duaratus undangan misalnya gitu ya jadi dengan budget sekian ya udahkita terima apa jenis menunya tu tergantung budgetnya ya? Itu baffet menu.sama itu is a set menu dengan pilihan menu terbatas with a fix price dengan harga pas yaa oke... Mmm.. Selain bafe dibawahnya

Students 9 : Coffe houses

Lecturer : Coffe houses. Ya coba di baca cofe houses

Students 5 : Students read the slide

Lecturer : Coffe houses. Coffe houses ini adalah is a set menu also set menu with a limited choise of food aaa where it is usually serve in a coffe house. Coffe house ini

adalah jenis restoran dengan special teanya adalah coffe sajian coffe but they are also aaa ehhh they are also offer aaa... a another menu tapi menu ini is usually light meal. What is light meal?... makanan apa light meal?... light meal (while writing in the white board) apa itu light meal?... Makanan.. Ri... Ngan?

Student 5 : Makanan Ringan.

Lecturer : Iya light meal makanan ringan, bisa jadi sneack ya. Snacking only. Snacking. Snacking tu artinya ngemil. Oke jadi coffe houses dia adalah it's a special kind of restaurant where the facility is coffe and any other light meal. Light meal makanan ringan contohnya apasih?

Student 9 : Krupuk

Lecturer : Adik-adik ada yang pernah dengar di restoran coffe menjual krupuk? Light meal adik-adik bukan juga cemilan kita sehari-hari seperti krupuk dan segala macam ya? Enggak. Light meal disini adalah makanan untuk pengganjal perut. Contoh. Contohnya adalah sandwich, burger ya, frenfries ya apalagi? Chicken wings, waffle, pancake yak itu buat ganjal perut. Light meal. Contohnya misalnya apa? Kan banyak sekarang warung-warung ehh bukan warung coffe ya bukan. Warung coffe kok identic dengan warung koffe dakocan ya. Ini restoran ya bukan restoran juga, temat ngopi gitu lo, tempat nongkrong yaa apa contohnya?

Student 1 : Sturbuck

Lecturer : Sturbuck

Students 2 : Mangsi

Lecturer : Mangsi yes, yaa jadi itu tempat-tempat yang ee special teanya adalah coffe tapi jual menjual menu lain.menunya adalah menu-menu light meal. Gak ada di situ jual betutu ya. Mereka biasanya makanan ringan untuk pengganjal perut saja. Ya sepeprt yang tadi miss sampaikan. Coffe houses ya... nah tujuan daripada mereka mengadakan makanan-makanan ringan ini ya ee karna memang spesiality mereka bukan makanan berat memang Cuma untuk makanan peneman saja. A accompaniment of the coffe itself. Cuma untuk mereka minum coffe aja. Ya sehingga itu it has a quich preparation persiapannya cepat. It's quick to be cook. Cepet untuk di masak yaa... oke next. Apa itu?

Student 1 : Cycicle

Lecturer : Cycicle menu. CYCLE (sambil menulis dipapan putih). Ini menu (sambil menunjuk). Cycicle. Jadi is the set menu which will be repeated in a certain period. Yah.. this menu will be repeated in certain period it could be in sevent days,

fourteenth days, twelve days, twenty eight days and etc, according to the restaurant. Jadi ini adalah set menu yang di ulangi di periode waktu tertentu. Ok. Misalnya, todays menu or todays special tea is seafood tomorrow chicken dishes or olahan ayam hhmm two days later dua hari kemudian beda lagi menunya. Nah si seafood ini seafood menu ini will be repeated after seven days later, kemudian chicken dishesnya after eight days later, begitu seterusnya. Itu cycle menu. Oke? So what do you think ya why do the restaurant offer the guest this cycle menu? Why? (Menunjuk salah seorang siswa)

Student 2 : Supaya tidak bosan.

Lecturer : In English?

Student 4 : To make the guest not boring.

Lecturer : Yes. So the guest will not boring. Its functionnya. Cycle menu. Jadi siap-siap misalnya di restoran A menujual specialitynya misalnya be genyol, restoran A terkenal karena olahan be genyolnya, tapi hanya ada di hari Kamis. Nah jadi adik-adik harus tunggu di hari kamis depan, belum lagi kesana pas hari kamis ehh habis. Nah ada yang seperti itu?

Student 2 : Stok terbatas

Lecturer : Karena stok babinya sudah menipis

Yah... oke this is cycle menu. Is to avoid untuk menghindari kebosanan, avoid a borden. Menghindari kebosanan. Borden itu kebosanan.

Student 2 : Boring

Lecturer : Boring itu bosan. Nah itu table due menu. Before we are going to move to another slide, I want to exercise your memory first. Oke. I want to know how many material that could you memorize. Yah. Table due. How many types of table due menu.

Student 6 : Four.

Lecturer : Four. What is the first?

Student 6 : Bouquet

Lecturer : Bouquet

Student 2 : Buffet

Lecturer : Buffet

- Student 2 : Coffe houses
- Lecturer : Coffe houses
- Student 2 : Cycicle menu
- Lecturer : Cycicle menu. Oke, we talk about banquette first, what is banquette menu?
- Student 6 : Banquette for the wedding and...
- Lecturer : Yahh is a set of menu for special?
- Student 6 : Special occasion.
- Lecturer : Special occasion (menulis di papan), special occasion maksudnya adalah acara-acara special, Banquette menu. Kemudian yang kedua?
- Student 8 : Baffet
- Lecturer : Baffet kalian sudah tau, coffee houses what is that? Coffe houses menu. Apa?... is a set menu serve in? ...
- Student 3 : Light meal
- Lecturer : Yahh... is a set menu offer a light meal, a set of menu which offers atau yang menawarkan light meal atau menawarkan makanan-makanan ringan. Coffe houses. What is the kind of light meal?
- Student 2 : Sandwich
- Lecturer : Sandwich, pancake yaa burger... any kind of cake. Yaa apalagi? Redvelvet etc. Ya. Yang terakhir cycicle menu what is that?
- Student 6 : ..... Changes one week atau
- Lecturer : Changes (membantu siswa memberikan clue)
- Student : .....
- Lecturer : Jadi is menu which will be change in a certain period di periode periode tertentu, it can be one week two weeks, three weeks, up to the restaurant, terserah restaurannya aja. Yaa. Oke cycicle menu. Lanjut.
- Yang kedua Alacarte. Alacarte menu. Coba Sudiarta baca
- Student 2 : Alacarte menu is very popular

Lecturer : Nah alacarte menu, kalua tadi table due menu is a set menu which only included four courses atau three courses such as appetizer, main menu, desert. Kalau alacarte menu is has wider atau broder kind of food item ya jadi dia lebih banyak ketimbang table due. Kalua table due kan adik-adik lebih sedikit pilihannya has limited choise, kalua alacrte it has wider food item lebih banyak pilihan makanannya, nah lebih banyak pilihan manakannya. Kemudian juga dari segi pemesanan berbeda, kalau alacate pemesanannya terpisah. Misalnya sekarang mau pesan main coursanya langsung juga gak masalah, yah mau pesen apa.. mau pesen appetizernya dulu gak masalah dibawakan trus selesai nanti pesen lagi. Saya mau pesen ini ini ini. Alacarte. Nah selain itu, yang paling membedakan dengan table due is serve with a fix price while alacarte is has own price per each dishes. Yes setiap makanan udah ada harganya. Oke jadi tidak bisa adik-adik seperti table due yang mau di habiskan kah atau mau setengah aja dihabiskan harganya sekian, sudah pasti sekian. Kalua alacarte adik-asik mau nambah misalnya nambah lagi apa mau makan mi minya udah habis pengen nambah lagi, bayar lagi. Ya. Pokoknya setiap ada tambahan sekecil apapun itu ya bayar. Karna price is per dish, bagian kiri biasanya name of the dish, yang bagian kanan pricenya. Adik-adik biasanya liat yang kanan atau yang kiri?

Student 1 : Yang kanan hehe

Lecturer : Hampir semua seperti itu, miss juga pun begitu, liat yang kanan dulu, harganya dulu. Kemudian dari segi harga it is automatically alacarte menu will be more expensive than table due. Ya lebih mahal kenapa? Karna pricenya per dish, mau nambah mash potato lagi bayar ya.. mau beli aa mau tambah saos bayar dan segala macam. Kalua table due kan, kita udah sekian jadi porsi sekian harganya sekian. Biasanya jatuhnya lebih mahal yang Ala Carte. Nah Ala Carte hamper, it is almost all of the restaurant now a days offer this Ala Carte menu. Jarang ada yang menyajikan table due menu. Biasanya semua sekarang seperti ini ya, price per dish... Okay... Nah perbedaannya lagi adalah pada saat table due you have to prepare all of the dishes before the guest ordering the food. Kalua di Ala Carte ya you have put the food atau mix atau prepare the food once the guest order the food. Yah Oke jadi whenever the guest ordering the food at that time you have to prepare it. You have to prepare it at the same times. Jadi batin tamu order, adik-adik baru buat. Gitu kalua Ala Carte. Kalua table due gak, kan kalian persiapan dulu sebelumnya oke. Ala Carte menu. Nah Ala Carte itu punya bagian-bagiannya, ala carte punya bagian-bagiannya salah satunya adalah

Student 4 : Breakfast

Lecturer : Yahh breakfast. Breakfast Evan coba Baca

- Student :
- Lecturer : Breakfast menu. Nah breakfast menu adik-adik. How many types of breakfast that you know. How many types of breakfast? Ayo adik-adik. Ini basic knowledge. Pengetahuan dasar. Breakfast. How many types of breakfast that you know?
- Student 1 : Baffet..
- Lecturer : Ini bukan tentang baffet, Ala Carte dan sebagaimananya? Type dari breakfast, ayok tipe dai breakfast? Ayok apa? Have you ever herd American breakfast?
- Student 4 : Oh yaa yaa American breakfast :D
- Lecturer : Oh iyyaa? Apalagi? American apalagi?
- Student 4 : French
- Lecturer : English breakfast apalagi? Indonesian breakfast.
- Student 4 : Indian
- Lecturer : Continental breakfast. Jadi jangan di lupakan ya. Type of breakfast. Continental, English, Indonesian
- S1 : Indian?
- S2 : Indiannya mana?
- Lecturer : Indian breakfast? Indian trizin baru ada. Ya Indian Trizin. Jadi hidangan India. Nah. Condinental breakfast apa saja? Apa saja menunya?
- Student 2 : Egg bread.
- Lecturer : Egg? Do you think egg is serve in condinetal breakfast?
- Student 4 : No
- Lecturer : Condinetal breakfast? Orange juice, Bread, Butter, Jam, Marmalade aa... pastry nya juga beraneka macam, bisa bread bisa muffin, bisa baggle, roti bagel, bisa Danish bisa crosang. Ya? Pokoknya Continental breakfast itu dia lebih simple hidangannya. Ya.. hidangannya lebih simple. Oke? Nah Kalo American breakfast?
- Student 5 : Sausage

Lecturer : Sausage? Ya okee.. American breakfast? Dia orange juice tetep ya.. Coffe, Bread,ya breadnya itu seperti yang miss sampaikan tadi ya, tapi rotinya aja yang jenisnya banyak. Kemudian penemannya pasti jam, butter marmalade. Marmalade tau? Marmalade itu adalah selai jeruk. Marmalade tulisannya. Marmalade [marmalaid]. Nah selain itu dia juga, in american breakfast they are temp to serve kind of meat, such as sausage, daken, ham, and egg dishes sajian telur. Biasanya American breakfast sajian telurnya adalah? Sunny saidap ya sanny saidup. Apa itu?

Student 6 : Telur mata sapi

Lecturer : Telur mata sapi. Sunny saidup. Oke itu American breakfast. How abou English breakfast?

Student 3 : Muffin

Lecturer : Muffin ya. Kadang donat juga. Apa lagi? Dia lebih kepadaereal oatmeal,

Student 7 : Coco crunch

Lecturer : Coco crunch, crunch dan dia juga ada sajian telur, tapi telurnya beda dengan American breakfast, bisaanya sajian telur dari English breakfast dia scrambled ya scrambled kalo sudah sunny saidup itu identic dengan American breakfast, kadangkala ada juga yang menyajikan English breakfast Ingkap dengan daging-daging seperti dia mirip-mirip American dia pake sosis, daken, ham ada juga yang tambahan sup kacang merahnya ya finding. Itu English punya. English breakfast. Kemudian mm.... Indonesian,, apa Indonesian breakfast?

Student 1 : Nasi goreng

Lecturer : Nasi goring

Student 2 : Tipat cantok

Lecturer : Nasi goring apalagi ya? Bubur ayam

Student 4 : Mi goring.

Lecturer : Mi goreng? Mmm (menyatukan alis) mi goring gimana? Enggak ya.. Nasi goring bubur ayam, soto, soto ayam biasanya.

S1 : Ada

S2 : Bakso

Lecturer : Bakso mmm miss kurang liat ya, indonesian breakfast ada, ada ya baksonya ya?  
(memperbaiki kalimat sendiri)

S1 : Ada

S2 : Bubur kacang hijau

Lecturer : Aa pecel. pecel,, aa jadi sayuran with peanut sause, yaa vegetable serve with peanut Sause. Ya itu kalo di Indonesia gitu. Adik-adik istirahat ya sekarang ya?

Student 4 : Iyaa

Lecturer : Oke. Istirahat dulu.

Lecturer : Yang tadi kita bahas adalah tentang? Breakfast menu. Ya.. Selanjutnya

Student 6 : Lunch

Lecturer : Lunction. Yaa... Lunction itu adalah makan siang adik-adik, biasanya yang kalian kenal kan adalah lunch. Nah ini ada kosa kata baru untuk adik-adik dimana makan siang itu adalah Lunction. Menu makan siang. Mmm coba di baca aaaa Rose cobak

Student 9 : lunction menu or lunch will be able Alacarte, semi alacarte. Alacarte section in the lunchion in generally for appetizer, saus, and hot sandwich. Entree desert

Lecturer : Entree /'ɒntreɪ/

Student 2 : Entrée desert and bevereg

Lecturer : Beverages

Student 4 : Beverages and the semi alacarte segmen include entrees with salad vegetable, potatoes or rice. The following characteristic can be absorbed in a lunction menu. The luction menu basically offers daily special special of any food service of organisation organization, the food item in the lunction are serve in a small portion. The item in the lunch

Lecturer : Lunction

Student 7 : Luction is always required professionally

Lecturer : Required

Student 4 : Required a professionally equip

Lecturer : Equip

- Student 2 : Kitchen sains
- Lecturer : Since
- Student 7 : Since various for processing for the lunction items such as baking, broiling, browning, frying and etc.
- Lecturer : Nah adik-adik, lunction ini adalah menu untuk makan?
- Student 8 : Siang?
- Lecturer : Dimana kalo adik-adik makan siang bisa jadi menunya adalah a lot of variety of the dishes for the lunction menu. Karna kalo kita makan siang kan biasanya porsinya banyak. Ya kenapa banyak?
- Student 8 : Karna aktifitasnya banyak.
- Lecturer : Karna aktifitasnya banyak. Aktifitas tinggi dilakukan di siang hari. Pagi-pagi itu seperti energy, kalo siang-siang berlipat, sehingga makanan yang kita makan pun berlipat. Sehingga menu yang kita makan pun beraneka ragam. Ya? Sehingga many kind atau several cooking method will be applied when the lunction menu is serve in the restaurant. Jadi aa banyak cooking method yang dipakai dalam penyajian lunction menu, karna jenis hidangannya pun bermacam-macam. Cooking methodnya bisa broiling, grilling, frying baking etc. Oke? lunction. Nah menu selanjutnya dinner menu.
- Student 3 : Dinner menu is more expensive than alacarte and semi alacarte item, a dinner menu offer appetizer and entrée
- Lecturer : Entrée
- Student 6 : That a lunction menu. American, France, or Russian service is followed
- Lecturer : /russian/
- Student 4 : Russian service is followed what attracting dinner menu.
- Lecturer : Yak Dinner menu. Dinner menu, adik-adik aaa have you ever notice the dinner dishes it has a small portion. Apakah adik-adik memperhatikan bahwa biasanya hidangan untuk dinner itu porsinya gakterlalu banyak. Biasanya di restoran-restoran fine dining l... small portion, yak jadi konsepnya sebenarnya adik-adik kalua malam hari aaa... jumlah atau besarnya hidangan tersebut biasanya adalah.... small ya small size, why? Karena pada malam hari?
- Student 2 : Kita sedang istirahat.

Lecturer : Yah it's less activity. kurang aktifitasnya makanya, ngapain cobak ya, kerja kan kita pagi sampai siang ya.. malem itu udah santai, sehingga untuk dinner menu biasanya dia...it is they will offer you more appetizer or entrée. Jadi yang lebih di explorasi di menu dinner adalah biasanya appetizer dan menu entrée nya. karena pada malah hari ya aa it is sweetable for you to eat some sweet. Oke? Jadi aa.. untuk main coursanya sendiri ya biasanya small portion, konsepnya seperti itu, tapi nanti kenyataanya tergantung dari restaurant tersebut. Ya... dinner menu... tidak seperti lanction menu yang complex menunya. Ya .. oke... lanjut. Calofornia menu, tadi siapa yang bilang aa yang unfamiliar with calofornia menu?... Semua tidak usah nunjuk-nunjuk. California menu. Cobak mmmm... adik yang di belakang.

Student 9 : Adi

Lecturer : Adi ya?

Student 10 : Adi sayang namanya

Lecturer : Yak silakan silakan... California menu.

Student 9 : Is used only in California restaurant. Where food item are

Lecturer : Items. Food items, (memperbaiki, dan menulang apa yang di sampaikan siswanya)

Student 9 : Food items are Regardless of the time of the regeted in regret or types for breakfast, lunch, dinner

Lecturer : Lunch... (memperbaiki pronunciation dari lunch)

Student 9 : Lunch and dinner. Let us separate...

Lecturer : Separates (ms Desak memperbaiki pronunciation siswa)

Student 9 : Let us breakfast, lunch, dinner

Lecturer : California menu is used only in California restaurant. Where food items are available regardless of the day of the... ohh sorry of the time of the day, where it is... the its... aa where it is the time for breakfast, for lunch, for dinner, yaa they usually atau they always have that kind of menu. No matter at the time where it is aa afternoon, or the morning, or in the evening they always have... they always have several menu which is according atau which is recording to the boss. Jadi California menu ini adalah, menu yang aa berisi menu breakfast, lunch ataupun dinner. Tidak peduli apakah itu siang hari atau malam hari atau pagi hari. Because that you know, biasanya fastfood, contohnya adalah aaa MacDonald, Macdonal

yaa... mmm... punya sajian menu buat breakfast yaa... so Between seven am until ten am, they have sepecial menu for breakfast aaa... if im not mistaken, scrambled egg with aaa... coffee, conflate. Pokoknya hot coffe. Jadi di MacD fari jam 7 pagii sampai jam 10 pagi dia punya menu breakfast, menu breakfast nya itu scramble egg sama apa ms. Lupa. Itu adanya hanya jan 7 sampai jam 10 saja. Pada saat lunch, pada saat siang hari adik-adik kalo cari menu itu gak ada karna itu di serve untuk breakfast. Kalau kalifornia menu tidak peduli itu pagi siang atau malam menunya sama. Paham maksudnya?

All Students : Paham

Lecturer : Selanjunya

All Students : Etnic menu

Lecturer : Ettnic ( teacher memperbaiki pronunciation siswa

Oke etnic menu offer that represent a certain region or country, jadi etnic menu ini adalah menu yang mewakili hidangan has dari daerah atau negara. Contoh di suatu restoran menunya masakan padang, ada juga balineese food, jadi menunya ala-ala bali. Jadi etnic menu mewakili hidangan has berbagai daerah. Do you understand? Selanjutnya apa?

Student 1 : Special tea menu

Lecturer : Yak special tea menu apa?

Student 2 : Menu that reserve alacarte or semi alacarte.

Lecturer : Yak special tea menu adalah menu for today. Kira-kira apa special for todays nya? Hari ini misalnya hidangannya Chinese food. Special tea menu. Ee lanjut...

Student 4 : Room service menu.

Lecturer : Apa?

Student 2 : Room service menu.

Lecturer : Okay roooom service menu, room service menu adik-adik ada yang tau? Menu khusus untuk yang disajikan atau di antar ke kamar tamu. Biasanya room service menu kurang lebih sama menu yang ada di restorant, hanya tata cara pemesanan dan penyajiannya saja yang beda. Pemesanan bisa di lakukan in the room. Whether the guest write down the note which is hanging on the door knock, okay that the first way, the second way they can make an order through phone call okey so they wiil call and the order will be taken by the order takern nama stafnya

order taker, dia memang menerima pesanana khusus dari tamu-tamu. Kemudian order taker baru go to the kitchen, menyampaikan orderannya. Biasanya room serive will serve you as an expensive cost, why? Because the waiter/waitress will serve you with the special way, I mean they will bring menu into your room so you don't need go to the restaurant. Paham maksudnya?

Student 2 : Paham

Lecturer : Sehinnga kalau adik-adik perhatikan di hotel-hotel besar biasanya setelah mere menulis catatan atau orderan mereka akan gantung lagi di bagian luar, sehingga kalau ada staff lewat di cek, oh ada orderan di ambil. Selanjutnya.

Student 4 : Lunch menu.

A lunch menu is part either alacarte or semi alacarte style, this menu generally in hotel, spa where customer can order selective item which has simple preparation and less costly in dining room

Lecturer : Lunch menu. Lunch menu ini maksudnya adalah aa.. menu-menu yang ditawarkan saat adik-adik tidak benar-benar makan di restoran, jadi kalo misalkan adik mampir ke spa ya itu aka nada menu dari mereka, tapi biasanya menu selectif, jadi menunya terbatas, dipilih bener-bener di pilih, karna apa disitu bukan untuk mm bukan murni tugasnya untuk sebagai sebuah restoran yang menyajikan berbagai menu untuk tamu, ini kan dia seperti... dia hanya mm main businessnya adalah spa, tapi dia juga menyajikan menu sehingga menu-menunya ya quick to be prepared, cepet untuk di masak.nah seperti biasa, seperti tadi I will exercise your memory, untuk alacarte menu, how many types of menu are there?

Student 2 : Delapan

Lecturer : Eight? What is the first one?

Student 2 : Breakfast

Lecturer : Breakfast ya, how many types of breakfast do you know?

Student 5 : Four

Lecturer : Okay? What else? What is that?

Student 3 : Indonesian, American, English and continental

Lecturer : Selanjutnya yang kedua apa?

Students 3 : Lunction

- Lecturer : Lunction menu, what is lunction?
- Student 7 : Makan siang
- Lecturer : Makan siang, menu makan siang. Selanjutnya.
- Student 8 : Dinner menu
- Lecturer : Dinner menu. Right. Selanjutnya
- Student 3 : California
- Lecturer : Caloifornia, what is California?
- Student 5 : Menu yang ada di California restorant?
- Lecturer : Okay so regardles what is the time of the day, the menu is always complete, jadi tidak peduli, pagi hari, siang hari atau malam hari dia selalu punya menu untuk breakfast, lunch, atau dinner. Selanjutnya?
- Lecturer : Ethic menu? What is that?
- Student 4 : Berbagai hidangan di yang mewakili setiap daerah
- Lecturer : Okay this menu which have a traditional dishes from any other region or country, ya jadi menu yang mewakili berbagai menu dari setiap daerah. Selanjutnya.
- Student 3 : Special tea menu
- Lecturer : Special tea menu, selanjutnya?
- Student 3 : Room service menu
- Lecturer : Room service menu. The last?
- Student 2 : Lunch menu
- Lecturer : Lunch menu. Oke sekarang kita masuk ke the last part of... I mean the last major part of menu, yang pertama adalah?
- Student 2 : Static menu
- Lecturer : Static menu. Mmm... apa itu static menu reza? Static menu?
- Student 2 : Static menu are widely use offer by the restorant fast food restaurant and diner offer static menu, and seprate the menu items into group such as appetizer, soup and salad and entrée desert etc.

- Lecturer : Oke static menus are widely used by those restaurants offer same dishes all year long, it means this restaurant only offer the same dishes all year long. Restaurant ini hanya menyajikan menu yang sama itu sepanjang tahun. All year long, sepanjang tahun gak Cuma setahun, dua tahun, tiga tahun dalam waktu yang lama. Contoh McD, KFC mereka semua itu menunya sama terus ayam goreng tapi herannya adik-adik gak bosen, pengennya ke sana terus.
- Student 2 : Kulitnya enak, isi tepung
- Lecturer : Emang kulitnya tuh suryagandi suka banget, tapi jangan terus-terusan ya kolesterol nanti. Oke itu contohnya static menu ya, meski ada menu tambahan, contohnya ada jenis-jenis paket yang lain tapi itu sifatnya temporary, the main menu ya tetep aja ayam goreng. Ya itu static menu. Nah selanjutnya...
- Student 1 : D'Jour menu
- Lecturer : Ya D'Jour menu. D'jour menu (memperbaiki pronunciation siswa)
- Student 5 : D' Jour
- Lecturer : Yak... D'Jour menu. Gis ari apa itu D'Jour menu?
- Student 2 : D'Jour menu this menu is extensively used as the name of menu as special tea of the house section. This menu usually offers one piece of the particular and changes daily. The food item prepared on the basis of sectional item and combination of food ala carte and table due menu, d'jour menu is also known as
- Lecturer : Known (memperbaiki pronunciation)
- Student 2 : Known as
- Lecturer : D'jour menu, this menu has a similar meaning with special tea menu. Jadi today's special tea nya apa misalnya hari ini menu specialnya adalah apa? Di
- Student 6 : Beli gratis satu
- Lecturer : Bukan untuk promonya, dishes nya maksudnya miss.
- Student 6 : Mmm... buaya meguling
- Lecturer : Kodok goreng gitu misalnya. Okay special for today, fried frog. Belum pernah makan hidangan yang seperti itu ya. Nah jadi d'jour menu ini adik-adik, yang menjadi ciri has d'jour menu adalah the menu itself, ya the special menus usually written on a board. Ya di tulis di papan with a chalk, have you ever seen the restaurant write down ahh I mean writing their menus on black board with a colourfull chalk?

- Student 3 : Yes
- Lecturer : Yaa.. Itu namanya D'Jour menu. Biasanya D'Jour menu itu sifatnya temporary so whenever they want they can remove it and then changes with another menu. Ya... Itu terlihat lebih menarik. Betul apa betul?
- Student 5 : Betul
- Lecturer : Jadi mis ajarin adik-adik trik untuk memaksa orang. Saya mau refresing karna saya dari kemarin-kemarin sibuk banget untuk belajar nanti saya bisa stress. Betul apa betul?
- Student 4 : Betul
- Lecturer : Jadi itu trik untuk memaksa orang ya. Jadi adik-adik miss mau memberikan imu dari universitas kehidupan ya, jadi yang tidak di ajarkan di perkuliahan biasa miss infoin k adik-adik, itu semua tadi miss pelajari di universitas kehidupan. Nah lanjut (meninggikan intonasi).
- Student 3 : Wine menu
- Lecturer : Yak Wine menu. Apa itu?
- Student : :
- Lecturer : Wine menu as its sound, seperti yang kalian baca, seperti yang kalian dengar, wine mneu berarti ya menu wine tapi ini juga ada menu untuk accompinemnt of the wine, ya apa accompinemnt?
- Student 3 : Teman
- Lecturer : Teman dari wine. jadi wine menu itu biasanya yaa.. mm... pinonoa wine itu penemannya apa? Oke, jadi itu ada rumusnya adik-adik, dengan rasa wine yang seperti ini dia cocoknya dengan menu apa hidangan yang seperti apa rasanya, nah itu wine menu.jadi tidak sembarang makanan, makanan ayang cocok untuk red wine, makanan apa yang cocok untuk white wine. Oke. Wine menu generally include detail descriptions of the wine itself. The detail descriptions means there will be a bref information about the wine on the wine menu, jadi from the origin of the wine, the year of the wine, oke menuidian apalagi? Mm... its price and the bin number, bin number B-I-N bin number, bin number it adalah it's a number to identify aa the wine ya , itu hanya untuk identifikasi saja, it has no impact for the quality of the wine, itu mirni hanya untuk mengidentifikasi winenya saja, ada nomor-nomornya di sana, wine no sekian-nomor sekian hanya untuk identifikasi saja, tidak ada hubungannya dengan kualitas, jadi wine menu biasanya aka nada informasi di bawah wine tersebut. Originnya. Origin apa?

- Student 4 : Asal
- Lecturer : Yak Asal. Oke tahun pembuatannya kemudian Bin number, wine menu sudah ya, sekarang? Desert menu. Mmm... Tuan takur silakan apa itu desert menu?
- Student 3 : Desert menu is a menu thea offer in all restaurant no signature
- Lecturer : Yaa... desert menu... adik-adik some of restaurants as his own signature desert, signature itu apa? Adik-adik tau? Signature.
- Student 2 : Tanda tangan
- Lecturer : Bukan. Signature itu adalah tanda pengenalan, pengenalan, jadi dengan signature seperti ini orang-orang bisa kenal oh ini kalo udah seperti ini berarti punya restaurant A, desert seperti ini punya restaurant B, ya some of the restaurant has own signature desert misalnya restaurant apa ya, miss lupa namanya they serve such a desert cocolava desert, ya have you ever heard cocolava desrt? Cocolava itu dia semacam came ketika adik-adik slice dia maka coklatnya keluar seperti lava, nah ada banyak sekali restaurant yang menyajikan itu tapi tidak semuanya enak ya... ada yang *Nyem* bukan nyem maksudnya dingin, rasanya kurang greget gitu lo, rasanya plain hambar. Ga ada mmm.. rasa coklatnya kurang enak, ada restaurannya yang coklatnya pekat ini cair adik-adik coklatnya bener-bener cair kayak susu coklat, so itu agak aneh kalo di makan, begitu kita belah kuenya dia keluarnya bener-bener kayak susu coklat aaa bukan susu air... air coklat jadi pas di makan kan rasanya pait gak jelas gitu lo. Waduh ini parah nih cocolavanya. Kalau di tempat lain miss pernah coba di seminyak itu ada satu restaurant dia menjual cocolava, coklatnya bener-bener kental adik-adik dan enak creamy begitu di belah enak, kalo ini yang miss tadi bilang air coklat begitu di belah *bress* kayak banjir dam rasanya gak enak, kebayang dong jadi males makan ya. Itu...itu signature desert, jadi restaurant ini terkenal dengan desert yang apa gitu lo, dizertnya cocolavanya dia bagusnih enak nih, itu signature, chiri khas ya apa yang membuat restaurant itu terkenal. Signature dish, signature disert itu pokoknya hidangan apa yang membuat restaurant itu terknal oleh orang. Contohhnya mm.. Ayam betutu mentempeh. Tau?
- Students 2 : Tau, di gilimanuk
- Lecturer : Di gilimanuk ya. Is the one and only men tempeh yang menurut miss enak ehh... sorry the one and only ayam betutu yang menurut miss enak ya.. mmm miss kurang tau seperti apa dia masak yang pasti enak banget adik adik, minyaknya betul-betul menyak kelapa minyak tandusan itu yang di pakek, jadi bener-bener ayamnya pun seperti ayam kampong di pakek jadi ya teksturnya kenyal. Really delicious cobak adik-adik ada perjalanan ke gilimanuk ya, cobak ke sana biar

pernah, bagi yang suka pedas ya monngo silakan bagi yang tidak suka pedas yaa... eee.... Karna itu rasanya cukup pedas, ayamnya itu pedas jadi bumbunya rajangnya juga pun cukup pedas, bisa di request miss kurang tau karna dia buatnya itu satu panic besar dan dia masaknya pun kalau gak salah miss pernah ngintip jadi dia pakek masih pakek aa apa namanya dik, kelapa yang di aa di bakar

Student 2 : Sambuk

Lecturer : Yaa... sambuk, satu paket itu isi ayam, pplecing, nasi, sambel matah, sambel tomat, sambel apalagi sambel kecap asin itu lo yang isi irisan cabe ya itu signature dish nya adalah ayam betutu, mwn tempeh sendiri sudah meninggal, pemerusnya adalah anaknya mantunya, kalau jaman men tempeh masih hidup miss gak tau rasanya kayak gimana tapi yang jelas miss k sana menurut miss enak, trus juga selain itu apa lagi yang punya signature dish mmm...

Student 2 : Bledor

Lecturer : Apa dik? Itu dimana ya?

Student 3 : Sangeh

Lecturer : Ohh ya sate yaa? Sate bledor, sate apa itu dik?

Student 3 : Babi

Lecturer : Signature dishnya dia adalah sate babi.

Student 3 : Sate babi with peanut souce?

Lecturer : Oh ya itu sate bledor? menarik ya sate babi campur saus kacang biasanya kan sate ayam. Oke yak,, itu signature dish. Nah sekarang kita liat di buku, ada Theme menu... theme...theme... theme menu, nah jadi theme menu ini adalah it reflect on ambience on the theme page is going, jadi menunya sesuai tema hari itu, jadi dia kayak bikin tema tesiap minggu atau setiap harinya dengan tema yang berbeda-beda, menunya di sesuaikan dengan tema acara itu, itu Theme Menu. Theme itu artinya tema. Selanjutnya adalah

Student 2 : Hospital menu

Lecturer : Yak Dwik apa itu Hospital menu.

Student 2 : Hospital menu is ‘dietitian’...

Lecturer : Dietitian (membantu memberbaiki pengucapan)

Student 2 : .... Difenetly ‘involve’... ‘while’

- Lecturer : ... Involve (memberbaiki pengucapan)
- Student 2 : ... 'while' ...
- Lecturer : While (memberbaiki pengucapan)
- Student 3 : 'Compaling'
- Lecturer : Compaling (memberbaiki pengucapan)
- Student 7 : ... hospitality menu to ensure recipient...
- Lecturer : Recipient (memberbaiki pengucapan)
- Student 6 : Its certain food only.
- Lecturer : Hospital menu adik adik apa?
- Student 7 : Menu di rumah sakit
- Lecturer : menu di rumah sakit, yaa.. sebenarnya adik-adik kita tidak bisa milih mau minta menu apa karma itu semua sudah di ukur oleh aa staff rumah sakit yang berususan dengan gizi, misalkan sakit tifus menu makananya apa, sakit jantung menu makananya apa itu semua sudah di atur staff dietarya staf yang menangani masalah nutrisi dan gizi di rumah sakit, tapi yang jelas hospital menu I think for me it has the same taste, and no tasne its plane. No micin sehingga gak ada generasi micin, itu kalorinya berapa karbohidratnya sudah di atur. Maka dari itu banyak yang gak menyukai makanan rumah sakit, malah yang makan biasanya penunggunya.
- Student : (tertawa)
- Lecturer : Adik-adik apakah kalian termasuk orang-orang yang 'picky eater'? maksudnya disini adalah pe... makannya pilih-pilih. Ada yang seperti itu di sini
- Student 1 : Saya A3
- Lecturer : Untungnya miss sendiri tipe orang yang tidak suka pilih-pilih ya, jadi kalau sakit gak pernah berlama lama karna nutrisi semuanya masuk. Oke selanjutnya adalah hospital menu kelanjutannya adalah?
- Student 1 : Ins-ti-tutional
- Lecturer : Istitutional. Apa itu instituional menu?
- Student 4 : It is the menu of meal for the staff either college, school or hotel it is healthy breakfast and three course meal choice

Lecturer : Instituional menu, ini adalah menu khusus adik-adik seperti menu cathering jadi staff di kantor atau murid murid di sekolah itu biasanya beberapa menerapkan cathering jadi setiap hari ada catherinean dimana menunya sama untuk semua staff atau semua murid. Jaman sekarang kan lagi happening yang sedang marak itu adalah diet apa namanya itu ya, jadi mereka kayak pesen catherine makan pagi, siang malam dalam satu kotak jadi udah di takar nasi di ganti ubi di tambah lagi denfan grill chicken tapi gak berminyak, grill chicken Cuma di isi aa apa? Aa salt and paper trus sedikit apa namanya dik? seasoning seed di atasnya ada selada. Diet apa namanya ya miss lupa, di instagram biasanya. Ya itu institutional menu. Okay sekarang kita ke halaman berikutnya. Nah silahkan baca factor affecting menu compilation... lanjut ya factor affecting menu compilation, apa maknanya di sini?

Student 2 : Factor-faktor..

Lecturer : Factor-faktor yang mempengaruhi kompilasi menu. Apa itu kompilasi?

Student 4 : Gabungan.

Lecturer : Iyaa gabungan atau kumpulan, apa sih factor-faktor yang mempengaruhi kumpulan menu menu yang biasanya ditawarkan di restaurant yang pertama there are... yang pertama... yang pertama budget... budget pastinya, seberapa budgetnya untuk bisa buat satu hidangan maka hidangan itu yang dibuat oke jadi contohnya misalkan bafe tadi kan miss sempet bilang ya, saya punya budget sekian undangan sya sekian, menu apa yang saya dapatkan ya di sesuaikan sama budget yang tersedia. Ya itu namanya budget of food ingredient environment

Yang kedua...

Student 2 : Staff capability...

Lecturer : Staff capability apa maksudnya staff capability?

Student 3 : ...staff

Lecturer : Kemampuan (penekanan). Capability itu adalah kemampuan adik-adik sama dengan skill. Adik-adik yang gak tau artinya silahkan dicatat ya ini adalah tambahan kosa kata untuk adik-adik. Staff capability adalah kemampuan dari staff kitchen itu ya meskipun nanti menunya sudah wah, sudah wah sudah apa misalnya? Apa?

Student 2 : Steak

Lecturer : Steak with aa apa... dengan saus tiram macam-macam misalnya ya, menunya sudah wah tapi gak diimbangi dengan kemampuan cheffnya. Waduh menunya berat-berat banget bisa gak saya buatnya ni. Kaupun bisa di paksain takutnya gak

enak, itu yang harus di perhatikan. Jadi menu yang di tawarkan tergantung juga capability by the cheff.

Yang ketiga...

Student 2 : Availability of seasonal vegetable fruit and seafood.

Lecturer : Availability of seasonal vegetable fruit and seafood. Jadi ketersediaan, available tersedia, availability itu ketersediaan. Ketersediaan dari food materialnya ya... ada gak nih, gampang gak nyari misalkan blue cheese gampang gak nyari di area sini? Ya untuk buat salad dressing nya. Jadi ketersediaan bahan menu itself itu yang mempengaruhi menu tersebut. Selanjutnya.

Student 3 : Adverse health factor

Lecturer : Ya faktor kesehatan mempengaruhi juga menu yang di tawarkan oleh restoran, contoh misalkan sedang ada wabah bird flu nah itu restaurant harus juga menyesuaikan menu yang di tawarkan dengan kondisi dan situasi pada saat itu. Ya misalkan babi kemarin kan juga ada virus.. apa? H1 apa gitu miss lupa. Nah itu buat restaurant yang menyajikan menu dengan pig dishes itu banyak yang merugi ya karna orang mulai menghindari makan itu pada saat itu. Nah selanjutnya

Student 3 : Lack of special or facilities and equipment or required for

Lecturer : Lack of special or facilities and equipment or required for cooking menu itu juga di pengaruhi sama equipment. Apa itu equipment?

Student 5 : Peralatan

Lecturer : Ya peralatan kalau gak ada oven ya gak usah menyajikan pizza, yak an gak mungkin pizza di goring. Jadi lack off equipment juga berpengaruh dengan menu yang di tawarkan salah satu restaurant. Lanjut...

Student 5 : Costing of recipe considering ingredients

Lecturer : Costing of recipe considering ingredients fee at all time. costing itu maksudnya apa?

Student 5 : Biaya

Lecturer : Biaya dari satu resep itu kalau dia di compare dengan bensing untuk nyari bahan itu kemuadian waktu yang di haruskan untuk mencari bahan makanan tersebut, itu ada hitung-hitungannya ya baru kemudian restaurant decided untuk menghadirkan menu ini di restaurannya, ya jadi itu ada pertimbangannya dulu. Lanjut

Ya total cost of each dish seperti dibawah chicken peharinya bisa chef adi habis berapa kilo ya kemarin aa pokoknya banyak jumlahnya banyak chef adi sempet cerita. Nah itu total cost of each dish, Each dish ini setiap hari ada table manner dimana juga jumlah tamunya banyak gak Cuma satu dua tiga orang, nah itu yang di perhitungkan juga total cost of each dishes, berapa biaya yang di keluarkan untuk memasak satu hidangan saja. Misalkan buat dishes creamchese, creamchesenya itu saja berapa belu lagi tepung dan segala macam. Ya itu total cost per-dish. Lanjut..

Student 3 : Total cost whole meal.

Lecturer : Total cost whole meal. Jadi yang tadi itu perdish yang sekarang whole meal. Semua. Selanjutnya, yang terakhir.

Student 3 : Profit margins

Lecturer : Profit margins, profit itu apa artinya?

Student 6 : Keuntungan

Lecturer : Profit itu keuntungan, kalau saya punya budget sekian terus saya hadirkan menu seperti ini dengan harga sekian apakah saya dapat profit dari penjualan ini? Ya jadi itu yang diperhitungkan oleh sebuah restorant sebelum mereka menyajikan suatu menu. Ya ternyata ada banyak sekali pertimbangan kalo kita membuat suatu menu di restaurant. Selanjutnya appropriate pairing of food and beverage. Coba di baca, semuanya coba baca.

Student 4 : Students reading

Lecturer : Appropriate pairing of food and beverage. Appropriate pairing maksidnya adalah? Pasangan makanan yang tepat untuk food and beverage. Appropriate itu maksudnya yang tepat, appropriate pairing itu artinya pasangan yang tepat. Nah seperti yang miss singgung tadi, food and beverage are ideally pair in such away that the taste of the eat should can each each other. Jadi food fairing pemasangan aa atau memasangkan suatu hidangan (hatciimm) aa apa apa tadi dik? Ohh ya pasangan suatu hidangan rumusnya adalah suatu hidangan harus memperkuat rasa hidangan, nah ini adalah suatu yang challenging, adik adik tau apa itu challenging?

Student 3 : Menantang

Lecturer : Menantang. Jadi adik adik harus tau rasa yang seperti ini cocoknya dengan rasa apa? Sebagai contoh misalkan makan bakso pedes minumnya teh panas

Student 3 : Waduuuhh..

Lecturer : Ya adik adik harus tau ya yang mana bisa menguatkan yang mana bisa mengcalming down the taste. Disini sudah diberikan masing-masing adik contoh di tabelnya. Beverage, minuman yang pertama hot filter coffee.

Student 4 : Kopi pahit

Lecturer : Ya itu adalah its coffee means, coffee bean (mengoreksi) has been roasted. Its coffee bean which has been roasted and then pour down by the hot water. Jadi rasanya pahit. Nah goes with di pasangkan dengan self indian food, masakan ala india. Nah kemudian ada reson of pairing. Kenapa kopi pahit dipasangkan dengan self indian food?

Student 6 : Karena rasa pahat dapat meningkatkan rasa pedas

Lecturer : Yak arena lebih meningkatkan unsur-unsur herb and spicy dari indian food tersebut.

Yang kedua?...

Student 7 : Hot spicy

Lecturer : Hot spicy goes with pakolas. Adik adik tau apa itu pakolas? Semacam snack. Disebut snack karena ingredientnya adalah it could be vegetable, it could be meat ya which is... which is season by mm.. batter. Adik adik tau batter?

Student 2 : Adonan

Lecturer : Adonan, adonan tepung. So the vegetable with te meat the are season by the batter and deep fry. Jadi bisa jadi sayur, bisa jadi daging, daging dan sayur di campur dengan adonan kemudian deep fru nah itu menurut mereka snack. Daging di cocol-cocol snack, buat kita pakai nasi nah untuk reason of pairing nya kenapa di pasangkan dengan teh?

Student 3 : Karena the menghilangkan rasa minyak pada makanan.

Lecturer : Yang pertama kenapa the dipasangkan dengan snack daging ini which is oily karena salah satunya karena teh bisa meningkatkan rasa ingredients dari snack ini yang kedua it will clean your throat (touch the neck 16.31 v.5) from the oil. Jadi rasanya setelah kita makan makanan yang berminyak itu rasanya oily, the itu bisa clensing, membersihkan rasa-rasa minyak di tenggorokan kita.

Sekarang kita lanjut dulu ke measurementya.. coba adik adik lihat matrix system measurement. Matrix system measurement. Measurement itu apa? Pe-ngu?

Student 3 : Pengukuran

- Lecturer : Pengukuran. Measurement means pengukuran, dimana untuk mengukur volume menggunakan liter. Weight, apa itu weight?
- Student 2 : Gram?
- Lecturer : Satu kg berapa gram?
- Student 2 : Seribu
- Lecturer : Lanjut, length apa itu length? Pan-...?
- Student 3 : Panjang
- Lecturer : Panjang. Satuannya apa?
- Student 5 : meter
- Lecturer : Meter. Lanjut number four
- Student 3 : Temperature
- Lecturer : Temperature. Satuannya apa?
- Student 3 : Degree celcius. Nah adik-adik di masing-masing negara mereka punya satuan ukuran sendiri, Indonesia punya satuan sendiri, amereika punya satuan sendiri dimana satuan satuan amerika tidak berlaku di Indonesia, tapi kita punya equivalent-nya. Apa equivalent itu?
- Student : ...
- Lecturer : persamaan, misalkan satu teaspoon yang berlaku di amreika di kita itu sendok teh. Kemudian one galons atau one pack di sana disini kita pakai satu aa apa kau itu... itu untuk mengukur volume kita pasangkan aa samakan dia dengan liter. Ya jadi meskipun beda beda satuan ukurannya tapi kita punya equivalentnya kita punya satuan sendiri yang kita bisa cari persamaannya dengan dia. Gitu ya. Contohnya Dash, dash itu sama dengan 1/8 teaspoon. Seperdelapan itu bacaannya apa?
- Student 2 : One eighth
- Lecturer : One eighth,  $\frac{1}{2}$  half,  $\frac{1}{3}$  one third,  $\frac{1}{4}$  one forth atau quarter,  $\frac{1}{5}$  one fifth. (while writing on white board). Nah dash itu sama dengan 1/8 one eight tee spoon, kemudian three tee spoon sama dengan?
- Student 1 : One table spoon
- Lecturer : One table spoon, two table spoon sama dengan?

- Student 2 : One fl.oz
- Lecturer : Fl.oz itu dibaca fluid ounces. fluid ounces (samnil menulis di papan tulis). Kalau fluid ounces kita kan gak mengenal itu ya kita samakan dengan ml gram eh sorry bukan ml gram ml liter, ml liter. Dimana 1 fluid ounces sama dengan 29 ml, ini yang US punya kalau di UK 1 fluid ounces itu bisa lebih rendah nilainya twenty eight ml liter. Adik-adik dimana biasanya menemukan fl.oz ini? Cobak adik-adik liat produk-produk import misalkan susu cair import itu dia biasa pakai fl.oz puncuk pengukuran mereka
- Student 2 : Recipe bar
- Lecturer : Ya recipe bar. Trus kalo misalkan.. aa di botol wine, itu juga merak pakai fl.oz. oke jadi udh tau ya? Right.trus ya four table spoon sama dengan seperempat cangkir. Two cup sama sama dengan one pinc. Pinc itu adalah pengukuran ala amerika, is a US system measurement dimana satu punch sama dengan dua cangkir. Kemudian satu gallon sama dengan 4 fords. Two galoon sama dengan one pack, it's a US measurement. Itu untuk volume. Four pack sama dengan one buzzle. Buzzle itu adalah pengukuran ala amerika untuk mengukur volume juga. Nah kemudian empat lima empat gram sama dengan 1 lb. lb itu dibaca /libs/, /libs/ dimana 2,2 lbs atau /libs/ itu sama dengan satu kilogram. Nah jadi selalu ada equivalent-nya adik adik untuk mencari, meskipun satuan itu tidak berlaku di Indonesia tapi kita punya equivalent. Paham maksudnya?
- Student 3 : Paham?
- Lecturer : Oke materinya sudah selesai. Selebihnya itu tentang recipe yang adik-adik bisa pelajari saat praktek.

## Transcription Data

Lecturer 1

Day 1

Lecturer : How are you?

Students 5 : Good and you?

Lecturer : I so great thanks

Lecturer : Before we going to our material, I would like to give you additional knowledge. Jadi, miss kasi kalian materi tambahan lagi. It's about taste. What is taste?

Students 5 : Rasa,

Lecturer : Rasa,, taste and tester. Taste and tester in English. How do you say taste.. I mean the certain taste and certain tester. Bagaiman kalian bias menyebutkan rasa rasa tertentu dalam bahasa inggris. Sebelumnya I want to ask your first, what kind of taste familiar with?

Students 2 : Sweet, salt

Lecturer : Delicious, space okeyy,, spasi enter,, apalagi?

Students 3 : Creamy

Lecturer : Creamy,, yaa apalagi?

Students 3 : Apa yaaa..

Teacher : Ulangi ya,, sweet, shawer,spacy, creamy apalagi?

Students 3 : Smoothie

Lecturer : Smooth.. smoothie itu nama benda ya,, smoothies. Yaa smoothies seperti juice yaa... apalagi? Smooth itu apa?

Students 3 : Lembut.

Lecturer : Smooth Smooth itu lebih ke dia kalo something yang aaa liquid ya smote. Yes? Ya cream ya cream smote. Trus aaa... Smooth ada yang tau smooth? Smoothie itu seperti jus ya.. banana juice. Kalo soft apa? Soft???

- Students 3 : Halus
- Lecturer : Haluuuss.. yaa.. halus kalau dia dalam di luar dalam kulineri.. tapi kalo di culinary dia juga lembut... soft contohnya soft cake. Apalagi?... Apalagi?
- Students 4 : Salty.
- Lecturer : Salty,,, yaa,,,apa itu slaty?
- Students 6 : Asin...
- Lecturer : Asinnn... apa lagi? ... Renyah?
- Students 3 : Crunchy, crispy
- Lecturer : Crunchy, crispy nahh kita bicara tentang renyah ada rasa crunchy crispy naaahhh satu lagi ada crumbly yaa... crumbly. Nah ini ketiganya sama berarti renyah atau something easily breakable (Writing on the WB) breakable apa artinya? Break... breakable? Mudah...?
- Students 3 : Hancur...
- Lecturer : Mudah hancur mudah patah ya. Something is easily breakable. Crumbly, crispy, crunchy... What is the different among three words? When we will you say crunchy when will you say use crispy when will you say crumbly?
- Students 3 : Crispy crumbly
- Lecturer : Yes,, I mean when you will say this? Crunchy? Yes?
- Student 3 : Biscuit
- Lecturer : Crunchy itu lebih ke yes biscuit kemudian dia juga lebih ke sereal lebih ke oat milk, ya sereal cococrumch. Crunchy... jadi this is more about biscuit, sereal, oat milk. And then how about crunchy? Eehhh sorry, aa... crispy?
- Students 9 : Creakers
- Lecturer : Crispy is more about fruit. Meskipun banyak orang yang bilang chrysphy itu juga masuk craker tapi kalo kita diat Dari aa apaa... dalam aa istilah-istilah baku, crispy itu lebih ke fruit. Ya contoh 'The Red Apple is crispy' yaa... the carrot... the carror... the crispy carrot. Kriuk kriuk ya. How about crumbly? Crumbly itu sesuatu yang kalian makan ada remah-remahnya keluar. Crunch ya. Misalnya creakers, ya creakers kerupuk yaa... kalua kita makan kriiuuukk... keluar remah remahnya, buskuit juga keluar remah-remahnya. Ini cenderung ada remak-remaknya. Nah, selain ini apa lagi? Pait? Pahit? bitter.

- Students 10 : Sepet, kalau sepet?
- Lecturer : Sepet? Sepet.... Hmmmm kecut mungkin ya? Acid. Karena sepet, sepet itu masuk kecut bukan ?
- Students 2 : Bukaann
- Lecturer : Because in English, in english mereka tidak kenal sepet, yaa.. Sepet itu kan identic dengan buah-buah yang belum mateng.
- Students 1 : Yaaa....
- Lecturer : Iya. Coba cari bahasa Indonesianya dulu ya. Sepet itu apa.  
Nah kalo asem tadi itu kan sour kalo acid itu juga asam, tapi acid dia lebih ke sitrus. Apa itu sitrus?
- Students 2 : Jeruk
- Lecturer : Yaa.. bangsanya jeruk, yang ada bulir-bulirnya. Kalo ada buah yang ada bulir-bulir jus di dalamnya itu sitrus.dimana buah yang sering kita makan yang ada bulir-bulirnya adalah jeruk, makanya citrus identic dengan jeruk. Citrus... nah.. aa.. citrus ya dan soda carbonated drink, minuman-minuman berkarbonasi itu juga biasanya kita pakai acid untuk menyatakan rasa asamnya. Shawor itu lebih ke? Apa? Asamnya yougurt yaa. Tamarind juga. What is tamarind?
- Students 3 : Asammm
- Lecturer : Asam apa?
- Students 2 : Asam jawa.
- Lecturer : Lunak yaa dalam Bahasa balinya
- Students 3 : Lunak ya dasam jawa. Tamarind. Lunak. Kemuadian... aaa... apalagi ya. Oke. Sekarang kita bicara tentang... tekstur. Kalo teksturnya dari tekstur keras..
- Student 2 : Alot
- Lecturer : Eh? In English yaa..
- Students 3 : Hard.
- Lecturer : Hard yes,, it could be hard. satulagi? Tough .... Ini di baca *thaff..*
- Students 7 : Tough...

- Lecturer : /Thaff/
- Students 6 : Tough...
- Lecturer : Yes... ini sama-sama berarti keras y.. sama dengan hard. The steak is quite Tough. Steaknya teksturnya keras...kemudian... aa... apalagi?
- Students 5 : Halus,,
- Lecturer : Kalau dalam culinary verb atau culinary term.. apa biasanya halus?.
- Students 5 : Cake
- Lecturer : Cakanya halus?
- Students 6 : Gak
- Lecturer : Halus lembut itu sama-sama soft. Ya dalam bahasa inggris soft itu kita liat-liat dulu kita barangnya apa? Jenisnya apa? Apakah dia kain.. apakah dia cake. The baverage is soft. Kainnya halus. The cake has soft texture. Cake itu punya teksture yang lembut. Sekarang tergantung dari objeknya yaa... oke selanjutnya... aa how about aa berminyak?
- Students. 5 : Oily
- Lecturer : Oily, satu lagi apa? Greasy (sambil menulis dipapan tulis)
- Students 5 : Greasy
- Lecturer : Greasy... sama dengan oily, sama-sama berarti which have been fried, sesuatu yang pernah digoreng. Selain itu... berair, berair contohnya apa? Contohnya apa?
- Students : Kaldu
- Lecturer : Contohnya gimana? Kaldu itu berair? Maksudnya gimana?
- Students 4 : Emang air itu
- Student :
- Lecturer : Salad...salad itu berair gitu? Oohh mungkin maksudnya aaa... when you when you clean it I mean when you pouring pouring them with aa... water, itu tidak tidak terlalu bagus pada saat pengeringan apa menyaringnya atau dikeringkannya gak bagus gak maksimal sehingga dia berair gitu maksudnya?
- Students 3 : Iyaaa

- Lecturer : Nah itu bisa watery. Watery (menulis di papan), ini sama dengan berair. Watery salad salad yang berair, ada juga rainy. Rainy ini sama-sama berair. Contohnya gini, aa... when you do half cook atau half boil of the egg... sstt... perhatikan.. when you boil the egg, but it is just a half boil yaa... so the texture of the egg will be rainy, kalau telur setengah matang kan dia masih encer nah berair yaa rainy, oke its different dengan half boil egg, kalau half boil egg kan memang dia solid gak ada unsur airnya. Jadi rainy itu contohnya adalah egg telur setengah matang, rainy egg.
- Students 3 : Telur mata sapi?
- Lecturer : Telur mata sapi? Ya enggak dong, gimana ya contohnya adik-adik... ya setengah matang, telur matasapi kan mateng yaa... ya kan? Buat sany saidup itu...sarinya maksudnya?
- Students 6 : Iyaa
- Lecturer : Oo iyaa .. lanjut... lengket?
- Students 7 : Iyaa
- Lecturer : Stick...sticky... sticky, sticky itu lengket. How about if the texture is lembek? Kalau lembek apa?
- Students 7 : Yen lembek apo?
- Lecturer : Gimana adik-adik? Lembek apa?
- Students 4 : Mashie
- Lecturer : Iya muchy, contohnya adalah, when you try a mash potato you crush it down dia akan lembek texturenya yaa mashie, mashie (menulis di papan tulis).
- Students 4 : Kalau kenyal?
- Techer : Apa tadi dik?
- Students 6 : Kenyal
- Lecturer : Aaa... tergantung objeknya ya, kenyal kalua dia kaya karet itu springy, spring. Kalua dia kenyal-kenyal kaya spons, spons pencuci piring itu, spongy. Kalua apa? Apa tadi dik?
- Students 4 : Jelly
- Techer : Apa tadi dik?

- Students 2 : Slime
- Teacher : Slime? Elastic, siapa suka main slime?
- Students 5 : Eddy miss
- Lecturer : Sama kaya ponakannya mis berarti suka main slime.
- Oke springy ini sama-sama berti kenyal, springy itu lebih k karet. Kenyal, kalau kenyal-kenyal kita makan permen karet ya beda ya itu chewy, chewy itu lebih ke pemen karet. Gurih, Gurih?
- Students 3 : Smoothie
- Lecturer : Gurih? Savory, savory (sambal menulis di papan tulis) Savory. Nah kalau kita mau menyebutkan sesuatu yang sudah basi misalnya, kacang? Kalau kacang yang sudah agak lama dia jadi apa? Nah itu apa in English?
- Students 5 : Apa ahh?
- Lecturers : It's a stale. Stale peanut gitu misalnya, ini artinya basi atau apek, stale. Nah kalau kita mau menyebutkan sesuatu yang sudah berusia lama, nah contoh misalnya aa... keju, keju yang sudah tersimpan lama. How do you say in English? The cheese, the cheese which has been kept for so long. Nah itu panjang banget jadinya. Keju yang berusia lama.
- Students 4 : Old cheese
- Lecturer : Yes?
- Students 5 : Old cheese
- Lecturer : (Sambil tersenyum) Age cheese, age cheese ini artinya keju yang berusia lama. Yang lebih ke cheese. Age cheese. Misalkan pada saat kalian mejelaskan suatu recipe misalkan ‘Pergunakanlah keju yang agak berusia agak lama’.
- Students 4 : ...Age cheese
- Lecturer : Yah kalian bisa menggunakan age cheese. Biasanya yang sering memproduksi age cheese itu adalah Holland, ya Holland. Dimana holand?
- Students 3 : Sanur
- Lecturer : Holand atau Netherland. Holand, mereka biasanya terkenal memproduksi keju-keju usia lawas bisa sampai puluhan tahun. Itu kejo lo, di simpan puluhan tahun, sampai dia betu-betul jamuran.

- Students 6 : Bisa di makan?
- Lecturer : Bisa dong, lebih pekat dan aromanya lebih menusuk disbanding keju kraft biasa, makanya adik-adik orang-orang belanda, orang-orang belanda disebut dengan?
- Students 10 : Dutch
- Techer : Dutch, Dutch. Pernah bacaa ini? Yahh... it's meant people from Holland. Nama orangnya adalah Dutch, kalau orang inggris? Apa?
- Students 3 : British
- Lecturer : British, orang America?
- Studets 4 : American
- Lecturer : American yaa... kalo orang Indonesia?
- Students 5 : Indonesian
- Lecturer : yes... kalo orang Belanda Dutch, kalau orang sunda?
- Students3 : Sundanese
- Lecturer : Sundanese
- Students 1 : Kalau orang Lombok?
- Lecturer : Lombok? Tabianesse (Showing teeth)
- Students 10 : (laughing)
- Techer : Itu contohnya ya, Joking.
- Students1 : India?
- Lecturer : India? Indian
- Students 4 : Indianese
- Lecturer : Indian! Sudah, oke cukup yang itu. Nah sekarang nah aaa... makanya orang belanda apa mereka aa... produksi keju age cheesenya itu cukup besar disana sehingga kons aa... keju-keju yang berusia lama itu menjadi konsumsi mereka secara rutin, consumsinya mereka aa... daily routine consumption, daily routine food, itu jadi konsumsi rutin mereka makan keju yang sudah age cheese sehingga itu berpengaruh kepada aroma badannya yaa. Jadi...

- Students 4 : Sepet yaa?
- Lecturer : Bukan, aa... gimana yaa bilangnya aa... ya aroma-aroma keju yang... yaa... itu-itu terkenal orang-orang belanda seperti itu, kar memang kejunya mereka usia puluhan tahun, itu kan keju kan fermentasi dari susu, susu basi lah anggap itu disimpan berpuluhan-pulan tahun lah anggap. Ada juga keju yang berusia puluhan tahun, bayangan adik-adik itu gak dibuka-buka ya bentuknya bulet-bulet sampe menguning sekali,
- Students 4 : Yang naruh udah mati, udah ratusan tahun
- Lecturer : Ya? Belum bisa di makan ya.
- Students 4 : cucunya yang makan
- Lecturer : nah selain itu apalagi adik-adik? Aa texture apalagi? Kental apa?
- Students 5 : Tick, tick.
- Lecturer : Ya tick. Gimana tulisannya?
- Students 6 : T-I-C-K (mengeja dengan menggunakan Bahasa Indonesia)
- Lecturer : Ya T-I-C-K (memperbaiki ejaan). Kental Tick (sambal menulis di papan tulis).
- Part 2
- Lecturer : Kalau mengentalkan?
- Students 6 : Tick, Ticken
- Lecturer : Ticken , mengentalkan
- Students 7 : Kalis? ( Bahasa bali)
- Lecturer : Kalis itu persamaannya apa ya? Kalis? Persamaannya apa...
- Students 7 : Kalis miss
- Lecturer : Yaa seperti apa kalis itu gitu lo? Miss agak-agak bingung juga kali situ seperti apa.
- Students 6 : Gak lengket dia miss
- Lecturer : tidak lengket?
- Students 7 : agak lengket, kaytak dodol.

- Lecturer : Mungkin adik-adik bisa diiii tanya sama mbah google ya. Kalis ya. Ka-lis, karna bisanya jarang ya in English term pakai istilah kalis ya...
- Mungkin ada hubungannya sama adonan?
- Students 7 : Iyaa
- Lecturer : Hanya adonan yang memakai istilah kalis?
- Students 7 : Iyaa
- Lecturer : Nah kalau...kalau seperti itu, begini adik-adik, in English tidak semua kata sifat dalam bahasa indonesia termasuk kata sifat pada Bahasa indonesia di bahasa inggriskan. Bisa jadi 1 kata indonesia harus di jelaskan dalam rangkaian kalimat dalam bahasa inggris. Jadi gak kata-demi kata bisa diterjemahkan. Misalkan satu kata: gurih savor, gurih Bahasa Indonesia-bahasa inggrisnya savory. Ada juga kalis misalnya, kalis dalam bahsa inggris berarti adonan yang merata misalnya atau adonan yang bagus. Adon... mengadon itu apa? (menunggu jawaban siswa) Adonan mengadon? Kneading
- Students 3 : Kneading
- Lecturer : Kneading (menulis kosa kata di papan tulis) Kneading. Knead until well. Nah itu juga bisa kalis kan? Dia mengadon dengan baik, jadi hasilnya kalis. Jadi terjemahan dari Bahasa Indonesia ke Bahasa Inggris bisa diterjahiin dengan memakai kata-kata yang... persamaannya gitu ... ya...
- Selain itu apa lagi?
- Lecturer : How many cooking method?
- Students 5 : two...three... moist heat, dry heat and combination.
- Lecturer : moist heat, dry heat and combination (repeating students' answer). what is moist heat?
- Students 5 : Cooking method yang prosesnya menggunakan air.
- Lecturer : Yes I a cooking method using liquid or steam atau uap. Apa saja bagian-bagian dari moist heat?
- Students 7 : Steaming, boiling, shimmering, pouching etc

- Lecturer : Steaming, boiling, shimmering, pouchin. Give the explanation also yah. Pouching itu apa?
- Students 8 : Merebus dengan tidak terlalu panas dengan temperature rendah.
- Lecturer : Pouching is cooking method using the lowest temperature, jadi itu metode memsakan dengan menggunakan lowest themperature. dengan temperature yang kecil sehingga no buble. Kalau shimmering? Shimmering?
- Students 6 : Small buble.
- Lecturer : Yaa... having a small bubble, having small buble n breaking through the surface of the water. Small buble dan dia biasanya pecah di permukaan. Steaming?
- Students 6 : Kukus
- Lecturer : Using a steam yaa. Steam itu adalah?
- Students 6 : Uap
- Lecturer : Yaa uap . is a cooking method using a steam. so the food is in contact only the steam, dia tidak aa... the food is not in contact with the water or the heat but they only in contact with the steam. Nah selain moist heat, dry heat, apa saja bagian-bagian dari ahh sorry, dry heat itu apa?
- Students 7 : Tidak pakai liquid.
- Lecturer : Tidak menggunakan liquid tapi menggunakan apa? minyak itu tidak liquid? This the cooking method utilize, menggunakan oil. Water itu moist, Dry heat itu minyak, pakai minyak atau udara sebagai pengantar panasnya. Ingat pokoknya dry itu sifatnya kering, ya kering artinya tidak basah. Identic dengan dia tidak kena air gitu loh. Jadi jangan bilang liquid ya, karna air be oil also. So the cooking method utilize an air or oil, menggunakan panas aa... soy menggunakan udara untuk mengantarkan panasnya, air or oil atau pakai minyak. Apa saja bagiann-bagian dari dry heat cooking?
- Student 5 : Broiling
- Lecturer : Broiling, what is broiling?
- Student 5 : Memasak menggunakan super panas dari atas.
- Lecturer : Yaa using a radiant heat, radiant, using a radiant heat. Radiant heat itu adalah? The food is cooked with an over heat source from the top, sumber apinya di atas, itu namanya radiant. Radiant heat itu sama dengan sumber api di atas, broiling. Selain itu apa lagi?

- Students 3 : Grilling, roasting?
- Lecturer : Grilling oke. Apalagi?
- Students 3 : Roasting
- Lecturer : Roasting. What is roasting?
- Students 3 : Memasak dengan udara panas di oven
- Lecturer : Okay... Roasting it is similar to baking ya.. both of them are using oven. But the different is apa perbedaannya roasting dan baking?
- Students 3 : Kalau baking biasanya untuk cake
- Lecturer : Yes baking only for cake or pastry. Do you think that if you do baking you need an oil?
- Students 2 : No
- Lecturer : No. have you ever cook pastry with oil?
- Students 2 : Hhmmm (dan siswa tertawa)
- Lecturer : With aa... I mean baking itu kan pake oven ya apakah adik-adik pernah memasak pastry dengan oil? Paling ndan dengan butter kan?
- Students 2 : Iyaa
- Lecturer : Roasting itu juga pake oven, dan dia seringan pake oil. Roasting. Bisa jadi dia pake oil bisa jadi tidak untuk roasting. Tapi jelas baking untuk pastry biasanya. Misalkan kan ada kacang... roas-ting dan baking sama-sama berarti panggang, nah baking itu khusus untuk kue, dan bisanya roasting di luar kue selain kue, bisa chicken, roasted chicken atau kacang panggang roasted nut. Selain roasting apa?
- Students 3 : Deep fry
- Lecturer : Deep fry, what is that? Cooking method is using a plenty of oil. Plenty. Plenty means banyak. P-L-E-N-T-Y. P-L-E-N-T-Y plenty. Plenty of oil means banyak minyak. Shallow frying sedikit minyak ya. Entah itu banyak atau sedikit minyaknya itu masuk dry heat. Oke terakhir combination cooking. What is the part of combination cooking? Apa aja bagian-bagian dari combination cooking?
- Students 3 : Bracing, stewing.
- Lecturer : Bracing and stewing. (lecturer repeat students' answer)

Apa itu bracing? Bracing. Nah bracing itu adik-adik, this is the complete one, brasing itu dia mengkombinasikan moist heat dan dry heat, dimana first they have aa... make a caramelization of them, misalkan kita bilang lamb meat, so the meat should be caramelize first, adik-adik tau carmalisasi?

Students 5 : Tau..

Teacher : Ya should be caramelize first di dry heat dulu, after that you do moist heat. Selain bracing?

Students 6 : Stewing...

Lecturer : Apa itu stewing?

Is a cooking method when food cover with water then stock entirely and produce a soup. Contohnya soto, yang berkuah kuah . kalau bracing contohnya rending, semur.

Students 7 : Semur jengklok. (Sambil tertawa)

Lecturer : Sepertinya lapar ya (Showing teeth).

Students 5 : Iya miss can I remove this? On the board

Students 5 : Iyes.

Lecturer : Adik2 istirahat yaa?

Students 4 : Yaaaa

Lecturer : Kita lanjut ya.. bahas tentang aa... tadi bressing sudah ya? Apa itu bressing?

Students 4 : Mengkarmalisi...

Lecturer : In English ya. Carmelise the food , jadi ini its a compilation of bright and moist kit. Bressing the wing...

Oke adik2 tadi kita sudah membahsa tentang aa... cooking method. Kemudian aa.. culinary verbs, kemudian vocabulary of culinary yaitu the taste and the texture. Sekarang aa... istilah2 tentang culinary lagi... aa... how do you call it if aa... its a foundation of a sauce or this is a stock and add some of the things inside the stock. The things are aa onion and then garlic and carrot

Students 3 : (Students answer the lecturer question).

Lecturer : Yaa... and then how about mmm if you use a container for holding while this food is heat it up in the water bank? So you holding a countainer and this is put in

a water bank. Dalam... d atas air (hwangmery). Jadi pot ya d atasnya kemudian d bawahnya ada wajan berisi air untuk melelehkan coklat. Selanjutnya eh kalau makanan eh kalau sayuran kalau d celupkan ke dalam hot water istilahnya apa?

Students 4 : Blunch

Lecturer : If something we choose preserved in a vinegar, preserved itu apa? If the food is preserved in a vinegar di sebut apa? Disebut apa?

Students 4 : *Pikel*

Lecturer : *Pikel*. bahan makanan kalau di awetkan dengan bantuan dari vinegar. Vinegar itu apa?

Students 2 : Cuka

Lecturer : Its *pikel* ok. Food, preserved in vinegar and then what is the preparation of the food and ingredients?

Students 2 : *Mashoplas*

Lecturer : *Yaa mushomplas. mushomplas. (dan memperbaiki pronunciation siswa)*

Sekarang kita bahas tentang cocoking verbs, apa saja yang kalian ketahui?

Students 3 : Steam

Lecturer : I want to memorize your memory about cooking verbs. Mencelupkan

Students 5 : Deeping

Lecturer : Yes deeping, kemudian mmm menumis?

Students 5 : Soated

Lecturer : Mengulek?

Students 3 : Grind

Lecturer : G-R-I-N-D di ulek kasar?

Students :

Lecturer : Yes parsley grind. Menumbuk?

Students 5 : Pound

Lecturer : Menghancurkan?

- Students 6 : Crush
- Lecturer : Bagaimana tulisannya? CRUSH kemudian mengocok, memotong rajang
- Students 6 : Chop
- Lecturer : Kalau cincang halus ?
- Students 6 : Chopet ahahaha
- Lecturer : Mince, chop into smaller pieces. Wahat is stir?
- Students 4 : Mengaduk
- Lecturer : Mengocok telur? Sampai mengembang
- Students 4 : Baby shake
- Lecturer : Whisk until raise, setelah di goreng lalu di sisihkan. Ingat ini materi untuk final test kalian. Set a side artinya di sisihkan, jangan sampai lupa!
- Lecturer : Kalau di dinginkan di dalam kulkas?
- Students 4 : Chill
- Lecturer : Chill yes, kalau di bekukan frezze, productnya namanya frozen food. Kalau shred? dia bias di parut
- Students 2 : Gobed buk
- Lecturer : Bukan, lebih kecil dari parutan ,kalau chicken shred itu artinya ayam suir . potonglah wortel menjadi dadu
- Students 8 : Dice the carrot
- Lecturer : Yes, dice itu bias jadi verb juga. Have you see this? Brown the food over high heat
- Students 9 : Masak sampai coklat
- Lecturer : We call it sear. Kemudian.... Aduk sese kali?
- Students 3 : Stir occasionally
- Lecturer : Rebuslah telur?
- Students 3 : Boil the egg
- Lecturer : Angkat lalu tiriskan? Remove and drain. Saring?

Students 3 : Strain

Lecturer : Ya, kukus dalam daun pisang” wrap up the dough by banana leaf” apa lagi cooking verbs nya?

Students 3 : Di peras

Lecturer : Squeeze , menghancurkan air lemon? Squeeze the lemon juice.

Menuangkan bisa ke dalam bisa ke dalam. Pour the stock into blab la...

Tuanglah sauce pada spaghetti! Pour the sauce onto...

Bersihkan sisik ikan? Remove the scale, belah jadi 2? Slit ito 2....

Students 3 : Slice

Lecturer : Kalau slice mengiris... masukkan sejumput garam? Sejumput itu a bit

Sampai disini dlu ada yang di tanyakan....

## Transcription Data

Lecturer 2

Day 1

Lecturer : So mmm let's we start today, we will little bit as usual, I will not Jaim also (smile)... so... let it flow as usual. So have the schology?

Student 14 : Lot of them

Lecturer : Lot of them (laughing)

Student 14 : Lot of comment.

Student 12 : Interest.

Lecturer : So mmm I am looking at there is still some of you I mean there are some of you don't change aa profile picture yet right?

Students 16 : Ya.

Lecturer : Some of you if I am not wrong aa...

How many of you how many of you already change your picture.

Student 11 : Me (Raising Hand)

Lecturer : Its around... let me check

(Start to check)

Jaga Adi? (Call the student)

Your... I mean your display picture is not appear here.

Student 18 : My phone is die?

Lecturer : Why? You could... you should tell me why because yesterday your mobile phone was off right? So how about today its still died?

Student 11 : Charger

Lecturer : (Approaching) charger? Don't you have electricity?

Student : (Some students laughing)

Lecturer : Puspa? How about you?

Student 12 : Ohh... I can't open my schoology.

(Other Student) : Still open?

Student 13 : I can't open my schoology

Lecturer : Why?

Student 13 : I don't have kuota

Lecturer : You don't have kuota. Okay I will not... on that..... on that. Its about finance too.

(other Student) : May he... you want to sharing your hotspot?

Lecturer : It's not actually my responsibility.

Next, Ayu Linda?

Student 19 : I already doing last night but I don't understand who to change the picture because I am open with website

Lecturer : Aaa... gaess... (little bit crowded)

Student 19 : ... (continue) not with application so little bit confuse to use the schoology

Lecturer : Little bit confuse? But I am... I have been there on your group

Student 12 : But I am not polite to interrupt you in the night because I am searching at the tonight after finish my job, so better talk you in the class in the morning than I achat ... aa... chit chat you in the night.

Lecturer : Chit chat meaning that is a small talk with no purpose when you chit chat meaning that you have no purpose. So chit chat meaning "Hey who are you?" aaa in Balinese call is aa... aaa... raos buang ... raos *kutang-kutang*. Something like that.

Student 19 : Raos *kutang-kutang*.

Lecturer : But did you aaa... see a sign me on whats up? It will be polite when you sent on whats up where... It will be impolite when you aaa... give me call. If I still awake I will reply if ... if... Iam not so, I will reply tomorrow.

Okay I just with Mahendra Dianesty

Student 14 : Yes

Lecturer : Also aa... aa... Angga Ningsih

Student 15 : (Raising hand)

Lecturer : Aaa... Made ehh sorry...sorry Agus Darmawan

- Student 14 : (Raising hand)
- Lecturer : Okay those are students who are have an involve ya...
- Student 13 : (One of the students tell the Lecturer that he already open the schoology).
- Sir, I think I already open my schoology.
- Lecturer : Yaa yaa... I mean, the first class (schoology) is to change the profile pictureright? So I can know you. Which one is you. Okay? So.... Mmm... Guys guys it is a kind of another encoring behavior. You need to be proactive, when you don't know something. As I mention you make a proactive learning. If you don't know something, just has to, to wait for the blessing by God. You have to be proactive to see, to look for, to mention. You have friends right? So it's not easy... I mean it is not hard to... what's up your friends giving comment, changes their picture. Why don't you do it? Okay? You need to a force something to you. I will not to listening any excuses again, so the last, when is the due date? The due date of the discussion is? Is? where is... aaa... I mean when is the due date? Kapan hari terakhirnya?
- Student : mmmm
- Lecturer : okay you can open your schoology later and find your due date, is actually tomorrow. Tomorrow at?
- Student 17 : At 4 PM
- Lecturer : (Angguk-angguk)
- For today Agus Anom is the highest comment.
- Applause
- Lecturer : Agus pratama eh sorry Agus Pramana, your comment is only there anyone bring any laptop?
- No? Is there anyone bring any laptop or any mcbook?
- Students : (Another students raise his hand)
- \*\*\* Students prepare the presentation \*\*\*
- Lecturer : I just want to remind you. What is the first rule?
- Students : hhmm
- proactive
- Lecturer : So what is meaning that by proactive?

- Students : .....
- Lecturer : I will explain the first rule and you do the second rule. The first rule is be proactive. What is the meaning by being proactive? I would ... I would tell you everything you should. Okay? To give a comment you have to keep note of something aaa... your... is not actually that your comment on schoology is always good. I mean your phone is good (the Lecturer give an example). I don't want like that. I want a critic to your fiend.
- It's not only conversation and feedback. Take a note, rather something you want comment latter on.
- (Students Presentation)
- Student 16 : Good morning everyone, I want to tell you about my training experience. First I want to introduce myself my name is Wayan Febry Dipayana. You can call me Febry. I've been training at Sovitel Bali Nusa Dua, the location is near BTDC.
- Students 18 : What is that?
- Students : Bali tourism and Development Corporation, In Sovitel Bali Nusa Dua aa I have aaa
- Lecturer : (*Feedback*)
- Some expression let's say from language use. What is your comment on your friend about the language use? I've already told you last week to... is a language use to present something which already done. So something to explain your experience that already been done in the previous time. what we use?
- Student 14 : Was and Had
- Lecturer : What is that call?
- : Past...?
- Student 18 : Bentuk Past Tense
- Lecturer : Past tense
- : So... when you describe something, that still exsist or still during in the present but most of your presentation use present. So it's like you... you use have been (while looking the phone) yak have been... have been bla bla bla...
- That the first one. Have been meaning that you are doing something in the past period until right now, But that will be use have been (writing on the white board). Actually eee.. actually my self don't like to discuss this because it's like too grammatical for you. But you need to know (while draw a graphic).
- For example: You have been a students of Mediterranean Bali.

You have been (stressing sambal menunjuk grafik)

You... you are... I mean you are students of Mediteranean from 16 until now and anyone not graduated yet. It can be next year, or next to year

Student 14 : This year.

Lecturer : Aaa... this year

Student 14 : Hopefully

Lecturer : have been meaning that aaa... where where did you study (point out) aaa on senior high school? You? (point out the student)

Student 15 : 2013

Lecturer : I mean where?

Student 15 : Oh where... Vocational high school 3 Denpasar

Lecturer : It is only Indonesian always do.

Let say (while writing) aa... SD N 3 Denpasar (/es/ /di/ /en/ number 3 Denpasar)  
(point out SD)

Student 18 : Elementary school

Lecturer : Elementary school

Where is elementary school? I just want to you to read that one.

Students 18 : (/es/ /di/ /en/ number three Denpasar)

Lecturer : You are totally incorrect, you are totally wrong. It is the name of the place, you don't need to translate. Okay? Gak perlu (/es/ /di/ /en/ number three Denpasar). When you relate to the place like elementary school, aa what are you doing aa mm what year you are in elemetary school?

Student 16 : 2006

Student 19 : 2007

Lecturer : Yaa let say 2005, biar di tengah-tengah ya. Where did you stud aa who you are who were you at 2006 or 2005.

Student 20 : Students

Lecturer : I was students

Student 20 : I was student of SD N

Lecturer : No no siswa SD gitu

- I was student of
- Students 20 : I was student of elementary school
- Lecturer : ketika kalian menyebutkan jenjang pendidikan baru di translate, kalau menyebutkan nama sekolahnya gak usah kalian translate ya. Okay?
- Students : Oke
- Lecturer : Ya... ini yang sering salah ya..  
So... and also pronunciation  
(write on white board)  
⇒ Open  
⇒ Often  
Read the first one.
- Student : /Open/  
Lecturer : ada yang bilang ofen,, apa... pokoknya pake /f/  
Ya repeat ones again
- Student : /Open/  
Lecturer : Okay open.  
(point toward 'often')
- Students : /often/  
Lecturer : Aften?  
/af.en/ pakai /ef/
- Students 13 : Kalau misalkan oven gimana sir?
- Lecturer : /oven/ pakai v /veh/  
Aaa... mesin yang tempat jualan permen gitu apa namanya?
- Students 15 : Sanyo
- Lecturer : Sanyo? (Laughing)  
Sanyo mesin air ya.  
Mesin makanan dan minuman yang tinggal masukin koin itu.
- Students 18 : oh iyaa ada. Namanya gak tau.

- Lecturer : namanya gak tau? Mungkin belum kenalan. Sebut saja namanya mawar ya. (every body laughing). Okay it's call vending machine
- Students : /vending machine/
- Lecturer : /vending machine/
- Students : /vending machine/
- Lecturer : nanti kalau misalkan kalian jadi berlayar di sana, banyak juga mesin-mesin. Bahkan di luar negeri sudah menjual emas asli di vending machine. Bahkan di luar negeri sana sudah emas asli yang di jual di vending machine.
- Students 14 : Gak bisa nego ya?
- Lecturer : Gak bisa, udah pas , gak bisa nego lagi.  
: Oh ya lagi satu “self”
- Students : /self/
- Lecturer : Let me introduce my self
- Students : self
- Lecturer : coba... everybody listen up
- Student : /self/
- Lecturer : masih belum... /self/
- Student : /self/
- Lecturer : aa lanjut. Aa what time will we finish this class?
- Student : 9.20
- Lecturer : how many of you already present?
- Student 16 : already?
- Lecturer : Yes. Counting...  
How many of you?
- Student : 23
- Lecturer : ya it's still a lot. I will give you 5 minute, I'll give you 5 minutes, please prepare stopwatch or timer, 5 minutes. Please the next presenter
- Students 13 : (Raising hand)
- Lecturer : Yes please.

Students 13 : 5 minutes must done.

Lecturer : Sorry?

Students 13 : 5 minutes must done?

Lecturer : I don't understand

Students 13 : When present my power point, just 5 minutes?

Lecturer : Present now (translate)? You mean now? or /przent/?

Students 13 : ya only 5 minutes?

Lecturer : you only need to present the most important thing. The most important thing... the most important think

Aaa the rest of you aa.. the rest of you which doesn't have a time to present will have another..another task to... I mean you can present on... you can present it on your... your schoology later on, and with additional task.

### *.....Students presentation.....*

Student 13 : Morning guys...

My name is Putu Gede Budiartawan. I was training in Sovitel Hotel Nusa Dua. Sovitel Bali Nusa Dua is located in nusa dua. And I was I was aaa location aaa I have five location outlet in sovitel the first one is room service, second nizin, banquet, and toya beach bar grill.

Lecturer : okay just a little bit.

How you pronounce this one? (writing on the white board)?

- (beach)

- (bitch)

Students : /beach/ (siswa mengucapkan kata beach secara bersamaan)

Lecturer : okay satu-satu yang ini dulu (point out) "beach".

Students : /beach/

Lecturer : (point out "bitch")

Students : / bitch/

Lecturer : bedanya apa?

Students 15 : bedanya dia nyangket, lebih lengket dia.

Lecturer : apanya yang lengket

Students 15 : ‘T’ nya lebih nyangket

Lecturer : Oh Te-nya... Te itu apa?

Students 14 : /tɪ/

Lecturer : Okay the different is on the sounds

Beach => ini di baca /i/

Bitch => ini di baca /ai/

So the different is on your eyebrow. Ketika alisnya sudah berkedip berarti sukses menyebutkan pantai.

Eleven /ɪ'levn/

Udah selanjutnya

Bagas (menunjuk siswa)

Student 16 : Eleven /ɪ'levn/ (siswa membaca kosa kata yang di tumjuk)

Lecturer : Yang punya belalai itu apa?

Students 16 : Elephant

Lecturer : Elephant /'elɪfənt/ (correcting)

Student 16 : Elephant /'elɪfənt/

Lecturer : El

Students : El

Lecturer : Elephant

Student : Elephant

Lecturer : Eleven and Elephant

Mungkin menurut kalian ini tidak penting, but when you speak to native speaker like an aa England aa let's say American. Britanian, they will recognize your English. But when you speak to the indian...?

Students 19 : they will be okay

Lecturer : ya they will be okay

Students 19 : yang penting bisa geleng-geleng

Lecturer : (Laughing)

So mmm do we have a time?

Student : fifteen minute

Lecturer : Okay. Next...

\*\*\* Student' Presentation\*\*\*

Student 17 : good morning my friend, I am putu Tristan, I was training in Conrad Hotel for six month... aaa...

Lecturer : Repeat once again

Student 17 : I was training in Conrad Hotel in Nusa Dua...

Lecturer : you continue to what would you do

Student 17 : I was training in Conrad, Conrad is aaa mmm... NAH (everybody laughing because something happen with his PPT)... and I have a problem when I was training, the problem because I came late and forget the order and secondly.... I don't know the dish when my senior give me mmm give ya?

Students 15 : (other students)

Ask

Student 17 : (presenter)

Yaa... I don't know the disk when my senior ask aa to take... to take aa... something and I don't know the place.

\*\*\* Continue the presentation\*\*\*

Lecturer : So I think that's all for today, the rest of you have to present your presentation. I will open another discussion you have to send your file and then present it what is your friend did, you just did by written (mengulang) di schoology, nanti saya akan buka discussion lagi, new discussion. Di sana saya akan aaa akan kasi tau kalian apa yang harus kalian lakukan. Jadi kalian harus upload apa namanya... pekerjaan kalian itu... PPT nya, upload di sana, trus pas upload itu jelaskan apa yang ada di PPT itu secara garis besarnya. Setelah itu nanti teman kalian yang akan komen. You need to comment on your friend presentation. Let's say presentation. Presentasi di sana, kalian give comment and then after that... (ketika siswa agak berisik) May I have a minute?

Students : ssstt (tell another)

Lecturer : So you need the comment and then next with the one who aa...aaa don't have a chance to present today will present. So I already present my presentation on schoology on that, there are some comment or what you explain there. Explain about my experience in the hotel and blab la bla and some comment come from siapa. Segitu saja, 3 menit saja. Okay? Next week. Mengerti maksudnya?

Students : ... (silent)

Lecturer : Nanti saya akan kasi step by stepnya di sana di discussionnya itu, nanti buka aja di schoology, trus nanti saya akan open discussion, nanti ada namanya, mungkin presentation. Setelah di buka presentation itu, kalian yang belum silahkan upload filenya, isiin keterangan filenya itu dengan aa...aa.. apa ya namanya... explanation apa isi dari presentasi kalian. Nanti temennya akan komen. Okay? Dari komen itu kalian laporan kedepan sedikit saja. Misalnya saya sudah meng-upload file yang berisikan tentang pengalaman saya selama 6 bulan di hotel, dimana saya bertugas di 5 outlet, atau mungkin ada pengalaman yang menarik silahkan dishare disana sedikit saja. and then ada beberapa comment dari, misalnya Wahyu atau Anom comment tentang missal lets say language used, atau grammar ada salah sedikit. So 3 menit untuk next week. Gak perlu banyak-banyak okay, yang belum sudah mengerti? Kalau belum mengerti silahkan tanya ke saya, saya sudah ada d group kan?

Students 16 : ada

Lecturer : silahkan di tanyakan. Okay jangan takut bertanya, berarti?

Student : sesat di jalan

Student 15 : (other student) sesat di hutan kalo sesat di jalan kan udah ada pelang (petunjuk arah)

Lecturer : Ya kalau sesat di jalan udah ada google maps harus spesifik :D Hutan dimana? Hutan rimba atau lindung?

Students : (Laughing)

Lecturer : Okay. Any question?

Students : No ( menjawab hanya beberapa)

Lecturer : Any question?

Students : No

## Transcription Data

Lecturer 2

Day 2

Lecturer : (Absent the class)

Made satya wiguna ya? Kenapa dia?

Student 19 : Kerja pak, sambal kerja dia

Lecturer : Oh sambal kerja. Dedi Andika?

Student 12 : Saya (raising hand)

Lecturer : Deva Armanoe?

Student 14 : (Raishing hand)

Lecturer : Wayan Pradnyawati? Gak ada ya?

Student 11 : Sakit dia pak, sakit di bawah katanya ( siswa membuat joke, dan kemudian siswa lain tertawa)

Lecturer : Sabrina

Student : Hahhaa (siswa maish menertawakan joke yang tadi, sehingga tidak merespon pertanyaan guru)

Lecturer : Sab.. Sabrina?

Student 19 : (Salah satu siswa menjawab) lagi berduaan sama roy (roy).

Lecturer : Matannya siapa ini?

Student 12 : Gak punya mantan dia :D

Lecturer : Gak punya mantan :D

Agustina?

Student 11 : Masih bimbingan laporan training.

Lecturer : Widi

Students 15 : (Raising hand)

- Lecturer : Kalau kerja biasanya di isi apa?
- Students 11 : Apa ya? Ijin kayanya.
- Lecturer : Deden
- Students 11 : Masih d Lombok dia
- Lecturer : Aji
- Student 16 : Ya (raising hand)
- Lecturer : Arya
- Students 12 : Gak tau pak, mungkin karna hujan, kalau mau berangkat biasanya liat ramalan cuaca dia.
- Lecturer : Oh gitu. Agus reza?
- Student 11 : Raising hand
- Lecturer : Komang ayu
- Student 11 : Sakit
- Lecturer : Roy
- Student 11 : DW
- Lecturer : Kerja dia?
- Student 11 : Iya
- Lecturer : Agus Supriyanto?
- Students 12 : Belum di bali juga (karena baru selesai training)
- Lecturer : Panji?
- : Ada beberapa saya tau ya, maksudnya saya ingat mukanya. Panji sama... (ambil memegang jidat)...
- (tidak menyelesaikan ucapannya)
- Kita kayanya pernah ketemu di ini ya...
- Student 13 : Sky garden (siswa menyela)
- Student 16 : (Other students)

Ais clubbing (laughing)

Lecturer : Okay mmm maybe like a discussion, I will ask some question and you will answer. Aaa.. apa namanya, disini baru kali ini dapat Bahasa inggris yang dibagi ya? Tahun lalu kan masih Bahasa inggris gitu aja kan?

Students 12 : Oh iya

Lecturer : Kalo ESP siapa yang ngajar?

Students 11 : Ms. Lili

Lecturer : So aa... first question is... (tidak melanjutkan)

Oh ya santai saja ya, kita cuman discussion saja. So first question is that how about your training, where did you get your training (menunjuk siswa)

Students 14 : Explain?

Lecturer : Yes

Student 14 : I... in charge in

Lecturer : Where did you get your training?

Student 14 : I was in charge in

Lecturer : I mean where

Student 14 : Kuta

Lecturer : No (all students laughing)

Student 14 : Ohh where... in Hadrock

Lecturer : (kemudian Lecturer menunjuk siswa selanjutnya dengan cara menaikkan alisnya dan menatap siswa).

Student 17 : Sansam Bunggalow

Lecturer : Okay (mengangguk) how about you?

Student 12 : In love hotel legian.

Lecturer : Love hotel legian,everyone should lovin there.

(kemudian Lecturer menunjuk orang lain dengan cara menatapnya)

Student 16 : love legian

- Student 13 : Hard rock
- Lecturer : Okay you
- Student 19 : Mayson
- Lecturer : Mayson? It's first time me to hear about that, where is the mayson hotel?
- Student 19 : In seminyak
- Lecturer : It's closed to double six
- Student 19 : No it's closed with W (Houble U hotel), before W Bali.
- Lecturer : aaa... have been aa I mean I have been working there but near to double six.
- Okay next, how about you?
- Students 18 : Same with them
- Lecturer : Who them?
- Student 18 : Menunjuk (menjuk siswa yang training di hadrock)
- Lecturer : Them... Hard Rock?
- Student 18 : Yes
- Lecturer : How about you?
- Student 15 : Stones hotel bali
- Student : (Other students)
- Stones, batu. (Laughing).
- Lecturer : (manggut-manggut) stone is in legian?
- Student 15 : Yes
- Lecturer : So that's the different in hotel, but most of you aaa were on aa were on aa hardrock. What are you doing there?
- Student 13 : Training
- Lecturer : Ya. Please in specific. What did you do there? (menunjukkan siswa menggunakan tangan) What is your name?
- Student 17 : Dandi

Lecturer : Dandi. Okay what are you doing there? where is the location?

Student 17 : Kuta

Lecturer : Yaya I mean the Hotel

Student 17 : For training?

Lecturer : Ya

Student 17 : The Kuta Hotel

Lecturer : What did you do there?

Student 17 : Apa ya

Student 19 : (other student)

Ngapain kamu disana gituloh maksudnya

Student 17 : Training

Lecturer : Yaa just be specific, all of you training.

Student 17 : I have a lot project everyday

Lecturer : I mean what department

Student 17 : House keeping

Lecturer : All of you in housekeeping?

Student : No

Students 11 : (other students)

Some in housekeeping, and PA

Lecturer : How about front office?

Student 11 : This, this and this (menunjuk temannya)

Lecturer : It's not this, that.

Student 11 : That

Lecturer : Okay... how about... who has been training at housekeeping? Raise your hand up.

- Students : (Students raising hand)
- Lecturer : Okay, what did you do on housekeeping attendance?
- Students : Hmm
- Lecturer : I mean in housekeeping you in charge in some rooms?
- Student 17 : No. just little.
- Lecturer : With assistance with senior?
- Student 16 : With senior.
- Lecturer : So you are not in charge in one particular a room by yourself.
- Student 16 : No Just helper.
- Lecturer : Okay, what did you do as a helper of housekeeping?
- Student 17 : Cleaning room
- Lecturer : Okay, who get a house keeping?
- Student 16 : (Raising hand) the best training in Hard Rock
- Students : (All students laughing and clapping).
- Lecturer : (Clapping) okay how about you? What are you doing?
- Student 16 : Cleaning bathroom or bed
- Lecturer : Repeat once again. What did you clean?
- Student 16 : Clean... my senior will making a bed and I... and I will... I clean the bath roo,.
- Lecturer : Repeat once again
- Student 16 : Cleaning bathroom
- Lecturer : What is the name of the place?
- Student 16 : Bath... Bath...
- Lecturer : Ulangi lagi sekali.
- Student 16 : Bath...room
- Lecturer : Bathroom (correcting pronunciation)

- Student 16 : Bathroom
- Lecturer : Okay beside cleaning a bathroom, what else?
- Student 17 : Making bad, dusting dll.
- Lecturer : Did you offer special abilities there?
- Student 16 : Yes
- Lecturer : Who again in the housekeeping? (menunjuk siswa yang angkat tangan). Aaaa... Hard Rock tadi ya? Are there any special facilities that Hard Rock provides in the room?
- Student 17 : Yes
- Lecturer : What are they?
- Student 17 : Showing bell, handbody, conditioner
- Lecturer : Wait a minute. You can't just say handbody. The lotion is the name of the product. Tapi kalian tidak boleh menyebutkan hand and body saja. Yang benar itu lotionnya saja. Kalau kalian tidak menyebutkan hand and body saja boleh, lotion gitu aja boleh. Tapi tidak boleh menyebutkan bodynya aja. Hand and body berarti tangan dan tubuh (sambal memegang tangan). This is like what you call that?
- Student 17 : Remote
- Lecturer : Nah itu, kesakahanya kayak gitu. What is that?
- All Students : Remote control.
- Lecturer : Remote control. You can't say that is remote. Gak bisa ya. Remote itu diartikan jauh, terpencil. "Ambil remotenya" kita kebiasaan ya seperti itu, padahal remote jauh artinya. It's a controller, yang bisa mengatur sesuatu dari jarak yang jauh, makanya di sebut remote...
- Students : ... controller
- Lecturer : (Mengangguk) Oke. Ini kesalahan yang sering terjadi. Kaset juga salah ya.
- Student 11 : Iya harusnya CD
- Lecturer : Banyak sebenarnya terjadi kesalahan di kehidupan kita, kalau kaset itu mengarah kepada tape.

- Student 15 : Meli rindo juga (laughing)
- Lecturer : Ya... yang paling sering itu sarimi ya, Beli sarimi yang di kasi mie sedap. Indonesia tuh gitu ya. Hmm sampe dimana tadi?
- Student 15 : Sampe di Hand Body lotion.
- Lecturer : Facilities ya.
- Student 17 : (melanjutkan)  
Sanitary bag... sanitary bag, cotton bud, hand soap, face soap...
- Student 15 : Sup mata ikan
- Lecturer : Apa tadi?
- Student 17 : Face soap, hand soap, cotton bud, sanitary bag, tissue box, toilet paper, water, hand towel, face towel (diucapkan fish towel)
- Lecturer : Apa?
- Student 17 : Face towel (diucapkan fish towel)
- Lecturer : Handuk ikan berarti? (memastikan)
- Student 15 : Face towel (student cooing). Toilet towel, coffee tea but specially ... hhhmm..
- Student 15 : (Other students add)  
Jadi kalau aa... if for VIV, we have tooth brush, listerine, trus saving kit, If that's VIV room. Kalau standar ya nggak. Trus move to...
- Lecturer : Stop trus who get another chance in house keeping?
- Student 12 : Edi. (menunjuk Edi)
- Lecturer : Aaa... how about other, siapa lagi yang house keeping?
- Student 19 : (Raising hand)
- Lecturer : Ya kamu (sambil menunjuk). How about making the bed? What are the steps by steps?
- Student 19 : Sweeping and prepare new sheet.
- Lecturer : New
- Student 19 : New sshh...

- Lecturer : Tempat duduk.
- Student 19 : Bukan ininya (sambil menggerakkan tangan) seprainya.
- Lecturer : Okay you want to add? (point out).
- Student 15 : Front office?
- Lecturer : You incharge in housekeeping?
- Student 12 : I have not in charge in housekeeping this period, aa... I have been that housekeeping in senior high school, SMK.
- Lecturer : Ooh.. that's vocational high school.
- Student 12 : Oh iya itu.
- Lecturer : How about the other?
- Student 20 : (Other student menunjuk) the best training in Rizts Calton.
- Lecturer : How about you?
- Student 12 : In what Pak?  
(everybody is laughing)
- Lecturer : Can you tell us steps by steps making bed?
- Student 12 : Making bed?  
  
I've been in charge in housekeeping as a room attendance. First we sweeping the sheet and then take dialogue given after that we aa apa namanya yaa... hmm after we prepare new sheet and then we take it one by one, after that take the sheet first in the back of the pillow and then décor.
- Lecturer : Asiikk (menggangguk) ini kayany suhunya ya. That's all?
- Student 12 : That's all.
- Lecturer : How about in the... PA? PA... which public area that you clean? Siapa yang belum?
- Student 21 : Imanuel
- Lecturer : Ya..
- Student 21 : Some... we have some section yaa in the corridor, restaurant, lobby...

- Lecturer : Okay, what did you do on PA? I mean what steps by steps meaning that you sweeping first or what?
- Student 21 : ....
- Lecturer : I mean what is? What are you doing, steps by steps cleaning public area? Let's say corridor. Please the other students. You! (menunjuk dengan tangan)
- Student 21 : Lobby, Okay the first loby. Am I stand up? (joking and all laughing)
- Lecturer : I mean what are you doing in cleaning public area? Masak langsung gitu?
- Student 21 : So, first, brafing, listening suvervisor.
- Lecturer : Listening itu harus di ikuti dengan kata 'to' ya 'listening to'. What else?
- Student 21 : Prepare the luggage
- Student 11 : (other student) mau checkout kamu? Troli gitu nae
- Student 21 : Yaa troli, and also plastic bag. Jadi teman saya saja, lebih best trainingnya dia.
- Lecturer : Yaa but you have to talk. Okay? So I know that you can't talk. Okay? How about you? (Menunjuk siswanya)
- Student 14 : Front office saya.
- Lecturer : Front office? How about PA? have you ever been there?
- Student 14 : Yes
- Lecturer : What is the steps by steps of training in public area?
- Student 14 : Aa first is bruum... (all students laughing)
- Lecturer : Hhm?
- Student 14 : Bruum to sweep the flor
- Lecturer : Ohh Broom is the... the... the tool (menggunakan istilah lain)
- Student 14 : And then set up the equipment
- Students 12 : (Other student) troli gak?
- Student 14 : Gak dapat. So in my hotel... (everybody laughing because 'My Hotel')
- Lecturer : Okay. In the hotel where you work (correcting)

Student 10 : We always ... ready to... carry... aaa kemikel

Lecturer : Do you mean Chemical?

Student 10 : Yes. And also check the public area, also check area like lobby.

Lecturer : What did you check?

Student 10 : Check like hhmm...

Lecturer : What did you check?

Student 10 : Like lobby and corridor.

Lecturer : Okay. This is like the... this is like a quiz, So you can aaaa.... It can based on your experience or it's based on your opinion, Okay I will give you problems and you have to solve problem. Okay you have to work on your own and present you are working as job training. Let's say housekeeping, you are already staff of housekeeping, you found a piece... only a piece ... is not a mount, is a piece of money. Might be a one thousand dollars or is too much, is then dollars under the pillow what will you do? Who can answer that? Wanna try?

Student : (Menggangguk)

Lecturer : Yes

Student 16 : If there is money under the pillow but in the room... in the room still have a guest, it is means the money of the guest, we have to report to suvervisor. If there is no guest in the room, maybe that's tip.

Lecturer : Okay (menggangguk)

How about if the guest want to give you tip to clean up the room. Based on my experience on the hotel aa monst of the housekeeping aa turd tip aa when they are collecting the room, even the guest still on the hotel, let's say about they want us, they assign us "please cleanmy room" something like that, it can be a tip...

Student 16 : Hmm maybe

Lecturer : Regarding two respect (show up 2 fingers). It can be money that guest unintentionally have there, or money that purpose be left for you. What is your decision? (touching student' chair and smiling)

Student : ...

- Lecturer : Ya is not only based on your experience but based on your opinion. Ya okay (mempersilakan siswa lain untuk menjawab)
- Student 16 : Apa tadi ya? Ada tamu gitu? (All laughing)
- Lecturer : Ya. There is a guest, but the guest is in house guest aa but aa there aa he, let say he, he want to you to clean up this room. Aa there is a money left there under the pillow \$10. So considering two aspect it can be that money intentionally aaa sengaja di tinggalkan or unintentionally tidak sengaja ditinggalkan, what will you do? You don't know that money is for you or not.
- Student 11 : So I got quiz like that, the first I have to do... if the guest put the money under the pillow, is means the guest want to.. to test the staff, if the staff honest or not and then if the guest take the money in bed so is means the guest want to give us tip.
- Lecturer : (Applause) Best training ya. Okay good. Tapi banyak di ambil gitu aja ya.
- Student 15 : Tapi kalau tamunya nelpon, trus ada ada penyampaian dari suvervisor ada uang yang ketinggalan kita gak boleh ambil
- Student 10 : (Other menambahkan) batas nominalnya ada. More than one hundred must report to the supervisor, may be the guest will call to the hotel and take the money.
- Lecturer : Okay. I have been aa is a not a found in a bed, but founded in a safety box, is around aa when I was a GRO aa I ..... there is a guest who left a room with a full lug savety box, the money is about 10-15 milion
- Student 12 : In dollars?
- Lecturer : No. In Rupiah, it's already on rupiah, so aaa there on a safety box it can be our lost and found, me as a GRO and also shift of security. It's aaa length like three month two weeks a guest call for the money. If the guests don't call, so the money will belong to us, me as GRO and also the shift of security. It is a big money right fifteen million. But for me the higher aaa I mean the higher aaa I mean the higher amount tip that I ever got is 5 hundred thousand rupiah in a amplop, kayaknya itu sih. But my friend got like one milion rupiah for tipping in amplop, its VIV guest. So, Tipping. If we relied on the salary it can be very straighten, sangat sangat biasa saja jadinya, segitu-segitu aja dapat. When work in hotel it's on 2012, it was 2012 and every day I got in around... at least hundred and fifty thousand and until hundred every day. How about your training? Got a Tip?
- Student 15 : Yes sometimes

- Lecturer : At least the minimum amount of money that you get from tip, aa about the minimum amount of money that you got from the tip from...from one guest? How about that? How much money that you get?
- Student 15 : One dollars
- Student 12 : One thousand
- Lecturer : How about the other? Is that any lower tip that you get?
- Student : ...
- Lecturer : I had ever got one rupiah, they thought one rupiah is like one dollars, that's rupiah from the last vacation, the vacation is on nineteen eh sorry ninety ninety two, and they still got a rupiah, they still have a rupiah. But it's like the last way, sangat jarang satu rupiah itu. Kalian pernah liat satu rupiah?
- Student 15 : Di google aja
- Lecturer : Jarang sekali ada satu rupiah, jadi itu kayak... saya bilang itu pengijeng dompet hahaha (laughing) biar isi aja uang dompetnya. That's my experience. How about front office?
- Student 19 : I got three hundred thousand rupiah
- Lecturer : I mean what are you doing?
- Student 19 : Ohh...
- Lecturer : The experience that you got from office
- Student 19 : Experience?
- Lecturer : Yes you work only one section or all section in the front office department?
- Student 19 : We work in two sections, there is doorman and also reception. But I work as a doorman.
- Lecturer : Let's begin with doorman
- Student 19 : I am as doorman, when the guest check in the first that we have to do is open the door
- Lecturer : (mengangguk)
- Student 19 : Greet the guest and close the door, offer the guest to bring their luggage.

- Lecturer : Offer (memperbaiki spelling)
- Student 19 : And then ask the guest to the front desk, and then back to the section
- Lecturer : Do you have any interesting experience as a doorman? But I have any experience, merangkap jadi doorman juga. When I was there, It's the first time to see... I mean I have saw... I have seen all part, but I never work... I mean I never open the door. When you work, you open the door unconventionally or is like clicking the bottom and it's open. At that moment I feel katrok.
- Student 15 : Katrok (all laughing)
- Lecturer : Katrok. Aaa you have exoerience at that section?
- Student 21 : I've been on that experience only 3 days
- Lecturer : What's that?
- Student 21 : Just introducing who are training in that hotel, what should do when you are training.
- Lecturer : Okay you have to have a lot of knowledge when you being a reservation. Knowledge of the hotel, place, number of room, or something. Yang lain gak ada di Lobi? How about you Satria?
- Student 21 : Actually I work, but did a lot of job, reservation, receptionist, telephone operator, also GSA.
- Lecturer : GSA? Guest service attendant?
- Student 21 : Yes.
- Lecturer : So what are you doing in reception? Reception is bit compocated right? A lot of form, a lot of thing must know. Can you tell your experience about reception?
- Student 21 : Actually the main job in check in and check out a lot of pressure from outside or internal department. So it's bit disturbing , because when talk with guest, for me we must converse to the guest, and also I have to quickly when input the data about the guest by using software.
- Lecturer : What is the software?
- Student 21 : VL2
- Lecturer : What is your hotel?
- Student 21 : Love Legian Hotel

- Lecturer : I never heard. I just used Opera.
- Student 21 : Actually we also used Opera, but when I was training there, the hotel change it.
- Lecturer : It's like Old system. Because I was training in 2012 is like a long time ago. It is easy for you? How to check the room availability, mention by colour or by description?
- Student 21 : Actually by the descriptipn, it is the most easy system then the other, so there just aaa first symbol, and also the title title. Like front office...
- Lecturer : I mean different of clean room, inspected room, or dirty room. Is there any colour or...
- Student 21 : Oh ya... for the... expeditry function always yellow, clean is white and dirty is green
- Lecturer : That is why I ask you about the system, because that's a purpose or the reason I quit aa to the Hotel, because I can't differ the colour, it's like a gift, seperti penyakit ya. Buta warna apa namanya?
- Student : ...
- Lecturer : Buta warna... ya itu alasan saya kenapa saya berhenti di hotel, karena saya sering terjadi complaint aaa karena di systemnya itu Cuma menggunakan colour, only colour, aa kalau dirty ya merah, kalau clean kuning, kalau inspected hijau. I can't differ red for sure, but I can differ green and yellow, nah itu susahnya. Gak ada misalnya kaya deskripsi di kasi kode kek, missal clean CL isiin warna kan bisa.
- Student 13 : Kalo di sana isi kode.
- Lecturer : Ohh berarti lebih mudah, kalau dulu itu susah, cara mensiasati adalah saya pindahkan Q room, kalo di Q room Cuma CL gitu, tapi masalahnya bakalan berantem sama receptionist dan housekeeping karena kamar sudah inspected kita bawa ke Q room. Dan sering terjadi cekcok, akhirnya saya tidak kuat mending saya pergi, ada yang buta warna di sini? Cuma cowok yng bisa buta warna, nah syukur kalian masih bisa melihat dunia yang berwarna.
- Student 15 : Kalau beli baju gimana pak?
- Lecturer : Ya beli, yang mana suka, itu langsung beli tanpa liat warna.
- Student 15 : Trus kalau liat lampu lalu lintas di jalan gimana pak?

Lecturer : Litany berbeda, tapi saya bisa bedain, ini hijau, ini kuning, itu yang saya bisa bedain. Apalagi traffic light yang sudah lama, yang lama itu kan pakai satu lampu aja, kalau sekarang kan pake LED, banyak titik-titik lampu. Kadang antara hijau dan kuning itu sama saja, saya kan liat urutannya pasti yang hujau itu paling bawah. Apalagi yang udah lama kan agak-agak hitam gak keliatan, kadang sudah hijau saya diam aja. Yaa gitulah anunya... sense kehidupannya, kehidupannya kurang berwarna. Tapi itu yang pastial ya, yang permanen baru bisa liat hitam sama puuh saja, kayak TV jadul.

Student 12 : Kalau liat Panji burem gak pak? (joking)

Lecturer : Belum sih. Gak kerasa ya jamnya (looking hand watch)

Student : Ya

Lecturer : Okay see you ya.



Name:

## B. Questionnaire

Jawablah pernyataan di bawah ini dengan sebenar-benarnya dan dengan mengisi tanda cek (✓) pada kolom 1 = (Selalu), 2 = (Sering), 3= ( Kadang-kadang), 4= (Jarang), 5 = (Tidak Pernah)! Anda diperbolehkan untuk memberika penjelasan terhadap jawaban!

No	Pernyataan	Penggunaan di dalam kelas					Keterangan
		1	2	3	4	5	
1	Ketika mengajarkan sebuah materi saya menjelaskan konsep sampai akhir, dan tidak pernah berhenti di tengah jalan						
2	Saya menghindari menggunakan topik yang susah diungkapkan saat mengajar.						
3	Saya membahasakan kembali materi yang ingin saya sampaikan ke siswadengan menggunakan cara atau Bahasa yang lain karena saya kesulitan untuk menyampaikan pesan asli.						
4	Saya mendeskripsikan konsep tertentu ketika mengajar.						
5	Saya menggunakan istilah alternatif ketika saya lupa dengan istilah tertentu saat mengajar						
6	Saya berbicara tidak menggunakan kata yang spesifik "... well students we will learn about the function of these <u>things</u> (the tools in the kitchen) ..."						
7	Saya membuat istilah/kosakata yang baru dalam Bahasa Inggris sesuai dengan aturan ilmu morphology.						
8	Saya menggunakan pesan alternatif ketika saya kesusahan menyampaikan pesan-pesan tertentu di depan kelas						
9	Saya menterjemahkan bahasa indonesia ke dalam Bahasa Inggris satu persatu sesuai dengan struktur bahasa Indonesia itu sendiri tanpa menyesuaikan struktur Bahasa Inggris itu sendiri.						
10	Saya mengucapkan kosa kata menyesuaikan dengan pengucapan dari Bahasa ibu.						
11	Saya berbicara menggunakan bahasa inggris dan bahasa indonesia						

	dalam satu kalimat					
12	Saya mengganti kata dengan kata yang memiliki bunyi yang mirip					
13	Saya tidak mengguman saat mengajar di kelas					
14	Saya berhenti di tengah jalan saat berbicara karena lupa dengan kosa kata, dan melanjutkan kembali seolah-olah saya sudah menyampaikannya.					
15	Saya memperbaiki ucapan saya, jika ada struktur kata yang salah					
16	Saya mengulang apa yang saya sampaikan dengan menggunakan bahasa yang berbeda					
17	Saya mengoreksi perkataan yang saya rasa salah					
18	Saya mengoreksi perkataan siswa jika ada salah penguacapan dalam penyampaiannya					
19	Saya memerlukan langkah-langkah tertentu ketika berbicara agar apa yang saya bicarakan lebih tuntas					
20	Saya mengulangi kembali apa yang telah saya sampaikan di depan kelas.					
21	Saya meminta siswa untuk mengulangi apa yang di sampaikan oleh siswa saya					
22	Saya biasanya memberikan kode tertentu jika apa yang saya sampaikan tidak sesuai dengan Bahasa Inggris atau L2 " <i>I don't really know what is it called in English</i> "					
23	Saya berpura-pura mengeri dengan apa yang di sampaikan oleh siswa					
24	Saya meminta siswa untuk menjelaskan kembali ucapan yang kurang jelas dengan betanya " <i>what do you mean?</i> " " <i>what did you say?</i> "					
25	Saya mengecek pemahaman siswa dengan bertanya kepada siswa " <i>do you understand?</i> "					
26	Saya mengulangi apa yang saya sampaikan dengan kalimat bertanya untuk meyakinkan kembali apa yang saya sampaikan adalah benar.					
27	Saya meminta siswa untuk mengulangi jika ada perkataan yang saya dengar kurang jelas					

28	Saya mengklarifikasi ulasan dari siswa seperti pengucapannya, untuk memastikan siswa itu benar atau salah					
29	Saya mengkonfirmasi jawaban dari siswa agar kita dapat menangkap makna satu sama lain					
30	Saya membantu siswa dengan menebak apa yang ingin dikatakannya ketika siswa tersebut membuat jeda dalam oersentasinya					
31	Saya akan berkata kepada siswa jika ada yang belum saya mengerti dari apa yang ingin di sampaikan siswa "maaf saya sedikit bingung dengan apa yang ingin kamu sampaikan"					
32	Saya merangkum apa di sampaikan siswa agar saya mengerti apa yang ingin disampaikannya					
33	Saya merespon apa yang di ucapkan siswa dengan menyampaikan kembali pernyataan atau pernyataan siswa					
34	Saya menggunakan bahasa indonesia dan bahasa inggris di kelas agar mudah di pahami					
35	Saya menunjukan kemarahan saya kepada siswa melalui expresi wajah					



UNDIKSHA