

Appendix 1. The Transcript of the Teacher's Speech Acts during the Teaching and Learning Process at SMPN 2 Bangli

TRANSCRIPT 1

Subject : *Bahasa Inggris*
Class : VII E
Date : February 8, 2019
Time : 10.30 – 11.50

Note:

T : Teacher

Ss : Students

S : Student

T : Good morning.

Ss : Good morning.

T : How are you?

Ss : I'm fine, and you?

T : I'm very well, thank you. Who's absent today? Who's absent today? Noone?

Ss : No.

T : Ok. Now, we will talk again about adjective. Is there any homework?

Ss : No.

T : Ok, kita lanjut ya nak ya. Taruna mana? Taruna? Ooh.. Taruna di C. Kita akan lanjut, waktu ini Ibu sudah berikan anak-anak homework ya. Ada yang nggak buat PR? Ada?

S : Ada. Banyak.

T : Banyak? Siapa saja?

(Some students were raising their hands).

T : Ok, coba ibu cek, satu grup satu saja, grupnya Sasya *(The teacher was reading Sasya's group homework for a while)*. Baik, coba yang lain dengerin ya, ibu baca dulu kerjanya, grupnya Saskia. My school. I school... I'm school in SMP two Bangli... teruskan... which is located on the road Nusantara number one hundred forty-four Kubu Bangli. I was very happy to go to school there because the school was very clean

and neat. Other than that it is not far from my house. Ini grupnya Saskia. Apa pendapat kalian?

Ss : Good.

T : Good?

Ss : Yes. No.

T : Ok, Ibu kanggoin itu Kenapa? Karena kita tahap belajar ya? Sebenarnya masih ada perbaikan sedikit-sedikit, ini masalah penggunaan kepemilikan, terus tobe masih ada perbaikan-perbaikan yang harus kalian lakukan ya? Ini juga yang paragraf kedua masih ada juga beberapa perbaikan. Tapi boleh dikumpul yang sudah buat? Nanti Ibu cek. Boleh kumpul? Mana lagi yang lain?

S : Gawat!

T : Gawat buat? Sini, Wat. (*Gawat's group members handed in the homework to the teacher*). Ya, nggak apa-apa salah. Husna, ketemu? Beehh..huap-huap ini. (*The teacher was reading Gawat's group homework*). Makasih sudah semuanya kumpul. Berarti anak-anak sudah paham sedikit ya? Kemarin ibu berikan cluenya sekolahnya bersih begini, begini, begini, akhirnya kalian rangkai menjadi paragraph yang simple, kan dicoba itu. Sing je harus beneh, tapi kalo ada yang tidak mengerjakan PR, berarti 'kan ga ada yang ingat dengan kewajiban, tidak harus beneh karena belajar itu proses ya, proses dari yang salah ke bener itu proses, kemarin ibu dikelas B, kelas A, ibu catat beberapa anak yang ga buat PR, ada itu sudah catatan ibu, sebenarnya ibu tidak menuntut kalian pang beneh itu tidak, itu paling tidak kalian ingat dengan kewajiban, sampai di rumah buat PR dulu ya, itu karena proses, ingat tanggung jawab, kalau besoknya lagi ada PR, kalo kaliannya ga ngerjakan bertumpuk-tumpuk semua sap, ibu tidak menuntut kalian benar, karena belajar itu adalah sebuah proses... Baik, kita akan lanjut, we will continue, dicoba lagi nanti dalam pembahasan berikutnya. Termasuk kelas E ini sudah paling dulu ini ya nak ya, karena tidak ada jam tanggal merahnya disini jadinya kalian lebih awal dari kelas C, kelas C yang paling belakang, belum sampe kalian, belum sampe membuat simple paragraph. Ok, we will continue, next, mulai dengan seratus berapa ya sekarang? Seratus...

S : Tujuh.

T : (*The teacher was examining her handbook*) Ah ya ya, nanti ibu baru akan putar videonya. Baik! Yang PR-nya waktu ini banyak yang belum ngerti ya? banyak ya? banyak, ha?

Ss : Ya.

T : Banyak. Ya memang agak lumayan kalo membuat simple paragraph itu menjelaskan sesuatu. Sekarang ibu berikan clue, Kalo misalnya, sini Kartika! Mana Kartika? Mai Kartika kedepan. Kartika. Sekarang coba kalian deskripsikan tentang Kartika.

S : Ganteng.

T : Ganteng

S : Cowok.

T : Cowok. Terus? Deskripsikan dari rambutnya gimana.
 Ss : Panjang.
 T : Rambut panjang katanya, apa lagi?
 S : Hitam.
 T : Hitam kulitnya, gitu? Hitam manis dia. Terus apa lagi?
 S : Tinggi.
 T : Tinggi, ya lumayan tinggi, ibu baru pendek. Terus apa lagi? Ganteng, baik dia?
 S : Baik.
 T : Baik. Sekarang baru kalian bisa deskripsikan, dari mana, Kartika? Penglipuran ya? *(The student nodded)* Gimana kalian bisa buat simple paragraph tentang Kartika?

(All students were silent)

T : Dimana dia sekolah?
 S : SMP 2 Bangli
 T : Kartika is...
 Ss : school...
 T : is ... a student of ...
 S : SMP Negeri two Bangli....
 T : Mmm *(while nodding)*, terus dia.. he..
 Ss : is ...
 T : is dari mana?
 S : Penglipuran.
 T : ... from Penglipuran. Lagi! He is ... ganteng?
 S : Beautiful.
 T : Beautiful? Gimana? Handsome. Terus? He is ... nakal apa baik?
 Ss : Nakal.
 T : Nakal. Apa nakal Bahasa Inggrisnya? Ha? Ha? apa nakal Bahasa Inggrisnya? *(No one answered)* Ibu tulis ...
 S : *Naughty.. naughty..*
 T : Ya, naughty, iya *(while writing on the whiteboard)*. Ini contoh ya. Kartika orang sudah pintar. Masih mejaguran ae? Mejaguran? *(The student shook his head)*. Kelas apa namanya? Kelas E sudah berubah semester dua ini ya. Raka juga. Engken ka? Engken

ka? Prejani diem dia. Are you ok? Raka dia diem sekarang. Udah ga miyegan lagi, udah damai kelas E-nya ya, seiring bertambahnya usia kalian, perubahan sikap juga ada. Ibu yakin Adi Suarjaya pang sing keto..Dewantara? Are you ok? Ibu kasi jempol sama anak-anak, semester 2 kelas E itu ada perubahan yang bagus sekali ya. Mungkin ini ruangannya juga yang menyebabkan ya.

S : Tis.

T : Tis ya? Jadinya kepala kalian tis juga ya. Lagi! Gimana menjelaskan tentang Kartika? Kartika is handsome boy, ganteng. Pinter dia nak?

S : Pinter.

T : Pinter katanya. He is smart and naughty. Ya kanggo segitu. Kalo kalian buat kalimat segitu ya? Sit down, please. Mungkin kalau Puska bisa kamu buat satu kalimat saja tentang Saskia. Terus.. Ibu ga bawa pengeras suara. Sasya ... is ... beautiful...Sasya is beautiful. Katanya sangat cantik Saskia. Bilang apa? Thank you gitu ya? *(To Saskia)* Terus? She is smart, apalagi? Diligent. Rajin dia?

Ss : Rajin.

T : Rajin. Baik dia?

Ss : Baik.

T : Baik. Itu sudah termasuk bagus sekali itu yang tidak begitu ribet. Itu sudah kanggo ibu ya. Tapi terus kalian belajar ya, kalau ada PR, buat ya nak ya. Semester ini memang ibu catat yang ga buat PR, ibu catat itu yang ga buat PR, ibu kemarin menemukan di kelas B itu banyak yang ga buat PR, kelas C. Ini kan masuk disiplin dan tanggung jawab ya. Kalau kalian memang bertanggung jawab, pasti kalian buat ya. Benah pelih sing kengken, yang penting kalian buat, entah benah pelih berarti kalian ingat mare ked jumah ingat ada PR, jani gae malu neh. Pelih sing engken masi sing kudiangin bu Suwendri. tapi ingat, yang ibu sedihkan kalau kalian ga inget dengan kewajiban. Yen dirumah, mlali gen kan ga bagus begitu. Harus buat PR. Biar pelih, kanggo ibu. Yang penting ngae. Daripada sing ngae. Ked disekolahe ngae PR. Adane gen be PR, Pekerjaan Rumah. Jumah gae, benah pelih, kanggo ibu, ya? ibu sing je marah. Ibu tidak marah kalo kamu salah PRmu.Nggak! Itu kan proses ya Raka ya? Ka! Ape buin ade anak-anak kos, sampe kos di rumah dibuatin PRnya ya, habis makan ya. ya Ka?

S : Ya bu.

T : Benah pelih sing engken, ga apa itu, yang penting kamu buat. Sekarang salah, bin mani sing be pelih. Bin ade PR, melatih itu. Tapi ibu kan sing sering ngasi PR, biar kamu ga mumet. Salah dan benarnya tidak apa-apa, tapi kamu sudah buat. Ok, masih di KD 3.5 ini bagaimana anak-anak menjelaskan orang, menjelaskan binatang, ibu ga bawa tayangan videonya, belum dicas. Kita akan lanjut *(while examining the handbook)*. Seharusnya ada ini di video ya. Ok, now, look at page one hundred and eleven, ok? Seharusnya ini ada di video ibu, ditayangkan dulu, baru ini. Ya nanti ya ibu tayangkan ya. Belum dicas, lupa ibu. Ibu kasi contoh dulu, dengar ya? lihat anak-anak halaman seratus sebelas. Ibu contoh dulu anak-anak tirukan ya, nanti pada akhirnya anak-anak bisa membaca dengan intonasi, dengan tekanan yang benar. Ibu contohkan atau anak-anak sudah bisa baca? Udah semua lihat? Halaman seratus sebelas Ka, lihat

dulu. (*The teacher was approaching Raka*). Udah? (*The teacher was talking and raising some questions to Raka*). Baik, kita lihat halaman seratus sebelas. (*The teacher was reading the dialogue*). Bisa ya?

S : Yes.

T : Bangku utama, yang dialog 1 dibaca. Bangku tengah, yang kedua. Bangku selatan yang nomer 3. (*After sometime*) Anak-anak, anak yang kayak Ade Raka itu kan nu cenik, be dikos ya, maklum ya, jangan dibully dia, ajak ye, pang sing nyangetang. Ya? Umur segitu masih seharusnya bersama meme, bapa, sekarang dia kos karena keadaan lain, jangan membully dia, ajak dia ya? Bedikin absen supaya naik kelas. Bareng-bareng diingetin ya, karena dia masih butuh kasih saying. Kamu yang enak-enak ada orang tuamu kan ga ngerasain yang seperti itu, ya? Ajum-ajum dia, pasti mau berubah ya? Orang dia mungkin manja dirumah makanya gitu disekolah. Ya nak ya? Kelas E mau ga berubah sama-sama?

Ss : Mau.

T : Maukah kalian dicap, nanti dibilang begini kelas E-nya (*while showing her little finger*) Mau?

Ss : Tidak.

T : Harusnya?

S : Yang jempol (*while showing his thumb*)

T : Yang jempol dua seharusnya ya?

Ss : Iya.

T : Iya dua, mau ya? makanya kalian belajar bersama-sama, baik bersama-sama ya. Ibu yakin kelas E nya berubah ya, dengan ruangan yang bagus, umur juga kalian bertambah, gitu ya. Iya, silahkan kedepan. Puska, will you? Ok, Maharani!

(*The two students were reading the dialogue*)

T : Ok, thank you. Berikut, kelompok tengah! Juliartawan!

(*The two students were reading the dialogue and the teacher were listening near them*)

S : Yes, se is

T : Yes, she is

S : Se is

T : ... she

S : She...

T : is

S : is.

T : Ok. Give applause! Tepuk tangan. *(The students were clapping their hands)* Ingat, kelompok selatan. Dirga! Sandiasa!

S : Santikayasa..

T : Santikayasa.. o ya, Sandiasa itu kelas B..

(The two students were reading the dialogue and the teacher was standing near them)

T : Kalau ada tanda tanya , metakon itu. “Is she very cute?” Ya? Itu artinya metakon , ya? That’s ok, thank you. Berikutnya! Lagi kelompok utara. Sekarang yang keempat. Yang empat. Sasya!

S : Cheek ..

T : Cheeks..cheeks.. *(appointing her cheek)*. Ok, silahkan Sasia, Purinda! Ok.

(The two students were reading the dialogue and the teacher was standing and listening near them)

T : Ok. Thank you. Anak-anak paham? Ada lagi yang mau maju? Ha? ada? Ga mau? *(Her eyes were leading to one student)* Suarjana ya? Suarjana apa Sarwajana?

S : Suarjana..Sarwajana kelas C.

T : O ya..Beda itu ya, itu Sumerta, makanya ibu paling-paling. Sumerta apa Suarjana. Ternyata ini Suarjananya ya. Sumerta di D. Suarjana, mau? Adi ngundap adi? Ilang duege. *(The two students were coming forward while the teacher was paying attention to them)* Sekarang kan Jumat ya, Potong rambutnya ya nak ya, pang sing kene OSIS ya, ne care sampat bokne. Yang panjang rambutnya, sekarang Jumat. Potong rambutnya. Err.. Adi Suarjaya, getep bokne.

S : Iya bu.

T : Santika..bokne mekuncir.. Itu juga *(appointing student)*. Ya, silahkan mulai.

(The two students were reading the dialogue)

T : Yes

S : Yes...

T : She...

S : She ...

T : is

S : is.

T : Kan dueg. Ada lagi yang mau kedepan? Tedy! De ngundap2 Tedy ya? Silahkan dialog 5, di. Getep bokne ya.

(The two students were reading the dialogue while the teacher was standing and listening near them)

T : She is.. iyaa.

S : Heavy.

T : Ada tanda tanya, berarti metakon. "Is she very heavy?" Ya? Yes, she is. Ok. Ada lagi yang mau maju? Raka, mau maju, nak?

S : Ga tau, bu.

T : Adi ga tau bu? Alih timpale. Swastika ya? Ajak Swastika. Mau maju? Mu nake. Kan kesayangan ibu. Eh, retsletingmu! *(The student soon was back to his seat and fixed his zipper)*

(The two students were reading the dialogue and the teacher was listening to them)

T : Yes, she is. Kan pinter, dueg. Ada lagi? Rika! Rika sama Deo.

(The two students were reading the dialogue in front of the class and the teacher was listening to them)

T : Beberapa pronunciation masih perlu diperbaiki tapi sudah bagus. Lain kali diulang lagi supaya lebih bagus. Semua sudah?

S : Belum.

T : Ada yang mau lagi? Adi suanjaya, sini nak, sama Santikayasa. Sama-sama rambutnya panjang. Hari Jumat potong rambut.

(The two students were reading the dialogue and the teacher was listening to them).

T : Ya..nanti perbaiki lagi ya. Udah bagus. nah, sekarang semuanya sudah baca nanti yang belum baca, bisa lagi membaca dikesempatan lain. Sekarang anak-anak menyimpulkan apa yang tadi anak-anak sudah dialogkan pada halaman one hundred and berapa?

S : eleven.

T : Ha?

S : thirteen.

T : Iyaa..pinter. Seratus...?

S : Tiga belas

T : Ok, good, Sudiartawan. Dari halaman 113, anak-anak bergrup tiga atau empat orang, simpulkan dari dialog, nomer 1 kan sudah dikasih contoh nak. Iya, sekarang 2,3,4 ... 2,3,4, itu saja tiga. Kalian boleh duduknya muter begitu ya. Silahkan mulai bekerja. *(The students started to create a group) (While coming to one student who apparently did not find any group) Adi Suanjaya, kemana kamu grupmu?*

S : Ga ada, bu.

T : Berdua ya?

S : Bertiga, bu.

- T : oo..bertiga sama Kaka ya?
- S : sudah tiga itu, Bu.
- T : Oo..berdua? berdua, kamu ini berempat. Atau kamu bertiga. Yaa..berdua aja. Diskusi berdua.
- T: *(Talking to members of one group)* Ya, silahkan sekarang disimpulkan. What do they say about the things?
- S : Bu, bu, kayak yang kemarin itu ya?
- T : Ya, kayak yang kemarin itu.
- S : Di buku catatan buat ya bu?
- T : Ya boleh, sementara kalian kumpul itu. Buat satu kelompok satu saja dulu ya
- (After sometime, the teacher heard sound of someone hitting something)*
- T : Siapa pak puk pak puk itu? Ya, silahkan mulai kerja, waktu terbatas.
- S : Bu!
- T : Apa, Suarjana bagus genjing? *(the teacher was approaching the student)*
- T : Ini kan kesimpulan dialog, Siti, saya..nah, ini..., sekarang ini dibuat, ya?..apa yang mereka katakan di akhir waktu? Beny mengatakan ..., Dita mengatakan ... ya? ...
- S : Bu! Bu!
- T : Iya..ini anggap namanya Edo.. Beni mengatakan bahwa...Ini siapa namanya, boleh kamu kasi nama, ini kan namanya Lina, berarti ini namanya Dayu, boleh.
- S : Bu, yang nyetor 1 ya bu?
- T : Iya, boleh. *(To one group)* Sudah paham ya?
- (The students nodded)*
- T : Orang pinter-pinter kelas C.
- T : Ya, boleh. Disana kan ada satu dengan yang lainnya, boleh kalian sesuai namanya dengan yang dialog 4 itu, ada Dayu, ada siapa lagi?
- S : Ada Bagus.
- T : Ada Bagus. *(To another group)* Yang mana itu? Lina..ini namanya Lina, yang pakai jilbab ini ...Siti. Siti mengatakan.. rabbitnya siapa ini? Bagaimana rabbitnya? White, small and very... cute. *(Seeing one student named Raka made jokes with his friend)* Diskusi bareng-bareng, Ka, mani orahang ke bapake.
- S : Bu! Gini ya bu? *(while showing his work to the teacher)*
- T : Iih..pinter! *(while pinching the student's cheek)*
- S : Bu!

- T : Ya?
- S : Sudah selesai!
- T : Sudah selesai? Ok! Ya, silahkan, waktu 10 menit lagi.
- S : Bu!
- T : Ya?
- S : Disetor ya?
- T : Ha? Kenapa? Boleh disetor itu semua? (*while checking the student's work*) Bagus tulisanmu ya? Dueg ternyata kamu itu kalau nyak terus tulisanmu rapi. Dueg kamu. Hebat sekarang kelas E cuma bokne lantang-lantang, mecukur nah, jani hari Jumat, mecukur. Benar-benar sudah perubahan bagus kelas E nya ya.
- T : Ini Sasya, Puska (*while looking at the students' groupwork*), siapa lagi yang sudah selesai?
- S : Saya belum, bu.
- T : Bareng-barengin nah, kan adane kelompok. Bareng-bareng (*because looking at one student seemed did not helping his partner who had so much trouble*). (*To another group*) Gawat, gimana, udah nak? (*The student showed her groupwork to the teacher*)
- T : (*Collecting and checking some of students' groupwork*) Kelompoknya siapa belum, nak?
- S : Saya, bu. Sudah ,bu.
- T : (*After waiting for sometime and checking other students' group*) Sudah semuanya, nak?
- Ss : Belum, belum. Lagi dibuat.
- T : Terimakasih, anak-anak kelas E, tepuk tangan dulu. (*All students were clapping hands*). Ada perubahan yang positif, Ibu bangga, kelas E ga kayak dulu lagi, benar-benar pusing kepala, sekarang kalian sudah tambah besar, benar-benar ada perubahan ya, Ibu bangga, mudah-mudahan terus seperti ini, jadi anak yang benar-benar Ibu banggakan, biar ga setiap orang yang masuk kelas E, beh kelas E ne belog-belog, hapus kesan jelek ya. Raka, de mainan bangku. Rusak. Kembali ke tempat duduk, nak. (*All students were going back to their own seat*) (*Seeing one student did not go back to her own seat soon*) Kenapa, Puska? Balik, balik. Ka, balik, balik. Untuk hasil kerja grup hari ini, ibu bangga kalian dikit-dikit paham jadinya ya, minggu depan kita akan ulangan ya nak ya. Minggu depan kita ulangan. Chapter 5 nya tentunya ya. Karena kalian sudah tuntas sekali itu, artinya mendekati sempurna. Paling tidak kalian sudah mengerti. Sachie says Lina's rabbit is white like snow. She's very cute. Segitu ibu benarkan jawaban kalian, ya nak ya. Maka ini sudah ibu periksa, nanti kita akan bahas pertemuan berikutnya. Kesimpulan kita hari ini apa? Anak-anak belajar apa?
- Ss : Membuat dialog.
- T : Dan anak-anak paham ya?

Ss : Paham.

T : Walaupun dengan bimbingan, tapi anak—anak sudah bisa semua. Ibu akan kembalikan nanti setelah mengaso. Ibu akhiri, I think it's enough. See you next time. Good bye.

Ss : Good bye.



TRANSCRIPT 2

Subject : *Bahasa Inggris*
Class : VII A
Date : February 13, 2019
Time : 10.30 – 11.50

- T : Halo kelas A.
- Ss : Halo.
- T : I love you
- Ss : I love you.
- T : Good morning
- Ss : Good morning.
- T : How are you this morning?
- Ss : I'm fine, and you?
- T : I'm very well, thank you. Is there any absent today?
- Ss : No.
- T : Noone.
- T : Terimakasih sudah hadir semua ya nak ya, tetap kalian itu anak ibu yang nomer 1, karena kalian walinya ibu, berarti tetap menjadi fokus, sampah dan lain sebagainya tetap ibu perhatikan itu, ga mau juga ibu kelas A sampahnya, ga enak kita ya, makanya anak setua kalian, ketemu sampah plastik, ambil, tanpa ada yang nyuruh, ada di otakmu, setiap ketemu, ambil, taruh bank sampah ya? Biar ga kena batunya. Baik, anak-anak, kita akan lanjut. Kamu lihat sendiri itu, kalian direkam juga sama ibu bagaimana proses belajar mengajar itu berlangsung ya. Masih di chapter ini di 3.5, masih di K13 yang punya 4 kompetensi, 4 kemampuan yang harus kalian pahami, yang pertama anak takwa kepada Tuhan yang sudah melihat anak-anak sudah Tri Sandhya, sudah berbakti, Purnama Tilem, sehari-hari, kedua, mengembangkan sikap karakter yang...apa karakter yang dikembangkan anak-anak?
- Ss : Disiplin.
- T : Disiplin, that's ok, gotong royong, mandiri ...
- Ss : Integritas, religius.
- T : Integritas, religius, tanggung jawab ya itu yang perlu sekali dikembangkan, bukan hanya nilai 7,8,9,10, kemudian selain itu ada kompetensi yang ketiga, anak-anak memahami konsep prosedural, ini yang anak-anak pahami setiap pelajaran IPS, IPA, Bahasa Inggris, nanti baru digunakan dalam kehidupan sehari-hari, belajar matematika,

pang dueg ngitung pis, itu artinya belanja siu, ngelah pis duang tali, bin kude? Nah itu gunanya, kemudian anak-anak yang di ekonomi, kalian bisa berdagang, dan lain sebagainya, semua ilmu nanti mecelep ke otak anak-anak, diproses, mana yang anak-anak minati, itu yang anak-anak tekuni, itu kompetensi yang kita gunakan di K13, tidak melulu nilai saja. Baik, sebelum mulai, ibu berjanji, karena mengingat situasi, ibu lihat sekali ya, kalau anak ini dikumpulkan dengan anak ini, dia tidak akan optimal berkembang, nah itu harus di "change" itu, artinya ibu yang memiliki kewenangan untuk men "change" itu, tentunya semua teman-teman berteman itu O.K, berteman, bersahabat, 3 tahun nanti kalian sama anak ini, sama Arman, sama Agus, telung tiban bareng-bareng berarti kalian tidak ada saling memusuhi,, karena ade ne bapake jelek, sengaja, diajak semua ya. Hari ini, boleh ibu ya, Agus, ibu mohon kamu pindah duduk. Kamu harus membimbing teman di sampingmu. Artinya pintarnya kamu biar nular gitu ya. Itu gunanya. Semua anak-anak punya kemampuan lebih cuma belum berkembang, artinya Agus yang duluan berkembang biar dia nyebar ke teman. Ode kalau terus disana tinggal main terus aja kerjanya pulang sekolah. Ode itu ga bisa dia pendamping begini. Karakternya dia kan agak-agak sedikit ceriwis, ga bisa dengan cowok, harusnya dengan cewek. Agak kecewek-cewekan dia ya (*Everybody laughs*). Agus, boleh kamu duduk di belakang, Gus?

S : Boleh

T : Kan maunya Ibu, Agus sana, Intan, nanti Siska disini, ok? Siapa disini?

Ss : Siska.

T : Nggak apa-apa. Siska, come on, pang ade membimbing ini, kalo kamu jak ne, berbenturan, ayo nak, sini. Kemudian, kalau Odenya, boleh duduk disini. Di Widyastuti. (*To Agus*) Tapi kamu disana duduk membimbing teman-teman sekitarmu, Suartana, Arma.

S : Disitu boleh ya, bu?

T : Disitu dah, di Ode. Sekarang Ode jangan dulu situ, sini! Agus dsana memberikan influence pada temannya yang lain. Kipli sudah sana, Bayu...

Ss : Sukranya, bu.

S : Bu, katanya Odenya mau disini, bu.

T : Odenya? (*To Ode*) Kamu mau dibelakang? (*The student nodded*). Sukra disana, Sukra harus "change" itu sebenarnya. Sukra, mau nggak kesana, Sukra? Ke Yogi. Yogi memberikan influence jadinya. Tapi, Ibu maunya gini, Sukra dan Yogi berdempetan. Adit, kamu ke pojok sana, Dit. Hebat! Ibu bilang hebat. Ibu kira bagi anak-anak yang sudah duluan bekembang ininya, pikirannya gini, boleh membimbing teman, yang penting kamu ulangan tidak kerjasama, ada hal-hal tertentu, tapi saat kamu kerja grup, kamu harus melibatkan ilmu, ilmu yang disebar kan itu bermanfaat, ada pahalanya dari Tuhan ya? Ga boleh istilahnya kamu pelit berbagi, diminta bantu sama teman, gimana caranya, Gus? Oo..gini, gini, gini. Udah ya? Ibu kira ini sudah fix seterusnya seperti ini. Ode dengan duduknya kamu disana, ada Widyastuti, bisa berkembang kamu, kalo disana, ngorte aja kamu. Ade sudah disana sama Wirajaya, sama Sandiasa. Suartana kalau ditaruh sama Kipli, dia ngorte, nggak kalau sudah disana sama Arman. Rama, kamu mau disitu? Sama Arman ya? Ya? Sing engken. Kipli kesini.

- T : *(To Rama)* Kamu nggak papa?
- S : Ya, bu.
- T : Kamu memangnya ketergantungan sama ini?
- S : Nggak, bu.
- T : Ndak, kan sama-sama, itu ada Arma disitu. *(The student moved to his new chair)*
- T : Sudah semua? Ini sudah fixed, jangan diganggu gugat lagi, biar kalian sama-sama berkembang.
- S : Bu, ga boleh ya saya di depannya Suartana?
- T : Nggak. Suartana kalo disana dia ngorte itu. Ini Suartana biar ada Agusnya. Agus kalau disana jadi gininya dia, senternya dia, disana ada Sukra, ada Sandiasa, kan jarang ngomong dia. Ok, anak-anak setuju seperti ini pengaturannya?
- Ss : Setuju.
- T : Ok. *(while giving thumb up)* Anak-anak Ibu hebat, seterusnya seperti ini, ga ada yang boleh dirubah karena ibu pantau minggu lalu Kipli sama Suarsana disana ngorte dia. Sukra, de membully teman, kamu yang uyut kalau ibu lihat, jangan nurut teman uyut. Ibu aja kepantau suara siapa aja dari ruang guru yang paling kedengaran, kan ibu lihat. Ibu intip kadang-kadang dari sini, kan dah ibu catat, memangnya Ibu ga ngintip dari sini, suara kamu keras-keras kayak kemarin, ngintip ibu, weh ne mare ye, tu kedengaran nak, kalau ada jam tertentu, gurunya ga ada, kamu rebut, sementara kamu wa wa wa, Ibu ngintip dari sana kemarin. Makanya kalau kamu disiplin, disiplin dari diri, ibu tahu sekali anak-anak yang ribut disini, tahu anak-anak yang diam, makanya kalau nuding ini ribut, padahal yang ngomong itu ribut. Ya silahkan introspeksi diri kalau kamu bisa mengajari mulutmu tidak banyak cakap dan tidak penting, ibu sudah kasi tahu anak laki-laki jangan banyak ngomong, nanti kamu tidak berwibawa kalau sudah dewasa, sedikit bicara tapi berwibawa. Tuhan kasih satu mulut dan dua telinga, agar kamu lebih banyak mendengar dari berbicara, kok ga mulut dikasi dua? Kok telinga dikasi dua? Karena Tuhan mau kita harus mendengarkan omongan orang, talk less do more, iklannya rokok itu tapi itu benar, anak laki ga boleh cerewet, misalkan ada anak laki yang kelihatan sedikit bicara tapi tegas, berwibawa, kalau sudah besarnya itu bagus, apalagi bisa cari uang, satu dua kalimatnya itu mengandung makna, daripada segala hal diomongin, iyu nggak bagus laki-laki begitu, itu diperhatikan, diajari mulut, biar kamu ga cerewet amat, kalau perempuan rata-rata dari semua kelas perempuannya yang ga banyak cakap, malah lakinya dari kelas A sampai kelas F, di kelas E yang laki-lakinya ...aduh luar biasa dari kelas B, perempuannya yang diam, laki-lakinya ga diam-diam, artinya dalam hal tertentu, kalau guru ngomong, ga diam-diam, ga bisa distop mulutnya, mungkin harus dijarit itu, padahal omongannya itu bullshit, ga ada omongan yang penting-penting. Ya, baik, anak-anak, kita lanjut. Ok, ibu sudah beri kalian PR, Rama kayaknya di WA nanya PR ya?
- S : Ya, bu.
- T : Bu, diganti namanya, apa maksudnya ini? Ok, PRnya hal 111 ya.
- Ss : Ha? Halaman 117, 118

- T : Halaman 117, 118. (*While checking handbook and students' homework*) Ok, yang ngomong itu siapa? Yang pakai pita itu siapa?
- Ss : Dayu.
- T : Dayu, ya? Look, Lina is very happy, but she never looks sad. Terus sekarang bisa disimpulkan adalah Dayu says Lina is very happy. Terus bagaimana?
- Ss : Udin say she never look sad.
- T : Udin say she never looks sad. Iya boleh. Ok, paham ya kalau begitu?
- Ss : Paham.
- T : Ok, ulangi sekali lagi kalimatnya, Widyastuti.
- S : Dayu says that Lina is very happy. Udin says that Lina never look sad.
- T : Boleh, isi "that" itu artinya bahwa.
- S : Gimana, bu? /dat/ tulisannya ya bu?
- T : Kok /dat/? /dæt/, /dæt/. Biasa. T-h-a-t. /dæt/ ya. Baik, Berikutnya, yang gambar tiga, the picture number three. The picture number three.
- T : Edo says Lina is very ... ? (*while giving thumb up*)
- Ss : Good. Good.
- T : Apa kalau "pintar"?
- S : Smart.
- T : Smart. She get 90 score. Ada yang begitu? Ada yang sudah dapat?
- Ss : Belum.
- T : Coba siapa? Kita lihat dulu. Ya. Tadi kalimat nomer dua apa yang dikatakan Widyastuti sudah ok. Kamu bisa menulis ulang. Yang ketiga, Edo says ...
- S : Lina is very smart.
- T : Lina is very smart. She ...
- Ss : get 90 score.
- T : (*while giving the students thumb up*) Ok.
- S : Bu, bu, misalnya kan kalau kepunyaan aja itu diisi s ya bu ya? Misalnya Lina's car.
- T : Iya, apostrophe itu namanya. Gunanya untuk milik itu ya. (*While writing on the whiteboard*) Kalau misalnya Agus's dog, cara bacanya Agus dog, tidak boleh Agus is dog. Agus adalah anjing. Dewi's dog. Ini anjingnya Dewi. Nah, sekarang anak-anak sudah bisa mendeskripsikan orang.
- Ss : Udah.

- T : Coba sekarang kamu deskripsikan Walidana.
- S : Wali is small. He is diligent.
- T : And then?
- S : He is strong.
- T : *(While looking at her handbook)* Ok, Agus, do you have dog at home?
- S : Yes, I have.
- T : What does it look like? Itu pertanyaannya. Kayak apa dia, baru sekarang kamu jelaskan. What does it look like? Engken ye, artinya bulunya, apanya.
- S : Bulunya tebal, bu.
- T : Thick fur. Namanya?
- S : Molly, bu.
- T : My dog is Molly. The fur, bulunya hitam apa coklat?
- S : Coklat.
- T : Thick brown, karena dia bulunya tebal. Very cute, imut. Ya? Bisa itu ya? Nah, sekarang there is a task for you at page one hundred and nineteen. Pada halaman seratus sembilan belas. Kalian mencoba how to describe things, people, and so on. Do in group, anak-anak bisa diskusikan dalam grup. Bisa bentuk grup. Ok, bagaimana sekarang dengan kelompoknya. Boleh sekarang satu grup bertiga atau berempat, boleh. Boleh kamu dengan Yogi, Agus, Sukra, boleh.
- S : Bu, mau tanya bu, tulisan “quiet” tu gimana, bu? Quiet.
- T : Halo, siapa yang mau bantu Agus, gimana nulis “quiet”? Bagaimana “quiet”? Ada yang bisa? Halo belakang, “quiet” bagaimana? *(while writing on the whiteboard)* Ok, this one quiet. /kyu/, /yu/ /ai/, /ti/, /e/. Quiet. What is “quiet”? Quiet. Be quiet. *(while putting her pointer in front of her mouth)*.
- S : Diam.
- T : Iya. You should quiet *(while putting her left palm on her right index finger)* Sshh.. Nah, sekarang silahkan kerja bergrup, boleh dengan temannya disamping dulu, boleh tanya sama temanmu karena sekarang kerja bergrup.
- S : Di buku latihan ya bu?
- T : Ya, boleh. Dengan adanya posisi tempat duduk, tidak boleh semakin runyam, harus semakin bagus ya.
- S : Yang halaman seratus sembilan belas ya bu?
- T : Ya. *(The students started to do the task)*

(After sometime, there were some students came to the teacher’s desk and asked something)

T : Perhatikan dulu, anak-anak. Satu kalimat boleh penjelasannya banyak, misalnya kamu menjelaskan tentang ... you will describe your room, kamarmu, bukan hanya bersih saja, kamu bisa jelaskan temboknya hijau, gordennya putih, rapi, ya, boleh lebih dari satu kalimat, dua kalimat atau tiga.

(After sometime)

T : Waktu ini Sutra Baskara yang ijin lewat WA ya?

S : Ya, bu.

T : Tanggal berapa itu?

(The student did not give any answer)

T : Sudah ditulis disini?

Ss : Nggak tahu, lupa, bu.

T : Ibu lupa tanggal berapa ya itu. Sakit waktu itu ya Sukra?

S : Ngayah, bu.

T : Oo, ngayah.

T : *(During the group discussion, the teacher heard one student who spoke too loud)* Bayu, kecilin suaranya. Suaramu terlalu melengking itu. Kecilin suaranya.

T : *(The bell rang)* Ok, time is up. Have you finished?

Ss : No.

T : Can you do at home? Bisa mengerjakan dirumah?

Ss : Bisa.

T : Minggu depan pertemuan berikutnya, kita akan diskusikan hal itu. Silahkan kerjakan dirumah sebisa kalian, boleh discuss dengan temannya yang sudah bisa. Ada beberapa yang sudah bisa. Ok, apa yang anak-anak pelajari hari ini?

Ss : Mendeskripsikan orang, binatang.

T : Ada kata sifatnya gak?

Ss : Ada.

T : Ada kata bendanya disana gak?

Ss : Ada

T : Ada kata kerjanya gak?

Ss : Ada.

T : Baik. Silahkan belajar dirumah. Dengan berubahnya tempat duduk, jangan menambah gaduh ya, tapi anak-anak tambah kondusif. Kalau bertanya sama teman dikelas, jangan

teriak-teriak biar tidak kedengaran sampai ruang guru ya. Ok, I think it is enough for today. See you next time. Good bye.

Ss : Good bye.



TRANSCRIPT 3

Subject : Bahasa Inggris

Class : VII D

Date : February 18, 2019

Time : 11.50 – 13.20

T : Good morning, how are you?

Ss : I'm fine, thank you, and you?

T : I'm very well, thank you. *(While checking her handbook)* Ok, is there any homework?

Ss : No.

T : No, no, Ok.

T : Ok, now look at page one hundred and twenty, seratus dua puluh. Pay attention to the bold sentence, kata-kata yang dicetak tebal atau kata-kata yang dicetak biru. Kata-kata yang dicetak tebal atau kata yang dicetak biru. Have you find? Silahkan dicatat kata-kata yang dicetak tebal dan kata-kata yang dicetak biru. sudah itu nanti ibu akan tanya what does it mean, ok? Silahkan catat. ibu beri waktu 5 menit mencatat kata yang dicetak tebal, nanti kalian kolomkan yang dicetak tebal kalimatnya di sebelah kiri, kata yang dicetak tebal di sebelah kanan, jangan diacak ya? Kalimat dan katanya ya.

S : Semuanya, bu?

T : Ya semuanya yang dicetak tebal, ada kayaknya 3 kalimatnya kalau tidak salah, kalau kata-katanya ada 10an.

S : Yang dicetak biru ya bu?

T : Ya. Kalimat yang dicetak biru 1,2,3 ..., di bawahnya kata yang dicetak tebal ya.

(Students started to do the task)

T : *(After walking around checking the students doing the task for sometime)* Have you finished?

Ss : No.

T : No, not yet.

(After sometime)

T : Ok, finished?

S : Finished.

T : Ok. Sudah semua, nak?

Ss : Sudah.

T : Sampai kata yang dicetak tebal sudah juga?

Ss : Sudah.

T : Iya, do you understand what did you write just now? Sudah paham yang kalian tulis? Maksudnya.

Ss : Belum.

T : Kamu tahu ga, do you know Restitiani di 7a?

Ss : Tahu.

T : Kalian semua tahu?

Ss : Tahu.

T : What is she like? Pertanyaannya, kan kalian udah nyatat. What is she like? Ada pertanyaan itu?

Ss : Ada.

T : Nah, ibu bertanya sama kalian, what is she like? Restitiani. What is she like? Restitiani. What is she like?

(The students were silent)

T : She is beautiful?

Ss : Yes.

T : What is she like? What does it mean? The hair is curly, black sweet. Maksudnya pertanyaan ibu apa?

S : Apa yang kamu sukai?

T : Apa yang kamu sukai?

T : Kamu tahu Penglipuran, nak? *(while going toward the whiteboard and write the expression she asked on it)*

Ss : Tahu.

T : Ibu yakin semua tahu Penglipuran. What is it like? Ini tanya tentang Penglipuran *(While writing the expression on the whiteboard)*. What is it like? “It” nya ini Penglipuran. “She” nya ini Dora. Kan dipanggil Dora itu Restitiani. Kalian tahu Penglipuran?

Ss : Tahu.

T : What is it like? It is ...Penglipuran itu gimana?

S : Green.

T : Green, terus?

Ss : Clean.

- T : Clean. Good, beautiful scenery, indah pemandangannya. Yang jelas itu “clean”nya yang number one. Berarti apa pertanyaan ibu maksudnya ini? (*The students were silent*) Yen dibahasaIndonesiakan apa? Ga usah lihat gininya, ga usah diartikan satu-satu, gimana kalau Bahasa Indonesia tadi pertanyaan ibu? (*The students remained silent*) Belum bisa nerjemahkan?
- Ss : Belum.
- T : Nah, seperti ini, Dora. What is she like? Apakah berarti kamu suka, begitu? Haruskah “like” itu artinya “suka”?
- Ss : Tidak.
- T : Nah, belum tentu, anak-anak. Itu tadi Penglipuran. What is it like? Penglipuran is green. Berarti pertanyaannya kan bukan “suka” begitu ya? Penglipuran is clean. Berarti maksud pertanyaannya engken sih Penglipuran ne? Engken Dora, jenegne maksude dan pribadinya, kan bukan berarti kamu suka Dora? Oh, no, no, no, ga nanya kamu senang Dora apa nggak. Berarti apa maksudnya? Disini kelihatan, seperti apakah dia. Berarti jawabannya, (*while writing on the whiteboard*) she is, “she” nya itu Dora ya, she is black sweet, of course, hitam manis dia ya, iya yang jelas dia diligent, do you know diligent?
- Ss : Rajin.
- T : Smart, that’s ok,
- S : Beautiful.
- T : Beautiful, ok, because she is a woman, and sweet, ok. Ada sebuah kisah, seorang guide dengan turis pergi ke Sangeh, terkenal dengan apa Sangeh?
- Ss : Monkey.
- T : Monkey, of course. Pertanyaannya guide, hello, are you like monkey? Itu pertanyaannya guide, are you like monkey? Ketika guidenya tanya “Are you like monkey?” Langsung tamunya marah, kenapa dia marah?
- S : Takut.
- T : Takut? (*To one student*) Nur, are you like bakso?
- S : No.
- T : (*To another student*) Angel, are you like soto?
- Ss : Yes.
- T : (*While writing on the whiteboard*) Angel ... is ... like ... soto. Kenapa ini tamunya marah ketika bilang “Are you like monkey?” Kenapa dia marah? Kalau ibu nanya tamunya, turisnya “Do you like monkey?”, tamunya jawab “Yes, I do”, kenapa gak marah? Ayo, kenapa kalau ditanya yang nomer satu marah?
- Ss : Berbeda.
- T : Berbeda apa?

- Ss : Cara bertanyaanya.
- T : Berbeda cara bertanyaanya? Sama. Halus-halus. Are you like monkey? Sama. Do you like monkey? Adin yak pedih yen orene “Are you like monkey?”
- S : Karena dibilang monkey.
- T : Iya, (*while writing on the whiteboard*) karena kalau tobe tambah like itu artinya “seperti”. Do you know tobe, which one is tobe? Tobe is, am, are, catat ini ya.
- Ss: Ya.
- T : Kalau ketiganya ditambah “like”, ini akan menjadi “seperti”. Sekarang kalimatnya Angel. Angel, baca itu kalimatnya.
- S : Angel is like soto.
- T : Berarti?
- Ss : Angel suka soto. Nggak. Angel seperti soto.
- T : Angel seperti soto. (*Everybody laughed*) Berarti Angel seperti soto. Kalau kamu bilang “I’m like soto, ooo saya care soto. Ada lagi yang bilang “I’m like bakso” Ooo berarti ye care bakso, begitu. Kalau kamu bilang kamu suka bakso bagaimana?
- S : I like ...
- T : I like bakso, jangan ada lagi “is”. Tobe and like berarti seperti. Yang dinamakan tobe mana ya? Ini ya, is, am are (*while appointing the writing on the whiteboard*) Kalau kata itu kamu isi like, berarti artinya seperti. Karena ini ada “are” tambah “like”, ini “seperti”. Apakah kamu care bojog? Marah. Kalau kita tanya “Do you like monkey?” “Yes”. Suka bojogkah kamu? Ya, dia senang, ok.
- T : What is Agung like? What is Agung like? Jawab yang lain.
- Ss : Apakah kamu suka Agung?
- T : Baruu dibilang. Pertanyaan itu menanyakan apa?
- S : Lazy.
- T : Lazy. What else? Handsome? Handsome, Angel?
- S : Yes.
- T : Yes. What else? Diligent? No?
- S : No.
- T : No. Agung. Engken Agung. Ini kalimatnya menanyakan gimana. Ya ganteng katanya tapi males. What is Wahyu like, Ngel? Wahyu is.. clever?
- S : Diligent, bu.
- T : Diligent? Benar itu diligent? Benar nak Wahyunya diligent?

- Ss : No!
- T : Lazy, malas?
- S : No.
- T : Friendly, ramah?
- S : Ramah.
- T : Naughty, nakal?
- Ss : Yes.
- S : Sweet.
- T : Sweet katanya. Ganteng, manis dia. What is Suastana like? Suastana's like is thin, but clever? Clever, calm, kalem juga Bahasa Inggrisnya. What is Sari like?
- S : Smart.
- T : Smart, what else?
- S : Beautiful.
- T : Beautiful. Diligent, sweet, thin, nice. What is Miki like?
- Ss : Crazy.
- T : Miki is ... dibilang crazy sama Wahyu. Nanti jangan dipukul dia ya, dibilang crazy. Tahu crazy?
- Ss : Tahu.
- T : Apa?
- Ss : Gila.
- T : Oo Kaden sing nawang crazy. What is Arlan like? Arlan is diligent.
- Ss : Handsome.
- T : Handsome.
- T : Ok, sekarang kalimat pertama. Apa yang kalian temukan disana? (*While writing on the whiteboard*) What do they like? Ok now, Nova sama Wahyu will practice in front of the class about dialogue 1, kemudian I appoint dialogue 2 Dewi sama Gung dialogue 2, dialogue 3 Rosi sama Ayudiah. Silahkan mulai dari nomer satu practice in front of the class. Yang lain dengarkan, silahkan Wahyu. (*The students came forward*)
- T : (*To the students who read the dialogue*) Siapa jadi Dayu? Wahyu jadi apa?

S : Dayu.

T : Ya, jadi Dayu, berarti ini jadi Lisa. Jangan bilang Lisa gitu. Silahkan. *(The students were reading the dialogue)*

T : Ok, thank you. Dialogue two. Saridewi sama Gung. *(The students came forward)*
Siapa jadi siapa?

(The students were reading the dialogue)

T : Thank you. Ok, dialog berikutnya. Ayudiah, please Ayudiah, come on. Ayudiah sama Putra ya?

Ss : Rosi.

T : Oo Rosi. Kamu marahan sama Ayudiah?

S : Mantannya, bu. *(Everybody laughed)*

T : Baru tadi di kelas A ibu, nu cenik, de ngitungang metunangan. Mare ibi lekad. *(the students were reading the dialogue)* Rosi dan anak-anak yang lain barusan ibu di A juga ngasi tahu bahwa bukan itu gak bagus, cinta itu anugerah, maka bersyukurlah tapi karena kamu masih kecil ya nak ya. Ok, next, dialog berikutnya. Listia! Ibu nggak bangga kalian bilang metunangan itu ibu gak bangga, ibu miris, hati ibu tergores seperti disilet, diiris. Sedih. Silahkan. Come on.

(The students were reading the dialogue)

T : Ok, dialog yang pas, gitu caranya ya. Berikutnya. Angel! Angel sama Bayu.

(The students came forward and read the dialogue)

T : Next, I invite Kristina and Suasnata.

(The students came forward and read the dialogue)

T : Ok, thank you. I invite now, Widiani, please come on, dengan ibu, dialogue situation seven ya. Dialog situasi 7. *(The teacher and the student were reading the dialogue)*

T : Ok, dialog delapan. Dialog delapan, siapa belum kedepan?

S : Saya bu, sama Yoga. *(The students came forward and read the dialogue)*

T : Ok, siapa yang belum? Sumerta, siapa pasanganmu, Sumerta? Ok, Puspayoga, yang terakhir ya, dialog 9.

(The students came forward and read the dialogue)

T : Ok, thank you. Sekarang tugas kalian membuat dialog berpasangan. Kamu boleh duduk disini karena kamu berpasangan. Kamu membuat dialog yang kayak Nana boleh. Misalnya, situasi 9 Deni sama Siti, tapi dengan namamu ya. Misalnya Nana dengan Kristina. Nova, are you ok? Wahyu, Nova! Yang lain dengar gak itu?

Ss : Dengar.

T : Apa yang ibu mau kalian lakukan?

- Ss : Membuat dialog.
- T : Nanti kalian pilih topiknya, bila kalian menanyakan tempat, menanyakan hewan peliharaan, atau menanyakan orang, harus ada kata yang seperti ini “what is it like?” atau “what do they like?”, gini misalnya si Wahyu sama Nova, Wahyu bertanya, Nova, do you know misalnya Justin Bieber? Langsung dijawab sama Nova “Yes, I do, “What is he like?” Penggunaan subyek awas ya, jangan tertukar antara perempuan, laki-laki. Nova, do you know .. siapa misalnya pak Gianyar? Mr. Gianyar. Yes. What is he like? Pak Gianyar, bupati kita. Terus baru, Mr. Gianyar is ... gimana... bla bla bla bla. Contohnya missal dialog situasi 9, kalau makai binatang, contohnya ada di dialog 1. Silahkan sekarang kalian kerjakan berpasangan, in pairs. Ok, tempat duduk terserah kamu, boleh duduk di bawah, di bangku, ok. Ibu berikan waktu untuk konsultasi ...
- S : 30 menit.
- T : 30 menit kan habis., kamu harus keluar jam 12, dapat mengaso. Pas jam 12 sudah ada disini. Harus sudah Trisandhya. Ok, silakan ibu berikan waktu 15 menit untuk membuat satu dialog ya, gak usah panjang-panjang. Ok, silahkan boleh kalian duduk disana, boleh disini. *(After students were finished finding his/her partner, the teacher saw one student was not seating down)* Nanda, kamu kerja dimana?
- Ss : Disini, bu.
- T : Ya, boleh duduk dibawah.
(The students were doing the task)
(One student came to the teacher’s desk and asked the meaning of a difficult word)
- T : Cari di kamus. Kan sudah disuruh bawa kamus. *(The student went back to his seat and looked up a dictionary)*
- T : *(After some students came to consult their work to the teacher’s desk)* Sudah selesai beberapa teman kalian. Sudah bisa. Pemakaiannya sudah benar, tinggal praktek. Yang belum, konsultasikan dengan ibu.
(After sometime, a student consulted his work to the teacher)
- T : Coba perhatikan ini dulu. Ibu berikan contoh, misalnya ini Yoga sama Nathan ya. *(While reading the student’s work)* Nathan, do you know kain songket? Mana Nathan?
- S : Saya, bu.
- T : Kamu tahu kain songket?
- S : Tahu.
- T : “Yes, I do”. *(While reading the student’s work)* Terus giliran Yoga, “what is it like?” Engken kain songkete? Langsung dijawab sama Nathan, “It’s good, colorful, and luxury, artinya mewah, kan songket itu mewah ya ...
- S : Mael, bu.
- T : ... dan mahal. Itu contoh ya. Boleh kamu menanyakan makanan, kain, desa, nanyakan kelincimu.

(After sometime, the bell rang)

T : Ya, waktunya habis, nanti kamu konsultasikan dengan teman ya. *(Everybody went back to the chair)* Sebelum ibu akhiri, apa kesimpulan yang kalian dapatkan hari ini?

S : Berdialog.

T : Yang kalian pelajari dialog tentang apa? Yang ada kata apanya?

Ss : Kata sifat. Tobe.

T : "What is .. like". Ok, ingat itu dibuat dirumah, berpasangan, nanti kamu dialogkan ok. Itu nanti ibu pake ulangan ya. Silahkan mengaso.



TRANSCRIPT 4

Subject : Bahasa Inggris
Class : VII C
Date : February 22, 2019
Time : 11.50 – 13.20

- T : Is there any homework?
- Ss : No.
- T : How are you this morning?
- S : I'm very well. Thanks. And you?
- T : I'm very well. Thank you. Is there any absent? No? Noone?
- S : No
- T : Good (while giving two thumbs up). Gimana, Taruna, sehat? (*while approaching Taruna*) Baik, anak-anak, masih kita di K13, K13 ada beberapa kompetensi. Kita masih belajar tentang 4 kompetensi, yang pertama kompetensi satu, anak-anak bertakwa kepada Tuhan, sudah jelas anak-anak TriSandhya setiap pagi, dua kali disekolah, dirumah lagi satu kali, yang kedua mengembangkan karakter, karakter apa yang dikembangkan? Karakter apa yang dikembangkan disekolah?
- Ss : Disiplin, sopan santun, tanggung jawab, mandiri
- T : Disiplin, sopan santun, tanggungjawab, mandiri, integritas, jujur, apalagi? Iya banyak. Kemudian kompetensi yang ketiga anak-anak bisa memahami konsep prosedur, pelajaran apa Bahasa Inggris misalnya, prosedurnya oh begini, pada akhirnya di kompetensi yang keempat anak-anak bisa menggunakan semua itu dalam kehidupan sehari-hari. Tidak hanya belajar begini, begini, begini, tidak seperti itu, sifat, sikap begini perlu dikembangkan juga. Karakter anak kembangkan dengan baik, itu sebenarnya maunya K13, tidak hanya melulu nilai Bahasa Indonesia, Bahasa Inggris, nilai agama, tapi anak-anak tidak bisa menghargai orang, tapi ada lingkungan jugayang buat semuanya masih butuh proses, belajar itu berproses, ibu yang sudah tua saja masih belajar, banyak yang dipelajari apalagi kalian yang masih muda. Baik, anak-anak, minggu lalu ibu sudah berikan tugas, ibu percaya kalian sudah buat, nanti akan ibu periksa semua PRnya. Kamu robek itu ya?
- Ss : Ya.
- T : Jangan dirobek, kan taruh di bukunya. Biarkan dulu dibukunya.
- S : Saya dirobek, bu.
- T : Ya, biarkan aja dulu, nanti kan dikumpul. Baik, kita akan lanjutkan. Ibu percaya kalau kalian semua buat, kalau tidak buat, dicatat. Seratus dua puluh, serats dua puluh satu.

Kalian lihat ada Sembilan situasi, sembilan dialog. Ok, silahkan di buku latihan anak-anak tulis ulang, disalin kalimat yang pakai tinta biru dan juga kata yang dibold typed.

S : Tinta hijau.

T : Eh, tinta hijau, bukan biru. I'm sorry. Kalimatnya saja yang disalin yang bertinta hijau dan yang dibold typed, yang dicetak tebal. Kalian tulis yang tinta hijau dulu, baru yang dibold typed ya. Ditulis ulang, disalin dibuku kalian. Ibu berikan waktu lima menit ya, nanti baru penjelasan.

S : Di buku latihan, bu, ya?

T : Ya, dibuku latihan. *(After sometime, the teacher walked around the class while checking the students' work and noticed the dirty class)* Bawa kresek nak ya. Ini sampahnya berantakan. Bawa kresek salah satu anak.

T : *(While checking the student's work)*

T : *(After sometime, the teacher started to write something on the whiteboard)* Ok, number one. Apa kalimatnya yang hijau?

Ss: What do they like?

T : Ok, kalimat yang kedua yang hijau?

Ss : What are they like?

T : What...?

Ss : What are they like?

T : Ketiga?

Ss : What is it like?

T : Empat?

Ss : What is she like?

T : Kemudian yang kata sifat yang dibold ada happy, little,...

Ss : Little, cute, big, clean.

T : Apalagi? Crowded.

S : Friendly and playful.

T : Upset *(writing on the whiteboard again)*. Coba sekarang Komang maju kedepan, tunjuk kalimatnya ajak temanmu cara membaca. Silahkan tunjukkan.

(The student came forward)

T : Ok, all of you, read together, baca sama-sama. Yang ditunjuk Komang.

Ss : What do they like? What are they like? What is it like? What is she like? Happy, clean, little, cute, friendly, playful, disa..

T : Disappointed.

Ss : Disappointed, crowded, upset.

T : Sit down, thank you, Komang. Pahami semua kata sifatnya itu? Ada kata sifat yang belum dicatat?

S : Ada

T : Yang mana?

Ss : Dissapointed.

T : Rencananya Wahyu dapat ranking satu, tahu-tahunya ranking tiga, disappointed Wahyu. Apa itu?

S : Kecewa.

T : Kecewa. Lagi, yang mana?

S : Crowded.

T : Crowded. There are many people in the market, so crowded. Crowded?

S : Rame

T : Ok, rame. Good. Lagi? Ada lagi?

S : Upset.

T : Upset. Duh mau kemana ini?

S : Bingung.

T : Iya, bingung. Pusing. Mau gimana gitu. Ok, ada lagi? Hebat kelas C! Ok, now, I ask you. Ibu pakai contoh Alvin. Sini, Vin. (*The teacher came forward*) Do you know Alvin?

S : Yes.

T : What is he like? Ibu jawab “He is short, ...

S : Small.

T : Small, handsome. Do you know handsome? (*The students were silent*) Ganteng.

T : Ibu tanya apa maksud pertanyaan ibu tadi? Yang mana pertanyaan ibu tadi? (*while looking at the writing on the whiteboard*)

S : Bagaimana Alvin.

T : Iyaa, bagaimana ciri-ciri Alvin. Bagaimana Alvin.

T : What..is..he..like. Bukan maksudnya apakah suka Alvin. Tidak begitu. Bagaimana cirinya Alvin. Alvin itu kecil, ganteng, short hair.

S : Rambut panjang.

T : Rambut panjang? Rambut pendek. Using tie (*while holding the student's tie*) Tie itu apa? Tie itu dasi. Ok, thank you Alvin. Ibu mohon Intan kemari, Intan. (*while showing the word on the whiteboard*) Tadi Alvin.. "He", laki-laki ini. (*while showing the student in front of the class*) What is she like? She is beautiful, clever, pinter,

S : Long hair.

T : Long hair.

S : Big.

T : Not so big, ibu baru big. Agak gemuk dikit tapi dia pinter.

S : Friendly.

T : Friendly, ramah ya. Thank you, Intan. Setiap orang ada sisi baiknya. Sekarang siapa? Siapa?

Ss : Gusti.

T : Ya Gusti katanya, sini, nak. What is he like?

S : Tall.

T : He is tall. Apa tall?

Ss : Tinggi.

T : Apalagi?

S : Kurus.

T : Thin, ya, kurus. Terus? Handsome? Handsome. Handsome itu apa? Bukan Hensel Ganteng. Handsome boy. Lagi. Bagaimana ininya? (*while pointing at his hair*)

Ss : Pendek.

T : Ya, short hair. Terus, athletic body. Terus apa lagi? Nakal dia?

Ss : Nakal.

T : Kalem dia?

Ss : No.

T : Apalagi? Ramah dia? Friendly, ramah. Smart dia? Pinter dia?

S : Dikit, bu.

T : Oo, dikit-dikit pinternya. Thank you, Gusti bagus. (*The student went back to their seat and the other one was coming forward*) Yasita! Do you know Yasita? Tahu Yasita ya?

Ss : Tahu.

T : Ok, what is she like?

S : Small.

T : She is small, kecil katanya. Lagi?

S : Beautiful.

T : Beautiful. Apa lagi? Rajin, diligent, friendly, ramah. Baik, thank you, Yasita.

T : Sekarang artis, Via Vallen. Do you know Via Vallen?

S : Yes.

T : What is she like?

S : Beautiful.

T : She is ...

Ss : Beautiful.

T : Kalimatnya lengkap. She is ... beautiful, clever, tall, smart, diligent, friendly, long hair, rambutnya panjang, rajin, pintar, friendly, ramah, imut. Nah, sekarang, do you know our President Jokowi?

S : Yes

T : What is he like?

S : Handsome.

T : Handsome, yang jelas dia thin, kurus, clever, responsible. Apalagi?

S : Handsome.

T : Handsome, clever, smart, tall ...

S : Happy.

T : Happy, diligent, great, hebat. Siapa lagi yang lucu-lucu?

S : Nikita Willy.

T : Nikita Willy? Tahu anak-anak Nikita Willy?

S : Tahu.

T : Tahu. What is she like?

S : Vanessa Angel.

T : Vanessa Angel katanya. Berarti kamu tidak lepas dari pemberitaan ya.

S : Ngetren di medsos.

T : Ya, ngetren di medsos. Tidak bisa dipungkiri karena semua punya HP tapi silahkan selektif terhadap medsos ya nak ya. Baik, kita sekarang berdialog, anak-anak practice berdialog in front of the class. Dialog satu, who want to practice in front of the class? Siapa yang mau praktek dialog satu kedepan?

- S : Ayo.
- T : Yes, Intan kedepan. *(The students came forward)* Yang lain dengarkan. *(The students were reading the dialogue)* Ok, next, dialog dua, the second dialogue, ayo!
- (A couple of students came forward and started reading the dialogue)*
- T : Ok, thank you. Next, Yasa. *(The students came forward and read the dialogue)*
- T : Ok. *(Some students voluntarily took turn to come forward and read the dialogue)* Sekarang dialog berapa sekarang?
- S : Enam.
- T : Ok, come on. Ayo, siapa lagi yang mau? *(The students started to appoint their friends to come forward and read the dialogue)* *(The teacher went back to her desk and held her handbook)* Ok, siapa yang mau sama ibu? Intan, sini Ntan. *(The teacher and one student started to read the dialogue)*
- T : Tujuh. Komang, will you? Komang and Diarsa.
- (The students came forward and read the dialogue)*
- T : Yes, ok. Next? Dialog berikutnya? *(A couple of students voluntarily came forward and read the dialogue)*
- T : Ok, the last. Terakhir. Taruna.
- (The students came forward and read the dialogue)*
- T : Ok, thank you. Sekarang anak-anak sudah berdialog, paham nggak? Apa tadi yang dipakai untuk mendeskripsikan orang?
- Ss : What ... is ... she ...
- T : Ok, iyaa.. what is he like, what is it like? “it” nya itu untuk pengganti apa? Benda dan binatang. Lihat catatan ne pidan semester satu. Baik sekarang lihat dibawahnya, coba sekarang praktekan dibawahnya, di halaman seratus dua puluh empat dua puluh lima. Fill the blanks. Anak-anak boleh berdiskusi dengan temannya, bertiga, boleh berdua.
- S : Bertiga boleh ya bu?
- T : Iya, bertiga, yang berdua ya berdua, biar ga ribut. Silahkan didiskusikan dengan temannya, tapi sekarang semua anak-anak buat ya. Anak-anak paham? Buat jawabannya saja ya.
- S : kan boleh beda-beda ya bu ya?
- T : Boleh beda-beda yang nomer berapa? *(while approaching the students)* Do you know Pakar Ramadhan? Tahu Pakar Ramadhan? Penyiar kayaknya itu, wartawan, penyiar televisi itu. *(The students kept silent)* Berarti jawabanmu terserah kalau kamu nggak tahu. Pakailah yang sudah kalian pelajari tadi, menjelaskan orang, binatang atau tertentu. Pakai ungkapan yang sudah kalian pelajari. Ibu berikan waktu lima belas menit, makanya cepat ya. *(The teacher walked around the class while checking the students' work)*

(After some time)

T : Sudah? Have you finished? Not yet?

T : *(The teacher noticed the plastic garbage at the back of the classroom)* Untuk besok, anak-anak bawa kresek, salah satu ya. Itu sampah plastik dibelakang untuk barang bekasnya itu. Disamping itu, bersihkan juga kelasnya. Kotor sekali, kumuh, resem kelas C ini. *(Sitting at her desk and checked the handbook)* Minggu depan ibu kan hari Senin ya, berarti hari Jumat kalian ulangan ya. *(Afer sometime)* Ok, have you finished? Sudah selesai?

Ss : Belum.

S : Nomer 4, bu.

T : Coba lihat yang lain nomer 4, tentang apa itu? Siapa yang sudah selesai?

Ss : Belum.

S : Polite itu apa bu? Polite.

T : Polite. Yang lain, anak-anak tahu “polite”? Kalau masuk, kamu bilang permisi, kalau keluar ...

S : Sopan.

T : That's good *(while giving the students thumbs up)*. Waktunya tinggal lima menit lagi *(while looking at her watch)*. Nomer berapa yang sulit?

S : Nomer 4.

T : Nomer 4? Semuanya?

S : Ya.

T : Coba lihat sebentar nomer satu. We start number one. Nomer satu. Coba lihat sekarang nomer satu. Nomer satu, siapa yang mau bantu ibu?

S : What is it like?

T : Baca dulu dialognya.

(The student read the dialogue)

T : *(The teacher noticed the student did not read properly)* Jangan mecande. Serius nake yu, serius.

(The student continued to read the dialogue again)

T : Ok, bagaimana yang lain, kalian setuju? Do you agree?

S : Setuju

T : Begitu jawabannya juga?

Ss : Yes.

T : Ok, nomer dua? Ok, lanjutkan nanti dirumah ya. Lanjutkan dirumah. Waktunya lagi 2 menit. Tidak ada satu anakpun yang tidak mengerjakan. Kerjakan semuanya, tapi persiapkan juga minggu depan kita ulangan hari Jumat ya.

S : PRnya, bu?

T : Ya, langsung kumpul. Yang dibuku, jangan dirobek ya.

(The students came to the teacher's desk and submitted their homework)

T : Baik, sebelum anak-anak take a rest, apa kesimpulan anak-anak belajar hari ini?

S : Membuat dialog

T : Apa lagi? Menanyakan apa?

S : Menanyakan kata sifat.

T : Menanyakan kata sifat. Lagi?

S : Ciri-ciri.

T : Ya. Terus? Apa lagi? Itu saja?

S : Ya.

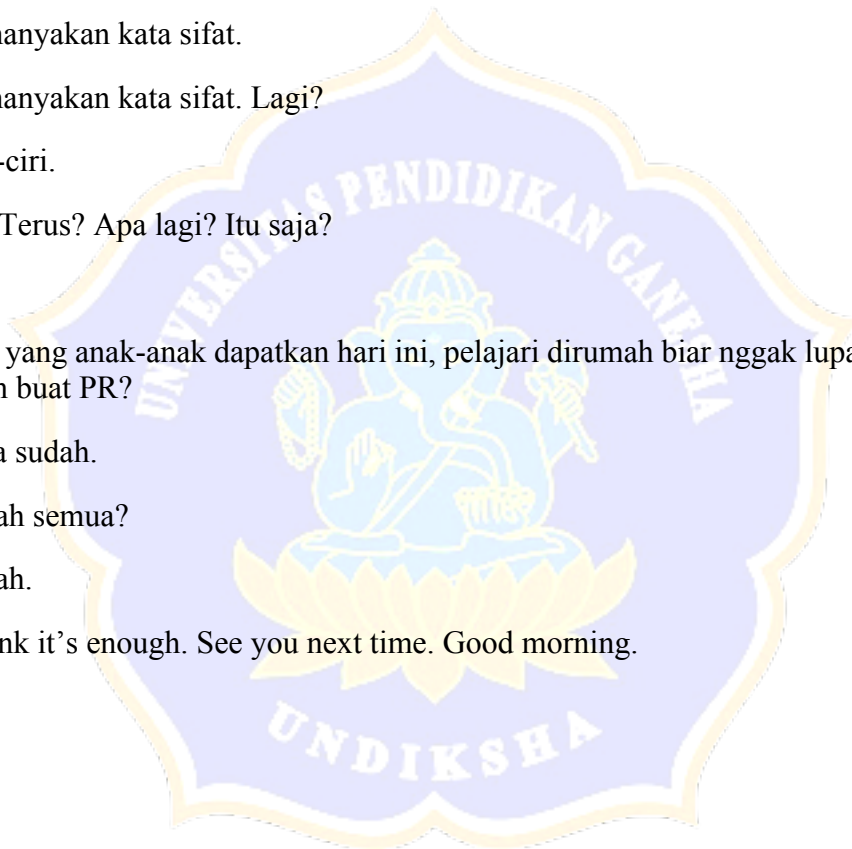
T : Apa yang anak-anak dapatkan hari ini, pelajari dirumah biar nggak lupa ya. Ada yang belum buat PR?

S : Saya sudah.

T : Sudah semua?

Ss : Sudah.

T : I think it's enough. See you next time. Good morning.



TRANSCRIPT 5

Subject : Bahasa Inggris
Class : VII F
Date : February 22, 2019
Time : 11.50 – 13.20

T : Good morning.

Ss : How are you?

T : I'm very well, thank you. And you?

Ss : I'm very well too, thank you.

T : Nice to see you.

Ss : Nice to see you too. Who is absent today? No absent today?

S : Yes.

T : Siapa?

Ss : Angga, Puspayoga.

T : Are you ready to have a test?

Ss : Ready.

(The teacher started to write the questions on the whiteboard)

Ss : Di robekan ya bu?

T : Ya.

(The teacher finished writing the questions on the whiteboard)

T : Ok, the question just two and for number one, just answer what Ketut says and Made say and the second, you describe freely, bebas ya. Jangan kerjasama. Kalian jawabannya yang nomer dua, jelas berbeda ya, masing-masing kamu dengan temannya. Waktu Ibu berikan sampai jam sepuluh ya berarti empat puluh lima menit atau kurang dari itu, boleh. *(At her desk)* Jurnalnya, mana sayang? Jurnal kelasnya. Adi, mana jurnalnya, nak?

(The class secretary tried to help the teacher find the teaching journal. Unfortunately, she could not find it, so she asked another student but no one could find it)

T : *(To the student)* Ya, ya, ulangan dah dulu. Sebentar ibu minta.

S : Yang nomer 2 itu apa, bu?

T : Describe your pet, what do they look like? You just describe. You have pet at home and then you describe your pet.

(After some time)

T : Finished?

Ss : No.

T : Jangan berdiskusi. Jangan diskusi.

(After quite sometime, the teacher noticed the students started to make noise)

T : Kenapa ribut?

S : Bu, nomer duanya berapa sebutin?

T : Ya sebanyak mungkin. You describe as much as possible, as many as possible.

T : *(While checking the attendance list)* Siapa nak yang tidak hadir hari ini?

S : Angga

T : Nyoman Angga Saputra?

S : Ya.

T : Yang dimana itu duduknya?

S : Disini *(while pointing at the student's seat)*

T : O ya ya, tahu. Kenapa dia?

S : Alpa.

T : Alpa?

S: Ngiring dia bu.

T : O dari Kayubih?

Ss : Ya.

T : O ya ya, terus siapa lagi?

S : Agus Yoga

T : Agus Yoga. Duduk dimana dia?

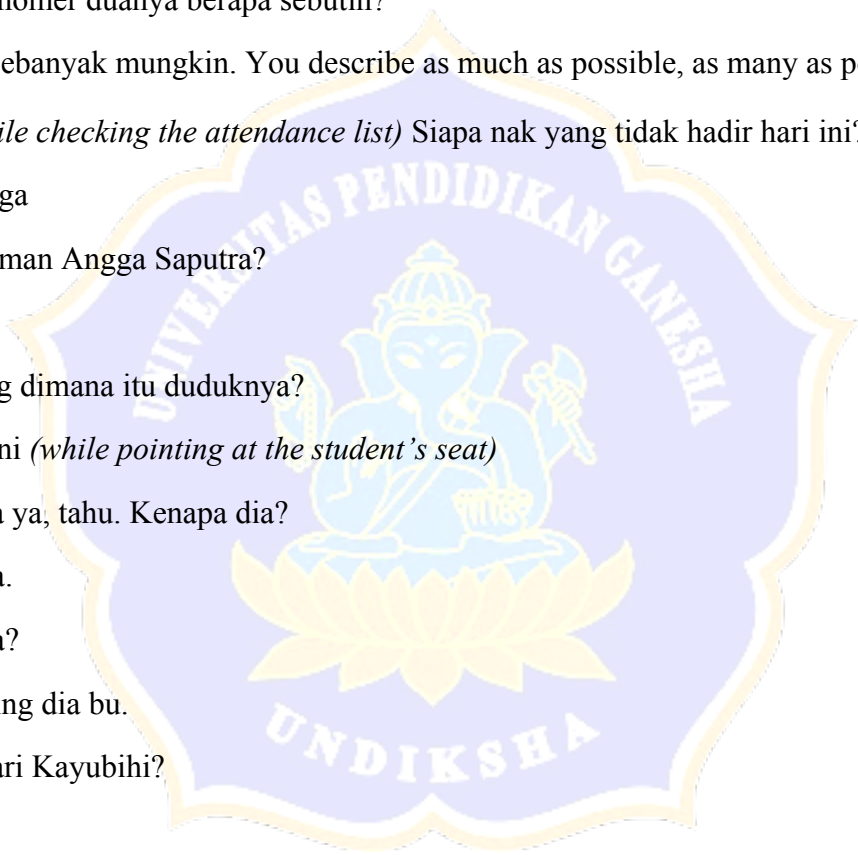
S : Disana *(while pointing at the student's seat)*

T : Ya. Kenapa?

S : Sama.

T : Lagi?

Ss : Jro Alit.



T : Jro Alit kenapa Jro?

Ss : Sakit

S : Bu, berapa sebutkan nomer dua?

T : Nomer dua? As many as possible. Semakin banyak, semakin banyak nilainya.

(After sometime)

S : Sudah, bu

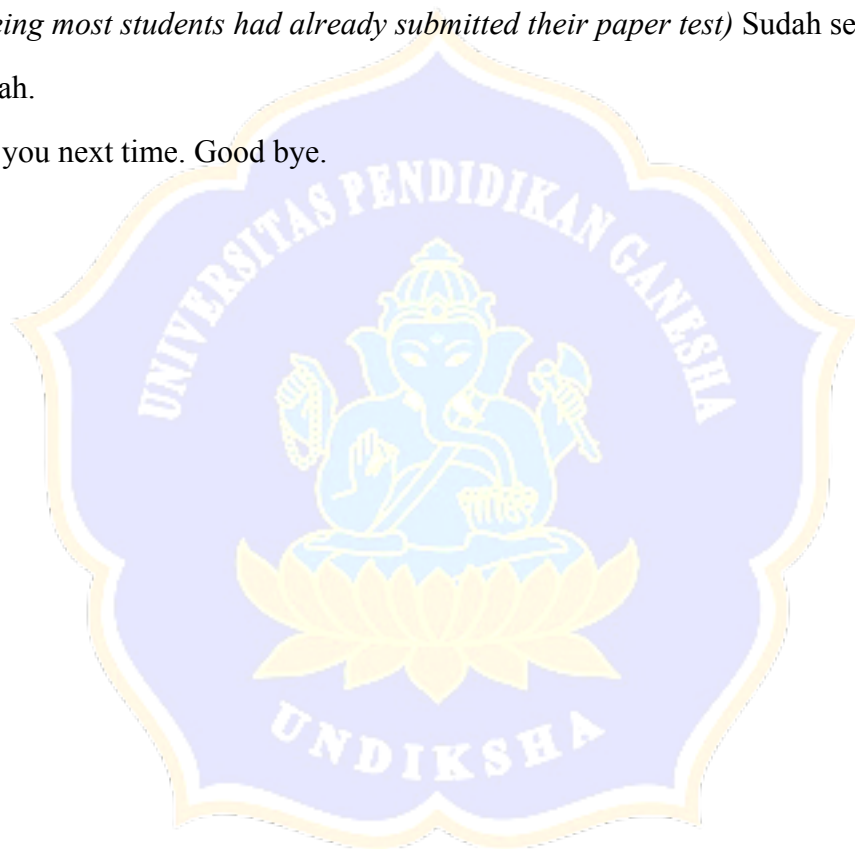
T : Sini bawa.

(The students submitted their test paper)

T : *(Seeing most students had already submitted their paper test)* Sudah semua ya?

Ss : Sudah.

T : See you next time. Good bye.



TRANSCRIPT 6

Subject : Bahasa Inggris
Class : VII B
Date : February 28, 2019
Time : 10.30 – 11.50

T : *(While looking at the students)* Kelas B Brasil tidak ada,...

Ss : Leo, Risky, Karang...

T : Leo, Risky, Dinda, Karang, itu semua dari penglipuran ya?

Ss : Karang nggak.

T : Ooh.. Karang sakit dari kemarin ya.

Ss : Iya.

T : Kemarin anak-anak sudah ulangan, cuma belum Ibu periksa. Mudah-mudahan bagus hasilnya.

S : Bu?

T : Ya?

S : Saya mau menyusul, bu.

T : Oh ya, menyusul ya? Boleh. Kamu mau menyusul sekarang?

S : Iya, bu.

T : Siapa saja yang menyusul?

(Two students were raising their hand)

T : Oh, Wali bener ya. Nanti duduk disini berdua ya. Disini satu, ya, biarin aja disana nggak apa-apa. Ibu buat soal nya. Chapter 3.5 sudah kita lalui. Mudah-mudahan hasilnya bagus. Untuk tengah semesternya kita laksanakan tanggal sebelas. Mulai tanggal sebelas semua mapel. Untuk Bahasa Inggrisnya sudah Ibu persiapkan soal nggak banyak, tiga soal tapi diharapkan juga dari tiga soal itu anak-anak benar biar anak-anak dapat nilai yang bagus. Silahkan dibaca semua, dilihat catatannya. Kalau ulangannya anak-anak terasa sulit apa nggak?

Ss : Nggak.

T : Sulit apa nggak ulangannya?

Ss : Nggak.

T : Nggak ya. (*While examining the students' test*) Untuk yang nomer dua itu describe about your pet, kalau paparan kalian bagus, banyak, anak-anak dapat nilai 5, yang diatas jawabannya dua dua situ lima, berarti anak-anak dapat 100, lima, dua setengah, dua setengah, jadi kalau anak-anak jawab misalnya sedikit, dapat 1 atau 2, kalau yang nomer dua, kalian bisa jawab dengan bagus, artinya memang natural, asli buatan kamu, tidak nyontek ke buku, itu anak-anak dapat nilai bagus ya. Baik, untuk itu kita akan lanjut, we will go on, mengingat waktunya juga sangat sedikit. Di chapter 6 itu ibu akan tayangkan LCD. (*To the student who would take the test*) Sebentar ya Asti ya, ibu orek-orekkan soalnya, ibu berikan satu-satu, nanti kamu kerjakan lagi.

T : (*While looking at her handbook and the students were getting noisy*) Di chapter 6, kita lanjut ya nak ya. Dengarkan dulu semua. Hari sudah siang, kondisi kita menjelang Nyepi, anak-anak sudah kebiasaan dirumah, sudah banyak juga ya bantu-bantu di adat. Mohon perhatiannya sejenak. Di chapter 6 masih anak-anak ya kita belajar bagaimana memberikan anak-anak tentang transaksional lisan dan tulis, melibatkan tindakan meminta dan memberi informasi yang berkaitan dengan tingkah laku orang, binatang, dan juga benda sesuai dengan konteks penggunaannya. Disini anak-anak juga diharapkan bisa menyusun teksnya ya. Coba lihat chapter 6, apa judulnya chapter 6, nak?

Ss : We love what we do.

T : Iya. We love what we do. Tahu artinya?

Ss : Tahu.

S : Apa?

Ss : Kami suka ...

T : Kami senang, kami cinta apa yang kami la..?

Ss : Lakukan.

T : Contohnya, gambar apa itu?

S : Petani mencangkul di sawah.

T : Petani mencangkul. Ada pak guru juga ya. Terus?

Ss : Ibu.

T : Ibu. Terus?

Ss : Dokter, murid.

T : Berarti kalian senang apa yang kalian lakukan ya. Yang kalian lakukan apa?

S : Belajar.

T : Belajar. Yang guru lakukan?

S : Mengajar.

T : Iya, teach. Mengajar. Kalau petani ngapain dia?

- S : Mencangkul.
- T : Iya, menanam padi. Farmer grows rice itu menanam padi. Kalau gurunya teach, mengajar. Kemudian kalau ibunya?
- S : Memberi makan.
- T : Iya, feed, mengasih makan, nyuapin, feed the babies. Mengasih makan. Kemudian ini dokter atau perawat?
- S : Mengobati.
- T : Iya, take care of patients. Yang terakhir ini gambar apa?
- S : Murid.
- T : Ngapain murid?
- S : Belajar.
- T : Belajar, study. Berarti kami cinta apa yang kami lakukan. Kalian senang nggak belajar?
- Ss : Senang.
- T : Bohong. Tapi kalau nggak dapat belajar kok senang?
- (Everybody smiled)*
- T : Horee, sing ade guru gitu. Kan senang ya, bin mani prai sing masuk, senang, berarti kan nggak senang belajar ya? Yaa, begitu, kadang-kadang kepengen juga prai otak ya, pengen aja nggak mumet, itu yang kita pelajari, bagaimana memberi informasi apa yang dilakukan, baik itu tingkah laku binatang, manusia ya. Iya, kita mempelajari tentang sifat Present Tense, kalimat. Apa yang kalian lakukan baru bangun? Nah, coba apa kegiatan kalian baru bangun? Bangun jam berapa?
- S : Jam 5.
- T : Masak? *(while showing the expression of disbelief)* Nah, coba, Asti wake up at five o'clock. Asti bangun jam lima. Kemudian ngapain setelah itu?
- S : Merapikan tempat tidur.
- T : Making a bed, artinya merapikan tempat tidur. Terus?
- S : Mandi.
- T : Take a bath. Terus?
- S : Ganti baju.
- T : Ganti baju. Terus?
- S : Sarapan.

T : Sarapan, sembahyang. Kayaknya kalau dari jam 5, nggak mungkin kalau segitu kegiatannya. Uluk-uluk kalau jam 5 kamu bangun. Padahal kamu bangun jam 6. Bisa setengah 7 kalau anak-anak dekat sini. Amonto kegiatane, sing mungkin kamu bangun jam 5. Kecuali kalau kamu bangun jam 5, kamu belajar 30 menit atau belajar 1 jam, ibu percaya, tapi itu mungkin sudah jarang sekarang dilakukan. Itu jarang dilakukan. Kalau jaman ibu masih, bangun jam 5. Karena pada jaman itu, kalau gurunya bilang, anak-anak bangun ya pagi-pagi belajar jam 5. Pagi-pagi belajar jam 5 karena itu bagus, daya ingat kita masih segar. Kalau jaman dulu, murid takut sama guru, kalau sekarang mana ada anak-anak belajar jam 5? Nggak ada. Ada disini anak-anak yang bangun jam 5 belajar?

S : Tidak.

T : Walaupun nggak ada ulangan, membaca 15 menit bangun pagi itu bagus. Perhatikan dulu, anak-anak suka nggak baca komik?

Ss : Suka.

T : (*While moving to stand up in front of the class*) Ibu cerita ya. Anak-anak yang suka baca buku imajinasinya bagus. Ibu dari kecil, karena bapaknya ibu jadi bendesa, orang minta duase itu kan kerumah, jadi kita sudah terbiasa lihat kalender, lihat duase itu, jadinya dibawa sampai sekarang, makanya ibu nggak bisa lepas dari kalender. Selalu ada di dekat tempat duduk. Disamping itu, kalau anak-anak suka baca komik, boleh itu baca komik, karena itu akan merangsang daya imajinasi kamu. Kalau pelajaran Bahasa Indonesia itu mengarang, kamu akan bagus. Harus membaca. Pagi itu jam 5 kamu baru bangun, membaca 15 menit baru mandi. Karena biar nggak tumpul otaknya. Kalau kamu laki-laki belog, itu oon, nggak bagus itu. Banyak-banyak membaca ya. Anak laki-laki terutama ya. Pagi-pagi kamu mace malu, lima menit, dase menit, baru kamu mandi ya. Jangan dibiarkan otak santai. Kalau kamu biasa otak santai, nggak berproses dia. Makanya baca, dia akan berpikir terus. Sama dengan tubuh. Kalau kamu terus bergerak, malah tubuh semakin sehat. Kalau kamu nggak bergerak, tubuh akan malas, kamu akan sakit-sakitan. Yang nggak suka olahraga, pasti sakit. Tapi seumur kalian, bagus sekali olahraga. Kalau seumur ibu itu yoga. Masih kecil sudah yoga. Yoga sekarang baru ngetren. Ibu dari tahun 79 sudah yoga, dari ibu SD itu sudah yoga. Makanya ibu walau gemuk bisa nemplek gini berjam-jam, orang-orang tua itu biasanya kakinya sakit, tapi ibu tidak sakit. Karena apa? Karena dari kecil ibu yoga. Jadi Ibu bisa bergerak lincah. Kalau umur-umur segini nggak bergerak, umur 40an tar jantung, fungsi tubuh yang lain akan sulit. Itu saran ibu untuk anak-anak semua. Paham ya?

Ss : Paham.

T : Paham ya. Apa yang ibu bilang? Ibu suruh ngapain?

Ss: Olahraga. Membiasakan membaca buku.

T : Banyak olahraga. Membiasakan membaca buku. Pokoknya kamu baca apa saja. Imajinasi kamu akan lebih bagus. Daripada nanti kamu oon, sebelum terlambat ya. Nanti orang ngomong A, kamu jawabnya B. Makanya harus banyak baca buku. Sediakan, alokasikan uang, jangan beli pulsa saja, kan ada buku murah-murah. Suruh orang tuanya beli buku. Ada teman ibu punya ponakan, dari kecilnya memang buku aja, dari kecil, dari TK, rata-rata sukses. Dari kecil dia suka baca buku makanya sukses sekarang. Imajinasinya bagus. Baik, kita lanjut pada topik kita yang di chapter enam,

look at chapter six. We love what we do. Kita senang apa yang kita lakukan. Anak-anak jadi siswa sudah senang, itu anak-anak dapat pahala. (*While checking at her handbook*) Ok, lihat sekarang halaman seratus dua delapan. Ibu ngasi contoh dulu baca ya. Miss Meutia sama student. Ada student, ada Reni, Dayu, Ihsan, Edo. Ok. (*The teacher modelled reading the dialogues*)

T : Do you understand?

Ss : Yes.

T : (*To one student*) What does your father do? What does your father do? Your father is a teacher? What is your father?

S : My father is ...

T : Buruh? Tailor? Tukang jahit? Pengrajin?

(*The student nodded*)

T : O ya. Pengrajin. That's ok. Kamu, Eva, what does your father do? My father is..?

S : My father is ... pedagang aksesoris.

T : Pedagang aksesoris. O iya. Ok, Asti, what does your father do?

(*The student did not say a word*)

T : My father is ...

S : My father is ...

T : Guru? A teacher. Candra, what does you mother do?

S : My mother is ...

T : Mama. My mother is ... Petani?

(*The student nodded*)

T : Ok. Trisna, what does your sister do? My sister is ... Ada saudara perempuanmu?

(*The student shook her head*)

T : Oh, nggak ada. Brother?

T : (*Nodding*) What does your brother do?

S : Student

T : A student. Ok, he is a student. Ok. Suardita, what does your mother do? Mother.

S : My mother is ...

T : My mother is ...

S : Pengrajin

- T : Pengrajin. Wali, what does your sister do? Ngelah sister? My sister is ... saudara perempuan. Kan menyame jak Anggi. Berarti Anggi murid. Ok. Purnami, what does your father do? Apa bapak?
- S : Peternak.
- T : Peternak. Ok. Hendra, what does your father do?
- S : Pengrajin.
- T : He is pengrajin. Baik, semua tahu. Sekarang, kamu punya mama. Ada mamanya she is a teacher. Ada disini doctor?
- S : No.
- T : Ada yang mamanya jadi perawat? Nurse?
- S : No.
- T : Ada mamanya jadi guru?
- S : No.
- T : Ada mamanya jadi pedagang?
- S : Ada. Yes.
- T : Iya, ada. Apalagi nama profesi? Ada petani, pengrajin, peternak. Mereka menyukai apa yang mereka lakukan. Ibu jadi apa?
- S : Teacher.
- T : Teacher. Ibu menyukai apa yang ibu lakukan. I am a teacher. You are a student. Ok, baik, sekarang kalian boleh bercakap-cakap di depan, siapa yang jadi Miss Meutia, Beni, Dayu, Ikhsan, Udin.
- Ss : Students.
- T : Kalau students, kan semuanya itu. Ya, silahkan cari grupnya dulu ya.

(The students were creating a group work)

(After sometime)

T : Kelompoknya siapa dulu ayo? Iya kelompoknya Epa.

(The students were reading the dialogue in front of the class)

S : Tea...

T : Tea-cher.

(The students continued reading the dialogue)

T : Ya, terus yang lain?

(The next group were coming forward and started reading the dialogue)

T : Nanda grup, please, grupnya Suardita. Grupnya siapa?

(Nanda's group were coming forward and started reading the dialogue) Yang lain diam dulu ya nak ya. Jangan ribut. *(The teacher kept hearing the sound of knocking)* Siapa getok-getok itu?

T : Ok, berikutnya, grupnya yang belum. Suardita belum.

(The students were reading the dialogue in front of the class)

T : Iya, ibu tanggapi dialog kalian, yang paling bagus berperan adalah Eva dan Listia, cocok kamu, pronunciationnya bagus, artinya setiap pengucapan katanya benar. Nanti anak-anak bisa dirumah, nanti ada tugas bagaimana anak-anak mewawancarai lima teman dengan pertanyaan bebas, sama seperti di halaman seratus dua puluh sembilan. Misalnya Eva menanyakan sama Reva, "Va, apa pekerjaan bapakmu? Lalu menjawab Reva, "Bapak saya pedagang". "What does your father do?" "My father is ... apa misalnya? Contohnya ada di halaman seratus dua sembilan. Kalian bebas menanyakan bapak, saudara.

S : Bu, boleh ayah atau ...

T : Boleh ayah, ibu, adik, menanyakan pekerjaan saja.

(The students started to do the task)

(One student came to the teacher and asked what "buruh" in English was)

T : Labour. La ... bo ... ur.

T : Ya kalau nggak tahu kerjakannya, pakai Bahasa Indonesia boleh. Buruh, pengrajin.

(After sometime)

T : Baik, silahkan lanjutkan dirumah. Ini waktunya sudah lagi 2 menit. I think it's enough for today. You can continue at home.

(The students were noisy)

T : Diem dulu. Tong kosong nyaring bunyinya. Kalau banyak bicara sing ade apane. Anak laki-laki sudah dibilang jangan terlalu menceng. Lebih sukses anak perempuannya kamu akan malu. Ingat itu. Laki-laki harus lebih membanggakan. Nggak boleh kamu terlalu apa namanya?

S : Menceng.

T : Ya, terlalu menceng. Sedikit bicara tapi berarti ya. Kalau sudah pintar, harus berdikari kamu. Kalau kamu masih kayak SD, kayak anak-anak, kalah sama perempuannya. Baik untuk hari ini, ibu akhiri sampai disini. Mumpung ndang ini. I think it's enough for today. See you next time. Good bye.

Ss : Good bye.

Appendix 2. The Findings of the Types, Functions of Speech Acts Produced by the English Teacher of Grade VII and the Perlocutionary Act Performed by the Seventh Grade Students at SMPN 2 Bangli

T1 : Number of transcript
 08.02.19: Date of datum
 1 : Page of transcript
 D1 : Number of datum in data table

No. of Data	Data	Context	Type of Speech Act	Function of Speech Act	Perlocutionary Act
T1/08.02.19/144/D1	Sebenarnya masih ada perbaikan sedikit sedikit, ini masalah penggunaan kepemilikan, terus tobe masih ada perbaikan-perbaikan yang harus kalian lakukan ya? Ini juga yang paragraph kedua masih ada juga beberapa perbaikan	The teacher identified students' mistake on their group work	Representative	Identifying	-
T1/08.02.19/144/D2	Termasuk kelas E ini sudah paling dulu ya nak ya, karena tidak ada jam tanggal merahnya disini jadinya kalian lebih awal dari kelas C, kelas C yang paling belakang, belum sampai kalian, belum sampai membuat simple paragraph	The teacher stated the learning progress of class VIIA compared with other classes	Representative	Stating	-
T1/08.02.19/144/D3	Banyak.	The teacher confirmed the students' answer that there were many of them who had not understood the homework yet.	Representative	Confirming	-
T1/08.02.19/144/D4	Ya memang agak lumayan kalau membuat simple paragraph itu menjelaskan sesuatu.	The teacher agreed with the students' answer that there were many of them	Representative	Agreeing	-

		who had not understood the homework yet.			
T1/08.02.19/144/D5	Ganteng.	The teacher confirmed the students' answer about their friend's physical description.	Representative	Confirming	-
T1/08.02.19/145/D6	Cowok.	The teacher confirmed the students' answer about their friend's physical description.	Representative	Confirming	-
T1/08.02.19/145/D7	Rambut panjang katanya.	The teacher confirmed the students' answer about their friend's physical description.	Representative	Confirming	-
T1/08.02.19/145/D8	Hitam kulitnya	The teacher confirmed the students' answer about their friend's physical description.	Representative	Confirming	-
T1/08.02.19/145/D9	Tinggi, ya lumayan tinggi.	The teacher confirmed the students' answer about their friend's physical description.	Representative	Confirming	-
T1/08.02.19/145/D10	Baik dia?	The teacher described the student's physical appearance who stood in front of the class	Representative	Describing	The students confirmed the teacher's description about their friend's personality
T1/08.02.19/145/D11	Baik.	The teacher confirmed the students' answer about their friend's personality.	Representative	Confirming	-
T1/08.02.19/145/D12	is ... a student of ...	The teacher corrected the students' oral answer.	Representative	Correcting	The student tried to continue the teacher's sentence

					with an appropriate answer
T1/08.02.19/145/D13	from Penglipuran	The teacher confirmed the students' answer about the student's origin.	Representative	Confirming	The students imitated the teacher's statement orally
T1/08.02.19/145/D14	He is ganteng?	The teacher described the student's physical appearance who stood in front of the class	Representative	Describing	The students denied the teacher's description about their friend's physical appearance and described him beautiful instead
T1/08.02.19/145/D15	Handsome	The teacher corrected the students' answer which mentioned that the male student was beautiful.	Representative	Correcting	The students imitated the teacher's statement orally
T1/08.02.19/145/D16	He is nakal apa baik?	The teacher described the student's personality who stood in front of the class	Representative	Describing	The students chose <i>naughty</i> as one of two words proposed by the teacher to describe their friend, Kartika
T1/08.02.19/145/D17	Nakal.	The teacher confirmed the students' answer about their friend's personality.	Representative	Confirming	The students laughed at the teacher's statement
T1/08.02.19/145/D18	Ya.. naughty, iya.	The teacher confirmed the students' answer about their friend's personality.	Representative	Confirming	-
T1/08.02.19/145/D19	Ini contoh ya.	The teacher stated that the answer the student mentioned was only for an example.	Representative	Stating	-

T1/08.02.19/146/D20	Kartika is handsome boy, ganteng.	The teacher described the student who came in front of the class	Representative	Describing	-
T1/08.02.19/146/D21	Pinter, dia, nak?	The teacher described the student who came in front of the class	Representative	Describing	The students confirmed the teacher's description about their friend, Kartika
T1/08.02.19/146/D22	Pinter katanya.	The teacher confirmed the students' answer about their friend's personality.	Representative	Confirming	-
T1/08.02.19/146/D23	Sasya is beautiful.	The teacher confirmed the student's answer about her physical appearance	Representative	Confirming	-
T1/08.02.19/146/D24	Rajin dia?	The teacher described another student in the class	Representative	Describing	The students confirmed the teacher's description about their friend, Sasya
T1/08.02.19/146/D25	Baik dia?	The teacher described another student in the class	Representative	Describing	The students confirmed the teacher's description about their friend, Sasya
T1/08.02.19/147/D26	Ibu yakin kelas E nya berubah ya, dengan ruangan yang bagus, umur juga kalian bertambah.	The teacher stated her belief that class VIIE had changed better	Representative	Stating	-
T1/08.02.19/147/D27	Yes, she is.	The teacher corrected the student's pronunciation when reading dialogue	Representative	Correcting	The student corrected their pronunciation
T1/08.02.19/147/D28	...she..	The teacher corrected the student's pronunciation when reading dialogue	Representative	Correcting	The student followed what the teacher said

T1/08.02.19/148/D29	Kalau ada tanda tanya, metakon itu "Is she very cute?" Ya, itu artinya metakon ya.	The teacher informed about the use of question mark in the sentence.	Representative	Informing	The student paid attention to the dialogue they read in the textbook and nodded his head
T1/08.02.19/148/D30	Cheeks ... cheeks ...	The teacher informed about how to pronounce the word "cheek" when the student asked her.	Representative	Informing	The student repeated what the teacher said
T1/08.02.19/148/D31	Yes ...	The teacher corrected the student's pronunciation when reading dialogue	Representative	Correcting	The student corrected his pronunciation
T1/08.02.19/148/D32	She ...	The teacher corrected the student's pronunciation when reading dialogue	Representative	Correcting	The student corrected his pronunciation
T1/08.02.19/148/D33	is.	The teacher corrected the student's pronunciation when reading dialogue	Representative	Correcting	The student corrected his pronunciation
T1/08.02.19/149/D34	Ada tanda tanya, berarti metakon.	The teacher informed about the use of question mark in the sentence "Is she very heavy?"	Representative	Informing	The students paid attention to the sentences they read in the textbook
T1/08.02.19/149/D35	Yes, she is.	The teacher confirmed the students' pronunciation in reading the dialogue.	Representative	Confirming	-
T1/08.02.19/149/D36	Beberapa pronunciation masih perlu diperbaiki tapi sudah bagus.	The teacher stated her opinion about the students performance in reading the dialogue	Representative	Stating	-
T1/08.02.19/149/D37	Iyaa ...	The teacher confirmed the student's answer in mentioning the page in English on which the dialogue was stated.	Representative	Confirming	-

T1/08.02.19/150/D38	Ya, kayak yang kemarin itu.	The teacher confirmed the student's question about the way they had to do the task	Representative	Confirming	The students started to do the task in a way they did before
T1/08.02.19/150/D39	Ini kan kesimpulan dialog, sekarang ini dibuat ya, apa yang mereka katakan di akhir waktu? Beny mengatakan... Dita mengatakan ...	The teacher informed the students about the task they had to do	Representative	Informing	-
T1/08.02.19/150/D40	Iya.. ini anggap namanya Edo. Beni mengatakan bahwa ...Ini siapa namanya, boleh kamu kasi nama, ini 'kan namanya Lina, berarti ini namanya dayu, boleh.	The teacher informed the students about the task they had to do	Representative	Informing	-
T1/08.02.19/150/D41	Ada Bagus.	The teacher confirmed the student's answer about the name of speaker in the dialogue	Representative	Confirming	-
T1/08.02.19/150/D42	Yang mana itu? Lina. Ini namanya Lina, yang pakai jilbab ini Siti. Siti mengatakan rabbitnya siapa ini? Bagaimana rabbitnya? White, small and very cute.	The teacher informed the students about the task they had to do	Representative	Informing	-
T1/08.02.19/151/D43	Minggu depan kita akan ulangan ya nak ya. Minggu depan kita ulangan. Chapter 5 tentunya ya.	The teacher informed the students about the daily test on the next meeting	Representative	Informing	-
T1/08.02.19/151/D44	Maka ini sudah Ibu periksa.	The teacher stated that she had checked the students' task	Representative	Stating	The students started to pack up their stationary
T1/08.02.19/152/D45	I think it's enough.	The teacher stated that the lesson they had that day was enough.	Representative	Stating	-
T2/13.02.19/153/D46	Integritas, religius, tanggung jawab ya itu yang perlu sekali dikembangkan, bukan hanya nilai	The teacher informed the students about competencies in 2013 Curriculum	Representative	Informing	-

	<p>7,8,9,10, kemudian selain itu ada kompetensi yang ketiga, anak-anak memahami konsep prosedural, ini yang anak-anak pahami setiap pelajaran IPS, IPA, Bahasa Inggris, nanti baru digunakan dalam kehidupan sehari-hari, belajar matematika, pang dueg ngitung pis, itu artinya belanja siu, ngelah pis duang tali, bin kude? Nah itu gunanya, kemudian anak-anak yang di ekonomi, kalian bisa berdagang, dan lain sebagainya, semua ilmu nanti mecelep ke otak anak-anak, diproses, mana yang anak-anak minati, itu yang anak-anak tekuni, itu kompetensi yang kita gunakan di K13, tidak melulu nilai saja</p>				
T2/13.02.19/154/D47	<p>Ibu berjanji, karena mengingat situasi, ibu lihat sekali ya, kalau anak ini dikumpulkan dengan anak ini, dia tidak akan optimal berkembang, nah itu harus di"change" itu, artinya ibu yang memiliki kewenangan untuk men"change" itu</p>	<p>The teacher informed the students about her plan to do seat rearrangement</p>	Representative	Informing	The students nodded their head
T2/13.02.19/154/D48	<p>Disitu dah, di Ode</p>	<p>The teacher confirmed the student's question about the student's seat position</p>	Representative	Confirming	The student moved to his new seat which was Ode's seat

T2/13.02.19/154/D49	Ibu kira ini sudah fix seterusnya seperti ini	The teacher stated that the seat arrangement had been fixed	Representative	Stating	-
T2/13.02.19/154/D50	Ode dengan duduknya kamu disana, ada Widyastuti, bisa berkembang kamu, kalo disana, ngorte aja kamu. Ade sudah disana sama Wirajaya, sama Sandiasa. Suartana kalau ditaruh sama Kipli, dia ngorte, ga kalau sudah disana sama Arman	The teacher predicted the behavioral change of the students after the seat arrangement	Representative	Predicting	The students looked at their friends and made offering to be moved with other students
T2/13.02.19/155/D51	Ini sudah fixed.	The teacher stated that the seat arrangement had been fixed	Representative	Stating	-
T2/13.02.19/155/D52	S: Bu, nggak boleh ya saya didepannya Suartana? T: Nggak.	The teacher disagreed with the student's wish	Representative	Disagreeing	The student did not move to the seat he wished
T2/13.02.19/155/D53	T: Rama kayaknya di WAnanya PR ya? S: Ya, bu. T: Bu, diganti namanya, apa maksudnya ini?	The teacher confirmed the student's question about homework	Representative	Confirming	The student confirmed the teacher's question that he was the one who asked about homework via Whatsapp
T2/13.02.19/156/D54	Udin say she never looks sad.	The teacher confirmed the students' oral answer	Representative	Confirming	The students paid attention to the sentences in their textbook and workbook
T2/13.02.19/156/D55	Iya, boleh.	The teacher agreed with the students' answer	Representative	Agreeing	-
T2/13.02.19/156/D56	S: Dayu says that Lina is very happy. T: Boleh	The teacher agreed with the student's answer	Representative	Agreeing	-

T2/13.02.19/156/D57	Isi “that” itu artinya bahwa.	The teacher informed about the meaning of “that” on the student’s answer	Representative	Informing	-
T2/13.02.19/156/D58	S: Gimana,bu? /dat/ tulisannya ya bu? T: Kok /dat/? /dæt/, /dæt/.	The teacher corrected the student’ pronunciation of the word “that”	Representative	Correcting	-
T2/13.02.19/156/D59	T-h-a-t. /dæt/ ya.	The teacher informed about the spelling and the pronunciation of the word “that”	Representative	Informing	-
T2/13.02.19/156/D60	Smart	The teacher confirmed the student’s answer about the meaning of “pintar” in English	Representative	Confirming	-
T2/13.02.19/156/D61	Tadi kalimat nomer dua apa yang dikatakan Widyastuti sudah ok.	The teacher agreed with the student’s answer.	Representative	Agreeing	-
T2/13.02.19/156/D62	Lina is very smart	The teacher confirmed the student’s answer.	Representative	Confirming	The students paid attention to the sentences in their textbook and workbook and read the sentences along with the teacher
T2/13.02.19/156/D63	Iya, apostrophe itu namanya. Gunanya untuk milik itu ya. <i>(While writing on the whiteboard)</i> Kalau misalnya Agus’s dog, cara bacanya Agus dog, tidak boleh Agus is dog. Agus adalah anjing. Dewi’s dog. Ini anjingnya Dewi.	The teacher explained about the use of apostrophe s.	Representative	Explaining	-
T2/13.02.19/157/D64	Kayak apa dia, baru sekarang kamu jelaskan. What does it look	The teacher informed about the meaning of the question “What does it	Representative	Informing	-

	like? Engken ye, artinya bulunya, apanya	look like?” which she asked to the student.			
T2/13.02.19/157/D65	Thick fur.	The teacher informed about how to say “bulunya tebal” in English.	Representative	Informing	-
T2/13.02.19/157/D66	My dog is Molly	The teacher informed how to describe the student’s dog name	Representative	Informing	-
T2/13.02.19/157/D67	Thick brown, karena dia bulunya tebal	The teacher informed about how to say “bulu coklat yang tebal” in English.	Representative	Informing	-
T2/13.02.19/157/D68	Ok, this one quite. Q-u-i-t-e. Quite	The teacher informed about the spelling of “quite”	Representative	Informing	-
T2/13.02.19/157/D69	Iya.	The teacher confirmed the student’s answer about the meaning of “quite”.	Representative	Confirming	-
T2/13.02.19/157/D70	You should quiet. (<i>while putting her left palm on her right index finger</i>) Sshh..	The teacher explained further about the meaning of the word “quiet”	Representative	Explaining	-
T2/13.02.19/158/D71	Perhatikan dulu, anak-anak. Satu kalimat boleh penjelasannya banyak, misalnya kamu menjelaskan tentang ... you will describe your room, kamarmu, bukan hanya bersih saja, kamu bisa jelaskan temboknya hijau, gordennya putih, rapi, ya, boleh lebih dari satu kalimat, dua kalimat atau tiga.	The teacher explained about the task the students had to do	Representative	Explaining	-

T2/13.02.19/159/D72	Ok, I think it is enough for today.	The teacher stated that the lesson they had that day was enough.	Representative	Stating	-
T3/18.02.19/160/D73	Ya, semuanya yang dicetak tebal.	The teacher confirmed the student's question about the sentences they had to copy from the textbook	Representative	Confirming	The students started to copy the words and sentences from their textbook
T3/18.02.19/161/D74	Green.	The teacher confirmed the student's answer about the look of <i>Penglipuran</i>	Representative	Confirming	-
T3/18.02.19/162/D75	Clean.	The teacher confirmed the student's answer about the look of <i>Penglipuran</i>	Representative	Confirming	-
T3/18.02.19/162/D76	Good, beautiful scenery, indah pemandangannya.	The teacher described <i>Penglipuran</i> as an example of describing something to the students	Representative	Describing	-
T3/18.02.19/162/D77	Yang jelas itu "clean"nya yang number one.	The teacher believed and stated that <i>Penglipuran</i> is number one in terms of the cleanliness.	Representative	Stating	-
T3/18.02.19/162/D78	Itu tadi Penglipuran. What is it like? Penglipuran is green. Berarti pertanyaannya kan bukan "suka" begitu ya? Penglipuran is clean. Berarti maksud pertanyaannya engken sih Penglipuran ne? Engken Dora, jenegne maksude dan pribadinya, kan bukan berarti kamu suka Dora? Oh, no, no, no, nggak nanya kamu senang Dora apa nggak. Berarti apa maksudnya? Disini kelihatan, seperti apakah dia. Berarti	The teacher explained about the meaning of the expression "what is it like?" used to describe something	Representative	Explaining	-


	jawabannya, (<i>while writing on the whiteboard</i>) she is, “she”nya itu Dora ya, she is black sweet, of course, hitam manis dia ya, iya yang jelas dia diligent.				
T3/18.02.19/162/D79	Beautiful, ok, because she is a woman.	The teacher agreed the student’s answer which described that their friend, Dora, was beautiful.	Representative	Agreeing	-
T3/18.02.19/162/D80	Kenapa ini tamunya marah ketika bilang “Are you like monkey?” Kenapa dia marah? Kalau ibu nanya tamunya, turisnya “Do you like monkey?”, tamunya jawab “Yes, I do”, kenapa gak marah?	The teacher tried to explain the meaning difference between the expression of “Are you like monkey?” and “Do you like monkey?” by giving illustration	Representative	Explaining	-
T3/18.02.19/163/D81	Sama. Halus-halus. Are you like monkey? Sama. Do you like monkey?	The teacher disagreed with the students’ answer which mentioned that the difference between “Are you like monkey?” and “Do you like monkey?” is in the way of asking.	Representative	Disagreeing	-
T3/18.02.19/163/D82	Iya, karena kalau tobe tambah like itu artinya “seperti”	The teacher agreed with the student’s answer about the meaning of the expression “Are you like monkey?”	Representative	Agreeing	-
T3/18.02.19/163/D83	Tobe is, am, are.	The teacher informed the words belonged to “tobe” were “is”, “am” and “are”.	Representative	Informing	-
T3/18.02.19/163/D84	Kalau ketiganya ditambah “like”, ini akan menjadi “seperti”	The teacher informed about the meaning of the	Representative	Informing	-

		word “like” if it was combined with tobe.			
T3/18.02.19/163/D85	Angel seperti soto.	The teacher confirmed the students’ answer about the meaning of “Angel is like soto”	Representative	Confirming	The students laughed
T3/18.02.19/163/D86	Berarti Angel seperti soto. Kalau kamu bilang “I’m like soto, ooo saya care soto. Ada lagi yang bilang “I’m like bakso” Ooo berarti ye care bakso, begitu	The teacher informed about the meaning of “like” if it was combined with tobe in some sentences based on the question she proposed previously.	Representative	Informing	-
T3/18.02.19/163/D87	I like bakso, jangan ada lagi “is”. Tobe and like berarti seperti. Yang dinamakan tobe mana ya? Ini ya, is, am are (<i>while appointing the writing on the whiteboard</i>) Kalau kata itu kamu isi like, berarti artinya seperti. Karena ini ada “are” tambah “like”, ini “seperti”. Apakah kamu care bojog? Marah. Kalau kita tanya “Do you like monkey?” “Yes”. Suka bojogkah kamu? Ya, dia senang, ok.	The teacher explained to the students about the meaning difference between the use of the word “like” when it was combined with tobe and “do”	Representative	Explaining	-
T3/18.02.19/163/D88	Lazy.	The teacher confirmed the student’s answer about Agung’s personality	Representative	Confirming	The students laughed
T3/18.02.19/163/D89	T: Handsome, Angel? S: Yes. T: Yes. What else? Diligent? No?	The teacher described Agung’s personality who was standing in front of the class.	Representative	Describing	The student confirmed the teacher’s description about one of their friends named Agung

T3/18.02.19/163/D90	Diligent? Benar itu diligent? Benar nak Wahyunya diligent?	The teacher disagreed with the students' answer which mentioned that his friend, Wahyu, was diligent.	Representative	Disagreeing	The students laughed
T3/18.02.19/164/D91	Sweet katanya.	The teacher confirmed the student's answer which mentioned that his friend, Wahyu, was sweet.	Representative	Confirming	-
T3/18.02.19/164/D92	Calm, kalem juga Bahasa Inggrisnya.	The teacher informed about the meaning of "calm" in Indonesian.	Representative	Informing	-
T3/18.02.19/164/D93	Smart.	The teacher confirmed the student's answer which mentioned that his friend, Sari, was smart.	Representative	Confirming	The students mentioned another adjective to describe <i>Sari</i>
T3/18.02.19/164/D94	Beautiful.	The teacher confirmed the student's answer which mentioned that his friend, Sari, was beautiful.	Representative	Confirming	The students mentioned another adjective to describe <i>Sari</i>
T3/18.02.19/164/D95	Diligent, sweet, thin, nice	The teacher described Sari, one of her student, in the class.	Representative	Describing	-
T3/18.02.19/164/D96	Arlan is diligent.	The teacher described Arlan, one of her student, in the class.	Representative	Describing	The students was contemptuous towards Alan
T3/18.02.19/164/D97	Handsome.	The teacher confirmed the student's answer which mentioned that their friend, Arlan, was beautiful.	Representative	Confirming	Some students were contemptuous while some of them agreed with the teacher's statement
T3/18.02.19/164/D98	Ayudiah.	The teacher corrected her own mistake in mentioning the name of	Representative	Correcting	-

		the student she appointed to read dialogue in pairs.			
T3/18.02.19/166/D99	Nanti kalian pilih topiknya, bila kalian menanyakan tempat, menanyakan hewan peliharaan, atau menanyakan orang, harus ada kata yang seperti ini “what is it like?” atau “what do they like?”, gini misalnya si Wahyu sama Nova, Wahyu bertanya, Nova, do you know misalnya Justin Bieber? Langsung dijawab sama Nova “Yes, I do, “What is he like?” Penggunaan subyek awas ya, jangan tertukar antara perempuan, laki-laki. Nova, do you know .. siapa misalnya pak Gianyar? Mr. Gianyar. Yes. What is he like? Pak Gianyar, bupati kita. Terus baru, Mr. Gianyar is ... gimana... bla bla bla bla. Contohnya missal dialog situasi 9, kalau makai binatang, contohnya ada di dialog 1.	The teacher explained about the task of making dialogue that the students had to do.	Representative	Explaining	-
T3/18.02.19/166/D100	30 menit kan habis., kamu harus keluar jam 12, dapat mengaso. Pas jam 12 sudah ada disini. Harus sudah Trisandhya	The teacher disagreed with the students’ saying about the time allotment for doing consultation on their task.	Representative	Disagreeing	-
T3/18.02.19/166/D101	T: Nathan, do you know kain songket? Mana Nathan? S: Saya, bu. T: Kamu tahu kain songket?	The teacher explained about expressions and adjectives the students	Representative	Explaining	-

	<p>S: Tahu. T: “Yes, I do”. (<i>While reading the student’s work</i>) Terus giliran Yoga, “what is it like?” Engken kain songkete? Langsung dijawab sama Nathan, “It’s good, colorful, and luxury, artinya mewah, kan songket itu mewah ya ... S: Mael, bu. T: ... dan mahal. Itu contoh ya.</p>	needed to use in their dialogue.			
T3/18.02.19/167/D102	Itu nanti ibu pake ulangan ya	The teacher informed that the lesson they had learned that day would be used as the test material.	Representative	Informing	-.
T4/22.02.19/168/D103	<p>T: Masih kita di K13, K13 ada beberapa kompetensi. Kita masih belajar tentang 4 kompetensi, yang pertama kompetensi satu, anak-anak bertakwa kepada Tuhan, sudah jelas anak-anak TriSandhya setiap pagi, dua kali disekolah, dirumah lagi satu kali, yang kedua mengembangkan karakter, karakter apa yang dikembangkan? Karakter apa yang dikembangkan disekolah? Ss : Disiplin, sopan santun, tanggung jawab, mandiri</p>	The teacher informed the students about the competencies in 2013 Curriculum in the beginning of the lesson	Representative	Informing	-

	<p>T : Disiplin, sopan santun, tanggungjawab, mandiri, integritas, jujur, apalagi? Iya banyak. Kemudian kompetensi yang ketiga anak-anak bisa memahami konsep prosedur, pelajaran apa Bahasa Inggris misalnya, prosedurnya oh begini, pada akhirnya di kompetensi yang keempat anak-anak bisa menggunakan semua itu dalam kehidupan sehari-hari. Tidak hanya belajar begini, begini, begini, tidak seperti itu, sifat, sikap begini perlu dikembangkan juga. Karakter anak kembangkan dengan baik, itu sebenarnya maunya K13, tidak hanya melulu nilai Bahasa Indonesia, Bahasa Inggris, nilai agama, tapi anak-anak tidak bisa menghargai orang, tapi ada lingkungan jugayang buat semuanya masih butuh proses, belajar itu berproses</p>				
T4/22.02.19/168/D104	Ibu percaya kalian sudah buat	The teacher stated her belief that the students had done their homework	Representative	Stating	-
T4/22.02.19/169/D105	Ya, dibuku latihan.	The teacher confirmed the student's question about in what book they had to do the task.	Representative	Confirming	The students started to copy the words and sentences from their textbook

T4/22.02.19/169/D106	Kalimatnya saja. Jangan ditulis Lisa, situasi. Jangan. Yang hijau dan hitam saja, Jangan ditulis Lisa, Dayu, Beni. Kalimatnya saja ya.	The teacher corrected the student's work in terms of what they had to rewrite in their taskbook.	Representative	Correcting	The students revised their work as instructed by the teacher
T4/22.02.19/170/D107	Disappointed.	The teacher informed the students about how to pronounced the word "disappointed" correctly after they hesitated to say the word.	Representative	Informed	The students pronounced the word "disappointed" correctly
T4/22.02.19/170/D108	Kecewa.	The teacher confirmed the student's answer about the meaning of the word "disappointed" after the students asked her.	Representative	Confirming	The students wrote the word and the meaning on their notebook
T4/22.02.19/170/D109	Ok, rame.	The teacher confirmed the student's answer about the meaning of the word "crowded" after the students asked her.	Representative	Confirming	The students wrote the word and the meaning on their notebook
T4/22.02.19/170/D110	Iya, bingung. Pusing.	The teacher confirmed the student's answer about the meaning of the word "upset" after the students asked her.	Representative	Confirming	The students wrote the word and the meaning on their notebook
T4/22.02.19/170/D111	What is he like? Ibu jawab "He is short, ..."	The teacher tried to explain the meaning of the expression "What is he like?" by giving example "He is short"	Representative	Explaining	-
T4/22.02.19/170/D112	Small, handsome.	The teacher described one of her students named Alvin.	Representative	Describing	-

T4/22.02.19/170/D113	Do you know handsome? Ganteng.	The teacher informed the students about the meaning of the word “handsome” in Indonesian after they did not give her answer.	Representative	Informing	-
T4/22.02.19/170/D114	Iyaa, bagaimana ciri-ciri Alvin. Bagaimana Alvin.	The teacher confirmed the student’s answer about the meaning of “What is he like?”	Representative	Confirming	-
T4/22.02.19/170/D115	What..is..he..like. Bukan maksudnya apakah suka Alvin. Tidak begitu. Bagaimana cirinya Alvin. Alvin itu kecil, ganteng, short hair.	The teacher explained about the meaning of the expression “What is he like?” to the students	Representative	Explaining	-
T4/22.02.19/171/D116	Rambut pendek.	The teacher corrected the student’s answer regarding the hair description of his friend, Alvin ,which mentioned that his hair was long.	Representative	Correcting	-
T4/22.02.19/171/D117	Tie itu dasi.	The teacher informed the meaning of “tie” in Indonesian when describing one of her students, Alvin, in front of the class.	Representative	Informing	-
T4/22.02.19/171/D118	“He”, laki-laki ini.	The teacher informed the students about the meaning of pronoun “he” which was stated on the whiteboard	Representative	Informing	-
T4/22.02.19/171/D119	What is she like? She is beautiful, clever, pinter,...	The teacher described one of her students, Intan,	Representative	Describing	-

		who was standing in front of the class.			
T4/22.02.19/171/D120	Long hair.	The teacher confirmed the student's answer in describing Intan's hair who was standing in front of the class.	Representative	Confirming	-
T4/22.02.19/171/D121	Not so big, Ibu baru big.	The teacher disagreed with the student's answer which mentioned that his friend, Intan, was big.	Representative	Disagreeing	The student mentioned another word to describe his friend
T4/22.02.19/171/D122	Friendly.	The teacher confirmed the student's answer which mentioned that his friend, Intan, was friendly.	Representative	Confirming	-
T4/22.02.19/171/D123	Ramah ya.	The teacher informed to the students the meaning of "friendly" in Indonesian.	Representative	Informing	-
T4/22.02.19/171/D124	Thin ya, kurus.	The teacher informed to the students the meaning of "kurus" in English.	Representative	Informing	-
T4/22.02.19/171/D125	Bukan /hensel/.	The teacher disagreed with the student's pronunciation in pronouncing the word "handsome".	Representative	Disagreeing	The students tried to correct his pronunciation
T4/22.02.19/171/D126	Handsome boy.	The teacher corrected the student's pronunciation.	Representative	Correcting	The students corrected his pronunciation
T4/22.02.19/171/D127	Ya, short hair. Terus athletic body.	The teacher described one of her students, Gusti, who was standing in front of the class.	Representative	Describing	-

T4/22.02.19/171/D128	Nakal dia?	The teacher described Gusti's personality who was standing in front of the class.	Representative	Describing	The students confirmed the teacher's description about one of their friends, Gusti
T4/22.02.19/171/D129	Kalem dia?	The teacher described Gusti's personality who was standing in front of the class.	Representative	Describing	The students denied the teacher's description about one of their friends, Gusti which mentioned that he was calm
T4/22.02.19/171/D130	Ramah dia? Friendly, ramah. Smart dia? Pinter dia?	The teacher described Gusti's personality who was standing in front of the class by mentioning some adjectives.	Representative	Describing	The students confirmed the teacher's description about one of their friends, Gusti
T4/22.02.19/172/D131	She is small, kecil katanya.	The teacher confirmed the student's answer which mentioned that his friend, Yasita, was small.	Representative	Confirming	The students mentioned another adjective to describe their friend
T4/22.02.19/172/D132	Beautiful.	The teacher confirmed the student's answer which mentioned that his friend, Yasita, was beautiful.	Representative	Confirming	The students listened to the teacher's description
T4/22.02.19/172/D133	Rajin, diligent, friendly, ramah.	The teacher described one of her students, Yasita, who was standing in front of the class.	Representative	Describing	-
T4/22.02.19/172/D134	She is ...	The teacher corrected the student's answer to	Representative	Correcting	The students continued the teacher's sentence

		describe his friend in complete sentence			by mentioning an adjective to describe <i>Via Vallen</i>
T4/22.02.19/172/D135	She is ... beautiful, clever, tall, smart, diligent, friendly, long hair, rambutnya panjang, rajin, pinter, friendly, ramah, imut.	The teacher described one of public figures, Via Vallen, to the students as an example of describing people.	Representative	Describing	-
T4/22.02.19/172/D136	Handsome, yang jelas dia thin, clever, responsible.	The teacher described one of public figures, President Jokowi, to the students as an example of describing people	Representative	Describing	-
T4/22.02.19/172/D137	Handsome, clever, smart, tall.	The teacher described one of public figures, President Jokowi, to the students as an example of describing people.	Representative	Describing	The students mentioned another adjective to describe <i>President Jokowi</i>
T4/22.02.19/172/D138	Happy, diligent, great, hebat.	The teacher described one of public figures, President Jokowi, to the students as an example of describing people.	Representative	Describing	-
T4/22.02.19/172/D139	Ya, ngetren di medsos.	The teacher agreed with the students' opinion which mentioned that Vanessa Angel was popular that day because she was viral in social media.	Representative	Agreeing	-
T4/22.02.19/172/D140	Baik, kita sekarang berdialog, anak-anak practice berdialog in front of the class.	The teacher informed the students that it was time to practice dialogue in front of the class.	Representative	Informing	-

T4/22.02.19/173/D141	Ok, iyaa.. what is he like? what is it like?	The teacher confirmed the student's answer when they were asked what expression was used to describe people.	Representative	Confirming	-
T4/22.02.19/173/D142	Benda dan binatang.	The teacher informed the students about the use of pronoun "it".	Representative	Informing	-
T4/22.02.19/173/D143	Penyiar kayaknya itu, wartawan, penyiar televisi itu.	The teacher informed the students who were asking her who Pakar Ramadhan was.	Representative	Informing	-
T4/22.02.19/175/D144	Menanyakan kata sifat.	The teacher confirmed the student's answer when they were asked what the dialogues they had learned were asking about.	Representative	Confirming	-
T4/22.02.19/175/D145	I think it's enough.	The teacher stated that the lesson they had that day was enough.	Representative	Stating	-
T5/22.02.19/176/D146	Ok, the question just two and for number one, just answer what Ketut says and Made say and the second, you describe freely, bebas ya.	The teacher explained to the students how they had to answer the questions of the test.	Representative	Explaining	-
T5/22.02.19/176/D147	Waktu Ibu berikan sampai jam sepuluh ya berarti empat puluh lima menit atau kurang dari itu, boleh	The teacher informed the students the allotted time to do the test.	Representative	Informing	-
T5/22.02.19/177/D148	Describe your pet, what do they look like? You just describe. You	The teacher explained to the student what question	Representative	Explaining	-

	have pet at home and then you describe your pet.	number two was about after he asked her.			
T5/22.02.19/177/D149	Ya sebanyak mungkin. You describe as much as possible, as many as possible.	The teacher gave information to the student about the amount of pet he had to describe in question number two.	Representative	Informing	-
T5/22.02.19/178/D150	As many as possible.	The teacher gave information to another student about the amount of pet he had to describe in question number two after he asked her.	Representative	Informing	-
T6/28.02.19/179/D151	T: <i>(While looking at the students)</i> Kelas B Brasil tidak ada,... Ss: Leo, Risky, Karang... T: Leo, Risky, Dinda, Karang.	The teacher identified the absent students in the beginning of the lesson.	Representative	Identifying	The students helped the teacher identifying the absent students
T6/28.02.19/179/D152	Kemarin anak-anak sudah ulangan, cuma belum Ibu periksa	The teacher informed that they had already taken the test although she had not finished checking it.	Representative	Informing	-
T6/28.02.19/179/D153	Untuk tengah semesternya kita laksanakan tanggal sebelas. Mulai tanggal sebelas semua mapel.	The teacher informed the students about the schedule of mid-term examination.	Representative	Informing	-
T6/28.02.19/180/D154	Untuk yang nomer dua itu describe about your pet, kalau paparan kalian bagus, banyak, anak-anak dapat nilai 5, yang diatas jawabannya dua dua situ lima, berarti anak-anak dapat 100, lima, dua setengah, dua setengah, jadi kalau anak-anak jawab misalnya sedikit, dapat 1 atau 2, kalau yang	The teacher informed the students about scoring of each number of the question in the test.	Representative	Informing	-

	nomer dua, kalian bisa jawab dengan bagus, artinya memang natural, asli buatan kamu, tidak nyontek ke buku, itu anak-anak dapat nilai bagus ya				
T6/28.02.19/180/D155	Di chapter 6 masih anak-anak ya kita belajar bagaimana memberikan anak-anak tentang transaksional lisan dan tulis, melibatkan tindakan meminta dan memberi informasi yang berkaitan dengan tingkah laku orang, binatang, dan juga benda sesuai dengan konteks penggunaannya. Disini anak-anak juga diharapkan bisa menyusun teksnya ya	The teacher informed about the learning material and the objective of lesson 6 before they learned it.	Representative	Informing	-
T6/28.02.19/180/D156	Iya, teach. Mengajar.	The teacher informed the English of the the student's answer which mentioned what the teacher did based on the picture on their textbook.	Representative	Informing	The students looked at their textbook while listening to the teacher
T6/28.02.19/181/D157	Farmer grows rice itu menanam padi. Kalau gurunya teach, mengajar	The teacher informed the English of the the student's answer which mentioned what the farmer did based on the picture on their textbook.	Representative	Informing	The students looked at their textbook while listening to the teacher
T6/28.02.19/181/D158	Iya, feed, mengasih makan, nyuapin, feed the babies. Mengasih makan.	The teacher informed the English of the the student's answer which mentioned what the	Representative	Informing	The students looked at their textbook while listening to the teacher

		mother did based on the picture on their textbook.			
T6/28.02.19/181/D159	Iya, take care of patients.	The teacher informed the English of the the student's answer which mentioned what the nurse did based on the picture on their textbook.	Representative	Informing	The students looked at their textbook while listening to the teacher
T6/28.02.19/181/D160	Belajar, study.	The teacher informed the English of the the student's answer which mentioned what the student did based on the picture on their textbook.	Representative	Informing	The students looked at their textbook while listening to the teacher
T6/28.02.19/181/D161	Bohong. Tapi kalau nggak dapat belajar kok senang?	The teacher stated her disbelief toward the students' answer which mentioned that they liked studying.	Representative	Stating	Some students smiled shyly
T6/28.02.19/181/D162	Yaa, begitu, kadang-kadang kepengen juga prai otak ya, pengen aja nggak mumet.	The teacher agreed with the student's answer which indicated that she understood what the students felt regarding their responsibilities.	Representative	Agreeing	-
T6/28.02.19/181/D163	Making a bed, artinya merapikan tempat tidur.	The teacher informed the English of the student's answer which mentioned about her activity after getting up in the morning	Representative	Informing	-
T6/28.02.19/181/D164	Take a bath.	The teacher informed the English of the student's answer which mentioned about her activity after making her bed.	Representative	Informing	-

T6/28.02.19/182/D165	Kayaknya kalau dari jam 5, nggak mungkin kalau segitu kegiatannya. Uluk-uluk kalau jam 5 kamu bangun. Padahal kamu bangun jam 6. Bisa setengah 7 kalau anak-anak dekat sini. Amonto kegiatane, sing mungkin kamu bangun jam 5. Kecuali kalau kamu bangun jam 5, kamu belajar 30 menit atau belajar 1 jam, ibu percaya	The teacher disagreed with the students' answer which mentioned their few activities in the morning. She thought it was only possible if they were studying early in the morning.	Representative	Disagreeing	Some students smiled, some of them denied what the teacher said
T6/28.02.19/182/D166	Anak-anak yang suka baca buku imajinasinya bagus.	The teacher stated her belief about the characteristics of those who liked reading.	Representative	Stating	-
T6/28.02.19/182/D167	Banyak olahraga. Membiasakan membaca buku.	The teacher confirmed the students' answer about what she had asked them to do.	Representative	Confirming	-
T6/28.02.19/183/D168	Pedagang aksesoris.	The teacher confirmed the student's answer about her father's job.	Representative	Confirming	-
T6/28.02.19/183/D169	Guru? A teacher.	The teacher informed the student's answer about her father's job.	Representative	Informing	-
T6/28.02.19/183/D170	Ok, he is a student.	The teacher confirmed the student's answer about her brother's job.	Representative	Confirming	-
T6/28.02.19/184/D171	Pengrajin.	The teacher confirmed the student's answer about his mother's job.	Representative	Confirming	-
T6/28.02.19/184/D172	Peternak.	The teacher confirmed the student's answer about her father's job.	Representative	Confirming	-

T6/28.02.19/184/D173	Teacher.	The teacher confirmed the student's answer about her job.	Representative	Confirming	-
T6/28.02.19/184/D174	Ibu menyukai apa yang ibu lakukan.	The teacher stated her belief that whatever job one's is, he/she must like it, including her. She restated what was meant by the title of chapter 6 they were discussing.	Representative	Stating	-
T6/28.02.19/184/D175	Kalau students, 'kan semuanya itu.	The teacher corrected the students' answer that the word "students" as stated in the textbook was not a name of a person, but all students stated in the textbook.	Representative	Correcting	The student looked at their textbook
T6/28.02.19/184/D176	Tea-cher.	The teacher corrected the student's mispronunciation when saying the word "teacher" by pronouncing it per syllable.	Representative	Correcting	The students corrected their pronunciation
T6/28.02.19/185/D177	Ibuanggapi dialog kalian ya, yang paling bagus berperan adalah Eva dan Listia, cocok kamu, pronunciationnya bagus, artinya setiap pengucapan katanya benar	The teacher stated her belief about the group who performed the best.	Representative	Stating	The students gave applause to their friends
T6/28.02.19/185/D178	Nanti anak-anak bisa dirumah, nanti ada tugas bagaimana anak-anak mewawancarai lima teman dengan pertanyaan bebas, sama seperti di halaman seratus dua puluh sembilan.	The teacher informed about the task they would do later.	Representative	Informing	-

T6/28.02.19/185/D179	Misalnya Eva menanyakan sama Reva, “Va, apa pekerjaan bapakmu? Lalu menjawab Reva, ”Bapak saya pedagang”. “What does your father do?” “My father is ... apa misalnya? Contohnya ada di halaman seratus dua sembilan. Kalian bebas menanyakan bapak, saudara.	The teacher explained to the students about the task they had to do at home.	Representative	Explaining	-
T6/28.02.19/185/D180	I think it’s enough for today.	The teacher stated that the lesson they had that day was enough.	Representative	Stating	The students started to pack up their stationary
T1/08.02.19/143/D181	Who’s absent today? Noone?	The teacher asked the students who were absent that day.	Directive	Asking	The students answered the teacher’s question that there were no absent students
T1/08.02.19/143/D182	Ada yang nggak buat PR? Ada?	The teacher asked the students if there were any of them who did not do the homework.	Directive	Asking	The students answered the teacher’s question by saying that there were many of them who did not do the homework
T1/08.02.19/143/D183	Siapa saja?	When the students said that there were many of them who did not do the homework, the teacher asked them by names.	Directive	Asking	The students who did not do the homework raised their hands
T1/08.02.19/143/D184	Coba yang lain dengerin ya.	The teacher commanded the students to listen to her reading the homework of Sasya’s group.	Directive	Commanding	-

T1/08.02.19/144/D185	Apa pendapat kalian?	The teacher asked the students' opinion about Sasya's groupwork she had just read.	Directive	Asking	The students answered the teacher's question by saying it was good
T1/08.02.19/144/D186	Tapi boleh dikumpul yang sudah buat?	The teacher requested the students to submit the group work they had done despite the mistakes they might made.	Directive	Requesting	-
T1/08.02.19/144/D187	Mana lagi yang lain?	The teacher asked the work of other groups	Directive	Commanding	-
T1/08.02.19/144/D188	Sini, Wat.	The teacher asked the work of Bawat's group.	Directive	Commanding	Bawat's group members handed in the homework to the teacher
T1/08.02.19/144/D189	Behh..huap-huap ini.	The teacher asked one student to stop yawning during the class.	Directive	Commanding	The student stopped yawning
T1/08.02.19/144/D190	Tapi kalo ada yang tidak mengerjakan PR, berarti 'kan nggak ada yang ingat dengan kewajiban, tidak harus beneh karena belajar itu proses ya, proses dari yang salah ke bener itu proses. Sebenarnya ibu tidak menuntut kalian pang beneh itu tidak, itu paling tidak kalian ingat dengan kewajiban, sampai di rumah buat PR dulu ya, itu karena proses, ingat tanggung jawab, kalau besoknya lagi ada PR, kalo kaliannya ga ngerjakan bertumpuk-tumpuk semua sap,	The teacher reminded the students to always remember to do their responsibility, that was doing homework apart from whether it was right or wrong.	Directive	Reminding	-

	ibu tidak menuntut kalian benar, karena belajar itu adalah sebuah proses.				
T1/08.02.19/144/D191	Mulai dengan seratus berapa ya sekarang? Seratus...	The teacher asked the students on what page on their textbook they needed to continue learning.	Directive	Asking	The students answered the teacher's question by continuing the teacher's utterance
T1/08.02.19/144/D192	Yang PR-nya waktu ini banyak yang belum ngerti ya? banyak ya? banyak, ha?	The teacher asked the students if there were lots of them who did not understand the last homework they had to do.	Directive	Asking	The students answered the teacher's question by confirming that there were many of them who had not understood yet
T1/08.02.19/144/D193	Mai Kartika kedepan. Kartika.	The teacher commanded the student named Kartika to come forward to be used as an example to describe person.	Directive	Commanding	The student named Kartika came forward
T1/08.02.19/144/D194	Sekarang coba kalian deskripsikan tentang Kartika.	The teacher commanded the students to describe their friend, Kartika, who was standing in front of the class.	Directive	Commanding	The students answered the teacher's question by mentioning one word to describe Kartika
T1/08.02.19/145/D195	Deskripsikan dari rambutnya gimana.	The teacher directed the students to describe Kartika's appearance.	Directive	Directing	The students described Kartika's hair

T1/08.02.19/145/D196	Terus apa lagi?	The teacher asked the students to describe Kartika.	Directive	Asking	The students answered the teacher's question by mentioning one word to describe Kartika
T1/08.02.19/145/D197	Dari mana, Kartika? Penglipuran ya?	The teacher asked the students to describe Kartika in terms of where he came from.	Directive	Asking	The students nodded which means that they confirmed the teacher's statement
T1/08.02.19/145/D198	Gimana kalian bisa buat simple paragraph tentang Kartika?	The teacher asked the students if they had been able to create a simple paragraph describing Kartika.	Directive	Asking	-
T1/08.02.19/145/D199	Dimana dia sekolah?	The teacher asked the students to describe Kartika in terms of where he studied.	Directive	Asking	The students answered the teacher's question about where Kartika studied
T1/08.02.19/145/D200	Kartika is...	The teacher directed the students to mention where Kartika studied by using a complete sentence.	Directive	Directing	The students answered the teacher's question although it was not the answer that the teacher expected
T1/08.02.19/145/D201	terus dia.. he..	The teacher directed the students to describe Kartika about where he came from by using a complete sentence.	Directive	Directing	The students answered the teacher's question by continuing the teacher's utterance
T1/08.02.19/145/D202	is dari mana?	The teacher asked the students about where Kartika came from.	Directive	Asking	One student answered the teacher's question

					about where he came from
T1/08.02.19/146/D203	Apa nakal Bahasa Inggrisnya?	The teacher asked the students what “nakal” was in English.	Directive	Asking	-
T1/08.02.19/147/D204	Gimana menjelaskan tentang Kartika?	After describing his personality, the teacher asked the students to describe Kartika’s personality.	Directive	Asking	-
T1/08.02.19/147/D205	Sit down, please.	The teacher asked Kartika to go back to his seat after being described in front of the class.	Directive	Commanding	The student named Kartika went back to his seat
T1/08.02.19/147/D206	Mungkin kalau Puska bisa kamu buat satu kalimat saja tentang Sasya.	The teacher requested Puska to create one sentence describing her friend, Sasya.	Directive	Requesting	The student name Puska tried to answered the teacher’s question to describe her friend, Sasya
T1/08.02.19/147/D207	Ibu nggak bawa pengeras suara.	The teacher asked Puska to turn up her voice since she spoke so softly by saying that she did not have a loudspeaker with her.	Directive	Commanding	The student named Puska turned up her voice
T1/08.02.19/147/D208	Bilang apa? Thank you gitu ya.	The teacher commanded Sasya to say thank you after being described “beautiful” by Puska. The teacher took it as a compliment to Sasya	Directive	Commanding	The student who was praised, Sasya, nodded her head which meant she agreed with the teacher’s command
T1/08.02.19/147/D209	Terus? She is smart, apalagi?	The teacher asked Puska to mention more	Directive	Asking	The student mentioned more adjectives

		adjectives to describe Sasya.			
T1/08.02.19/146/D210	Kalau kalian memang bertanggung jawab, pasti kalian buat ya. Benah pelih sing kengken, yang penting kalian buat, entah benah pelih berarti kalian ingat mare ked jumah ingat ada PR, jani gae malu neh.	The teacher reminded the students to always remember to do their responsibility, that was doing homework apart from whether it was right or wrong.	Directive	Reminding	-
T1/08.02.19/146/D211	Ape buin ade anak-anak kos, sampe kos di rumah dibuatin PRnya ya, habis makan ya. ya Ka?	The teacher commanded Raka not to forget to do his homework after having lunch. She paid special attention to Raka since he belonged to student who did not have good learning capability.	Directive	Commanding	The student nodded his head
T1/08.02.19/146/D212	Ok, now, look at page one hundred and eleven, ok?	The teacher commanded the students to open their textbook on page 111.	Directive	Commanding	The students opened their book on page 111
T1/08.02.19/146/D213	Ibu kasih contoh dulu, dengar ya? lihat anak-anak halaman seratus sebelas.	The teacher commanded the students to listen to her reading the dialogue first before they read it by themselves.	Directive	Commanding	The students looked at their textbook on page 111
T1/08.02.19/146/D214	Ibu contoh dulu anak-anak tirukan ya. Baik, kita lihat halaman seratus sebelas.	The teacher commanded the students to listen to her reading the dialogues as the model before they read it by themselves.	Directive	Commanding	The students looked at their textbook
T1/08.02.19/146/D215	Halaman seratus sebelas Ka, lihat dulu.	The teacher commanded Raka to open his textbook and started to listen to her since she noticed him did	Directive	Commanding	The student looked at his textbook

		not quite follow her instruction.			
T1/08.02.19/147/D216	Bangku utama, yang dialog 1 dibaca. Bangku tengah, yang kedua. Bangku selatan yang nomer 3.	The teacher commanded the students to read the dialogues based on the division of seat she made.	Directive	Commanding	The students prepared themselves to read the dialogue
T1/08.02.19/147/D217	Anak-anak, anak yang kayak Ade Raka itu kan nu cenik, be dikos ya, maklum ya, jangan dibully dia, ajak ye, pang sing nyangetang. Ya? Umur segitu masih seharusnya bersama meme, bapa, sekarang dia kos karena keadaan lain, jangan membully dia, ajak dia ya? Bedikin absen supaya naik kelas. Bareng-bareng diingetin ya, karena dia masih butuh kasih saying. Kamu yang enak-enak ada orang tuamu kan ga ngerasain yang seperti itu, ya? Ajum-ajum dia, pasti mau berubah ya? Orang dia mungkin manja dirumah makanya gitu disekolah. Ya nak ya? Kelas E mau ga berubah sama-sama?	The teacher persuaded the students to care about their classmate, Raka, who had quite different family background from them.	Directive	Persuading	The students committed themselves to do what the teacher persuaded them to do
T1/08.02.19/147/D218	Puska, will you?	The teacher requested Puska to come forward to read the dialogue.	Directive	Requesting	The student came forward and got ready to read the dialogue
T1/08.02.19/147/D219	Ok, Maharani!	The teacher commanded the student named Maharani to read the dialogue with Puska.	Directive	Commanding	The student came forward and got ready to read the dialogue

T1/08.02.19/147/D220	Berikut, kelompok tengah! Juliartawan!	The teacher commanded the students from middle seat to read the dialogue.	Directive	Commanding	Two students who sat on middle seat came forward to read the dialogue
T1/08.02.19/148/D221	Give applause! Tepuk tangan.	The teacher commanded the students to give applause to their friend who had finished reading the dialogue.	Directive	Commanding	The students clapped their hands
T1/08.02.19/148/D222	Ingat, kelompok selatan. Dirga! Sandiasa!	The teacher commanded the students to read the dialogue.	Directive	Commanding	Two students appointed by the teacher came forward to read the dialogue
T1/08.02.19/148/D223	Sekarang yang keempat. Yang empat. Sasya!	The teacher commanded the students to read dialogue no.4.	Directive	Commanding	The student named Sasya asked how to pronounce the word “cheek” before she came forward
T1/08.02.19/148/D224	Ok, silahkan Sasya, Purinda!	After Sasya asked question about pronouncing the word “cheek”, the teacher commanded them to read the dialogue in front of the class.	Directive	Commanding	The students came forward to read the dialogue
T1/08.02.19/148/D225	Adi ngundap adi?	The teacher commanded the student named Suarjana not to yawn during class and come forward to read the dialogue.	Directive	Commanding	The student stopped yawning

T1/08.02.19/148/D226	Sekarang kan Jumat ya, Potong rambutnya ya nak ya, pang sing kene OSIS ya, ne care sampat bokne. Yang panjang rambutnya, sekarang Jumat. Potong rambutnya. Err.. Adi Suarjaya, getep bokne.	The teacher noticed the hair of the students who were coming forward getting ready to read the dialogue and commanded them to have their hair cut.	Directive	Commanding	-
T1/08.02.19/148/D227	Santika..bokne mekuncir.. Itu juga	The teacher noticed the hair of the other students who had long hair and commanded them to have their hair cut.	Directive	Commanding	-
T1/08.02.19/148/D228	Ya, silahkan mulai.	The teacher commanded the students to start reading the dialogue.	Directive	Commanding	The two students started to read the dialogue
T1/08.02.19/148/D229	Tedy! De ngundap2 Tedy ya?	The teacher noticed Tedy who was yawning during class and commanded him not to do so.	Directive	Commanding	The student stopped yawning
T1/08.02.19/148/D230	Silahkan dialog 5, di.	The teacher commanded Tedy to come forward ro read the dialogue.	Directive	Commanding	The students came forward to read the dialogue
T1/08.02.19/148/D231	Getep bokne ya.	The teacher noticed Tedy's longer hair and commanded him to have his hair cut.	Directive	Commanding	-
T1/08.02.19/149/D232	Alih timpale.	The teacher commanded Raka to find a partner to read the dialogue in front of the class since he said he did not know if he	Directive	Commanding	The student found a partner to read the dialogue

		wanted to read the dialogue.			
T1/08.02.19/149/D233	Sing dadi nakal Raka ya?	The teacher commanded Raka to be a good student.	Directive	Commanding	-
T1/08.02.19/149/D234	Eh, retsletingmu!	The teacher commanded Raka to zip his shorts for it was open.	Directive	Commanding	The student fixed his zipper
T1/08.02.19/149/D235	Rika! Rika sama Deo.	The teacher commanded other students named Rika and Deo to read the next dialogue.	Directive	Commanding	The students came forward and started to read the dialogue
T1/08.02.19/149/D236	Lain kali diulang lagi supaya lebih bagus.	The teacher commanded Rika and Deo to practice their reading again next time to get better pronunciation.	Directive	Commanding	-
T1/08.02.19/149/D237	Adi Suanjaya, sini nak, sama Santikayasa. Sama-sama rambutnya panjang. Hari Jumat potong rambut.	The teacher commanded Adi Suanjaya and Santikayasa to have a haircut.	Directive	Commanding	-
T1/08.02.19/149/D238	Ya..nanti perbaiki lagi ya.	The teacher commanded Adi Suanjaya and Santikayasa to practice their reading again next time.	Directive	Commanding	-
T1/08.02.19/149/D239	Seratus...?	The teacher asked the students the page on their textbook on which the dialogues they needed to conclude were stated.	Directive	Asking	The students answered the teacher's question by continuing the teacher's utterance
T1/08.02.19/149/D240	Dari halaman 113, anak-anak bergrup tiga atau empat orang, simpulkan dari dialog, nomer 1 kan sudah dikasih contoh nak. Iya,	The teacher commanded the students to make a group of three or four to do the group work.	Directive	Commanding	The students created a group

	sekarang 2,3,4 ... 2,3,4, itu saja tiga. Kalian boleh duduknya muter begitu ya. Silahkan mulai bekerja.				
T1/08.02.19/149/D241	Adi Suanjaya, kemana kamu grupmu?	The teacher asked Adi Suanjaya which group he belonged for she noticed him was not sitting down with his group yet.	Directive	Asking	The student answered the teacher's question that he had no one to work with
T1/08.02.19/150/D242	Berdua, kamu ini berempat. Atau kamu bertiga. Yaa..berdua aja. Diskusi berdua.	The teacher commanded the students to remain to do the work in two and three based on the group they had created before.	Directive	Commanding	The students started to create their group and do their work
T1/08.02.19/150/D243	Ya, silahkan sekarang disimpulkan.	The teacher commanded one group of students to conclude the dialogue as the next step of the work they had to do.	Directive	Commanding	-
T1/08.02.19/150/D244	Siapa pak puk pak puk itu?	The teacher heard sound of someone hitting the table and commanded him/her to stop doing it indirectly.	Directive	Commanding	The student stopped making the noise
T1/08.02.19/150/D245	Ya, silahkan mulai kerja, waktu terbatas.	The teacher commanded the students to start doing their group work for the time was limited.	Directive	Commanding	The students continued doing their task
T1/08.02.19/150/D246	Disana 'kan ada satu dengan yang lainnya, boleh kalian sesuai namanya dengan yang dialog 4 itu, ada Dayu, ada siapa lagi?	The teacher asked the students the name of the speakers in the dialogue they were studying.	Directive	Asking	The students answered the teacher's questions about the speakers of the dialogue stated in the textbook

T1/08.02.19/150/D247	Diskusi bareng-bareng, Ka.	The teacher commanded Raka to discuss the work with his group since she noticed him making jokes with his friends.	Directive	Requesting	-
T1/08.02.19/151/D248	Ya, silahkan, waktu 10 menit lagi.	The teacher commanded the students to keep up with the time in finishing their group work.	Directive	Commanding	-
T1/08.02.19/151/D249	Mecukur nah, jani hari Jumat, mecukur.	The teacher commanded the male students to have a haircut for she noticed lots of them had a longer hair.	Directive	Commanding	-
T1/08.02.19/151/D250	Siapa lagi yang sudah selesai?	The teacher commanded the other groups to finish their work soon for there had been some groups who had submitted their work.	Directive	Commanding	The students answered the teacher's question by stating that some of them had not finished their work
T1/08.02.19/151/D251	Bareng-barengin nah, kan adane kelompok. Bareng-bareng.	The teacher commanded a student to do discussion because she noticed him not helping his partner who had so much trouble.	Directive	Commanding	The students did a discussion together
T1/08.02.19/151/D252	Gawat, gimana, udah nak?	The teacher commanded Gawat's group to submit their work.	Directive	Commanding	The student in Bawat's group showed the group work to the teacher

T1/08.02.19/151/D253	Kelompoknya siapa belum, nak?	After collecting and checking some of the students' group work, the teacher commanded the other groups to submit their work soon.	Directive	Commanding	-
T1/08.02.19/151/D254	Sudah semuanya, nak?	The teacher commanded the other groups to submit their work soon.	Directive	Commanding	Some students answered that they had not finished doing the work yet
T1/08.02.19/151/D255	Tepuk tangan dulu.	The teacher commanded the students to give applause for themselves for having their work done.	Directive	Commanding	The students clapped their hands
T1/08.02.19/151/D256	Kembali ke tempat duduk, nak.	Noticing Raka was playing his seat, the teacher commanded him to go back to his seat.	Directive	Commanding	The student went back to his seat
T1/08.02.19/151/D257	Kenapa, Puska? Balik, balik. Ka, balik, balik.	Noticing Puska was not sitting down while the teacher was saying, she then commanded her to go back to her seat.	Directive	Commanding	The student named Puska went back to her seat
T1/08.02.19/151/D258	Kesimpulan kita hari ini apa? Anak-anak belajar apa?	The teacher asked the students the lesson they had learned that day.	Directive	Asking	The students answered the teacher's question about what they had learnt that day
T1/08.02.19/151/D259	Dan anak-anak paham ya?	The teacher asked the students if they had	Directive	Asking	The students answered the teacher's question

		understood the lesson they had learned that day.			if they had understood the material they had learnt that day
T2/13.02.19/153/D260	Is there any absent today?	The teacher asked the students if there were any absent students on that day.	Directive	Asking	The students answered the teacher's question about the absent students
T2/13.02.19/153/D261	Karena kalian walinya ibu, berarti tetap menjadi fokus, sampah dan lain sebagainya tetap ibu perhatikan itu, nggak mau juga ibu kelas A sampahnya, ga enak kita ya, makanya anak setua kalian, ketemu sampah plastik, ambil, tanpa ada yang nyuruh, ada di otakmu, setiap ketemu, ambil, taruh bank sampah ya?	As the homeroom teacher, the teacher reminded the students to always keep the school environment clean.	Directive	Reminding	-
T2/13.02.19/154/D262	Hari ini, boleh ibu ya, Agus, ibu mohon kamu pindah duduk.	The teacher requested the students to move to a new seat.	Directive	Requesting	The student moved to his new seat
T2/13.02.19/154/D263	Kamu harus membimbing teman di sampingmu.	The teacher commanded Agus to help his friends in learning process since he was regarded as one of brilliant students in class VIIA.	Directive	Commanding	-
T2/13.02.19/154/D264	Siska, come on, pang ade membimbing ini, kalo kamu jak ne, berbenturan, ayo nak, sini.	The teacher commanded the student, named Siska to move her seat to the place the teacher wished her to be.	Directive	Commanding	The student named Siska to move to her new seat as the teacher instructed

T2/13.02.19/154/D265	Kemudian, kalau Odenya, boleh duduk disini. Di Widyastuti.	The teacher requested Ode to sit beside Widyastuti.	Directive	Requesting	The student moved to his new seat
T2/13.02.19/154/D266	Tapi kamu disana duduk membimbing teman-teman sekitarmu, Suartana, Arma.	The teacher commanded Agus to guide his friends sitting near him, such as Suartana and Arma who belonged to slow learner students.	Directive	Commanding	The students listened to the teacher
T2/13.02.19/154/D267	Sekarang Ode jangan dulu situ, sini!	The teacher commanded Ode to move to his new seat.	Directive	Commanding	The student moved to his new seat
T2/13.02.19/154/D268	Adit, kamu ke pojok sana, Dit.	The teacher commanded Adit to move to the corner seat.	Directive	Commanding	The student moved to his new seat
T2/13.02.19/154/D269	Ibu kira bagi anak-anak yang sudah duluan berkembang ininya, pikirannya gini, boleh membimbing teman, yang penting kamu ulangan tidak kerjasama, ada hal-hal tertentu, tapi saat kamu kerja grup, kamu harus melibatkan ilmu, ilmu yang disebarkan itu bermanfaat, ada pahalanya dari Tuhan ya? Nggak boleh istilahnya kamu pelit berbagi, diminta bantu sama teman, gimana caranya, Gus? Oo..gini, gini, gini.	The teacher reminded the students about the importance of sharing knowledge and collaboration among them.	Directive	Reminding	The students agreed to the teacher's statement by saying "yes"
T2/13.02.19/155/D270	T: <i>(To Rama)</i> Kamu nggak papa? S: Ya, bu. T: Kamu memangnya ketergantungan sama ini? S: Nggak, bu.	The teacher asked Rama to move to a new seat. However, she ensured if he did not mind to do it.	Directive	Asking	The student answered the teacher's question about his feeling if he was moved to another seat

T2/13.02.19/155/D271	Ok, anak-anak setuju seperti ini pengaturannya?	The teacher asked the students if they agreed with the new seat arrangement.	Directive	Asking	The students answered the teacher's question if they agreed with the new seat arrangement
T2/13.02.19/156/D272	Ok, yang ngomong itu siapa? Yang pakai pita itu siapa?	The teacher asked the students about the name of the speakers in the dialogue they were discussing.	Directive	Asking	The students answered the teacher's question about the name of the speaker who talked in the dialogue stated in the textbook
T2/13.02.19/156/D273	Terus bagaimana?	The teacher asked the students the next sentence they had to conclude from the dialogue stated in the textbook.	Directive	Asking	The students answered the teacher's question to continue the conclusion the teacher had drawn
T2/13.02.19/156/D274	Ok, ulangi sekali lagi kalimatnya, Widyastuti.	The teacher commanded Widyastuti to restate the conclusion the students and the students had drawn.	Directive	Commanding	The student named Widyastuti restated the conclusion
T2/13.02.19/156/D275	Baik. Berikutnya, yang gambar tiga, the picture number three. The picture number three.	The teacher commanded the students to read the conclusion from the dialogue number three.	Directive	Commanding	The students looked at picture number three in the textbook
T2/13.02.19/156/D276	Apa kalau "pintar"?	The teacher asked the students what "pintar" in English	Directive	Asking	The students answered the teacher's question about the meaning of "pintar" in English

T2/13.02.19/156/D277	Ada yang begitu? Ada yang sudah dapat?	The teacher asked the students whether the conclusion they drew was the same with the teacher's.	Directive	Asking	The students answered the teacher's question if they had the same answer as the teacher stated
T2/13.02.19/156/D278	Kamu bisa menulis ulang.	The teacher suggested her students to rewrite the conclusion which had been drawn by their friend, Widyastuti which was correct.	Directive	Suggesting	Some students wrote the sentence like their friend's
T2/13.02.19/157/D279	Coba sekarang kamu deskripsikan Walidana.	The teacher commanded the students to practice describing their classmate, Walidana orally.	Directive	Commanding	The student answered the teacher's question to describe one of their friends named Walidana
T2/13.02.19/157/D280	And then?	The teacher asked the students to say more sentences to describe Walidana.	Directive	Asking	The students answered the teacher's question to describe Walidana by using other adjectives
T2/13.02.19/157/D281	Ok, Agus, do you have dog at home?	The teacher was willing to practice describing an animal so she asked Agus whether he had a dog.	Directive	Asking	The student named Agus answered the teacher's question if he had dog at home
T2/13.02.19/157/D282	What does it look like? Itu pertanyaannya.	The teacher asked Agus what his dog looked like to practice describing animal.	Directive	Asking	The student named Agus answered the teacher's question about what his dog looked like

T2/13.02.19/157/D283	Namanya?	The teacher asked Agus the name of his dog.	Directive	Asking	The student named Agus answered the teacher's question about what his dog looked like
T2/13.02.19/157/D284	The fur, bulunya hitam apa coklat?	The teacher asked Agus's dog fur whether it was black or brown to describe its physical appearance.	Directive	Asking	The student named Agus answered the teacher's question about the color of his dog's fur
T2/13.02.19/157/D285	Nah, sekarang there is a task for you at page one hundred and nineteen. Pada halaman seratus sembilan belas. Kalian mencoba how to describe things, people, and so on. Do in group, anak-anak bisa diskusikan dalam grup.	The teacher commanded the students to do the task on page 119 to practice describing things, people, etc in written in groups.	Directive	Commanding	The students created groups to do their group work
T2/13.02.19/157/D286	Dengan adanya posisi tempat duduk, tidak boleh semakin runyam, harus semakin bagus ya.	After the seat arrangement, the teacher reminded the students to always keep the class atmosphere conducive, especially during the groupwork.	Directive	Reminding	-
T2/13.02.19/158/D287	T: Waktu ini Sutra Baskara yang ijin lewat WA ya? S: Ya, bu. T: Tanggal berapa itu? <i>(The student did not give any answer)</i> T: Sudah ditulis disini? Ss: Nggak tahu, lupa, bu.	The teacher asked Sukra about his absence on the previous meeting. She was not sure when it was and if it had been written in the attendance list.	Directive	Asking	The student answered his teacher's question about his absence on the previous meeting

	T: Ibu lupa tanggal berapa ya itu. Sakit waktu itu ya Sukra? S: Ngayah, bu.				
T2/13.02.19/158/D288	Bayu, kecilin suaranya. Suaramu terlalu melengking itu. Kecilin suaranya.	During the group discussion, the teacher heard one student who spoke too loud, so she commanded him to turn down his voice.	Directive	Commanding	The student turned down his voice
T2/13.02.19/158/D289	Can you do at home? Bisa mengerjakan dirumah?	Since the bell had rung, the teacher requested the students to continue doing their unfinished group work.	Directive	Requesting	The students answered the teacher's question that they could continue the work at home
T2/13.02.19/158/D290	Ok, apa yang anak-anak pelajari hari ini?	In the end of the lesson, the teacher drew conclusion with the students by asking them what they had learned that day.	Directive	Asking	The students answered the teacher's question about what they had learnt that day
T2/13.02.19/158/D291	Ada kata sifatnya nggak?	During the conclusion drawing, the teacher reminded the students about parts of speech they used in describing people, animal, etc	Directive	Reminding	The students answered the teacher's question which signed that they still remembered the words they had learnt
T2/13.02.19/158/D292	Ada kata bendanya disana gak?	During the conclusion drawing, the teacher reminded the students about parts of speech they	Directive	Reminding	The students answered the teacher's question which signed that they still

		used in describing people, animal, etc.			remembered the words they had learnt
T2/13.02.19/158/D293	Ada kata kerjanya gak?	During the conclusion drawing, the teacher reminded the students about parts of speech they used in describing people, animal, etc.	Directive	Reminding	The students answered the teacher's question which signed that they still remembered the words they had learnt
T2/13.02.19/158/D294	Silahkan belajar dirumah.	The teacher commanded the students to continue studying at home.	Directive	Commanding	-
T2/13.02.19/158/D295	Dengan berubahnya tempat duduk, jangan menambah gaduh ya, tapi anak-anak tambah kondusif. Kalau bertanya sama teman dikelas, jangan teriak-teriak biar tidak kedengaran sampai ruang guru ya.	As the homeroom teacher of class VIIA, the teacher reminded again to keep the class conducive, especially during the group discussion.	Directive	Reminding	-
T3/18.02.19/160/D296	Is there any homework?	Before starting the lesson, the teacher asked the students if there was any homework	Directive	Asking	The students answered the teacher's question that there was no homework
T3/18.02.19/160/D297	Ok, now look at page one hundred and twenty, seratus dua puluh. Pay attention to the bold sentence, kata-kata yang dicetak tebal atau kata-kata yang dicetak biru. Kata-kata yang dicetak tebal atau kata yang dicetak biru. Have you find? Silahkan dicatat kata-kata	In the beginning of the lesson, the teacher commanded the students to open their textbook and write bold typed words and sentences.	Directive	Commanding	The students opened their textbook and started to write the bold-typed words and sentences

	yang dicetak tebal dan kata-kata yang dicetak biru. sudah itu nanti ibu akan tanya what does it mean, ok? Silahkan catat. ibu beri waktu 5 menit mencatat kata yang dicetak tebal, nanti kalian kolomkan yang dicetak tebal kalimatnya di sebelah kiri, kata yang dicetak tebal di sebelah kanan, jangan diacak ya? Kalimat dan katanya ya.				
T3/18.02.19/160/D298	di bawahnya kata yang dicetak tebal ya.	The teacher reminded the students again about the bold-typed words they had to write.	Directive	Reminding	The students wrote the bold-typed words
T3/18.02.19/160/D299	Have you finished?	After some given time, the teacher checked if the students had finished writing the words and the sentences.	Directive	Asking	The students answered the teacher's question that they had not finished doing their work
T3/18.02.19/160/D300	T: Ok, finished? S: Finished. T: Ok. Sudah semua, nak? Ss : Sudah. T: Sampai kata yang dicetak tebal sudah juga? Ss: Sudah.	The teacher asked the students if they had finished doing their task after some given time.	Directive	Asking	The students answered the teacher's question that they had finished doing their work

T3/18.02.19/161/D301	Do you understand what did you write just now? Sudah paham yang kalian tulis? Maksudnya.	The teacher asked the students if they had understood the words and the sentences they had written.	Directive	Asking	The students answered the teacher's question that they had not understood what they had written
T3/18.02.19/161/D302	What is she like? Pertanyaannya, 'kan kalian udah nyatat. What is she like? Ada pertanyaan itu?	The teacher asked the students the meaning of the expression "What is she like?" that they had written.	Directive	Asking	The students answered the teacher's question if there was question as she mentioned
T3/18.02.19/161/D303	Nah, ibu bertanya sama kalian, what is she like? Restitiani. What is she like? Restitiani. What is she like?	The teacher asked the students to describe their friend named Restitiani by using the expression "What is she like?"	Directive	Asking	-
T3/18.02.19/161/D304	T: She is beautiful? Ss : Yes. T: What is she like? What does it mean? The hair is curly, black sweet. Maksudnya pertanyaan ibu apa?	The teacher directed her students to help them answer her questions by asking if Restitiani was beautiful and described her physical appearance.	Directive	Directing	The students answered the teacher's question about the physical description of their friend named Restitiani
T3/18.02.19/161/D305	What is it like? It is ... Penglipuran itu gimana?	Since the students could not answer her question correctly, the teacher tried to pose another question with the same meaning by using Penglipuran Village as an example.	Directive	Asking	The students answered the teacher's question about how <i>Penglipuran</i> looked like

T3/18.02.19/162/D306	Pertanyaannya guide, hello, are you like monkey? Itu pertanyaannya guide, are you like monkey? Ketika guidenya tanya "Are you like monkey?" Langsung tamunya marah, kenapa dia marah?	The teacher asked the students the meaning difference between the word "like" which means fancy and similarity by giving an illustration of the tourist who was angry when he was asked a question using "like" which means similarity.	Directive	Asking	The students answered the teacher's question regarding the illustration to differentiate the meaning of the word "like" which means fancy and similarity
T3/18.02.19/162/D307	Berbeda apa?	When the students answered that the two expressions were different, the teacher asked them further in what way they were different.	Directive	Asking	The students answered the teacher's question regarding the illustration to differentiate the meaning of the word "like" which means fancy and similarity
T3/18.02.19/163/D308	Do you know tobe, which one is tobe? Tobe is, am, are, catat ini ya.	The teacher commanded the students to note kinds of tobe she had just mentioned.	Directive	Commanding	The students made some notes on their notebook
T3/18.02.19/163/D309	Angel, baca itu kalimatnya.	The teacher commanded the student named Angel to read aloud the sentence she had written based on her answer before.	Directive	Commanding	The student named Angel read the sentence written on the whiteboard
T3/18.02.19/163/D310	What is Agung like? What is Agung like? Jawab yang lain.	The teacher asked the students to answer her question to practice describing person.	Directive	Asking	The students answered the teacher's question about what Agung, one of their friends, was like

T3/18.02.19/163/D311	What is Wahyu like, Ngel?	The teacher asked a student named Angel to answer her question to practice describing person.	Directive	Asking	The student answered the teacher's question about what Agung, one of her friends, was like
T3/18.02.19/164/D312	What is Suastana like?	The teacher asked the students to answer her question to practice describing person.	Directive	Asking	-
T3/18.02.19/164/D313	What is Sari like?	The teacher asked the students to answer her question to practice describing person.	Directive	Asking	The students answered the teacher's question about what Sari, one of their friends, was like
T3/18.02.19/164/D314	What is Miki like?	The teacher asked the students to answer her question to practice describing person.	Directive	Asking	The students answered the teacher's question about what Miki, one of their friends, was like
T3/18.02.19/164/D315	Nanti jangan dipukul dia ya, dibilang crazy.	The teacher commanded the student named Miki not to hit Wahyu after he described Miki was crazy.	Directive	Commanding	The student nodded his head
T3/18.02.19/164/D316	Tahu crazy?	The teacher asked the students the meaning of "crazy" after Wahyu described Miki crazy.	Directive	Asking	The students answered the teacher's questions about the meaning of <i>crazy</i> in Indonesian
T3/18.02.19/164/D317	What is Arlan like?	The teacher asked the students to answer her	Directive	Asking	The students answered the teacher's question

		question to practice describing person.			about what Arlan, one of their friends, was like
T3/18.02.19/164/D318	Ok, sekarang kalimat pertama. Apa yang kalian temukan disana?	The teacher commanded the student to read the first sentence they had written in their notebook.	Directive	Commanding	-
T3/18.02.19/164/D319	Ok now, Nova sama Wahyu will practice in front of the class about dialogue 1, kemudian I appoint dialogue 2 Dewi sama Gung dialogue 2, dialogue 3 Rosi sama Listia. Silahkan mulai dari nomer satu practice in front of the class. Yang lain dengarkan, silahkan Wahyu.	The teacher commanded some students to practice reading the dialogues aloud in front of the class.	Directive	Commanding	The students appointed by the teacher read the dialogue in front of the class
T3/18.02.19/164/D320	Wahyu jadi apa?	The teacher asked Wahyu whom he wanted to speak as based on the name of the speakers in the dialogue.	Directive	Asking	The student answered the teacher's question about who Wahyu would become based on the speaker's name stated in the textbook
T3/18.02.19/165/D321	Jangan bilang Lisa gitu. Silahkan.	The teacher commanded the student not to read the name of the speaker aloud while reading the dialogue in front of the class.	Directive	Commanding	The student did not read the name of the speaker when he read the dialogue
T3/18.02.19/165/D322	Dialogue two. Saridewi sama Gung.	The teacher commanded the students named	Directive	Commanding	The students came forward and started to read the dialogue

		Saridewi and Gung to read their dialogue part.			
T3/18.02.19/165/D323	Ok, dialog berikutnya. Ayudiah, please Ayudiah, come on.	The teacher commanded the students named Ayudiah and her pair to read their dialogue part.	Directive	Commanding	The student with her partner came forward and read the dialogue
T3/18.02.19/165/D324	Baru tadi di kelas A ibu, nu cenik, de ngitungang metunangan. Mare ibi lekad. Rosi dan anak-anak yang lain barusan ibu di A juga ngasi tahu bahwa bukan itu nggak bagus, cinta itu anugerah, maka bersyukurlah tapi karena kamu masih kecil ya nak ya.	The teacher prohibited the students not to think about building a special relationship since it was not the time yet and they had a bigger responsibility as a student.	Directive	Prohibiting	The students listened to the teacher
T3/18.02.19/165/D325	Ok, next, dialog berikutnya. Listia!	The teacher commanded the students named Listia and her pair to read their dialogue part.	Directive	Commanding	The student came forward and read the dialogue in front of the class
T3/18.02.19/165/D326	Berikutnya. Angel! Angel sama Bayu.	The teacher commanded the students named Angel and Bayu to read their dialogue part.	Directive	Commanding	The students came forward and read the dialogue in front of the class
T3/18.02.19/165/D327	Next, I invite Kristina and Suasnata.	The teacher commanded the students named Angel and Bayu to read their dialogue part in front of the class.	Directive	Commanding	The student scame forward and read the dialogue in front of the class
T3/18.02.19/165/D328	I invite now, Widiani, please come on, dengan ibu, dialogue situation seven ya. Dialog situasi 7.	The teacher commanded the student named Widiani to read the dialogue with her in front of the class.	Directive	Commanding	The students came forward and read the dialogue in front of the class

T3/18.02.19/165/D329	Ok, dialog delapan. Dialog delapan, siapa belum kedepan?	The teacher commanded the students who had not read the dialogue to come forward and read the dialogue.	Directive	Commanding	There was a student raised his hand and showed his willingness to read the dialogue with his partner
T3/18.02.19/165/D330	Ok, siapa yang belum? Sumerta, siapa pasanganmu, Sumerta? Ok, Puspayoga, yang terakhir ya, dialog 9.	The teacher commanded the students named Sumerta and Puspayoga who had not read the dialogue to come forward and read the dialogue.	Directive	Commanding	The students came forward and read the dialogue in front of the class
T3/18.02.19/166/D331	Ok, silakan ibu berikan waktu 15 menit untuk membuat satu dialog ya, gak usah panjang-panjang.	The teacher commanded the students to make a dialogue in pairs about describing person, animal, etc within 15 minutes.	Directive	Commanding	The students started to do the task
T3/18.02.19/166/D332	Cari di kamus. 'Kan sudah disuruh bawa kamus.	The teacher commanded the student who came to her and ask the meaning of a word to find it in the dictionary.	Directive	Commanding	The student looked up his dictionary to find the meaning of the word he asked
T3/18.02.19/166/D333	Coba perhatikan ini dulu.	The teacher commanded the students to pay attention to her since she was going to give the students an example of the task they had to do. She used another student's work as an example.	Directive	Commanding	-
T3/18.02.19/166/D334	Boleh kamu menanyakan makanan, kain, desa, nanyakan kelincimu.	The teacher suggested several things to be described by the students as their pairwork.	Directive	Suggesting	-

T3/18.02.19/167/D335	Ya, waktunya habis, nanti kamu konsultasikan dengan teman ya.	Since the bell had rung, the teacher commanded the other students who had not consulted their pair work to consult it to their friends who already had.	Directive	Commanding	-
T3/18.02.19/167/D336	T: Sebelum ibu akhiri, apa kesimpulan yang kalian dapatkan hari ini? S: Berdialog. T: Yang kalian pelajari dialog tentang apa? Yang ada kata apanya? Ss: Kata sifat. Tobe.	The teacher asked the students some questions as conclusion drawing about what they had learned that day.	Directive	Asking	The students answered the teacher's question about the materials they had learnt that day
T3/18.02.19/167/D337	Ok, ingat itu dibuat dirumah, berpasangan, nanti kamu dialogkan ok.	Before ending the lesson, the teacher reminded the students to continue doing their pair work at home and practice it at home.	Directive	Reminding	-
T3/18.02.19/167/D338	Silahkan mengaso.	The teacher commanded the students to take a break since the time had come.	Directive	Commanding	The students went out of the class to take a break
T4/22.02.19/168/D339	Is there any homework?	Before starting the lesson, the teacher asked the students if there was homework.	Directive	Asking	The students answered the teacher's question that there was no any homework
T4/22.02.19/168/D340	Is there any absent? No? Noone?	The teacher checked the students' attendance by asking them if there was any absent that day.	Directive	Asking	The students answered the teacher's question about the absent students

T4/22.02.19/168/D341	Jangan dirobek, ‘kan taruh di bukunya. Biarkan dulu dibukunya.	The teacher commanded the students not to take the homework sheet out of the book for there would be the other assignment.	Directive	Commanding	Some students used paper sheet while some others wrote on their homework book
T4/22.02.19/168/D342	Ibu percaya kalau kalian semua buat, kalau tidak buat, dicatat.	The teacher warned the students to make sure they had done their homework although she did not check it one by one.	Directive	Warning	-
T4/22.02.19/169/D343	Ok, silahkan di buku latihan anak-anak tulis ulang, disalin kalimat yang pakai tinta biru dan juga kata yang dibold typed.	The teacher commanded the students to do a task – copy the sentences and words in bold-typed in the textbook.	Directive	Commanding	The students did the task as instructed by the teacher
T4/22.02.19/169/D344	Kalimatnya saja yang disalin yang bertinta hijau dan yang dibold typed, yang dicetak tebal. Kalian tulis yang tinta hijau dulu, baru yang dibold typed ya. Ditulis ulang, disalin dibuku kalian.	The teacher commanded the students again to copy the bold-typed words and sentences only in their workbook. She wanted to make sure that the students understood what she instructed.	Directive	Commanding	The students did the task as instructed by the teacher
T4/22.02.19/169/D345	Ibu berikan waktu lima menit ya, nanti baru penjelasan.	The teacher commanded the students to do the task in five minutes.	Directive	Commanding	The students did the task within the allotted time
T4/22.02.19/169/D346	Bawa kresek nak ya. Ini sampahnya berantakan. Bawa kresek salah satu anak.	The teacher commanded the students of VIIC to bring a plastic bag to collect the trash in the classroom. She noticed it while going around the	Directive	Commanding	-

		class checking the students' work.			
T4/22.02.19/169/D347	Apa kalimatnya yang hijau?	The teacher asked the students to mention the green-typed sentence during the discussion session. She wrote it on the whiteboard.	Directive	Asking	The students answered the teacher's question to mention the green-typed sentence
T4/22.02.19/169/D348	Ok, kalimat yang kedua yang hijau?	The teacher asked the students to mention the second green-typed sentence during the discussion session. She wrote it on the whiteboard.	Directive	Asking	The students answered the teacher's question to mention the second green-typed sentence
T4/22.02.19/169/D349	What...?	The teacher could not catch up with the sentence that the students mentioned, so she asked them to say it again indirectly by only mentioning the first word.	Directive	Asking	The students continued the word said by the teacher
T4/22.02.19/169/D350	Ketiga?	The teacher asked the students to mention the third green-typed sentence during the discussion session. She wrote it on the whiteboard.	Directive	Asking	The students answered the teacher's question to mention the third green-typed sentence
T4/22.02.19/169/D351	Empat?	The teacher asked the students to mention the fourth green-typed sentence during the discussion session. She	Directive	Asking	The students answered the teacher's question to mention the

		wrote it on the whiteboard.			fourth green-typed sentence
T4/22.02.19/169/D352	Kemudian yang kata sifat yang dibold ada happy, little,...	The teacher asked the students to mention the bold-typed words during the discussion session. She also wrote them on the whiteboard.	Directive	Asking	The students answered the teacher's question to mention the bold-typed words
T4/22.02.19/169/D353	Apalagi?	The teacher asked the students to mention more the bold-typed words during the discussion session because she knew that there were still others.	Directive	Asking	The students answered the teacher's question to mention more the bold-typed words
T4/22.02.19/169/D354	Coba sekarang Komang maju kedepan, tunjuk kalimatnya ajak temanmu cara membaca. Silahkan tunjukkan.	The teacher commanded one of the students named Komang to come forward, point the sentences while reading them aloud so that his friends knew how to read them well.	Directive	Commanding	The student named Komang came forward to read the sentences
T4/22.02.19/169/D355	Ok, all of you, read together, baca sama-sama. Yang ditunjuk Komang.	The teacher commanded the other students to read the sentences which were pointed by Komang.	Directive	Commanding	The students read the sentences appointed by the student
T4/22.02.19/170/D356	Sit down , thank you, Komang	After reading the sentences and the words aloud, the teacher commanded Komang to go back to his seat.	Directive	Commanding	The student named Komang sat down

T4/22.02.19/170/D357	Paham semua kata sifatnya itu? Ada kata sifat yang belum dicatat?	The teacher asked the students whether there were some words they did not understand yet. She wanted to ensure they understood what they had written.	Directive	Asking	The students answered the teacher's question by saying that there were some words they did not understand
T4/22.02.19/170/D358	Yang mana?	The teacher asked the students which word they did not understand for she would like to inform them.	Directive	Asking	The students answered the teacher's question by mentioning the word that they did not understand
T4/22.02.19/170/D359	Rencananya Wahyu dapat ranking satu, tahu-tahunya ranking tiga, disappointed Wahyu. Apa itu?	After the student mentioned the word "disappointed" for they did not know the meaning, the teacher tried to direct them to guess the meaning of the word by giving illustration, not by directly telling them.	Directive	Directing	The students successfully got directed by mentioning the meaning of the word they asked
T4/22.02.19/170/D360	There are many people in the market, so crowded. Crowded?	After the student mentioned the word "crowded" for they did not know the meaning, the teacher tried to direct them to guess the meaning of the word by giving illustration, not by directly telling them.	Directive	Directing	The students successfully got directed by mentioning the meaning of the word they asked

T4/22.02.19/170/D361	Lagi? Ada lagi?	The teacher asked the students if there were more words they did not know the meaning.	Directive	Asking	The students mentioned the word they did not understand the meaning
T4/22.02.19/170/D362	Duh mau kemana ini?	After the student mentioned the word “upset” for they did not know the meaning, the teacher tried to direct them to guess the meaning of the word by giving illustration, not by directly telling them.	Directive	Directing	The students successfully got directed by mentioning the meaning of the word they asked
T4/22.02.19/170/D363	Sini, Vin.	The teacher commanded one student named Alvin to come in front of the class as an example that the teacher would use to describe person.	Directive	Commanding	The student named Alvin came in front of the class
T4/22.02.19/170/D364	Ibu tanya apa maksud pertanyaan ibu tadi? Yang mana pertanyaan ibu tadi?	The teacher asked the students the meaning of the expression “What is he like?” which referred to Alvin.	Directive	Asking	The students answered the teacher’s question about the meaning of the expression “What is he like?”
T4/22.02.19/171/D365	Ya Gusti katanya, sini, nak.	The teacher commanded another student named Gusti to come forward to be used as an example to practice describing person to the class.	Directive	Commanding	The student came forward and stood in front of the class

T4/22.02.19/171/D366	What is he like?	The teacher asked the students a question to describe Gusti.	Directive	Asking	The students answered the teacher's questions to describe <i>Gusti</i>
T4/22.02.19/171/D367	Apa tall?	The teacher asked the class the meaning of "tall" after one student mentioned it to describe Gusti. She wanted to make sure the other students also knew the meaning of the word.	Directive	Asking	The students answered the teacher's question about the meaning of the word <i>tall</i>
T4/22.02.19/171/D368	Apalagi?	The teacher commanded the students to describe Gusti using more adjectives.	Directive	Commanding	The students mentioned more adjective to describe their friend, <i>Gusti</i>
T4/22.02.19/171/D369	Bagaimana ininya?	The teacher asked the students to describe how Gusti's hair was while pointing at his hair.	Directive	Asking	The students answered the teacher's question with the word <i>pendek</i>
T4/22.02.19/171/D370	Yasita!	The teacher commanded another student named Yasita to come forward to be used as an example to practice describing person to the class.	Directive	Commanding	The student named <i>Yasita</i> came forward and stood in front of the class
T4/22.02.19/171/D371	Do you know Yasita? Tahu Yasita ya?	The teacher asked the students if they knew their classmate named Yasita well. She asked it to be able to describe Yasita.	Directive	Asking	The students answered the teacher's question they knew their friend, <i>Yasita</i>

T4/22.02.19/171/D372	Ok, what is she like?	The teacher asked the students a question to describe Yasita.	Directive	Asking	The students answered the teacher's question by mentioning <i>small</i> to describe <i>Yasita</i>
T4/22.02.19/172/D373	Lagi?	The teacher commanded the students to describe Yasita using more adjectives.	Directive	Commanding	The students answered the teacher's question by mentioning <i>beautiful</i> to describe <i>Yasita</i>
T4/22.02.19/172/D374	Do you know Via Vallen?	The teacher asked the students if they knew a public figure named Via Vallen well. She asked it to be able to describe her.	Directive	Asking	The students answered the teacher's question that they knew the singer <i>Via Vallen</i>
T4/22.02.19/172/D375	What is she like?	The teacher asked the students a question to describe Via Vallen.	Directive	Asking	The students answered the teacher's question by mentioning <i>beautiful</i> to describe <i>Via Vallen</i>
T4/22.02.19/172/D376	Kalimatnya lengkap.	The teacher commanded the students to describe Via Vallen in a complete sentence, not only the adjectives.	Directive	Commanding	-
T4/22.02.19/172/D377	Nah, sekarang, do you know our President Jokowi?	The teacher asked the students if they knew a public figure named President Jokowi well. She asked it to be able to describe him.	Directive	Asking	The students answered the teacher's question that they knew the President <i>Jokowi</i>

T4/22.02.19/172/D378	What is he like?	The teacher asked the students a question to describe President Jokowi.	Directive	Asking	The students answered the teacher's question by mentioning <i>handsome</i> to describe President <i>Jokowi</i>
T4/22.02.19/172/D379	Apalagi?	The teacher commanded the students to describe President Jokowi using more adjectives.	Directive	Commanding	The students answered the teacher's question by mentioning <i>handsome</i> to describe President <i>Jokowi</i>
T4/22.02.19/172/D380	Tidak bisa dipungkiri karena semua punya HP tapi silahkan selektif terhadap medsos ya nak ya.	The teacher commanded the students to be selective toward social media content. It was because the students mentioned a particular name of an actress whose news was viral at that time. It was viral due to an immoral case of the actress.	Directive	Commanding	-
T4/22.02.19/173/D381	Yes, Intan kedepan. Yang lain dengarkan.	The teacher commanded the student named Intan to come forward to read the dialogue since she had raised her hand to do it voluntarily and the other students to listen to her.	Directive	Commanding	The student named <i>Intan</i> came forward to read the dialogue

T4/22.02.19/173/D382	Sekarang dialog berapa sekarang?	The teacher asked the students what dialogue was going to be read by the next pair of students since she did not really notice the students who had read the dialogue.	Directive	Asking	The students answered the teacher's question that it was dialogue six which was the next dialogue
T4/22.02.19/173/D383	Intan, sini Ntan.	The teacher commanded the student named Intan to come forward and read the dialogue along with the teacher.	Directive	Commanding	The student named <i>Intan</i> came forward to read the dialogue with the teacher
T4/22.02.19/173/D384	Komang, will you?	The teacher requested the student named Komang to come forward to read the dialogue number seven.	Directive	Requesting	The student named <i>Komang</i> came forward and read the dialogue
T4/22.02.19/173/D385	Ok, the last. Terakhir. Taruna.	The teacher commanded the student named Taruna to come forward to read the last dialogue.	Directive	Commanding	The student named <i>Taruna</i> came forward and read the dialogue
T4/22.02.19/173/D386	Sekarang anak-anak sudah berdialog, paham nggak? Apa tadi yang dipakai untuk mendeskripsikan orang?	After all dialogues had been read by the students, the teacher asked them whether they had understood them.	Directive	Asking	The students answered the teacher's question by saying "What is she like?"
T4/22.02.19/173/D387	Baik sekarang lihat dibawahnya, coba sekarang praktekan dibawahnya, di halaman seratus dua puluh empat dua puluh lima. Fill the blanks.	The teacher commanded the students to do the next assignment, filling the blanks to practice what they had learnt.	Directive	Commanding	The students did the task as the teacher instructed

T4/22.02.19/173/D388	Silahkan didiskusikan dengan temannya, tapi sekarang semua anak-anak buat ya. Anak-anak paham? Buat jawabannya saja ya.	The teacher commanded the students to have a discussion in doing their assignment with their friends.	Directive	Commanding	The students did the task as the teacher instructed
T4/22.02.19/173/D389	Do you know Pakar Ramadhan? Tahu Pakar Ramadhan?	The teacher asked the students if they knew Pakar Ramadhan. She asked them because the students did not really know the person mentioned in the textbook.	Directive	Asking	-
T4/22.02.19/173/D390	Ibu berikan waktu lima belas menit, makanya cepat ya.	The teacher commanded the students to do the assignment quickly since the time given was very short.	Directive	Commanding	The students kept doing their work
T4/22.02.19/174/D391	Sudah? Have you finished? Not yet?	After some time, the teacher asked the students if they had finished doing their assignment.	Directive	Asking	-
T4/22.02.19/174/D392	Untuk besok, anak-anak bawa kresek, salah satu ya. Itu sampah plastik dibelakang untuk barang bekasnya itu. Disamping itu, bersihkan juga kelasnya	The teacher commanded the students to bring plastic bag the next day since she noticed a lot of trash in the classroom.	Directive	Commanding	-
T4/22.02.19/174/D393	Ok, have you finished? Sudah selesai?	After having given some additional time, the teacher asked the students if they had finished doing their assignment.	Directive	Asking	The students answered the teacher's question that they had not finished doing their task

T4/22.02.19/174/D394	Coba lihat yang lain nomer 4, tentang apa itu? Siapa yang sudah selesai?	The teacher commanded the students to look at no. 4 since there were some of them who did not know the answer of it.	Directive	Commanding	The students answered the teacher's question that they had not finished doing their task
T4/22.02.19/174/D395	Kalau masuk, kamu bilang permisi, kalau keluar ...	The teacher directed the students to guess the meaning of the word "polite" since there was one of the students asked her.	Directive	Directing	The students got directed by the teacher's illustration by answering the correct answer <i>sopan</i>
T4/22.02.19/174/D396	Waktunya tinggal lima menit lagi.	The teacher commanded the students to finish their assignment soon since it was five minutes left.	Directive	Commanding	The students got hastened in finishing their task
T4/22.02.19/174/D397	Nomer berapa yang sulit?	The teacher noticed there were still a lot of students who had not finished doing their assignment so she asked them which question they found difficult.	Directive	Asking	The students answered the teacher's question by stating that number four was difficult
T4/22.02.19/174/D398	Coba lihat sebentar nomer satu. We start number one. Nomer satu. Coba lihat sekarang nomer satu.	Knowing a lot of them had problem doing the assignment, the teacher decided to discuss it together. Thus, she commanded the students to look at number one.	Directive	Commanding	The students looked at the answer of number one and read it

T4/22.02.19/174/D399	Jangan mecande. Serius nake yu, serius.	The teacher noticed the students did not read the answer properly so she commanded the student to be more focused in reading the sentence.	Directive	Commanding	The student continued to read the dialogue well
T4/22.02.19/174/D400	T: Ok, bagaimana yang lain, kalian setuju? Do you agree? S: Setuju T: Begitu jawabannya juga? Ss: Yes.	The teacher asked the students whether they agreed with their friend's answer.	Directive	Asking	The students answered the teacher's question by saying that they agreed with their friend's answer
T4/22.02.19/175/D401	Ok, lanjutkan nanti dirumah ya. Lanjutkan dirumah. Waktunya lagi 2 menit. Tidak ada satu anakpun yang tidak mengerjakan. Kerjakan semuanya, tapi persiapkan juga minggu depan kita ulangan hari Jumat ya.	The teacher commanded the student continue doing their assignment at home and prepare themselves for the test on the next meeting.	Directive	Commanding	The students continued their work at home and prepared themselves for the test on the next meeting
T4/22.02.19/175/D402	Ya, langsung kumpul. Yang dibuku, jangan dirobek ya.	The teacher commanded the students to submit their homework in the workbook.	Directive	Commanding	The students submitted their work on their homework book
T4/22.02.19/175/D403	T: Baik, sebelum anak-anak take a rest, apa kesimpulan anak-anak belajar hari ini? S: Membuat dialog T: Apa lagi? Menanyakan apa? S: Menanyakan kata sifat.	Before closing the lesson, the teacher asked the students what they had learned that day.	Directive	Asking	The students answered the teacher's question by saying that they had learned making dialogue and practicing adjectives

T4/22.02.19/175/D404	T: Menanyakan kata sifat. Lagi? S: Ciri-ciri. T: Ya. Terus? Apa lagi? Itu saja? S: Ya.	During the conclusion drawing, the teacher commanded the students to mention more things that they had learnt that day.	Directive	Commanding	The students mentioned more parts of speech they had learned that day
T4/22.02.19/175/D405	Apa yang anak-anak dapatkan hari ini, pelajari dirumah biar nggak lupa ya.	Before saying goodbye, the teacher commanded the students to learn what they had learned at home.	Directive	Commanding	The students learned at home what they had learned that day
T4/22.02.19/175/D406	Ada yang belum buat PR?	Before saying goodbye, the teacher asked the students if there were any of them who had not done their homework.	Directive	Asking	The students answered the teacher's question by saying that all of them had finished doing their homework
T5/22.02.19/176/D407	Who is absent today? No absent today?	The teacher checked the students' attendance by asking who was absent that day.	Directive	Asking	The students answered the teacher's question that there were no any absent students
T5/22.02.19/176/D408	Are you ready to have a test?	The teacher asked the students whether they were ready for the test before giving them an English test.	Directive	Asking	The students answered the teacher's question that they were ready to take the test
T5/22.02.19/176/D409	Jangan kerjasama.	After writing the test questions on the whiteboard, the teacher reminded the students not to cooperate during the test.	Directive	Reminding	-

T5/22.02.19/176/D410	Ya, ya, ulangan dah dulu.	The teacher intended to write the teaching journal yet she could not find it. She asked some students where it was. After searching it for some minutes but it was not found, the teacher commanded the student to finish her test first.	Directive	Commanding	The student stopped searching the teaching journal to continue doing the test
T5/22.02.19/177/D411	Jangan berdiskusi. Jangan diskusi.	During the test, the teacher noticed the students were started to be noisy, so she reminded them not to do discussion during the test.	Directive	Reminding	The students directly stopped discussing the answers
T5/22.02.19/177/D412	Kenapa ribut?	After quite sometime, the teacher heard the students made noise again. Thus, she commanded them to keep silent by asking them why they were noisy.	Directive	Commanding	The students directly stopped making noise
T5/22.02.19/177/D413	T: Siapa nak yang tidak hadir hari ini? S: Angga T: Nyoman Angga Saputra? S: Ya. T: Yang dimana itu duduknya? S: Disini (<i>while pointing at the student's seat</i>) T: O ya ya, tahu. Kenapa dia? S: Alpa. T: Alpa?	The teacher checked the students' attendance by asking the students who were absent that day, which seat they sat, and why they were absent.	Directive	Asking	The students answered the teacher's question about the absent students, which they sat and why they were absent

	<p>S: Ngiring dia bu. T: O dari Kayubih? Ss: Ya. T: O ya ya, terus siapa lagi? S: Agus Yoga T: Agus Yoga. Duduk dimana dia? S: Disana (<i>while pointing at the student's seat</i>) T: Ya. Kenapa? S: Sama. T: Lagi? Ss: Jro Alit. T: Jro Alit kenapa Jro? Ss: Sakit</p>				
T5/22.02.19/178/D414	Semakin banyak, semakin banyak nilainya.	A student asked the teacher how many things they had to describe to answer the question no.2. The teacher suggested them to mention as many as possible to gain extra score.	Directive	Suggesting	-
T5/22.02.19/178/D415	Sini bawa.	The teacher commanded the students to submit their test when there was one student said that he had already finished doing the test.	Directive	Commanding	The students submitted their test to the teacher
T5/22.02.19/178/D416	Sudah semua ya?	Before the teacher left the class for the time was over, she wanted to make sure that all students had	Directive	Asking	The students answered the teacher's question that all of them had

		already submitted their test by asking them.			finished doing their test
T6/28.02.19/179/D417	T: Oh ya, menyusul ya? Boleh. Kamu mau menyusul sekarang? S: Iya, bu. T: Siapa saja yang menyusul?	The teacher wanted to make sure whether the student asked her for the test was ready to do the test. Thus, she asked him if he wanted to take the test that day and the others too.	Directive	Asking	The student answered the teacher's question that he wanted to take the test that day and some others who had not raised their hand
T6/28.02.19/179/D418	Nanti duduk disini berdua ya. Disini satu, ya, biarin aja disana nggak apa-apa.	The teacher commanded the students who would take the test to take the seat in such a way.	Directive	Commanding	The students remained sitting on their seat
T6/28.02.19/179/D419	Silahkan dibaca semua, dilihat catatannya.	The teacher informed the schedule of mid term test. Thus, she commanded them to read the materials in their notebook in order to get a good result.	Directive	Commanding	The students learned what they had learned to prepare for the test
T6/28.02.19/180/D420	Sebentar ya Asti ya, ibu orek-orekkan soalnya, ibu berikan satu-satu, nanti kamu kerjakan lagi.	The teacher commanded the student named Asti to wait for the teacher creating all questions for the test since she had to teach the rest of the students. She intended to give her the question one by one.	Directive	Commanding	The student named <i>Asti</i> waited for the teacher finished doing the problems of the test

T6/28.02.19/180/D421	Dengarkan dulu semua. Hari sudah siang, kondisi kita menjelang Nyepi, anak-anak sudah kebiasaan dirumah, sudah banyak juga ya bantu-bantu di adat. Mohon perhatiannya sejenak.	The teacher commanded the students to pay attention to her. Before that, she understood their situation who had been very tired after helping out their parents by the holiday.	Directive	Commanding	-
T6/28.02.19/180/D422	Coba lihat chapter 6.	The teacher started the lesson by commanding the students to see chapter 6 in their textbook.	Directive	Commanding	The students looked at chapter 6 on their textbook
T6/28.02.19/180/D423	Apa judulnya chapter 6, nak?	The teacher then asked the students what the title of chapter 6 was.	Directive	Asking	The students answered the teacher's question the title of chapter 6
T6/28.02.19/180/D424	We love what we do. Tahu artinya?	The teacher asked the students the meaning of the title of chapter 6 that the students had just mentioned.	Directive	Asking	The students answered the teacher's question that they knew the meaning of the title of chapter 6
T6/28.02.19/180/D425	T: Contohnya, gambar apa itu? S: Petani mencangkul di sawah. T: Petani mencangkul. Ada pak guru juga ya. Terus? Ss: Ibu. T: Ibu. Terus? Ss: Dokter, murid.	The teacher asked the students what the pictures were stated in the textbook	Directive	Asking	The students answered the teacher's question what the pictures were

T6/28.02.19/180/D426	<p>T:Berarti kalian senang apa yang kalian lakukan ya. Yang kalian lakukan apa?</p> <p>S: Belajar.</p> <p>T: Belajar. Yang guru lakukan?</p> <p>S: Mengajar.</p> <p>T: Iya, teach. Mengajar. Kalau petani ngapain dia?</p> <p>S: Mencangkul.</p> <p>T: Iya, menanam padi. Farmer grows rice itu menanam padi. Kalau gurunya teach, mengajar. Kemudian kalau ibunya?</p> <p>S: Memberi makan.</p> <p>T: Iya, feed, mengasih makan, nyuapin, feed the babies. Mengasih makan. Kemudian ini dokter atau perawat?</p> <p>S: Mengobati.</p> <p>T: Iya, take care of patients. Yang terakhir ini gambar apa?</p> <p>S: Murid.</p> <p>T: Ngapain murid?</p> <p>S: Belajar.</p>	During the lesson, the teacher asked the students about what the pictures in the textbook were doing.	Directive	Asking	The students answered the teacher's question about what the people in the pictures did
T6/28.02.19/181/D427	<p>T: Belajar, study. Berarti kami cinta apa yang kami lakukan. Kalian senang nggak belajar?</p> <p>Ss: Senang.</p>	The topic of the lesson that day was about how everybody loved what they did. As a student, the teacher asked them whether they loved what they did.	Directive	Asking	The students answered the teacher's question that they loved studying

T6/28.02.19/182/D428	Walaupun nggak ada ulangan, membaca 15 menit bangun pagi itu bagus.	The teacher suggested the students to get themselves used to study after waking up. She did it because the students did not do it in the morning.	Directive	Suggesting	-
T6/28.02.19/182/D429	Disamping itu, kalau anak-anak suka baca komik, boleh itu baca komik, karena itu akan merangsang daya imajinasi kamu. Kalau pelajaran Bahasa Indonesia itu mengarang, kamu akan bagus. Harus membaca. Pagi itu jam 5 kamu baru bangun, membaca 15 menit baru mandi. Karena biar nggak tumpul otaknya. Kalau kamu laki-laki belog, itu oon, nggak bagus itu. Banyak-banyak membaca ya. Anak laki-laki terutama ya. Pagi-pagi kamu mace malu, lima menit, dase menit, baru kamu mandi ya. Jangan dibiarkan otak santai. Kalau kamu biasa otak santai, nggak berproses dia. Makanya baca, dia akan berpikir terus. Sama dengan tubuh. Kalau kamu terus bergerak, malah tubuh semakin sehat. Kalau kamu nggak bergerak, tubuh akan malas, kamu akan sakit-sakitan. Yang nggak suka olahraga, pasti sakit	Further, when the students said they liked reading comics, the teacher suggested them to read often and do exercise for they brought them a lot of benefits.	Directive	Suggesting	-

T6/28.02.19/182/D430	Apa yang ibu bilang? Ibu suruh ngapain?	The teacher asked the students to repeat what the teacher had suggested after she told them lots of things. She wanted the students to keep what she had said in their mind.	Directive	Asking	The students answered the teacher's question about what she had suggested them to do
T6/28.02.19/183/D431	What does your father do? What does your father do? Your father is a teacher? What is your father?	After reading the dialogue, the teacher asked one student what his father did to practice what they learned from the dialogue.	Directive	Asking	The student answered the teacher's question about what his father did
T6/28.02.19/183/D432	Buruh? Tailor? Tukang jahit? Pengrajin?	When the student did not know what to say to answer the teacher's question, the teacher directed him by mentioning kinds of jobs his father probably did.	Directive	Directing	The student nodded his head after the teacher mentioned the word about his father's profession
T6/28.02.19/183/D433	Kamu, Eva, what does your father do? My father is..?	The oral practice continued by asking another student what her father did.	Directive	Asking	The student named <i>Eva</i> answered the teacher's question about what her father did
T6/28.02.19/183/D434	Ok, Asti, what does your father do?	The oral practice continued by asking another student what her father did.	Directive	Asking	-
T6/28.02.19/183/D435	My father is ...	When the student did not say a word to answer the teacher's question, the teacher directed her by saying a sentence to state what her father did.	Directive	Directing	The student named <i>Asti</i> got directed by repeating what the teacher said

T6/28.02.19/183/D436	Candra, what does you mother do?	The oral practice continued by asking another student what her mother did.	Directive	Asking	The student named <i>Eva</i> answered the teacher's question
T6/28.02.19/183/D437	Petani?	When the student did not know what to say to answer the teacher's question, the teacher directed her by mentioning a profession her mother probably did.	Directive	Directing	The student nodded her head when the teacher mentioned one name of profession which described what her mother did
T6/28.02.19/183/D438	Ok. Trisna, what does your brother do?	The oral practice continued by asking another student what her brother did.	Directive	Asking	The student answered the teacher's question about what her brother did
T6/28.02.19/183/D439	Ok. Suardita, what does your mother do?	The oral practice continued by asking another student what his mother did.	Directive	Asking	The student answered the teacher's question about what his mother did
T6/28.02.19/184/D440	Wali, what does your sister do?	The oral practice continued by asking another student what his sister did.	Directive	Asking	-
T6/28.02.19/184/D441	Purnami, what does your father do? Apa bapak?	The oral practice continued by asking another student what her father did.	Directive	Asking	The student answered the teacher's question about what her father did
T6/28.02.19/184/D442	Ok. Hendra, what does your father do?	The oral practice continued by asking another student what his father did.	Directive	Asking	The student answered the teacher's question about what his father did

T6/28.02.19/184/D443	<p>T: He is pengrajin. Baik, semua tahu. Sekarang, kamu punya mama. Ada mamanya she is a teacher. Ada disini doctor?</p> <p>S: No.</p> <p>T: Ada yang mamanya jadi perawat? Nurse?</p> <p>S: No.</p> <p>T: Ada mamanya jadi guru?</p> <p>S: No.</p> <p>T: Ada mamanya jadi pedagang?</p> <p>S: Ada. Yes.</p>	The teacher continued the lesson by asking the students what their mother did. She asked them by mentioning kinds of jobs their mother probably did. She intended to introduce kinds of jobs to the students.	Directive	Asking	The student answered the teacher's question if their mother was nurse, teacher or trader
T6/28.02.19/184/D444	Ok, baik, sekarang kalian boleh bercakap-cakap di depan, siapa yang jadi Miss Meutia, Beni, Dayu, Ikhsan, Udin.	After the oral practice telling about what their family members did, the teacher commanded the students to practice reading the dialogue in groups.	Directive	Commanding	The students started to find their group members
T6/28.02.19/184/D445	Ya, silahkan cari grupnya dulu ya.	The teacher commanded the students to create a group of 5 to practice reading the dialogue.	Directive	Commanding	The students created group consisted of 5 students
T6/28.02.19/185/D446	Yang lain diam dulu ya nak ya. Jangan ribut.	The teacher commanded the students not to be noisy because their friends was about to perform the dialogue in front of the class.	Directive	Commanding	The students started to turn down their voice

T6/28.02.19/185/D447	Siapa getok-getok itu?	After she commanded the students to keep silent, she still heard sound of someone knocking the desk. Thus, she commanded the student to stop it by asking who did it.	Directive	Commanding	The student stopped making the noise
T6/28.02.19/185/D448	Diem dulu. Tong kosong nyaring bunyinya. Kalau banyak bicara sing ade apane. Anak laki-laki sudah dibilang jangan terlalu menceng. Lebih sukses anak perempuannya kamu akan malu. Ingat itu. Laki-laki harus lebih membanggakan.	Before closing the lesson that day, the students were very noisy. Therefore, the teacher reminded them not to talk about unnecessary things, especially the boys. She wanted them to be a successful person when they grew up.	Directive	Reminding	-
T1/08.02.19/143/D449	T: Good morning. Ss: Good morning. T: How are you? Ss: I'm fine, and you? T: I'm very well, thank you.	Before the lesson started, the teacher greeted the students and they greeted her back.	Expressive	Greeting	The students greeted back the teacher
T1/08.02.19/143/D450	T: Good morning. Ss: Good morning. T: How are you? Ss: I'm fine, and you? T: I'm very well, thank you.	When the students greeted her back, the teacher thanked them.	Expressive	Thanking	-
T1/08.02.19/143/D451	Banyak?	The teacher was surprised because the students answered that there were many of them who did not do the homework after she asked them.	Expressive	Stating surprise	-


T1/08.02.19/144/D452	Makasih sudah semuanya kumpul.	The teacher thanked the students for having submitted their homework.	Expressive	Thanking	-
T1/08.02.19/145/D453	Beautiful?	The teacher was surprised after one student described his friend beautiful instead of handsome.	Expressive	Stating surprise	-
T1/08.02.19/145/D454	Kartika orang sudah pintar.	The teacher praised Kartika to motivate him to be a better student. Even though his friend described him naughty. He was known as one of naughty students in class VIIE.	Expressive	Praising	-
T1/08.02.19/146/D455	Raka dia diem sekarang. Udah ga miyegan lagi, udah damai kelas E-nya ya, seiring bertambahnya usia kalian, perubahan sikap juga ada.	The teacher praised the attitude progress of students in class VIIE. It was known as the class which had the most troubled students.	Expressive	Praising	-
T1/08.02.19/146/D456	Itu sudah termasuk bagus sekali itu yang tidak begitu ribet.	The teacher praised the student named Puska who was able to create simple sentences to describe her friend, Sasya.	Expressive	Praising	-
T1/08.02.19/146/D457	Ok, thank you.	The teacher thanked Puska and Maharani who had come forward and read the dialogue.	Expressive	Thanking	-
T1/08.02.19/148/D458	That's ok, thank you.	The teacher thanked Dirga and Santikayasa	Expressive	Thanking	-

		who had come forward and read the dialogue.			
T1/08.02.19/148/D459	Thank you.	The teacher thanked Sasya and Purinda who had come forward and read the dialogue.	Expressive	Thanking	-
T1/08.02.19/148/D460	'Kan dueg.	The teacher praised the student named Santika after he and his partner finished reading the dialogue.	Expressive	Praising	-
T1/08.02.19/149/D461	'Kan kesayangan ibu.	The teacher praised the student named Raka to motivate him to read the dialogue in front of the class.	Expressive	Praising	-
T1/08.02.19/149/D462	Kan pintar, dueg.	The teacher praised the student named Raka after he and his partner finished reading the dialogue.	Expressive	Praising	-
T1/08.02.19/149/D463	Udah bagus.	The teacher praised the students' performance in reading the dialogue.	Expressive	Praising	-
T1/08.02.19/149/D464	T: Sekarang anak-anak menyimpulkan apa yang tadi anak-anak sudah dialogkan pada halaman one hundred and berapa? S: eleven. T: Ha? S: thirteen.	The teacher was surprised after one student mentioned the page of the book they had been learning in English incorrectly.	Expressive	Stating surprise	The student corrected his word

	T: Iyaa..pinter				
T1/08.02.19/149/D465	T: Sekarang anak-anak menyimpulkan apa yang tadi anak-anak sudah dialogkan pada halaman one hundred and berapa? S: eleven. T: Ha? S: thirteen. T: Iyaa.. pinter.	Then, the teacher praised the student who could mention the book page in English correctly.	Expressive	Praising	-
T1/08.02.19/149/D466	Ok, good, Sudiartawan.	The teacher also praised the student named Sudiartawan after he could mention the book page in Indonesian based on the answer of his friend in English beforehands.	Expressive	Praising	-
T1/08.02.19/150/D467	Orang pintar-pinter kelas C.	The teacher praised the students in one group after they nodded that they had understood the assignment they had done.	Expressive	Praising	-
T1/08.02.19/150/D468	Iih..pinter!	The teacher praised the students who had done the assignment correctly after she had checked it.	Expressive	Praising	-
T1/08.02.19/151/D469	Bagus tulisanmu ya? Dueg ternyata kamu itu kalau nyak terus tulisanmu rapi. Dueg kamu.	The teacher praised the student's handwriting when she was going around the class to check the students' work.	Expressive	Praising	-
T1/08.02.19/151/D470	Terimakasih, anak-anak kelas E, tepuk tangan dulu.	The teacher thanked the students for having	Expressive	Thanking	-

		finished and submitted their work.			
T1/08.02.19/151/D471	Ada perubahan yang positif, Ibu bangga, kelas E ga kayak dulu lagi, benar-benar pusing kepala, sekarang kalian sudah tambah besar, benar-benar ada perubahan ya, Ibu bangga, mudah-mudahan terus seperti ini, jadi anak yang benar-benar Ibu banggakan.	In the end of the lesson, the teacher expressed her pleasure feeling and pride towards the students of class VIIE for having shown positive change in their attitude during their learning that day.	Expressive	Stating pleasure	-
T1/08.02.19/152/D472	See you next time. Good bye.	The teacher closed the teaching session by saying goodbye to the students.	Expressive	Leave taking	The students said goodbye
T2/13.02.19/153/D473	T: I love you Ss: I love you.	Before greeting, the teacher, as the homeroom teacher of class VIIA expressed her love to her students. She felt responsible not only to transfer knowledge, but also share love.	Expressive	Stating like	The students told the teacher that they loved her too
T2/13.02.19/153/D474	T: Good morning Ss: Good morning. T: How are you this morning? Ss: I'm fine, and you? T: I'm very well, thank you	Before the lesson started, the teacher greeted the students and they greeted her back.	Expressive	Greeting	The students greeted the teacher back
T2/13.02.19/153/D475	T: Good morning. Ss: Good morning. T: How are you? Ss: I'm fine, and you? T: I'm very well, thank you.	When the students greeted her back, the teacher thanked them.	Expressive	Thanking	-

T2/13.02.19/153/D476	Terimakasih sudah hadir semua ya nak ya.	The teacher thanked the students because there was no any absent. She appreciated their good behavior.	Expressive	Thanking	-
T2/13.02.19/154/D477	Hebat! Ibu bilang hebat.	The teacher praised her students for their willingness to move to another seat for the sake of their learning development.	Expressive	Praising	-
T2/13.02.19/154/D478	Anak-anak Ibu hebat, seterusnya seperti ini, ga ada yang boleh dirubah karena ibu pantau minggu lalu Kipli sama Suarsana disana ngorte dia.	The teacher praised the students because they had agreed the seat arrangement made by the teacher. It meant they were ready to share their knowledge to each other for better improvement.	Expressive	Praising	-
T2/13.02.19/155/D479	Sukra, de membully teman, kamu yang uyut kalau ibu lihat, jangan nurut teman uyut. Ibu aja kepantau suara siapa aja dari ruang guru yang paling kedengaran, kan ibu lihat. Ibu intip kadang-kadang dari sini, kan dah ibu catat, memangnya Ibu ga ngintip dari sini, suara kamu keras-keras kayak kemarin, ngintip ibu, weh ne mare ye, tu kedengaran nak, kalau ada jam tertentu, gurunya ga ada, kamu rebut, sementara kamu wa wa wa, Ibu ngintip dari sana kemarin.	However, the teacher expressed her anger for the students' behavior who kept being noisy all the time until all teachers could hear their voice and made her felt embarrassed as their homeroom teacher.	Expressive	Stating anger	-

	<p>Makanya kalau kamu disiplin, disiplin dari diri, ibu tahu sekali anak-anak yang ribut disini, tahu anak-anak yang diam, makanya kalau nuding ini rebut, padahal yang ngomong itu rebut. Ya silahkan introspeksi diri kalau kamu bisa mengajari mulutmu tidak banyak cakap dan tidak penting, ibu sudah kasi tahu anak laki-laki jangan banyak ngomong, nanti kamu tidak berwibawa kalau sudah dewasa, sedikit bicara tapi berwibawa. Tuhan kasih satu mulut dan dua telinga, agar kamu lebih banyak mendengar dari berbicara, kok ga mulut dikasi dua? Kok telinga dikasi dua? Karena Tuhan mau kita harus mendengarkan omongan orang, talk less do more, iklannya rokok itu tapi itu benar, anak laki ga boleh cerewet, misalkan ada anak laki yang kelihatan sedikit bicara tapi tegas, berwibawa, kalau sudah besarnya itu bagus, apalagi bisa cari uang, satu dua kalimatnya itu mengandung makna, daripada segala hal diomongin, iyu nggak bagus laki-laki begitu, itu diperhatikan, diajari mulut, biar kamu ga</p>				
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	cerewet amat, kalau perempuan rata-rata dari semua kelas perempuannya yang ga banyak cakap, malah lakinya dari kelas A sampai kelas F, di kelas E yang laki-lakinya ...aduh luar biasa dari kelas B, perempuannya yang diam, laki-lakinya ga diam-diam, artinya dalam hal tertentu, kalau guru ngomong, ga diam-diam, ga bisa distop mulutnya, mungkin harus dijarit itu, padahal omongannya itu bullshit, ga ada omongan yang penting-penting				
T2/13.02.19/159/D480	See you next time. Good bye.	The teacher ended the lesson by saying farewell to the students.	Expressive	Leave taking	The students said goodbye to the teacher
T3/18.02.19/160/D481	T: Good morning, how are you? Ss: I'm fine, thank you, and you? T: I'm very well, thank you.	Before the lesson started, the teacher greeted the students and they greeted her back.	Expressive	Greeting	The students greeted the teacher back
T3/18.02.19/161/D482	T: Good morning, how are you? Ss: I'm fine, thank you, and you? T: I'm very well, thank you.	When the students greeted her back, the teacher thanked them.	Expressive	Thanking	-
T3/18.02.19/161/D483	Apa yang kamu sukai?	The teacher expressed her surprise toward the students' answer which mentioned that the meaning of "What is she like?" referred to someone's fondness instead of appearance.	Expressive	Stating surprise	-

T3/18.02.19/163/D484	Berbeda cara bertanyanya?	The teacher expressed her surprise after the students answered her question inappropriately, that was about the meaning difference of meaning of “like” through an illustration she provided.	Expressive	Stating surprise	-
T3/18.02.19/163/D485	Baruu dibilang.	The teacher expressed her annoyance to the students after they answered her question incorrectly. This was because she had just explained the use of “like” which means fondness and appearance. The teacher thought that the students did not really pay attention to her.	Expressive	Stating annoyance	-
T3/18.02.19/165/D486	Ok, thank you.	The teacher thanked Nova and Wahyu after performing the dialogue in front of the class.	Expressive	Thanking	-
T3/18.02.19/165/D487	Thank you.	The teacher thanked Saridewi and Gung after performing the second dialogue in front of the class.	Expressive	Thanking	-

T3/18.02.19/165/D488	Ibu nggak bangga kalian bilang metunangan itu ibu gak bangga, ibu miris, hati ibu tergores seperti disilet, diiris. Sedih.	The teacher expressed her sadness after knowing that her students were in a love relationship which made they did not cooperate well in the class.	Expressive	Stating sorrow	-
T3/18.02.19/165/D489	Ok, dialog yang pas, gitu caranya ya.	The teacher praised the students after they performed the dialogue well in front of the class.	Expressive	Praising	-
T3/18.02.19/165/D490	Ok, thank you.	The teacher thanked Kristina and Suasnata after performing the dialogue in front of the class.	Expressive	Thanking	-
T3/18.02.19/165/D491	Ok, thank you.	The teacher thanked Puspayoga and his pair after performing the dialogue in front of the class.	Expressive	Thanking	-
T3/18.02.19/165/D492	T: Nova, are you ok? Wahyu, Nova! Yang lain dengar gak itu? Ss: Dengar. T: Apa yang ibu mau kalian lakukan? Ss: Membuat dialog.	The teacher expressed her annoyance after she heard a couple of students were making noise while she was explaining the task the students had to do.	Expressive	Stating annoyance	-
T4/18.02.19/168/D493	T: How are you this morning? S: I'm very well. Thanks. And you? T: I'm very well. Thank you	In the beginning of the lesson, the teacher greeted the students and they greeted her back.	Expressive	Greeting	The students greeted the teacher back

T4/18.02.19/168/D494	T: How are you this morning? S: I'm very well. Thanks. And you? T: I'm very well. Thank you.	The teacher, then, thanked the students for greeting her back	Expressive	Thanking	-
T4/18.02.19/168/D495	T: Is there any absent? No? Noone? S: No T: Good.	The teacher praised the class for there was no any absent students.	Expressive	Praising	-
T4/18.02.19/169/D496	Eh, tinta hijau, bukan biru. I'm sorry.	The teacher expressed her apology for wrongly mentioned the color of the sentences typed in the textbook. She asked the students to copy the sentences.	Expressive	Apologizing	-
T4/18.02.19/170/D497	Sit down, thank you , Komang.	The teacher expressed her gratitude to the students named Komang for having appointed the words and sentences on the whiteboard to be read together with his friends.	Expressive	Thanking	-
T4/18.02.19/170/D498	T: There are many people in the market, so crowded. Crowded? S: Rame T: Ok, rame. Good.	The teacher praised the students after they could guess the meaning of difficult word based on the teacher's direction.	Expressive	Praising	-
T4/18.02.19/170/D499	Hebat kelas C!	The teacher praised the class after they could guess the meaning of some difficult words they asked based on the teacher's direction.	Expressive	Praising	-

T4/18.02.19/171/D500	Rambut panjang?	The teacher expressed her surprise after one student described the student named Alvin had long hair instead of short hair.	Expressive	Stating surprise	-
T4/18.02.19/171/D501	Ok, thank you Alvin.	The teacher expressed her gratitude to Alvin for his willingness to be described by his friends in front of the class.	Expressive	Thanking	-
T4/18.02.19/171/D502	Thank you, Intan.	The teacher expressed her gratitude to the student named Intan for her willingness to be described by her friends in front of the class.	Expressive	Thanking	-
T4/18.02.19/171/D503	Thank you, Gusti bagus.	The teacher expressed her gratitude to the student named Gusti for his willingness to be described by his friends in front of the class.	Expressive	Thanking	-
T4/18.02.19/172/D504	Baik, thank you, Yasita.	The teacher expressed her gratitude to the student named Yasinta for her willingness to be described by her friends in front of the class as the example of describing person.	Expressive	Thanking	-
T4/18.02.19/172/D505	Berarti kamu tidak lepas dari pemberitaan ya.	The teacher expressed her surprise after the students mentioned one name of an actress whose immoral case was viral as an	Expressive	Stating surprise	-

		example of describing person by saying that they were update on the latest news.			
T4/18.02.19/173/D506	Ok, thank you.	The teacher expressed her gratitude to a couple of students after having performed the second dialogue.	Expressive	Thanking	-
T4/18.02.19/173/D507	Ok, thank you.	The teacher expressed her gratitude to Taruna and his pair after having performed the last dialogue.	Expressive	Thanking	-
T4/18.02.19/174/D508	T: Yang lain, anak-anak tahu “polite”? Kalau masuk, kamu bilang permisi, kalau keluar ... S: Sopan. T: That’s good.	The teacher praised the student after he could guess the meaning of difficult word based on the teacher’s direction.	Expressive	Praising	-
T4/18.02.19/174/D509	T: Nomer berapa yang sulit? S: Nomer 4. T: Nomer 4? Semuanya? S: Ya.	The teacher expressed her surprise after knowing that the students said that they had problems in doing the task in all questions.	Expressive	Stating surprise	-
T4/18.02.19/175/D510	See you next time. Good morning.	To end the lesson that day, the teacher expressed farewell to the students.	Expressive	Leave taking	-
T5/22.02.19/176/D511	T: Good morning. Ss: How are you? T: I’m very well, thank you. And you? Ss: I’m very well too, thank you. T: Nice to see you.	In the beginning of the lesson, the teacher greeted the students and they greeted her back.	Expressive	Greeting	The students greeted the teacher back

	Ss: Nice to see you too.				
T5/22.02.19/176/D512	T: Good morning. Ss: How are you? T: I'm very well, thank you. And you? Ss: I'm very well too, thank you.	When the students greeted her back, the teacher thanked them.	Expressive	Thanking	-
T5/22.02.19/178/D513	See you next time. Good bye.	After all students had finished doing their test on time, the teacher ended the lesson by saying good bye.	Expressive	Leave taking	The students said goodbye to the teacher
T6/28.02.19/179/D514	Mudah-mudahan bagus hasilnya.	After saying that the students had taken the test on the last meeting, the teacher wished that the result would be good.	Expressive	Wishing	-
T6/28.02.19/179/D515	Mudah-mudahan hasilnya bagus.	Before starting the lesson on the next chapter, the teacher also expressed her wish that the result of the students' learning on the previous chapter would be good.	Expressive	Wishing	-
T6/28.02.19/181/D516	T: Nah, coba apa kegiatan kalian baru bangun? Bangun jam berapa? S: Jam 5. T: Masak?	The teacher was surprised after the students answered that they woke up at 5. The teacher did not believe it for she was sure the students did not have many activities to do	Expressive	Stating surprise	-

		at home before going to school.			
T6/28.02.19/185/D517	T: I think it's enough for today. See you next time. Good bye. Ss: Good bye.	The teacher ended the lesson that day by saying good bye to the students.	Expressive	Leave taking	The students said goodbye to the teacher

T1/08.02.19/144/D518	Nanti Ibu cek.	The teacher commanded the students to submit the homework they had done and promised them that she would check them later.	Commissive	Promising	-
T1/08.02.19/144/D519	Ya, nggak apa-apa salah.	The teacher commanded the student named Gawat to submit her group's homework. However, she felt hesitated to do so. Thus, the teacher granted any mistakes her group probably made.	Commissive	Granting	-
T1/08.02.19/143/D520	Ah ya ya, nanti ibu baru akan putar videonya.	The teacher was examining her textbook to continue the learning material. When she looked at a topic in which a video was possible to play to support the learning, she promised the students to play it later.	Commissive	Promising	-

T1/08.02.19/146/D521	Seharusnya ini ada di video ibu, ditayangkan dulu, baru ini. Ya nanti ya ibu tayangkan ya. Belum dicas, lupa ibu.	During the lesson, the teacher was going on with the next chapter dealing with describing people, animal, and so on. She told the students that she had a learning video about it. Unfortunately, she did not charge her laptop yet which made her not possible to play it. Thus, she promised the students to play it next time.	Commisive	Promising	-
T1/08.02.19/146/D522	Ibu contohkan atau anak-anak sudah bisa baca?	The teacher offered the students whether she had or had not to model reading the dialogues first before asking them to read the dialogues in front of the class.	Commisive	Offering	The students chose one alternative that the teacher needed to read the dialogue first as an example for the students
T1/08.02.19/148/D523	Ada lagi yang mau maju? Ha? Ada?	The teacher offered the students to practice reading the dialogue in front of the class.	Commisive	Offering	The students appointed one student to read the dialogue
T1/08.02.19/148/D524	Ada lagi yang mau kedepan?	After each performance by a pair of students, the teacher offered the other students to take turn practicing reading the dialogue.	Commisive	Offering	-
T1/08.02.19/149/D525	Ada lagi yang mau maju?	After Tedy and his partner performed the dialogue, the teacher offered the other students	Commisive	Offering	-

		who had not practice reading the dialogue aloud to read the dialogue in front of the class.			
T1/08.02.19/149/D526	Raka, mau maju, nak?	The teacher offered one of the naughty students in class VIIIE to take part in practicing reading the dialogue. She wanted to pay more attention to him in order to make him a better student.	Commisive	Offering	The student told the teacher that he did not know if he had to come forward to read the dialogue
T1/08.02.19/149/D527	Swastika ya? Ajak Swastika. Mau maju?	The teacher offered another student named Swastika to be Raka's partner in reading the dialogue in front of the class.	Commisive	Offering	The students came forward to read the dialogue
T1/08.02.19/149/D528	Ada lagi?	After Raka and Swastika finished reading the dialogue in front of the class, she offered other students again to practice reading the dialogue to train their confidence and English skills.	Commisive	Offering	-
T1/08.02.19/149/D529	Ada yang mau lagi?	After having some performances in reading the dialogue, the teacher ensured whether all students had already taken their part to read the dialogue. However, when some students said that there were some of them	Commisive	Offering	-

		had not, she offered them again.			
T1/08.02.19/150/D530	S: Di buku catatan buat ya bu? T: Ya boleh , sementara kalian kumpul itu.	The teacher commanded the students to do the assignment. There was one student asked her if he could do it in the notebook. She granted his wish.	Commissive	Granting	The students did the task in their notebook
T1/08.02.19/150/D531	S: Bu, yang nyetor 1 ya bu? T: Iya, boleh.	During doing the assignment, one student asked if only one assignment they could submit since it was a group work, The teacher, then, granted his wish.	Commissive	Granting	The students made only one copy of task
T1/08.02.19/151/D532	Maka ini sudah ibu periksa, nanti kita akan bahas pertemuan berikutnya.	The teacher had got the all the students' group work in her hands and promised them to discuss it on the next meeting since the time had been up.	Commissive	Promising	-
T1/08.02.19/151/D533	Ibu akan kembalikan nanti setelah mengaso.	The teacher promised to return the group work the students had submitted in the end of the lesson.	Commissive	Promising	-
T2/13.02.19/154/D534	Kamu mau dibelakang?	The teacher was doing the seat arrangement in the class. She offered the student named Ode to move to the back seat since there was a student told her that he wanted it.	Commissive	Offering	The student nodded his head which meant he accepted the teacher's offer

T2/13.02.19/154/D535	Sukra, mau nggak kesana, Sukra? Ke Yogi.	The teacher offered the student named Sukra to sit near Yogi so that he could give a good influence to Sukra. She made an offer to make sure the student did not mind and felt all right with his new seat position.	Commissive	Offering	The student moved to his new seat
T2/13.02.19/154/D536	Rama, kamu mau disitu? Sama Arman ya? Ya? Sing engken.	The teacher also offered Rama to sit near Arman. She thought Arman could help him in his learning in the class.	Commissive	Offering	The student moved to his new seat
T2/13.02.19/157/D537	Boleh sekarang satu grup bertiga atau berempat, boleh. Boleh kamu dengan Yogi, Agus, Sukra, boleh.	The teacher gave the students a task to describe things, people and so on in groups. She gave freedom to the students to work either in three or four. She also mentioned three names of students which had different learning capabilities to collaborate.	Commissive	Granting	The students made a group
T2/13.02.19/157/D538	Halo, siapa yang mau bantu Agus, gimana nulis “quiet”?	The teacher offered the students if there was any of them who was willing to answer Agus’s question which asked about the spelling of the word “quiet”.	Commissive	Offering	-

T2/13.02.19/157/D539	Nah, sekarang silahkan kerja bergrup, boleh dengan temannya disamping dulu, boleh tanya sama temanmu karena sekarang kerja bergrup.	The teacher allowed the students to have a discussion with their friends in one group since it was a group work. She tolerated a little bit of noise during the discussion as long as it resulted in a productive task.	Commissive	Granting	The students had discussion with their friends
T2/13.02.19/157/D540	S: Di buku latihan ya bu? T: Ya, boleh.	The teacher permitted the student who asked her if he had to do the task in the workbook.	Commissive	Granting	The students did the task in their workbook
T2/13.02.19/158/D541	Minggu depan pertemuan berikutnya, kita akan diskusikan hal itu.	The bell had rung. The students had not finished doing their task. After she requested them to continue doing it at home, she promised them that she would discuss it on the following week.	Commissive	Promising	-
T2/13.02.19/158/D542	Silahkan kerjakan dirumah sebisa kalian, boleh discuss dengan temannya yang sudah bisa.	The teacher, further, allowed the students to do discussion with their friends who had finished doing the group work.	Commissive	Granting	-
T3/18.02.19/165/D543	Kamu boleh duduk disini karena kamu berpasangan. Kamu membuat dialog yang kayak Nana boleh.	The teacher allowed the students move their chair to work in pairs and made the dialogue like the example stated in the textbook.	Commissive	Granting	The students moved to their partner's seat to have discussion and made the dialogue like the example in the textbook

T3/18.02.19/166/D544	Ok, tempat duduk terserah kamu, boleh duduk di bawah, di bangku, ok.	Class VIID used language laboratory as their classroom. Thus, not all students could write on the table. Some of them wrote on the carpet. The teacher allowed the students to sit on the chair or on the floor to do their group work. She did it because she noticed some students were confused to find a place to do discussion.	Commissive	Granting	The students moved to their partner's seat to have discussion
T3/18.02.19/166/D545	Ok, silahkan boleh kalian duduk disana, boleh disini.	After informing the time allotted to do the task, the teacher allowed the students to work wherever they wanted to work with their group members.	Commissive	Granting	The students moved to their partner's seat to have discussion
T3/18.02.19/166/D546	T: Nanda, kamu kerja dimana? Ss: Disini, bu. T: Ya, boleh duduk dibawah.	The teacher noticed the student named Nanda did not start doing the task for keeping standing up and looked confused to start where to work. Thus, she granted his wish to sit on the floor.	Commissive	Granting	The students moved to their partner's seat to have discussion
T4/22.02.19/168/D547	Baik, anak-anak, minggu lalu ibu sudah berikan tugas, ibu percaya kalian sudah buat, nanti akan ibu periksa semua PRnya.	In the beginning of the lesson, the teacher promised to check the students' homework after having given it to them on the last meeting.	Commissive	Promising	-

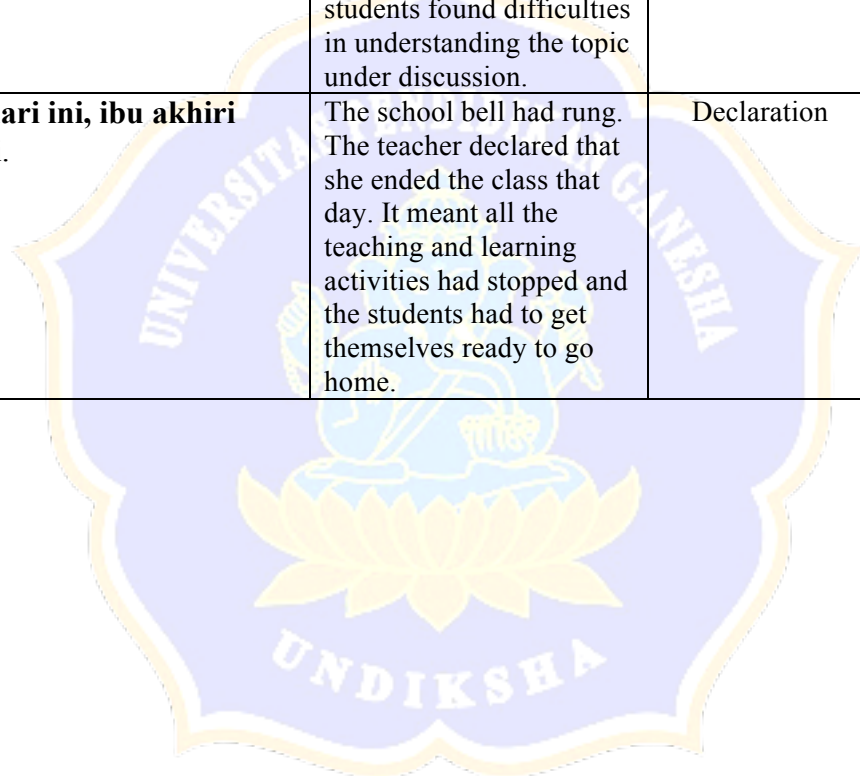
T4/22.02.19/172/D548	Dialog satu, who want to practice in front of the class? Siapa yang mau praktek dialog satu kedepan”	The teacher offered the students to practice reading the dialogue one in front of the class.	Commisive	Offering	Some students raised their hands to come forward and read the dialogue
T4/22.02.19/173/D549	Ok, next, dialog dua, the second dialogue, ayo!	After performance of a pair of students practice reading the dialogue, she offered other students to continue practice reading dialogue two.	Commisive	Offering	Some students raised their hands to come forward and read the dialogue
T4/22.02.19/173/D550	Ayo, siapa lagi yang mau?	After performance by performance of reading the dialogues, the teacher offered the other students who had got their turn to practice it.	Commisive	Offering	Some students appointed by their friends came forward read the dialogue
T4/22.02.19/173/D551	Next? Dialog berikutnya?	After the performance of reading dialogue seven, the teacher offered the other students to practice reading the next dialogue.	Commisive	Offering	A couple of students came forward and read the dialogue
T4/22.02.19/173/D552	Anak-anak boleh berdiskusi dengan temannya, bertiga, boleh berdua.	The teacher gave the students assignment to do in groups. She allowed them to make a group consisted of two or three students.	Commisive	Granting	The students started to create groups consisted of two or three students
T4/22.02.19/173/D553	S: Bertiga boleh ya bu? T: Iya, bertiga, yang berdua ya berdua , biar ga ribut.	One student asked the teacher if he could create a group of three. The teacher granted his wish to make it easy for he had been sitting with the other two students.	Commisive	Granting	The student started to create a group consisted of three students

T5/22.02.19/176/D554	Waktu Ibu berikan sampai jam sepuluh ya berarti empat puluh lima menit atau kurang dari itu, boleh.	It was the time for English test. After giving the questions to answer, the teacher informed about the time allotment. She also allowed the students to submit it earlier if they had finished doing their test.	Commissive	Granting	-
T5/22.02.19/176/D555	Sebentar ibu minta.	The teacher asked the students for the class teaching journal. When the student could not find it after some time looking for it, the teacher commanded him to do the test first then promised him that she would ask for it once he had finished taking the test.	Commissive	Promising	-
T6/28.02.19/179/D556	S: Saya mau menyusul, bu. T: Oh ya, menyusul ya? Boleh.	After the teacher talked about the English test that the students had taken on the previous meeting, one student asked her if he could take the test that day since he was absent. The teacher, then, granted his wish.	Commissive	Granting	The student took the test
T6/28.02.19/184/D557	Kelompoknya siapa dulu ayo?	The teacher commanded the students to create a group to practice reading the dialogue. After the students had created groups, the teacher	Commissive	Offering	Some students of one group raised their hands to come forward to read the dialogue

		offered them whose group would perform the dialogue first in front of the class.			
T6/28.02.19/184/D558	Terus yang lain?	After the performance of the first group, the teacher offered the students again which group would perform next.	Commisive	Offering	Some students of another came forward to read the dialogue
T6/28.02.19/184/D559	Boleh ayah, ibu, adik, menanyakan pekerjaan saja.	The teacher gave the next task to the students to ask their friends about what their family members did. After one student asked her which family members they had to ask about, the teacher allowed him to ask about any family members.	Commisive	Granting	-
T6/28.02.19/184/D560	Ya kalau nggak tahu kerjakannya, pakai Bahasa Indonesia boleh.	After one student asked the teacher what “buruh” was in English, she permitted the students to use Indonesian language when they did not know what the jobs vocabulary was in English. She wanted to focus more on the dialogue they had to create first rather than the difficult words.	Commisive	Granting	-

T2/13.02.19/155/D561	Agus kalau disana jadi gininya dia, senternya dia, disana ada Sukra, ada Sandiasa, kan jarang ngomong dia.	As the homeroom teacher of class VIIA, the teacher did the students' seat arrangement. She named Agus as the center among Sukra and Sandiasa for his great learning capability. Thus, she placed Agus among them to be able to give a positive impact to their learning capability.	Declaration	Naming	-
T3/08.02.19/165/D562	Ya, jadi Dayu, berarti ini jadi Lisa.	It was the time for the students to practice reading the dialogue. The teacher asked Nova and Wahyu whom they wanted the speakers in the textbook to be. After the students answered her question, she named Wahyu as Dayu and Nova as Lisa. Thus, it made them read the dialogue and spoke as Dayu and Lisa.	Declaration	Naming	The students read the dialogue as the speakers stated in the textbook
T3/08.02.19/166/D563	Sudah selesai beberapa teman kalian. Sudah bisa.	The teacher gave assignment to the students. After sometime, some students consulted their work to the teacher. Then, based on the students' work she had examined, the teacher declared that some of	Declaration	Declaring	-

		<p>them had been able to do the assignment correctly which meant that they had understood the learning material. It changed the previous situation in which the students found difficulties in understanding the topic under discussion.</p>			
T6/28.02.19/185/D564	<p>Baik untuk hari ini, ibu akhiri sampai disini.</p>	<p>The school bell had rung. The teacher declared that she ended the class that day. It meant all the teaching and learning activities had stopped and the students had to get themselves ready to go home.</p>	Declaration	Declaring	The students packed up their books and stationaries on their table



Appendix 3. The Teacher Interview Guide

1. Why did you use a particular representative act?
2. Why did you use a particular directive act?
3. Why did you use a particular expressive act?
4. Why did you use a particular commissive act?
5. Why did you use a particular declaration act?



**Appendix 4. The List of the Seventh Grade Students of SMPN 2 Bangli on 2018/2019
Academic Year**

Note:

M : Male
F : Female

Class VIIA

No.	Names of Students	Gender
1.	Agus Nanta Eka Ardina Putra	M
2.	Dewa Gede Oka Abriana	M
3.	I Gede Sandiyasa	M
4.	I Gede Suartana	M
5.	I Kadek Dwi Andika Saputra	M
6.	I Kd. Gede Sutra Baskara Tangkas	M
7.	I Kadek Wirajaya Kesuma	M
8.	I Komang Aditya Permana Putra	M
9.	I Komang Sukra Saputra	M
10.	I Made Arma Dewangga	M
11.	I Made Bayu Putra Yasa	M
12.	I Nengah Dika Aristana	M
13.	I Putu Agus Satriawan	M
14.	I Putu Rama Anggara Sastrayana	M
15.	I Putu Yogi Satria Ananda	M
16.	I Wayan Walidana	M
17.	Kd Dea Angelia Maharani Putri	F
18.	Luh Putu Dita Chiemi	F
19.	Ni Kadek Ariyanti	F
20.	Ni Kadek Siska Melda Yani	F
21.	Ni Kadek Widiastuti	F
22.	Ni Kadek Yunia Putri	F
23.	Ni Ketut Mariangi	F
24.	Ni Ketut Sari Nadi Arini	F
25.	Ni Komang Ari Purnami	F
26.	Ni Komang Intan Olita Oktaviana	F
27.	Ni Komang Intan Pradewi	F
28.	Ni Luh Restitiari	F
29.	Ni Nengah Sri Kusumaningsih	F
30.	Ni Nengah Sri Wahyuni	F
31.	Ni Wayan Padila Sari	F
32.	Ni Wayan Sumiasih	F

Class VIIB

No.	Names of Students	Gender
1.	Gede Kantun Ariana	M
2.	I Gede Putra Arya Wirawan	M
3.	I Kadek Ari Galang Aditya	M
4.	I Komang Arya Dana Putra	M
5.	I Komang Brasil Megaranto	M
6.	I Komang Jesen Adiguna	M
7.	I Komang Leo Astina Putra	M
8.	I Komang Riski Adi Pratama	M
9.	I Komang Widiantara	M
10.	I Made Karang Arta Yasa	M
11.	I Nyoman Waliasa	M
12.	I Putu Adi Tamayasa	M
13.	I Putu Asti Sandiasa	M
14.	I Wayan Agus Endra	M
15.	I Wayan Krisna Yasa	M
16.	I Wayan Suwardita	M
17.	Komang Fiantika Julianti	F
18.	Ni Kadek Candra Dwi Anggitariasih	F
19.	Ni Kadek Kristina Dwipayanti	F
20.	Ni Kadek Lisvia Arista Sari	F
21.	Ni Kadek Yulia Mahadewi	F
22.	Ni Ketut Rika Widya Sari	F
23.	Ni Komang Karismayantui	F
24.	Ni Komang Triyani	F
25.	Ni Luh Eva Siska Pratiwi	F
26.	Ni Nengah Ari Purnami	F
27.	Ni Nyoman Wartini	F
28.	Ni Putu Melinda Kirana	F
29.	Ni Putu Sefiani	F
30.	Ni Wayan Suarsini	F
31.	Ni Wayan Trisnawati	F
32.	Reva Ismita Zahra	F

Class VIIC

No.	Names of Students	Gender
1.	Gede Agastya Bama Parjuna	M
2.	I Dewa Ayu Jasita Rianti	F
3.	I Dw. Gd. Ag. Alvhin Oka Windhu Dhinata	M
4.	I Dewa Made Rama Berata	M
5.	I Gede Eka Karnanda Putra	M
6.	I Gede Yuda Pratama Putra	M
7.	I Gusti Ngurah Eka Suwandana	M
8.	I Kadek Adi Artha Wiguna	M
9.	I Komang Yasa Ariana	M
10.	I Made Agus Sedana Harta	M
11.	I Made Juliawan	M
12.	I Made Taruna	M
13.	I Made Wahindra Putra	M
14.	I Nengah Sarwajana	M
15.	I Nyoman Soma Manik Sinarbawa	M
16.	I Wayan Ardiana	M
17.	I Wayan Ruben Puspito	M
18.	Komang Yudha Krisnanda	M
19.	Ni Kadek Ani	F
20.	Ni Kadek Pujayanti	F
21.	Ni Ketut Nadia Kartika Sari	F
22.	Ni Komang Ayu Putri	F
23.	Ni Luh Nesa Rahma Andini Putri	F
24.	Ni Luh Suryaningsih	F
25.	Ni Nengah Sami Asi	F
26.	Ni Nyoman Sri Dianawati	F
27.	Ni Putu Ayu Andini	F
28.	Ni Putu Sri Indah Wulandari	F
29.	Ni Putu Sri Rahmasari	F
30.	Nyoman Budi Darmawan	F
31.	Putu Dea Miliani	F
32.	Putu Intan Purnama Sari	F

Class VIII D

No.	Names of Students	Gender
1.	Agus Mickey Wahyudy	M
2.	De Rossi Rudiarka Putra	M
3.	Gede Nathan Wahyu Raditya	M
4.	I Gede Yoga Cahyana Putra	M
5.	I Kadek Erdi Kurniawan	M
6.	I Kadek Indra Pramana Putra	M
7.	I Ketut Arlan Putra Yasa	M
8.	I Ketut Puspayoga	M
9.	I Ketut Sumerta	M
10.	I Komang Arnawa	M
11.	I Komang Nanda Saputra	M
12.	I Komang Putra Wirasana	M
13.	I Made Wahyu Adi Saputra	M
14.	I Nengah Nurjaya	M
15.	I Nengah Rika	M
16.	I Wayan Suwasnata	M
17.	Kadek Listya Handayani	F
18.	Kadek Nopa Sujana Ng	M
19.	A.A. Komang Tri Wahyu Putra	M
20.	Ni Kadek Dina Sepiani	F
21.	Ni Kadek Indah Dwi Arianti	F
22.	Ni Kadek Stevi	F
23.	Ni Kadek Yuli Diantari	F
24.	Ni Made Sri Widya Sari Dewi	F
25.	Ni Putu Ayu Widiani	F
26.	Ni Putu Suratni	F
27.	Ni Wayan Ayudia Pratiwi	F
28.	Ni Wayan Cristina Nita Rianti	F
29.	Ni Wayan Eka Nirmalayani	F
30.	Ni Wayan Eni	F
31.	Ni Wayan Meri Santika	F
32.	Putu Angel Rahayu Widhiantari	F

Class VIII E

No.	Names of Students	Gender
1.	Gde Astika Dewantyo Putra	M
2.	I Kadek Adi Suanjaya	M
3.	I Kadek Dwi Pradana	M
4.	I Kadek Ngenteg	M
5.	I Ketut Adi Santika	M
6.	I Ketut Adiraka Jaya	M
7.	I Ketut Swastikayasa	M
8.	I Komang Adnyana	M
9.	I Nengah Rasna Putra Yasa	M
10.	I Nengah Restu Karisma Putra	M
11.	I Putu Agus Satya Sudiarthawan	M
12.	I Putu Dedi Sagita	M
13.	I Wayan Kartika Agustawan	M
14.	I Wayan Sandikayasa	M
15.	I Wayan Sudarma Dirgha Yusha	M
16.	I Wayan Suwarjana	M
17.	Kadek Rika Nugraha Putra	M
18.	Ni Kadek Armelia	F
19.	Ni Kadek Ayu Arisna Sari	F
20.	Ni Luh Ika Maharani	F
21.	Ni Luh Juliantini	F
22.	Ni Luh Setya Puskaningsih	F
23.	Ni Nengah Gawatri	F
24.	Ni Wayan Ayu Purwitasari	F
25.	Putu Sasya Maharani	F



Class VIII F

No.	Names of Students	Gender
1.	Cristhian Jonathan Ventje Lolowang	M
2.	I Dewa Agung Ayu Indah Purnami	F
3.	I Gede Eva Raspawan	M
4.	I Jero Alit Adi Pradita	M
5.	I Jero Gede Adi Pratama	M
6.	I Kadek Armana	M
7.	I Komang Jaya	M
8.	I Komang Pasek Swastika	M
9.	I Komang Sentanu	M
10.	I Made Adhi Jayaningrat Wibawa	M
11.	I Made Karno	M
12.	I Nengah Dito	M
13.	I Nyoman Angga Saputra	M
14.	I Putu Agus Yoga Wira Utama	M
15.	I Wayan Ade Wirasana	M
16.	Komang Ayu Dinda Yanti	F
17.	Komang Kariadi	M
18.	Ni Kadek Dea Anggarini	F
19.	Ni Kadek Juniawati	F
20.	Ni Kadek Nita Septiyanti	F
21.	Ni Kadek Trisna Dewi	F
22.	Ni Komang Ayu Novita Dewi	F
23.	Ni Luh Komang Manik Karuniasari	F
24.	Ni Nengah Gita Wulan Cahyani	F



CURRICULUM VITAE



Ni Made Ivana Swastiana was born in Jember on 6th February 1983. She finished her first degree (S1 Program) in English Education, Language and Arts Department, Universitas Jember in 2007. She is an English teacher at SMP Negeri 2 Bangli.

