

## Appendix 1

### Conversation Video 1-3

#### **(DATA 1)**

- 1) Teacher R : (Writing on the board) Okay. To remind you about simple past tense, I want you to read your PR, about simple past tense. To make sentences about simple past tense.

*Sekarang coba tukar sama temannya yang di belakang.*

{Now, change your worksheet to your friends behind}

Okay I need you to make three sentences using past form.

*Jadi, it's okay if you make short sentences.*

*Jadi, nggak apa-apa kalau ketiga kalimatnya pendek asal dalam bentuk past tense.*

{So, it is okay that all sentences are short sentences as long as they are simple past tense sentences}

Be with me please!

Okay, let's check your sentences. At first I want Purnawan.

*Siapa yang memeriksa punyanya Pur?* {Who is checking Purnawan's}

- 2) Student : (Rising hand) I went on vacation in the shop. I heard motorcycle in the village.

#### **(DATA 2)**

- 3) Teacher R : Heard? I heard? I bought, I heard.

*Apa maksudnya?* {What does it mean?}

I went to market yesterday. I bought a new motorcycle. I was happy.

*Ada lagi yang pakai happy?* {Any other students using happy in the sentence}

I am happy.

*Betul apa salah?* {Is it correct?}

*Kalau pakai I am happy betul?* {Is it correct, the sentence I am Happy ?}

*Salah!* {Incorrect}

- 4) Students : *Salah.* {That's not correct}

**(DATA 3)**

5) Teacher R : Past form uses was or were in non-verbal sentences.

*Jadi masih inget ya?* { You still remember it, right?}

Okay! *Jadi kalimat yang itu apanya yang salah?* {what's wrong with that sentence?}

Okay *jadi*, I went to market yesterday. I bought a motorcycle. I was so happy.

*Sederhana sekali, kenapa susah-susah buat kalimat. Jadi*, I went to market, *ini pakai verb dua, ini juga pakai verb dua, kemudian happy, ini pakai, was.*

Okay. *Sekarang kalian cek punya temannya, lingkari jika dia salah penggunaan verb dua was and were.*

*Sekarang coba lihat yang lain lagi.*

{So simple, you don't need to think that hard to make a sentence. So, I went to market, it used verb in the past form, then happy it used was. Okay now, you check your friends worksheet, and circle if they made mistakes on the verb used and the was and were}

Ya siapa yang meriksa? Silakan.

{Who is checking? Please}

6) Student : I went to school on holiday. I follow PKKP for PKS trainee. I feel nice and happy.

**(DATA 4)**

7) Teacher R : *Ada yang salah?* {Is there anything wrong?} I followed PKKP activities?

8) Student : I do discipline trainee. I feel nice.

9) Teacher R : I feel nice. *Yang mana yang salah?* {Which one is incorrect?}

10) Student : I feel nice.

**(DATA 5)**

11) Teacher R : *I followed PKKP activities. I did, jadi I did ya. Kemudian I felt happy. Merasa feel, felt, felt. Feel verb 2 felt. I was happy, I feel happy jadi I felt happy ya. Jadi jangan salah lagi. Ada lagi? Ya Yogi! Yang punyanya yogi siapa meriksa?*

{I followed PKKP activities. I did, so it should be I did, ok. And then, I felt happy. Feel, the past for of feel, felt, felt. The past form is felt. I was happy, I feel happy so it become I felt happy okay. Don't get it wrong anymore okay! Any other? Yes Yogi! Who is checking Yogi's?}

12) Students : (hardly reading)

**(DATA 6)**

13) Teacher R : (taking the worksheet and read) *In five. Okay jadi sekarang lingkari punya temannya yang salah. Ibu tidak akan bahas lagi, kalian udah dapat di SMP. Play jadi played, verb bentuk ke-dua. Apa lagi kalimat teman kalian? Go jadi?*  
{In five. Okay now please check your friends worksheet and please circle the wrong one. I won't discuss it anymore. You have learned it in Junior High School. Play become played, what else the sentence? Go become?}

14) Students : Went.

15) Teacher R : Visit? Jadi {visit become}

16) Students : Visited.

17) Teacher R : *Kemudian apa lagi? See menjadi saw. Coba sekarang kalian periksa. Kalau yang salah dilingkari, dan nisi nama pemeriksa di bawahnya. Nama dan nomor absen. Udah? Kalau, saya membeli buku? I bought a book yesterday.*

{And what else? See become saw. Please now you check whether there is incorrect sentence or not. If there is any mistake please circle it and write down your name bellow the worksheet. Your name your present list number. Done? Well what if, I buy a book? I bought a book yesterday.}

**(DATA 7)**

18) Teacher R : (Writing on the board). *Okay, siapa yang bisa membuat kalimat kedua? I went to Bukit Asah yesterday. Siapa yang bisa bikin kalimat kedua? Ayo siapa yang bisa buat kalimat kedua. Saya... titik titik... buat kalimat yang sederhana saja jangan susah-susah buat kalimat. Ya angkat tangannya. Siapa yang bisa bikin kalimat kedua? I went to bukit asah yesterday. Yogi! Siapa yang bisa? Jadi, I took some picture (writing on the board). Jadi saya mengambil beberapa foto di sana.*

{Okay, who can make the second sentence? I went to Bukit Asah yesterday. Who can make the second sentence? Come on, who can make the second sentence? I... blank...blank...blank, just make a very simple sentence don be complicated. Come on rise your hand ! Who can make the second sentence? I went to bukit asah yesterday. Yogi! Who can make it? So, I took some picture (writing on the board). So, I took some picture there.}

19) Student : I was so happy

**(DATA 8)**

- 20) Teacher R: I was so happy. *Siapa lagi yang bisa setelah kalimat kedua? Nanti Ibu akan ambil nilai. Ayo siapa yang bisa? Dewi? Dicoba saja.*

{Who can make the third sentence, I will give score for you. Come on? Dewi? Just try it.}

- 21) Student : I walked to the hill

- 22) Teacher R: Okay I walked to, I walked around the hill. (writing on the board) I walked around the hill. *Apa artinya?* {what does it mean?}

- 23) Students : *Saya berjalan-jalan di atas bukit.* { I walked around the hill. }

- 24) Teacher R: Good. *Kemudian apa lagii?* {What's next?}

- 25) Student : I was happy.

- 26) Teacher R: (Laugh) I was happy. *Jadi ini ya jangan buat kalimat yang ribet-ribet dalam bentuk past form. Saya makan, saya berenang, saya duduk, ya!*

{Yes, here it is. You don't need to make a complicated sentence in the past form. I ate, I swam, I sit, Okay!}



## Appendix 2

### Conversation Video 1-3

#### (DATA 9)

- 27) Teacher R : *It uses verb ing. Saat kalian baru masuk pertama kali belajar bikin kalimat sering menggunakan verb ing. I am going to school. I am going to gor. Nah past continuous itu berarti sedang melakukan (writing on the board). Past continuous itu digunakan untuk menyatakan sesuatu yang sedang terjadi pada waktu tertentu. Jadi kalau belajar tentang past continuous, that event happened in certain time in the past. Pada waktu tertentu di waktu lampau. I was studying English, itu berarti dia sedang belajar bahasa Inggris pada waktu itu, pada waktu lampau. The second sentences, I was watching a movie at nine a clock last night. Jadi, saya sedang....*

{It uses present participle. At first time you learn to make sentence you used to use present participle. I am going to school. I am going to gor. Well past continuous means doing something in progress in the certain time. So if we learn about past continuous, that even happened in certain time in the past, In the certain time in the past time. I was studying English which means she/he is studying English at that time in the past. The second sentences, I was watching movie at nine o'clock last night, So, I was....}

- 28) Students : *Sedang menonton movie jam 9 malam.*  
{watching movie at nine o'clock}

#### (DATA 10)

- 29) Teacher R : *Kalau kamu Tanya aku, sekarang katanya ada last night, last week, itu dia dipakai pada simple past, tapi kenapa di sini I was watching bukan I watched movie last night?*

{If you ask me, it was said that there us last night, last week, used in the simple past, but why is here we said I was watching and not I watched movie last night?}

- 30) A Student : *Karena dia sedang melakukan.*  
{Because she/he is doing something}

- 31) Teacher R : *Sedang melakukan, OK! Jadi apa yang mencirikan dia pakai ing disini, jadi watching bukan I watched apa bedanya dengan I watched, I watched movie. Apa bedanya? Kan sama last night? Ya ada at. It means in the certain time it happens, jadi pada waktu tertentu ini sedang terjadi. Itu namanya keterangan waktu. Jadi ada waktu tertentu di waktu lampau. Jadi saya sedang menonton TV pada jam 9 malam. Jadi ada yang terjadi pada waktu tertentu, this event*

*going on 9 pm in the evening. Jadi pas jam 9 malam saya sedang menonton. Kalau last night itu kan dari jam 6 sampai tengah malam tu kan last night, tapi pada saat jam 9 itu, certain time dia sedang menonton film. Jadi kejadian itu ada pada waktu tertentu. Jadi pakai ing dia. Udah? Kemudian he was washing his car when his brother came home. Ini juga pakai ing, jadi ada ing ada past jadi past continuous, kemudian ini ada came, bentuk kedua. Kenapa dia ada ing ada pakai bentuk kedua? Karena dia ada when. When ini berarti ketika atau pada saat. It means that two events happened in the same time. Berarti ada dua kejadian yang terjadi secara bersamaan di waktu lampau. Jadi dua kejadian yang terjadi bersamaan di waktu lampau memakai when sebagai penandanya. Jadi ketika. Kejadiannya adalah, he was washing his car, when his brother came. Kejadiannya, dia sedang nyuci mobil ketika saudaranya datang. Ini dua kejadian yang berlangsung bersamaan di waktu lampau, memakai penanda when. Yang berarti ketika. Jadi ing digunakan ketika ada dua kejadian yang berlangsung bersamaan. My father was reading a book and my father was cleaning my house yesterday nah ada dua kejadian yang berlangsung bersamaan ini, yang sedang dilakukan dia memakai penanda and atau while dia memakai ing dengan ing. Jadi past continuous dengan past continuous. Okay jadi kesimpulannya past continuous itu digunakan, we use past continuous in the certain time, in the past. Jadi certain time in the past. Jadi penggunaan past continuous, pada waktu tertentu di waktu lampau. The second one, we use past continuous when we talk about two events happened in the same time in the past. Jadi kita menggunakan past continuous juga ketika ada dua kejadian yang berlangsung bersamaan di waktu lampau. Ini dilihat ya, kalau dia when berarti ini polanya. Tapi kalau dia and atau while ini polanya. Bisa Ibu hapus ini ya?*

{Doing something, OK! So, what is the characteristic of using present participle in here, become watching and not I watched. What is the difference from watched I watched the movie. What is the difference? Isn't the adverb of time the same, last night? Ya there is at. It means in the certain time it happens, so it is happening in certain time. That is called as adverb of time. There is certain time in the past. I was watching TV at 9 in the evening which means this event going on 9 pm in the evening. So at 9 o'clock in the evening I was watching TV. Well if the adverb of time only last night it could be from 6 until 12 o'clock in the evening and by saying at 9 it shows the specific time of what happen. It happened in the certain time. That is why the present participle was used. Got it? And the next, he was washing his car when his brother came home. This sentence also used present participle and there is past form which shows it is a past continuous form and there is verb came past form of come. So why it is used present participle and past form at the same time. Because there is conjunction when, which means at the moment. It shows that there are two event which is happening at the same time in the moment. That is the

function of when. My father was reading a book and my father was cleaning my house yesterday, well there are two even which is happening at the same time, The event which is being done using conjunction and or while and both use present participle. So, past continuous with past continuous. Okay, as conclusion, past continuous is used in the certain time in the past, the second we use we use past continuous when we talk about two events happened in the same time in the past. Look at this, if it uses when, the pattern will be like this. But if it uses and atau while the pattern goes like this. May I erase this?}

32) Students : *Bisa* {Yes}

**(DATA 11)**

33) Teacher R : (Writing on the board). *Jadi ini dia polanya ya, untuk continuous. I write letter at free time yesterday. Siapa yang bisa mengubah kalimat ini, kapan menggunakan past tense dan kapan menggunakan past continuous. Ayo siapa yang bisa, ayo ke depan. Kalau visit itu mengunjungi, bentuk keduanya? Kata kerja regular tinggal menambahkan ed. Write, bentuk keduanya wrote, ada perubahannya. Kalau visit tinggal tambah ed bentuk keduanya visited. Ayo siapa yang bisa? Ayo! Yogi ayo! I visit my brother two days ago. (Writing more sentences on the board). Okay siapa yang bisa silakan ke depan.*

{So this is the pattern for past continuous. I write a letter yesterday. Who want to change the sentences, when it should use past tense and past continuous. Come on who can make it? Come forward! What is the past form of visit, *mengunjungi*? If it is regular verb we just need to add ed. The past form of write is wrote so there is a change. At the end visit become visited. Come on who can make the sentence? Yogi come on! I visit my brother two days ago. Okay who else, please come!}

34) A Student : (Rising hand come to front and write) I was listening to the radio when somebody came.

**(DATA 12)**

35) A Student : *Saya nomor 2 Bu* (Rising hand)). {I'll do the number two, Mom}

36) Teacher R : *Perhatikan, nyan sing bise bin. Nah sudah. Ketika kita memakai past tense itu adalah untuk menyatakan kejadian lampau. Kemudian kita menggunakan present perfect, apa itu, kejadian yang sempurna? Okay jadi itu adalah kejadian yang sudah terjadi pada waktu lampau tapi masih berhubungan dengan waktu sekarang. Jadi ada kalimat verbal. Kalian tau apa itu kalimat verbal? Kalimat verbal?*

{Please, take a good look so you have better understanding. Well when we use past time it means that was event happened in the past. Then we use present perfect. What is it? Is it the perfect event? Okay, so it was the event that has happened in the past but still have relation with the present time. So verbal sentences. Do you know what verbal sentence is? Verbal sentence? }

37) Students : *Kalimat kerja.* {Sentences that use verb}

38) Teacher R : *Ya kalimat yang predikatnya kata kerja. Dan kata kerja itu mengikuti subjectnya. Melahang catatane nyan bin ilang. Jadi intinya kalau kamu belajar tentang simple past tense kamu menyatakan masa lampau dan sekarang sudah selesai seperti I studied English yesterday. Jadi kemarin kamu belajar bahasa Inggris tai sekarang kamu sudah tidak belajar lagi. Tapi kalau present perfect dimulai lampau tapi sampai sekarang masih berlangsung, jadi akibatnya masih bisa dirasakan sampai sekarang. Contoh, I have washed my car. It is clean now. Jadi saya sudah mencuci mobil saya dan sekarang bersih. Jadi kegiatan berjalan pada waktulampau tapi akibatnya masih bisa dirasakan sampai sekarang. Saya sudah menabung dan sekarang bisa beli mobil. I have saved money and now I can buy a new car. Okay minggu depan Ibu akan jelaskan lagi.*

{Yes the sentence which predicate is verb and the verb follows the subject. Please take a good note so you will not lose it. So the point is you learn about simple past tense to tell the past like I studied English yesterday, You studied the English yesterday and now you finish and do not. Otherwise the present perfect was started from the past and it still happen until now, the effect still happen until now. For example I have washed my car. It is clean now. So, the event that happened in the past but the effect is still felt until the peresent time. I have saved money and now I can buy a new car. Okay I will explain it more next week.}

39) Students : Ya Bu! {Yes Mam}

40) Teacher A : *Sudah nggak sabar, mau pulang!* {Wanna go home already?}

41) Students : (Laugh)



## Appendix 3

### Conversation in Video 1-2

#### (DATA 13)

- 42) Teacher A : *Proses terjadinya rainbow, itu ada ya kemudian bagaimana flood itu bisa terjadi? Kalau disitu itu contohnya flood kalau nggak salah. Earthquake ada, kemudian flood ada. Proses terjadinya, apa yang menyebabkan terjadinya banjir? Apa yang menyebabkan terjadinya gempa bumi? Dari segi social function, di tujuannya (writing on the white board), this is the purpose of the text (continue writing) , polanya biasanya mnggunakan simple present. Jadi untuk lebih jelasnya, let's see the example, look at page sixty one, which one is the general statement, which one is the sequence of explanation. (Reading the text on the book). Jadi apa itu gempa bumi? Bagaimana pertama-tama gempa bumi itu terjadi dijelaskan di general statement. Jadi anda harus memberikan penjelasan dulu, tentang apa yang akan anda, oh sorry tentang fenomena apa yang akan anda ambil. Apakah itu flood, apakah itu earthquake atau landslide, tau landslide?*

{There is the process of the rainbow, and then how the flood could happen. The example exist, there is flood, if I am not mistaken. There is an earthquake, flood. The process of it happen, and what the cause of flood. What the cause of earthquake. From the social function perspective, in the purpose (writing on the white board), this is the purpose of the text (continue writing). The tense used is usually simple present. To make it clearer, let's see the example, look at page sixty one, which one is the general statement and which one is the sequence of explanation (reading the text on the book). So, what is earthquake? How it happens at the beginning? Those are explained in general statement. It means that you have to give the explanation first about what you are going to, oh sorry about the phenomena that you're going to discuss, whether it is a flood, earthquake or landslide. Do you know, landslide?}

- 43) Students : Tanah longsor {*Tanah longsor* (in Bahasa Indonesia)}

#### (DATA 14)

- 44) Teacher A : *Ya tanah longsor bahasa Inggrisnya. Atau rainbow, why is rainbow happens and how the process it happens. Kemudian di paragraf ke dua ada the sequence of explanation of stage. Jadi ada sequence of explanation, ada penjelasan proses ya mengapa itu bisa terjadi dan bagaimana proses itu bisa terjadi. (Continue Reading). Jadi anda pelajari di, apa namanya di geografi ya. Jadi di pelajaran geografi pasti dibahas ya bagaimana proses gempa bumi itu terjadi. Jadi kalau gempa bumi, apa gempanya besar kekuatan gempa besar, bisa menyebabkan gelombang....*

{Right! In English, it's landslide. Or rainbow, why is it happens and how is the process? Then, there is sequence of explanation, it means that there is the explanation about the process, how it happens (continue reading). You have learned that, haven't you? What we call that one, Geography. In that lesson it must be discussed the process of earthquake happen. So if there is an earthquake, which is the amplitude is high, it can cause.... }

45) Students : Tsunami {*tsunami*}

**(DATA 15)**

46) Teacher A : *Jadi gelombang laut bisa naik dan dapat menyebabkan terjadinya tsunami. Jadi ada proses, ya how the earthquake is happen, bagaimana benturan itu bisa terjadi, nah jadi yang pertama-tama terjadi apa dulu, berawal dari ini kemudian ada ini sehingga terjadi getaran, dan jika gearan itu berkekuatan besar maka berpengaruh terhadap gelombang laut dan bisa terjadi tsunami. Itu contohnya earthquake. Sekarang coba lihat contohnya yang flood. Di kelas sepuluh anda pernah belajar tentang passive nggak? Tau passive? Kalimat passive, sudah? Catatan passive masih punya?*

{It can cause the rise of sea waves which called as *tsunami*. So there is process of how the earthquake is happen. How the impact could happen, what happens firstly, it started from what then what followed that causes tremor. And when the tremor is very powerful, it can impact to the sea waves that will cause *tsunami*. That was the example of earthquake. Now let's take look at the other one, flood. In the ten grades, had you learned about passive? Do you know it? Passive voice, had you? Still have the note?}

47) Students : *Punya di rumah, at home.*

{Yes, we had, at home, though}

48) Teacher A : (Smile) Okay *kalau catatannya di rumah* at home, next week *dibawa ya, jadi minggu depan kita akan belajar tentang kalimat* passive. Okay let's see the flood! Let's try to analyze *yang mana disebut dengan* general statement, *yang mana disebut dengan* sequence of explanation. *Jadi* let's try to analyze the text based on their generic structure. *Ya, contoh sudah ada tadi, earthquake, nah di paragraf pertama apa dibahas di* earthquake, *kemudian apa yang dibahas di* sequence of explanation? Ten minutes is enough? *Untuk menganalisis satu text, cukup?* Okay discuss with your pair, in ten minutes try to analyze the text, try to find the difficult words of the text and analyze the generic structure, general which sentence is the general statement and which sentence is the sequence of explanation of the text.

{(Smile), okay if the note is at home, next week you bring it, because we are going to learn about it next week. Let's see the flood! Let's try to analyze which one is called as the general statement, which one is the sequence of explanation. So, let's try to analyze the text based on the generic structure. We have taken a look at the example just now, earthquake. What was discussed in first paragraph in the text earthquake, and then what was discussed in the sequence

of explanation. Ten minutes is enough to analyze one text? Okay discuss with your pair, in ten minutes try to analyze the text, try to find the difficult words of the text and analyze the generic structure, general which sentence is the general statement and which sentence is the sequence of explanation of the text.}

**(DATA 16)**

- 49) Teacher A : The second paragraph and the rest discuss about the sequence of explanation, why and how flood happens. (Pointing to the text).

*Jadi dari sini dari paragraf ke- 2 kita bisa melihat proses mengapa banjir itu terjadi dan bagaimana proses terjadinya banjir. Yang pertama mempengaruhi karena ada apa? Jadi karena ada hurricane, storm, jadi terjadilah banjir. Jadi kalau kita analisis dari Generic Structure, kita jelaskan dulu apa yang akan kita bahas phenomena apa yang akan kita ambil kalau kita ambil tentang flood, flood biasa terjadi di mana? Ya?*

{So, here, from the second paragraph we could see, why flood happens and how the process, so flood happens. First, it happens because of, what? So, it happens because of hurricane, storm as it causes. Therefore, if it is analyzed from the generic structure, at first we try to explain about the phenomena, we decide what phenomena that will be discussed, about flood for instance. Where does it usually happen? Ok?}

*Jadi, explain about reference, that's about general statement. And the sequence of explanation describe briefly about why flood happen and how it happen. General statement related with cause and effect.*

{So, explain about reference, that's about general statement. And the sequence of explanation describe briefly about why flood happen and how it happen. General statement related with cause and effect. }

*Kalau anda sudah paham betul dengan cause and effect maka anda harus paham dengan explanation text karena kan berhubungan, penyebab terjadinya banjir. Kalau buang sampah sembarangan, akibatnya?*

{If you really understand about cause and effect it will be easy for you to comprehend about explanation text, because they are related,. If you like to littering, the effect will be?}

- 50) Students : *Banjir* {Flood}

- 51) Teacher A: *Penebangan hutan secara liar, akibatnya?* {Illegal logging, the effect is?}

- 52) Students : *Banjir* {Flood}

- 53) Teacher A: Do you get the point? Do you understand about explanation text?  
54) Students : Yes

**(DATA 17)**

- 55) Teacher A: *Boleh dikasi tugas nggak di rumah ?* (Smile) {May I give you assignment?}  
56) Students : *Boleh, Nggak boleh?* {Yes please, NO}  
57) Teacher A: *Boleh dikasi tugas nggak di rumah? Kan hari jumat libur?*  
{Is it okay if I give you homework? Aren't you free on Friday?}  
58) Students : *Boleh* {Yes please}

**(DATA 18)**

- 59) Teacher A: *Boleh ya , tugasnya nggak berat kok, Just write compose explanation text, ya! Kan anda sudah paham nih tentang explanation itu apa kemudian yang bisa dijelaskan di situ apa. Proses, bagaimana atau mengapa. Nah yang perlu anda compose adalah yang ini* (pointing at the writing on the board) *Rainbow.*

{Well, it's no problem. This is an easy assignment anyway. Just write a compose explanation text, ok! You have understood about explanation, what it is, and what can be explained in it. The process, how and why. Then, the important thing to be composed is (pointing at the writing on the board). *Rainbow.*}

*Proes terjadinya rainbow anda bisa mencari dari berbagai sumber dan menjelaskan bagaimana proses terjadinya rainbow. Jadi start with a very simple language. Mulai dari bahasa yang sangat sederhana yang anda pahami. Jadi jangan dari yang ruwet, yang kayak kemarin itu.*

{The process of how the rainbow can appear, you can search it in many resources and explain how it is processed. You can start from very simple language. A Very simple language that is easy to understand. Don't make a complicated one like yesterday.}

- 60) Students : (Pointing at one of their classmate and laughing)  
61) Teacher A : *Nanti jangan sampai bahasanya ruwet tapi nggak ngerti. Ibu tidak bermaksud untuk menunjuk siapapun. Nah kalau ada yang seperti itu, agar tidak terulang lagi kesalahan yang sama, makanya dibuat bahasanya simple. Kan sudah bisa membayangkan pelangi itu seperti apa, apa itu pelangi tulis di paragraf pertama.*

*Kemudian di paragraf berikut di sequence of explanation baru kita memulai proses bagaimana pelangiitu terjadi dan mengapa bisa terjadi pelangi. Jadi itu dipaparkan di paragraf ke 2.*

{Don't use complicated senteces while you can't understand it. I don't want to point at someone. I just remind all of you. So, you will not make the same mistake then. I think you are able to imagine what the rainbow is. It will be written in the first paragraph. And then, in the second paragraph, in the sconce of explanation you can explain how its process and why it happens.}



## Appendix 4

### Conversation in Video 3-4

#### (DATA 19)

62) Teacher A : *Jika ada sebab maka ada?* {If there is a cause... there will be a...?}

63) Students : *Akibat* {Effect}

64) Teacher A : Let me give you the example, Smoking. What is the effect of smoking?

65) Students : Die, Cancer, Death

#### (DATA 20)

66) Teacher A : *Apa-apa yang disebabkan merokok, merokok dalam jumlah yang banyak, karena kalau sebatang kan belum berasa?*  
{What are the effects of smoking? In this case smoking in a big amount}

67) Students : *Sakit, Dead, Polusi Udara, Kecanduan* {Sick, Dead, Air Pollution, and Addicted}

68) Teacher A : Air pollution?

69) Students : Yes. Cancer Lung,

#### (DATA 21)

70) Teacher A: (Writing on the board) *Ini disebut dengan cause-effect statement. Nah jadi kalau ada sesuatu sebab pasti ada akibat yang dimunculkan. Di chapter dua anda sudah punya materi, di sini sudah ada. I think it's better if you work in pairs. Jadi berdua-berdua, kan semua sudah ada pasangan ini.*

{(Writing on the board). This is what we call as cause-effect statement. So, if there is a cause there will be an effect appears. In the second chapter, there is the discussion about it over there. I think it's better if you work in pairs. So you two, work together with your partner.}

71) Students : *Ya!* {Yes}

72) Student : *Yang ini jomblo* {Here is the single man}

**(DATA 22)**

73) Teacher A: (Smile), Ok *kalau sekarang masih belum punya pasangan, tanggal 14 harus punya* (smile)

{It's okay, if today you are still single, on 14<sup>th</sup> you have got a date partner.}

74) Students : (Laugh)

75) Teacher A: *Ini yang duduk di sini, siapa yang nggak punya pasangan?*

{All of you, sitting here, is anyone of you that is still single?}

76) Students : *Dayu!, Semuanya punya!* {Dayu! All of us are taken}

**(DATA 23)**

77) Teacher A: *Baik sekarang semua bisa lihat bukunya! Lihat halaman dua puluh satu.*

{Now, take a look at your book page twenty one}

Find page twenty one! Just look at the picture and then try to explain the cause and effect.

*Kan ada satu contohnya. Semua punya kan buku?*

{There is an example there. Everyone has book?}

78) Students : Yes.

**(DATA 24)**

79) Teacher A: *Iya nanti disampaikan, dipresentasikan ke depan. Kalau anda perlu fasilitas HP untuk kamus, boleh.*

{Okay, later you will present it in front of the classroom. If you need facility for dictionary, you can use your mobile phone}.

Let's discuss!

80) Student : (Raising hand). After the rain, there is a rainbow.

**(DATA 25)**

- 81) Teacher A: After the rain, there is a rainbow, any other opinion?
- 82) Student : Yes. After rain, after rain, there is a beautiful rainbow.
- 83) Teacher A: Yes. After rain, there is beautiful rainbow. One more opinion, sekarang!
- 84) Student : (Raising hand). After raining, we get wet.
- 85) Teacher A : After raining, we get wet. So what about rainbow? There is rainbow on the picture.
- 86) Student : (Smile)

**(DATA 26)**

- 87) Teacher A: It must be related. There is rainbow.  
*Karena ini berbicara tentang cause dan effect, jadi ada hujan dan ada pelangi, jadi harus dihubungkan. Betul, memang kalau ada hujan basah, basah karena air kan, ya. Sekarang apa hubungannya antara hujan dengan pelangi?*
- {Since, we are talking about cause and effect, there is a rain and there is a rainbow and it should be connected. It is right. It is true that if it rains it will be wet, because of the water. Isn't it? Now what is the relationship between rain and rainbow?}
- 88) Students : *Ada pembiasan cahaya.* {There is a light reflection}
- 89) Teacher A: *Iya. Pembiasan cahaya, what is pembiasan cahaya in English?* (Laugh)  
{Okay. What is *pembiasan cahaya* in English? (Laugh)}
- 90) Students : (Smile, thinking)

**(DATA 27)**

- 91) Teacher A: *Ada hujan, kemudian ada sinar matahari, otomatis akan muncul, pelangi.*  
{It rains, and there is sunlight, and rainbow appears.}
- 92) Students : Reflection of light.
- 93) Teacher A: Reflection of light. *Jadi kalau tidak ada matahari, kalau cuma hujan deras aja terus mendungnya tebal, ada nggak rainbow?*
- {Thus, if there is no sunlight, if it is only rain and a thick clouds, will the rainbow appear?}
- 94) Students : *Nggak ada.* {No}



**(DATA 28)**

- 95) Teacher A : Next, picture four. *Ya? Yang lain? Ya Gus!* {Ya, another students, yes Gus!}
- 96) Students : If we eating carelessly, we will stomachache
- 97) Teacher A : If we are eating carelessly, we will get stomachache. Eating carelessly, get stomachache.

**(DATA 29)**

- 98) Student : (Rising hand) If we buy food at dirty place, we will gate stomachache.
- 99) Teacher A : If we buy food at...
- 100) Student : dirty place we will get stomachache
- 101) Teacher A : Dirty, place we will get stomachache. *Ok!, kalau kita membeli makanan di tempat kotor, kita akan sakit.* {OK. If we buy food in a dirty place we will get sick}
- 102) Student : (Rising hand). If buy food carelessly, makes us stomachache.
- 103) Teacher A : If we buy food carelessly, will cause stomachache.

*Jadi gambarnya jelas, kalau kita makan sesuatu yang tidak bersih akan menyebabkan sakit perut. Jadi ada bakteri-bakteri yang tertinggal di makanan dan kemudian itu dimakan efeknya, ya.*  
{So, the picture is clear, if we buy something unclean, it will cause we get stomachache. There are bacterial left in the food as its cause.}

Next picture three

**(DATA 30)**

- 104) Student : (Rising hand). Illegal logging can cause flood.
- 105) Teacher A : Illegal logging can cause the flood. Ya?

**(DATA 31)**

- 106) Student : (Raising hand). Illegal logging make a flood and leave so much trouble.
- 107) Teacher A : Leave so much trouble, flood. So much trouble. Illegal logging. Illegal logging? *Apa? Jadi yang terjadi jika kita melakukan penebangan hutan secara liar, yang terjadi pertama adalah ....*  
{What? What will happen if we do illegal logging?}
- 108) Students : *Banjir, tanah longsor.* {Flood, Landslide}

**(DATA 32)**

- 109) Teacher A : The last?
- 110) Students : (Rising hand) The light makes the ice cream melted.
- 111) Teacher A : *Iya, jadi kalau kena cahaya langsung maka akan mencair.*  
{Ya. so if there is a direct light, it will cause the ice melted}
- Do you find any difficulties when we are talking about cause and effect?
- Jadi sudah jelas?* {Is it clear for you?}
- 112) Students : Jelas {Yes}
- 113) Teacher A : Ada sebab pasti ada? {If there is a cause, there will be...}
- 114) Students : Akibat {Effect}

**(DATA 33)**

115) Teacher A : *Biasanya kalau berbicara tentang cause and effect, ada signal words (writing on the board). Jadi di buku semua sudah ada. Jadi ada sesuatu yang disebabkan, yang menyebabkan sesuatu itu terjadi, kemudian ada effect atau dampak dari sesuatu itu terjadi. Contoh tadi, smoking.*

{Usually, when we are talking about cause and effect, there are signal words (writing on the board). This is all exist on the book. So, there is a cause, one thing that makes something happen and then there is an effect as the result, for instance, smoking.}

If we are inhale too much smoking, smoke, it will cause lung cancer.

As a result, *jika kalian mau menyampaikan kalimat itu dalam bentuk signal words pada cause and effect, as a result we will get lung cancer. Sama kaya tadi, ada matahari ada hujan, as a result, comes rainbow, jadi ada pelangi kalau ada matahari, ada hujan muncul pelangi. Di buku juga semua sudah ada (reading thebook). If I didn't bring an umbrella? It was rain and I forgot to bring an umbrella. As a result I got wet. Pas hujan dan saya lupa bawa payung, maka saya basah. Sama kayak tadi, basah apa namanya hujan. Jadi bisa dipahami tentang cause and effect?*

{As a result, if you would like to convey the sentences in the form of signal word in cause and effect, as a result we will get lung cancer. As the same as the example that has been discussed just now, there is a sunlight, rain as the result comes rainbow. Thus, there is a rainbow because of rain and sunlight. As the example on the book as well, it was rain and I forgot to bring an umbrella. As a result I got wet. Because of I forgot to bring umbrella, it is the cause, the effect I get wet. Do you understand?}

116) Students : Yes

**(DATA 34)**

117) Teacher A : *Nanti akan disambung, dikoneksikan dengan teks yang berbentuk explanation. Jadi kalau cause and effect it must be related, to be related with an explanantion text, karena itu explanation text, teks yang menjelaskan why something happen and how something happen. Contohnya rainbow.*

{Later, it will be connected to explanation text. It mens that cause and effect is related to explanation text, which explains about why something happen and how something happen, the eample is rainbow}

How it happen, why it happen. Why flood happen. How flood happen.  
How earthquake happen, why earthquake happen. Tsunami, how tsunami  
happen, why tsunami happen.

**(DATA 35)**

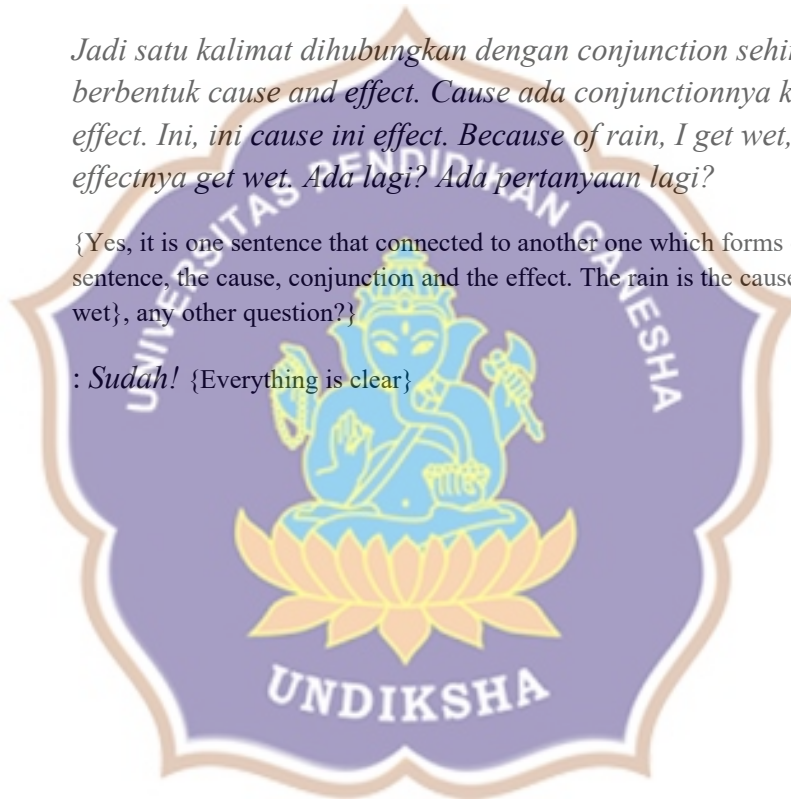
118) Student : I have a question about cause and effect. There are some words here (on the book) is it conjunction?

119) Teacher A : Yes, that's called signal words.

*Jadi satu kalimat dihubungkan dengan conjunction sehingga kalimat itu berbentuk cause and effect. Cause ada conjunctionnya kemudian ada effect. Ini, ini cause ini effect. Because of rain, I get wet, causenya rain, effectnya get wet. Ada lagi? Ada pertanyaan lagi?*

{Yes, it is one sentence that connected to another one which forms cause and effect sentence. the cause, conjunction and the effect. The rain is the cause and the effect is wet}, any other question?}

120) Students : *Sudah!* {Everything is clear}



## Appendix 5

### Conversation Video 1 – 2

#### (DATA 36)

- 121) Teacher S : Look at this picture. What do you see in this picture?  
122) Students : Satay. I can't see anything.  
123) Teacher S : Beside the satay?  
124) Students : Lawar  
125) Teacher S : Lawar (writing on the board). Do you like this food?  
126) Students : Yes I like.

#### (DATA 37)

- 127) Teacher S : (Laugh) Balinese people, all of you, I think like this food. What about your menu today?  
128) Students : What?  
129) Teacher S : About your lunch may be  
130) Students : Ubi, Soto....

#### (DATA 38)

- 131) Teacher S : Okay, what about this? (showing a picture)  
132) Students : Tea  
133) Teacher S : Okay a cup of coffee. Have you made coffee?  
134) Students : Yes.

#### (DATA 39)

- 135) Teacher S : What are the ingredients? The ingredients of hot coffee.  
136) Students : Coffee, water hot, sugar.  
137) Teacher S : How many table spoon of sugar?  
138) Students : One.  
139) Teacher S : One? Only one? (Smile)  
140) Students : Two  
141) Teacher S : Okay one table spoon sugar and two? Okay. One table spoon black coffee. What else the ingredients? The ingredients? Sugar, coffee and?  
142) Students : And hot water  
143) Teacher S : And hot water. Do you like black coffee with cream or not? Which one do you like?

144) Students : Yes.

**(DATA 40)**

145) Teacher S : So, we are going to discuss about how to make. Okay, how to make many kinds of food maybe, how to operate something maybe, *jadi bagaimana cara membuat masakan dan bagaimana cara mengoperasikan suatu benda. Pernah kalian membuat secangkir kopi?*

{So how do you cook food or operate something. Have you ever make a cup of coffee?}

146) Students : Yes.

**(DATA 41)**

147) Teacher S : *Nah {well}, can you describe the step? And now the step, first. Jadi yang pertama itu apa? Apa yang pertama itu menuangkan air?* {So what will be the first? Is the first step pouring the water?}

148) Students : *Ndak. Yang pertama siapkan gelas.*  
{No, the first step is prepare the glass}

149) Teacher S : *Ya siapkan gelas. Apa bahasa inggrisnya siapkan? What is siapkan in English?*  
{Yes prepare the glass first what is the English of *siapkan*?}

150) Students : Prepare.

151) Teacher S : Ya. Prepare. What should you prepare?

152) Students : Glass, hot water, sugar, coffee, spoon

**(DATA 42)**

153) Teacher S : First, pour a table spoon of sugar and coffee into a cup, next... (looking at the students)

154) Students : Mix?

155) Teacher S : Mix? *Kalian aduk dulu baru dituangkan air?*  
{You mix it first and after that you just pour the water?}

156) Students : Add the hot water.

157) Teacher S : Ya... and then mix it. Now, look at the picture that I shared on your group. Look the others picture. Please study the following pictures and match the words and the picture

**(DATA 43)**

- 158) Students : *Ndak bawa hp, Bu. Bawa HP tapi nggak aktif WA nya*  
{We don't bring our HP. We bring it but the WA is off.}
- 159) Teacher S : *Kalian semua nggak aktif WA nya?*  
{All of you are off?}
- 160) Students : *Nggak isi kuota Bu (laugh)*  
{We are running out of internet data, Mam}

**(DATA 44)**

- 161) Teacher S : *Okay! Kalian perhatikan dulu. Lihat gambar ini dulu.* {Okay, please pay attention. Look at the picture first} Please discuss with your friends, what the name of the picture. The first is garlic. What is garlic?
- 162) Students : *Bawang putih.*
- 163) Teacher S : The second one? Ya! The second one?
- 164) Students : *Sere*
- 165) Teacher S : *Sere, what is sere?*
- 166) Student : Lemon grass.
- 167) Teacher S : Lemon grass. Good! What else
- 168) Students : Make noise

**(DATA 45)**

- 169) Teacher S : Number three? Number three!
- 170) Students : Tamarind
- 171) Teacher S : What is tamarind in Indonesia?
- 172) Student : *Asam jawa*
- 173) Teacher S : Number four!
- 174) Students : Anwering

**(DATA 46)**

- 175) Teacher S : Yes! Number five
- 176) Students : Ginger
- 177) Teacher S : Ginger? There is no option ginger.
- 178) Student : Galangal
- 179) Teacher S : Yes galangal. *Galangal, apa itu galangal?* {What is galangal in Indonesia?}

- 180) Students : *Lengkuas*  
 181) Teacher S : *Lengkuas, ummm apalagi? Kalau bahasa Balinya apa?*  
 {What else. What is it in Balinese Language?}  
 182) Students : *Isen*  
 183) Teacher S : *Ya, isen.*  
 184) Students : *Kalau kunyit?* {What about *kunyit*?}  
 185) Teacher S : *Kunyit, turmeric ya! Lanjut number six?* {Yes continue to number six}  
 186) Student : *Coriander seeds*  
 187) Teacher S : *Yes coriander seeds. What is a coriander seed?*  
 188) Student : *Biji ketumbar*

**(DATA 47)**

- 189) Teacher S : *Seven?*  
 190) Student : *Daun salam*  
 191) Teacher S : *Silent*  
 192) Students : *Bay leave*  
 193) Teacher S : *What is bay leave?*  
 194) Students : *Daun salam*  
 195) Teacher S : *Is it similar to *daun juet*?*  
 196) Students : *Sama* {the same}  
 197) Teacher S : *Sama. Jadi ada yang bilang daun salam sama daun juet itu beda Bu. Jadi beda ya. Tapi yang di sini ini adalah daun salam. Lanjut. Eight?*  
 {Same. So there are some people said that *daun salam* and *daun juet* was different. So they are different. But the picture is *daun salam*. Next, eight?}

- 198) Students : *Onion*

**(DATA 48)**

- 199) Teacher S : *Number nine? Number nine? (pointing the students at the back)*  
 200) Students : *Candlenut*  
 201) Teacher S : *Candlenut. What is candlenut?*  
 202) Students : *Kemiri.*

**(DATA 49)**

- 203) Teacher S : *The last one number ten. Bayu number ten*  
 204) Students : *Nuaa....*  
 205) Teacher S : *Gambar apa itu?* {What picture is it?}  
 206) Students : *Daun limau*  
 207) Teacher S : *Daun Limau apa bahasa Inggrisnya?* {What is *daun limau* in English?}



- 208) Students : Lime leaves.  
 209) Students : Lime leaf.

**(DATA 50)**

- 210) Teacher S : If you want to make this one (circling the word lawar o the white board), do you need these spices? *Kalau mau buat lawar perlu nggak bumbu-bumbu yang ada di gambar tadi?*
- 211) Students : Perlu. {Yes}
- 212) Teacher S : *Ya. Jadi perlu, dan tolong diperhatikan dulu ya. Now let's take a look the menu about how to make Gudeg Jogja. Kita di Bali punya gudeg, but it is not gudeg. It is green jack soup. Pernah membuat green jack soup?*  
 {So, you need them, attention please! Now let's take a look the menu about how to make Gudeg Jogja. We have Gudeg Jogja in Bali but it is not gudeg. It is green jack soup. Have you ever made green jack soup?}
- 213) Students : *Apa itu green jack soup?* {What is green jack soup?}
- 214) Teacher S : *Pernah membuat jukut nangka?* {Have you ever made sayur nangka?}
- 215) Students : ooooooooOOO....
- 216) Teacher S : *Oooo. Itu bahasa Inggrisnya green jack soup. Itu nangkanya berkuah. Kita lihat di sana. The ingredients ya, five onions. Ya jadi kalian perhatikan dan baca di sana kemudian diskusikan pertanyaanya ada lima. Ketemu? Halaman empat puluh enam. Coba didiskusikan. Can you discuss with your friends. Kamu bisa diskusi di sini ya!*  
 {Oooo.... So in English that is named as green jack soup, We can see there. The ingredients, five onions, Well you take a look and read all of the passage and then please discuss the questions, there are five. Found it? Page forty six. Please discuss. You can discuss with your friends.}

**(DATA 51)**

DISCUSSION

- 217) Teacher S : *Yang lain perhatikan, ingredients. Candlenut, Bay leave, setengah LB, dibawahnya disana sudah ada keterngannya, apa itu LB.*  
 {The other students, attention please. Candlenut, Bay leave, a half LB, bellow the page there is explanation about LB already. }
- 218) Students : Pound
- 219) Teacher S : *Setengah apa bahasa Inggrisnya?* {What is setengah in English?}
- 220) Students : Half.
- 221) Teacher S : *a half pound or two hundred fifty, kan ada dalam kurungnya di sana? Dua ratus lima puluh gram. Apa bahasa Inggrisnya?* {there is number 2500 in the bracket, what is it in English?}

222) Students : Two hundred fifty grams.

**(DATA 52)**

223) Teacher S : Iya, two green jack fruit. Half, tsp, teespe apa teespe? {Ti es Pi what is Ti Es Pi?}

224) Students : Teaspoon

225) Teacher S : Ya teaspoon, Coriander seeds. *Ya. Siapa.... Ya Mila lanjutkan membaca Mila! Ingredientnya. Keraskan sedikit Mila!* {Yes who.... Yes Mila. Continue reading Mila. The Ingredients. Please read it louder, Mila}

226) Students : Candlenut, Onion....

227) Teacher S : Which one? One two...? *Ini kan tadi coriander seeds, lanjutannya? Satu?* {Well it was coriander seeds, the sequel is? One?}

228) Students : *Seperempat* {a quarter}

229) Teacher S : *Seperempat apa?* {What is *seperempat* in English}

230) Students : *a fourth, a quarter.*

231) Teacher S : *A quarter, TSP apa?* {What is TSP?}

232) Students : Teaspoon

233) Teacher S : Tea spoon, ya!

**(DATA 53)**

234) Students : 6 grams, turmeric.

235) Teacher S : *Apa itu turmeric?* {What is turmeric in Bahasa Indonesia?}

236) Students : Kunyit

237) Teacher S : *Ya Kunyit, seperempat.* {Yes *kunyit* a quarter}

238) Students : A quarter cup of coconut sugar.

239) Teacher S : Coconut. What is coconut sugar?

240) Students : *Gula bali*

241) Teacher S : Ya, and then coconut milk? *Apa itu coconut milk?* {What is coconut milk?}

242) Students : *Santan*

**(DATA 54)**

243) Teacher S : Next, number two?

244) Student : Two tamarin

245) Teacher S : Tamarin, yes!.

246) Student : Two pound chicken.

247) Teacher S : or one kilogram

248) Students : two pound or one kilogram chicken all cut into small peace

**(DATA 55)**

- 249) Teacher S : Next,  
250) Student : 1.25  
251) Teacher S : *Satu koma dua lima berarti sama dengan satu seperempat ya! Ya? Satu satu perempat apa sepermpat? 1.25 sama dengan?*  
{One point two five is it the same as one and a quarter? Yes! One and a quarter or a quarter? 1.25 equals to? }  
252) Student : *Seperempat.* {a quarter}  
253) Teacher S : *Yap seperempat.* {a quarter}  
254) Student : A quarter and two inch galangal  
255) Teacher S : Two inch galangal. *Coba dilihat cara baca di atasnya, glangel, glangel. Di atasnya sudah ada cara membaca, glangel, glangel, ya, glangel. Now, next, the instruction or step. Putri, coba dibaca Putri? First!*  
{Please take a look how to read it above. *Glangel. Glangel.* So above it is the way to read *glangel, glangel, ya glangel, now, next, the instruction or step. Putri, please raed Putri? First!* }  
256) Student : Reading

**(DATA 56)**

- 257) Teacher S : Yes. First cut the jack fruit one inch thick, *apa itu thick? Tebal. Kalau buat jukut nangka diiris tipis apa tebal?*  
{What is thick? *Tebal.* If you make green jack fruit it is sliced thin or thick?}  
258) Students : *Tebal* {thick}  
259) Teacher S : wash and boil until....  
260) Students : *Tender*

**(DATA 57)**

- 261) Teacher S : Have you tasted the gudeg Jogja  
262) Students : No... I don't  
263) Teacher S : *Pernah merasakan gudeg Jogja?* {Have you tasted gudeg jogja?}  
264) Students : *Belum, gudeg Bali baru pernah, cintai produk lokal.*  
{Not yet, Just gudeg Bali. We love local product}

**(DATA 58)**

- 265) Teacher S : The difference are in the taste is more spicy, jadi yang di Bali itu lebih pedas rasanya. First cut the jackfruit one inch thick, wash and boil until tender, next, Agus! Next, (approaching Agus to ensure which part to read)

- 266) Agus : Reading  
 267) Teacher S : Candlenut..... Galangal.  
 268) Agus : Galangal

**(DATA 59)**

- 269) Teacher S : *Look at the first step. Coba lihat yang pertama dulu, mengerti kalian langkah pertama? Okay, kemudian langkah kedua, ground apa artinya ground? Ground onion. {Please look at the first step, do you understand it? Okay, next the second steps what is ground means in Bahasa Indonesia?}*
- 270) Student : *Haluskan*
- 271) Teacher S : *Haluskan, iya. Haluskan bawang merah dan kemiri. Seharusnya di sini dengan shrimp paste. Dihaluskan, baru kemudian di.... Digoreng sedikit. Baru dimasukan bay leave dan galangal kemudian baru saus until fragrant. Beraroma. Next yang berikutnya ayo, siapa yang mau baca? Wiranata! Yang ke tiga.*  
 {Yes. Ground onion, coriander seeds. It should be with shrimp paste here. Ground it first and then we fry it a little. Add bay leave and galangal then add sauce until fragrant. Next, who wants to read the next? Wiranata! The third please!}
- 272) Student : Reading
- 273) Teacher S : *Pieces, Stir, Ya, harusnya di sini color ya. Ayok Pande! {It should be colored in here, alright. Come on Pande!}*
- 274) Pande : Reading

**(DATA 60)**

- 275) Teacher S : *Ya! Mira berikutnya! {The next, Mira!}*
- 276) Mira : Reading
- 277) Teacher S : *Ya. Keraskan sedikit! Keraskan sedikit Mira (smile). OK. Sudah semuanya, siapa yang belum? {Read it louder, Mira! OK all of you get your turn? Who does not?}*
- 278) Students : *Saya belum, di sini belum, {In here Mam!}*
- 279) Teacher S : *Oh iya, Deko! {Yes! Deko!}*
- 280) Deko : Reading
- 281) Teacher S : *Sampai klaimat terakhir! {Until the last sentnce!}*
- 282) Deko : Reading
- 283) Teacher S : *Okay, shrimp cracker, apa itu cracker? Shrimp? Shrimp itu udang. Kalau cracker? {Okay what is shrimp cracker in Bahasa Indonesia. Shrimp is udang. How about cracker?}*
- 284) Students : *Renyah. {Crunchy}*
- 285) Teacher S : *Biasanya kalau orang jawa makannya selalu isi? {Javanese people usually eat with this}*

- 286) Students : *Krupuk*  
 287) Teacher S : Yes. *Krupuk udang*. Do you understand the text?  
 288) Students : Yes!

**(DATA 61)**

- 289) Teacher S : What is the goal, what is the ingredients and the steps? Yes! Who can answer number one, *ya siapa yang bisa jawab nomor satu? Angkat tangannya!* {Rise your hand!} Ya Sinta  
 290) Sinta : Answering!  
 291) Teacher S : Can you read the question first?  
 292) Sinta : What is the text about? About making Gudeg Jogja.  
 293) Teacher S : How to make Gudeg Jogja. Number two? Desi!  
 294) Desi : Answering  
 295) Teacher S : Any other opinion? *Bagaimana jawabannya Desi?* {How was the answer Desi? } Is it right?  
 296) Students : Yes.

**(DATA 62)**

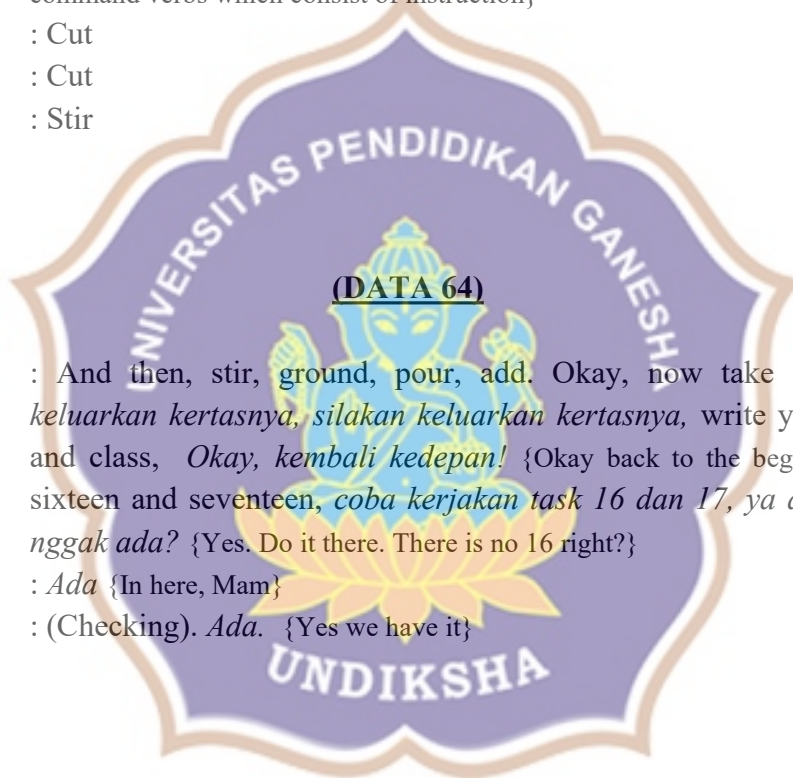
- 297) Teacher S : Yes! Number three, what equipment do you need? Equipment. What is equipment?  
 298) Students : *Alat*  
 299) Teacher S : *Alat apa saja yng diperlukan kira-kira?* {what kind equipment do you need?}  
 300) Students and Teacher : Fork, Knife, Stove, Plate,  
 301) Teacher S : What is the equipment to make Gudeg? Frying pan or pan?  
 302) Students : Pan  
 303) Teacher S : Okay, Pan. What are the steps to cook? How many steps?  
 304) Student : Delapan, eh Enam  
 305) Teacher S : *Ada berapa step di sini? Satu.. dua tiga, jadi ada enam, six.* {How many steps are there? One... two... three. So there are six steps} How do you serve it? How do you serve it?  
 306) Student : With rice.  
 307) Teacher S : *Ya silakan Utama. Suartama, Suartama.* {Yes please, Suartama. Suartama. Suartama}  
 308) Suartama : Reading the answer.  
 309) Teacher S : Serve hot with rice. Do you understand now?  
 310) Students : Yes.

**(DATA 63)**

- 311) Teacher S : The goal, and the materials or the ingredients, and the steps. Any question about this? Because we just review what we have learned in eleven grade. *Jadi ini sudah pernah dapat di kelas sebelas, kan?* {So you have learned about it in eleven grade, right? }
- 312) Students : Yes !
- 313) Teacher S : *Ya jadi tinggal meriview saja di kelas dua belas.* {You just need to review it in twelve grade} Can you mention the words that is used on to make or on the step about how to make the green jack fruit. *Sebutkan kata-kata kerja I mean kata-kata perintah yang ada di instruksi.* {Please mention the verbs I mean command verbs which consist of instruction}
- 314) Students : Cut
- 315) Teacher S : Cut
- 316) Students : Stir

**(DATA 64)**

- 317) Teacher S : And then, stir, ground, pour, add. Okay, now take a piece of paper, *keluarkan kertasnya, silakan keluarkan kertasnya*, write your name, number and class, *Okay, kembali kedepan!* {Okay back to the beginning} Do the task sixteen and seventeen, *coba kerjakan task 16 dan 17, ya di sana ya. 16 nya nggak ada?* {Yes. Do it there. There is no 16 right?}
- 318) Students : *Ada* {In here, Mam}
- 319) Teacher S : (Checking). *Ada.* {Yes we have it}



Appendix 6

**(DATA 65)**

- 320) Teacher W : How are you?  
321) Student : I am great  
322) Teacher W : How are you?  
323) Student : I am fine  
324) Teacher W : I am fine. *Gimana perjanjiannya?* {how was the agreement?}  
325) Students : I am great  
326) Teacher W : I am great, I am excellent, I am *apa lagi* ? {what else} wonderful. I am not fine. Okay. How are you, Febri?  
327) Student : I am fine...  
328) Teacher W : No... no....  
329) Student : I am excellent.  
330) Teacher W : I am excellent. How are you?  
331) Student : I am great  
332) Teacher W : I am?  
333) Student : great.  
334) Teacher W : How are you?  
335) Student : I am excellent.  
336) Teacher W : How are you?  
337) Student : I am great  
338) Teacher W : How are you?  
339) Student : I am great  
340) Teacher W : How are you?  
341) Student : I am excellent  
342) Teacher W : How are you doing?  
343) Student : I am great  
344) Teacher W : How are you doing? Uh?  
345) Student : Same  
346) Teacher W : Sama? Same same yah? How are you and How are you doing? *Sama - sama menanyakan* {both are the same, asking about your condition}  
347) Students : *Kabar.*



**(DATA 66)**

348) Teacher W : *Okay saya baru masuk ke dua masih ada fine. Berarti belum, belum apa ya? Belum, saya kira ada yang bilang fine itu nggak greget jawabnya ya. I am fine gitu ya, just like that.*

{Okay, I have just joined the class for the first time and second, and I still heard words fine. It means it's not yet... what is it. Well I think saying I am fine is a very flat answer. Just like I am fine, something just like that.}

But in Tourism industry you have to be always excellent. Okay, can you sit please like we have greed before? Can you sit in a you shape?

349) Students : (Move. Arranging their seats into U shape.)

**(DATA 67)**

350) Teacher W : Well, since I cannot remember your name one by. No... no.. no! You have to sit, fill that line. *Isi di garisnya ini ya! Ini bukan U ini. Kalau ada ada di sini. Yes.* {This is not U, if there are seats here.}

351) Students : (Moving)

352) Teacher W : Are you comfortable?

353) Students : Yes.

354) Teacher W : Yes. *Kalau ke restroom masih bisa berdiri dengan free?* {Can you easily stand up if you are going to the rest room?}

355) Students : Belum {not yet}

356) Teacher W : *Tanpa harus digeser - geser? Bisa? Jadi bikin diri anda nyaman. Gede Artawan* {Whitout moving anymore! Can you? So make yourself comfortable. Gede Artawan}

357) Student : Present

358) Teacher W : (Calling student's name one by one based on present list)

359) Students : (Answer)

**(DATA 68)**

360) Teacher W : Well, so... What do you hope today? *Sebutkan harapan-harapannya hari ini. Ada harapan - harapan nggak? When you from home and you come here. Dari rumah itu apa sih yang anda harapkan hari ini? Kayak saya nih hari ini. Saya dan temen - temen saya yang lain hari ini kita masak dan kita akan merayakan, hari ini hari terakhir kita ketemu ya karena besok, besok buka sih tapi hanya beberapa staff saja yang bekerja jadi hari ini kita anggap*

{Please mention hopes for today. Is there any hopes? What is your hopes for today? From home before coming here? Like I do, Today my friends and I will cook and celebrate, today is our last meeting because tomorrow, actually we are open tomorrow but only a few staffs working so we consider it as }



the last day before new year, so we celebrate the end of the year and we cook together, eat together, have lunch together and also we give present do you know present? *Kado ya* to each other and we will do sum fun for today. And I hope from home cause I know that all the plan is like that, *saya tau rencananya hari ini adalah seperti itu*, from home I have some hopes or some wishes hopefully, *apa ya...? Semoga hari ini saya mendapatkan kado yang bagus. Karna kita tukaran kado, terus, the end of the year hari ini saya ketemu temen-temen semoga acaranya lancar, sehingga nanti tanggal 2 Januari 2020 saya balik bekerja itu suasanaanya benar - benar baru dalam artian hal yang baru itu adalah hal yang positive hal yang lebih positive. Ya.* What about you? *Satu orang di sini ada harapan nggak, untuk kelasnya ini terutama, kelasnya ini, kelasnya kalian, English Course di pagi ini. Ayok! Come on! Don't be silent. Silent only in cement tree, do you know cement tree, grave, setra ya. Ayo, apang dong harapannya. In Indonesia silakan, in English silakan. Ayo! Ini awalnya kalian, jadi tidak boleh silent-silent. Okay Minggu!*  
 {I know the plan today is gonna be so, from home I have some hopes or some wishes thathopefully... what is it...? I hope today I get a beautiful present because we will exchange it. Then at the end of the year, today I meet with my friends, the event will be going smoothly, so on the second of January I go back to work and the atmosphere will be new meaning that the new thing which is positive the more positive things. Ya what about you? A person in here do you have any hope? Especially for this class, your own class. English course this morning Come on! Don't be silent. Silent only in cement tree, do you know cement tree, grave, *setra ya*. Come on what is your hope? You may not be silent. Okay Minggu!}

- 361) Student : Mungkin semua ini berharap semua jadi sukses.  
 {May be all of people here hope to be successful}
- 362) Teacher W : Semuanya berharap ingin sukses, okay di kelas ini?  
 {All of you want to be successful person, okay in this class?}
- 363) Student : Ya.

**(DATA 69)**

- 364) Teacher W : Okay. Terlalu masih jauh. Terlalu besar. Hanya untuk English Course nya ini saja. Ayok ada nggak harapannya?  
 {Okay. It was too far. It was too huge. Only for the English course. Come on! Is there any hope?}
- 365) Student : Cepet bisa English.  
 {I can learn English fast}

366) Teache W : *Cepet bisa. Jadi apa yang diajarkan hari ini bisa ya. Lagi? Harus punya harapan ya. Belajar! You have to expect something. You have to what is it have your target seperti yang saya bilang harus ada targetnya, target perhari target perjam, target perbulan, perminggu, harus ada. Berarti tidak ada harapan hari ini? Berarti anda cuek-cuek aja dong hidupnya?*

{Learn fast. So you understand all the material that taught today, right? What else? You must have it, hopes. You learn, You have to expect something. You have to, what is it, have your target as what I've told you before you must set your target, in a day, hour, month, week, there must be a target. So there is no hope for today? It means your life just flow without purpose}

367) Students : Smile

368) Teacher W : *Apa je ade to jalanin keto?*

{Just let everything flow, is that so?}

369) Student : I want to learn English

370) Teacher W : *I want to learn English again? Ya. Apa harapannya, pingin belajar, pingin menegerti, ada lagi nggak? Kalau saya jadi anda, kalau saya jadi anda, harapannya adalah karena saya siswa baru saya mau ketemu temennya yang cantik yang ganteng.*

{Ya. What is your hope? You want to learn, you want to understand, anything else? If I were you my hope will be, Because I am a new students I want to meet beautiful or handsome friends}

371) Students ; *Asik* (laugh) {Cool}

**(DATA 70)**

372) Teacher W : *Saya mau kenal lebih lagi sama si A hari ini. Satu cowok satu cewek gitu misalnya. Di kelas ini saya harap yang hadir adalah Ibu ini untuk English Course. Itu kan harapannya kan? Ya lain kali itu kalau ditanya ya lebih responsive ya jangan dikalahin motor ya, motor aja responsive. Kok kalian nggak gitu, ya. Okay last meeting kita apa sih? Last meeting anda? About?*

{I want to know more about A today. A girl and a boy, for example. I hope today Miss X will teach us for English Course today. Isn't that your hope? Well next time if you are asked you have to be more responsive, even a motorcycle is more responsive. Why don't you try? Okay what we learned in our last meeting? Your last meeting? About?}

373) Students : Date, Mount,

374) Teacher W : Mount? Month.

375) Students : Year.

376) Teacher W : Year, and then?

377) Students : *Itu aja* {That's all}

- 378) Teacher W : *Itu aja? Kenapa kita harus belajar ini? Why? Untuk menyatakan apa itu kira-kira?*  
 {That's it? Why we should learn about it? Why? What is that for?}
- 379) Student : *Tanggal lahir, {Birthday}*
- 380) Teacher W : *Tanggal lahir. Ada lagi? {Birthday. Anything else?}*
- 381) Student : *Bintang {Zodiac}*
- 382) Teacher W : *Bintang, lahir? Kelahiran itu. {Zodiac? That's about birthday as well}*
- 383) Student : *Hari besar {Feast day}*
- 384) Student : *Hari libur {Holiday}*
- 385) Teacher W : *Hari libur. Ada lagi? Itu aja? Sudah semua bisa bilang tanggal lahir?*  
 {Holiday. Anything else? That's all? All of you, can you tell your birthday?}
- 386) Students : *Sudah. {yes}*

**(DATA 71)**

- 387) Teacher W : *Sudah. Okay. Sudah diajari yang ini? (writing) Sudah diajari ini? Ordinal, Cardinal, sudah? Sudah. Contoh (writing) you will come, 1, 2, 3 100, 1000. If you come using ordinal number it will be first, second, third, forth, fifth, and then twenty first, twenty second, twenty third, lanjut thirty first, seratus satu?*  
 {Already? Okay. Have you been taught this one? Ordinal and Cardinal, have you? Example you will come 1,2,3,100,1000. 386)If you come using ordinal number it will be first, second, third, forth, fifth, and then twenty first, twenty second, twenty third, lanjut thirty first, one hundred first?}
- 388) Student : *One hundred one/first.*
- 389) Teacher W : *One hundred first. Kalau dibahasa Indonesiakan, ini artinya kita translate ya, yang ke-, yang ke-, yang pertama, yang ke-2, yang ke - 3. Perusahaan itu merayakan ulang tahunnya yang ke - 56, yang ke - 56. Kalau sudah di Bahasa Indonesia maknanya yang ke - 30 ee.. 56 iyang ke berapa, berarti anda harus menggunakan ordinal not cardinal. Saya anak yang pertama. Tingkatan, ordinal itu adalah artinya tingkatan, sebuah jenjang. Saya anak yang pertama, saya anak yang ke-2. Kalau cardinal, dia jumlah, dia angka, angka yang menunjukkan jumlah. Kalau ini menunjukkan jumlahkah? Tidak. Menunjukkan apa? Tingkat? Tingkatan. Ordinal menunjukkan tingkatan, cardinal menunjukkan jumlah, number. Namanya aja number. Ini number. Ya. Saya punya dua anjing yang lucu. Kira-kira itu ordinal or cardinal?*  
 {One hundred first. If we say it in Bahasa Indonesia it means *yang ke-*, the first, the second, the third. The company celebrate its 56<sup>th</sup> anniversary. In Bahasa Indonesia it means *yang ke - 30 eee yang ke - 56*, which number, it means you have to use ordinal or cardinal? I am the first child. Order, ordinal means order or level. I am the first child, I am the second child. If cardinal it is number, number showing the amount. Look at this one, is it show the number? No. Showing what? Level? Order. Ordinal showing the order. Cardinal showing the amount, number. As its name, number. Ya. I have two cute dogs. Can you guess that' s cardinal or ordinal?}

390) Students : Cardinal

**(DATA 72)**

391) Teacher W : I have two funny dogs or cute dogs misalnya. I have three houses. I have two cars. I have two motorbikes. So you using cardinal. *Saya akan merayakan ulang tahun saya yang ke - 20.* {I will celebrate my 20<sup>th</sup> birthday}

392) Students : Ordinal.

393) Teacher W : *Yang ke - 20. Cardinal?* {The 20<sup>th</sup> . Cardinal?}

394) Students : Ordinal.

**(DATA 73)**

395) Teacher W : Sorry, ordinal. *Coba ditranslate, saya, please translate! Please translate that sentence into English. “Saya akan merayakan ulang tahun saya yang ke - 20”. Anda harus bawa kamus. Kalau ndak, masih saya izinkan makai di handphone, silakan, so check your dictionary, if you are stuck with some words in English. Saya....* (writing) {You have to bring dictionary, If you don't I'll let you to use your handphone, please}

396) Students : I will....

397) Teacher W : (writing) *saya singkat ya* {I'll make it short}. Please take your time. You may discuss with your friends, and after that give me an answer of the translation.

398) Students : (discuss) *merayakan, bahasa inggrisnya apa? Merayakan apa?* {Merayakan what is it in English?}

**(DATA 74)**

399) Teacher W : Finished? *Coba kita yuk sedikit demi sedikit and then yang mana yang masih missing kita akan temukan sama-sama. Saya akan....*(writing) {Let' s try bit by bit and then which one is still, we find it together. I will...}

400) Students : I will....

401) Teacher W : *Sudah ketemu ini?* {Have you found this?}

402) Students : Celebrate.

403) Teacher W : Celebrate (writing)

404) Student : My anniversary

405) Teacher W : Uh.. Ehmm (writing). Listen! Even though, *meskipun saya suruh anda mentranslate, saya amati anda, anda pasti mentranslatenya perkata. Bahasa Inggris nggak kayak gitu, nggak bisa kayak gitu ya. So, I will celebrate my....*(writing) **twentieth birthday. I will celebrate my twentieth birthday,**

**ya.** *Bukan my twenty. Dua puluh cardinal twenty. Dua puluh ordinal twentieth. Tiga puluh?*

{Even though, I told you to translate, I watch you, that you translate it word by word. English is not so it can't be like that. **So, I will celebrate my....(writing) twentieth birthday. I will celebrate my twentieth birthday, ya.** It's not twenty. Twenty is cardinal and the ordinal is twentieth. Thirty? }

- 406) Students : Thirtieth.  
407) Teacher W : Thirtieth. *Empat puluh?* {Forty?}  
408) All : Fortieth.

**(DATA 75)**

- 409) Teacher W : Okay once again you may discuss. *Sekarang waktunya mengenal your friends. Temen-temen anda. Nanti kalau udah start your day, your first day collage, anda sudah langsung kenal. Eeeemmm. Besok saya akan mengunjungi Surabaya, atau besok saya akan pergi ke Surabaya dan ini adalah kunjungan saya yang ke - 2. Besok saya akan mengunjungi, eh pergi ke Surabaya, dan ini adalah kunjungan saya yang ke - 2.*

{Now is time to know you friends. So when you start your day, your first day at collage, you have known each other already. **Besok saya akan mengunjungi Surabaya, atau besok saya akan pergi ke Surabaya dan ini adalah kunjungan saya yang ke - 2. Besok saya akan mengunjungi, eh pergi ke Surabaya, dan ini adalah kunjungan saya yang ke - 2.**}

- 410) Students : (Discuss)

**(DATA 76)**

- 411) Teacher W : Finished? ***Besok saya akan pergi ke Surabaya.***

- 412) Students : ***Besok saya akan pergi ke Surabaya.***

- 413) Teacher W : Tomorrow atau tomorrownya boleh di belakang? Boleh. {tomorrow it can be at the beginning or the last.}

**I will go to Surabaya tomorrow atau Tomorrow, I will go to Surabaya and?**

- 414) Student : And this is second

**(DATA 77)**

- 415) Teacher W : And this is my second vi...? visit. My second visit. Good. So, tomorrow I will go to Surabaya and this is my second visit.

Ada yang belum paham? Bisa ya? Bisa. Di sini ada yang anak yang ke - 2 di keluarga? Satu kalau nggak. {As there any of you who don't understand? Got it? *Di sini ada yang anak yang ke - 2 di keluarga? Satu kalau nggak* }

So, introduce your family. Well I have a small family my parents, my father works as a teacher, my mother is a housewife and I am second, *apa?*

416) Student : I am second son....

417) Teacher W : I am a second son, I am a second....?

418) Student : Chill

419) Teacher W : Child, I am the second

420) Student : Kids

421) Teacher W : Kids,

422) Student : in my family.

423) Teacher W : *Okay. I am the second son, boleh. I am a second daughter, boleh, I am a second eee... child in my family. Boleh. Ya, tapi kalau child itu terkesan anak kecil masih ya. Bilang aja I am a second son, I am a second daughter. I am the first, I am the third. Boleh atau I have one brother. Cara menyampaikannya ada banyak ya. Yang penting maksudnya sama. Yang penting informasinya jelas, that's English. Bisa kita leave.... Can we leave this one cardinal and ordinal?*

{Okay. You may say I am the second son, or I am a second daughter, I am a second child in my family. But child is just like you're still a child small. Well just say I am the second son, I am the second daughter, I am the first, I am the third. Or you can say I have one brother. There are many ways to say it, the most important thing is the meanings are the same, the information is clear, that's English Can we just leave?}

424) Students : Yes.

**(DATA 78)**

425) Teacher W : *Ya? Masih ada yang bermasalah menghitung di sini? Jujur aja karena ini saya bilang we start from basic. Kita benar-bener belajar dari basic. Nggak usah malu kalau meang nggak tau, belum paham. That's why orang yang join ke pariwisata bisa dari latar belakang apa saja, karena kita akan berawal dari dasar semua belajarnya. So do you still have a problem in counting?*

{Ya? Is there anybody that still has problem in counting here? Please be honest because as I said that we are starting from the basic. We really learn from the basic. Don't be shy if you really don't know or understand. That's why people who join in tourism Industry can be from any field because here we learn from the basic.}

426) Students : Yes.

427) Teacher w : Yes. In counting, *setelah angka berapa?* {After what number?}

428) Student : *Yang ordinal, Bu.* {The ordinal, Mam}

429) Teacher W : *Oh yang ordinal. Okay. Cardinal udah ya? Ordinal memang baru tau mungkin. Yang cardinal one two three sampai one hundred bisa ya?*

{Oh, alright. The ordinal one. So you have understood the cardinal? May be you have just known about ordinal number. For cardinal number, you can count from one until one hundred right?}

430) Students : *Bisa* {Yes}

431) Teacher W : *Kalau nggak nanya lagi ke adiknya yang masih kelas empat ya!*  
{If you cannot count you may ask to your younger siblings in four grade.}

432) Students : (Laugh)

### (DATA 79)

433) Teacher W : *Itu sudah di dapat dari TK bahkan. Tapi yang namanya lupa karena tidak pernah dipakai. And ordinal memang perlu dipelajari lagi, dihafal. Harus dihafal ya. First, second, third, ini kalau ditulis kayak gini nih. (writing). Ini first, second, third, diambil ini - ininya saja, ntar kalau penulisannya seperti ini ya. Fourth, fifth, bukan five ya diambil akhir-akhirnya saja ya makannya ada 7<sup>th</sup>, 8<sup>th</sup>, th sampai berapa kira-kira th? Sampe? Sampe? Samapai sembilan bel, sorry samapi dua puluh. Dua puluh itu masih Th dia, twentieth (writing). Dua puluh satu balik lagi, ini. Dasarnya hanya satu sampai dua puluh. Sisanya balik lagi. Ya, jadi nggak ada yang perlu dibingungin. Yang berbeda cuma ini saja, satu, dua, tiga. Jadi itu saja yang berbeda, sisanya sama. Dan itu akan berulang - ulang. Yang saya tanyakan adalah do you have a problem in counting in cardinal?*

{Even, you have learned it from the kindergarten. But if you have forgotten, you never use it. And ordinal number is necessary to learn it again to memorize it. You have to memorize it. First, Second, Third, and you should write it like this. This is first, second, third, you just need to take these parts, so the writing is like this. Fourth, Fifth, and not five you just take the last part, that's why there is 7<sup>th</sup>, 8<sup>th</sup>, th until what? Until nine... sorry until twentieth. We still use th in twenty becoming twentieth. Twenty one you go back again. This is the basic one until twenty and the rest go back to the first again. So there is nothing to be confused of. The differences only in one, two, three and the rest are the same and it will be repeated all over again. And my question is}

434) Students : No.

435) Teacher W : *Yakin No? Okay.* {Are you sure No?}

436) Students : *Penulisannya.* {How to write it?}

437) Teacher W : *Penulisannya. Okay gimana misalnya?* {The writing. Okay. Like what?}

438) Students : *Kadang lupa.* {Sometimes I forgot}

439) Teacher W : *Okay berarti karena lupa. Jadi nanti bisa dicek lagi, bukan berarti karena tidak tau sama sekali. Hanya lupa? Kalau lupa check it. It's normal. You are human you need a note. Ini nggak bisa nampung semua, that's why you need a note. Itu sebabnya kalian perlu catatan. Kalau semua di sini (pointing her head) semua bisa diinget dari anda baru lahir dari anda masih netek di ibunya itu berarti anda tidak normal. Ya. Otak anda tidak memiliki sekat. Ya*

*ada manusia seperti itu, itu termasuk kelaian dia bisa mengingat every single thing, tidak ada yang terlupakan. Ya. Normal anda lupa. That's why you need a note. Jangan karna anda normal jadi nggak apa-apa saya lupa. Tetep aja nggak boleh gitu, anda punya note jadi ada yang dibaca - baca. Okay what is it in English. Rise your hand! What is it in English? Yes*

{Okay, meaning that because you forget it, so you can check it later and it doesn't mean you don't know it at all, only you forget. If you forget the check it. It's normal. You are human you need a note. It cannot store everything, that's why you need a note. If everything is in here, all you can remember from you were born and still nursed by your mother that will be strange and not normal. Your brain has limitation. May be there is one kind of human that can remember every single thing but it must be abnormal. Alright. It is normal if you forget. That's why you need a note. But don't because it's normal to forget it will be okay that you forget the lesson in the classroom. You need to remind yourself read it again. }

**(DATA 80)**

- 440) Student : (Rising hand) Hundred fifty  
 441) Teacher W : Hundred fifty or yang complete one hundred fifty *atau ada yang bilang one hundred and fifty. (writing)*  
 442) Student : (rising hand)  
 443) Teacher W : Yes.  
 444) Student : One hundred fefty thousand.  
 445) Teacher W : One hundred fifty thousand. *Setuju? Do you agree*  
 446) Students : No..no... salah

**(DATA 81)**

- 447) Teacher W : (pointing the student) shhhhh!!!  
 448) Student : One million five hundred  
 449) Teacher W : *Ada yang tidak setuju? Do you agree? Belum*  
 450) Student : One thousand five hundred  
 451) Teacher W : One thousand five hundred. *Tuh kan? Slow slow ya. One thousand and five hundred or one thousand five hundred. Okay saya waktunya mungkin harus slow slow dengan anda. (writing) one hundred one thousand. Ini clue ya this is clue.*

{Well, Please be careful. Slow down ya. One thousand and five hundred or one thousand five hundred? Okay may be I have to go slowly with you. One hundred one thousand. This is clue}



**(DATA 82)**

- 452) Student : Ninety hundred fifty.
- 453) Teacher W : Ninety hundred fifty. Ninety hundred fifty.
- 454) Student : Nine hundred fifty
- 455) Teacher W : Nine hundred fifty. *Jangan takut ee... jangan malu. Di sini kalau salah nggak diketwain, kalau diketawain nggak apa-apa (writing) 950 itu berasal dari sembilan ratus tambah lima puluh. Sembilan ratus nine hundred. Lima puluh fifty. Tinggal disambungin gitu aja. (writing).*  
{Don't be afraid ee.. don't be shy. If you make mistake here, nobody will laugh at you. If they laugh, it's okay. 950 comes from nine hundred plus fifty and you just need to connect them}
- 456) Students : Seven hundred twenty first. Twenty one.
- 457) Teacher W : *Kok twenty first sih? Bukan ordinal it's cardinal. Seven hundred twenty*  
{Why twenty first? It's not ordinal. It's cardinal}
- 458) Students : One
- 459) Teacher W : Twenty one. *Biasa saja, seven hundred twenty, one. Jangan diribet-ribetkan. (writing).* {Just like the usual number seven hundred twenty one. Don't make it complicated}
- 460) Students : One thousand and fifty.
- 461) Teacher W : One thousand fifty. *Bisa ya.* {Understand?}



Appendix 7

Observation Sheet First Meeting  
Analysis of the Utterances

No	Code	Utterances (Teacher)	Utterances (Students)	Speech Act			Illocution					Power						
				Locution	Illocution	Perlocution	Ass	Direct	Com	Express	Declar	Info	Coer	Re	Leg	Exp	Ref	
47	TR 01	(Writing on the board) Okay. To remind you about simple past tense, I want you to read your PR, about simple past tense. To make sentences about simple past tense. <i>Sekarang coba tukar sama temannya yang di belakang.</i>		√	√	√		√									√	
48	TR02	Okay I need you to make three sentences using past form. <i>Jadi, it's okay if you make short sentences.</i> <i>Jadi, nggak apa-apa kalau ketiga kalimatnya pendek asal dalam bentuk past tense.</i>		√	√	√		√									√	
49	TR 03	Be with me please! Okay, let ' s check your sentences. At first I want Purnawan. <i>Siapa yang merikasa punynya Pur?</i>	(Rising hand) I went on vacation in the shop. I heart motorcycle in the village.	√	√	√		√									√	







59	TR 13	I was so happy. <i>Siapa lagi yang bisa setelah kalimat kedua? Nanti Ibu akan ambil nilai. Ayo siapa yang bisa? Dewi? Dicoba saja.</i>	I walked to the hill	√	√	√	√													
60	TR 14	Okay I wlked to, I walked around the hill. (writing on the board) I walked around the hill. <i>Apa artinya?</i>	<i>Saya berjalan-jalan di atas bukit.</i>	√	√	√	√													√
61	TR 15	Good. <i>Kemudian apa lagi?</i>	I was happy.	√	√	√				√									√	√
62	TR 16	(Laugh) I was happy. <i>Jadi ini ya jangan buat kalimat yang ribet-ribet dalam bentuk past form. Saya makan, saya berenang, saya duduk, ya!</i>		√	√	√	√													√
			<b>16</b>				<b>12</b>													





65	TR 18	<p><i>Sedang melakukan , OK! Jadi apa yang mencirikan dia pakai ing disini, jadi watching bukan I watched apa bedanya dengan I watched, I watched movie. Apa bedanya? Kan sama last night? Ya ada at. It means in the certain time it happens, jadi pada waktu tertentu ini sedang terjadi. Itu namanya keterangan waktu. Jadi ada waktu tertentu di waktu lampau. Jadi saya sedang menonton TV pada jam 9 malam. Jadi ada yang terjadi pada waktu tertentu, this event going on 9 pm in the evening. Jadi pas jam 9 malam saya sedang menonton. Kalau last night itu kan dari jam 6 sampai tengah malam itu kan last night,tapi pada saat jam 9 itu, certain time dia sedang menonton film. Jadi kejadian itu ada pada waktu tertentu. Jadi pakai ing dia. Udah?</i></p>		√	√	√	√								√	
66	TR 19	<p><i>Kemudian he was washing his car when his brother came home. Ini juga pakai ing, jadi ada ing ada past jadi past continuous, kemudian ini ada came, bentuk kedua. Kenapa dia ada ing ada pakai bentuk kedua? Karena dia ada when. When ini berarti ketika atau pada saat. It means that two events happened in the same time. Berarti ada dua kejadian yang terjadi secara bersamaan di waktu lampau. Jadi dua kejadian yang terjadi bersamaan di waktu lampau memakai when sebagai penandanya. Jadi ketika. Kejadiannya adalah, he was washing his car, when his brother came. Kejadiannya, dia sedang nyuci mobil ketika saudaranya datang. Ini dua kejadian yang berlangsung bersamaan di waktu lampau, memakai penanda when. Yang berarti ketika. Jadi ing digunakan ketika ada dua kejadian yang berlangsung bersamaan.</i></p>		√	√	√	√								√	

67	TR 20	<p>My father was reading a book and my father was cleaning my house yesterday <i>nah ada dua kejadian yang berlangsung bersamaan ini, yang sedang dilakukan dia memakai penanda and atau while dia memakai ing dengan ing. Jadi past continuous dengan past continuous. Okay jadi kesimpulannya past continuous itu digunakan, we use past continuous in the certain time, in the past. Jadi certain time in the past. Jadi penggunaan past continuous, pada waktu tertentu di waktu lampau. The second one, we use past continuous when we talk about two events happened in the same time in the past. Jadi kita menggunakan past continuous juga ketika ada dua kejadian yang berlangsung bersamaan di waktu lampau. Ini dilihat ya, kalau dia when berarti ini polanya. Tapi kalau dia and iwhile ini polanya. Bisa Ibu hapus ini ya?</i></p>	<p>Bisa</p>	✓	✓	✓	✓								✓	
68	TR 21	<p>(Writing on the board). <i>Jadi ini dia polanya ya, untuk continuous. I write letter at free time yesterday. Siapa yang bisa mengubah kalimat ini, kapan menggunakan past tense dan kapan menggunakan past continuous. Ayo siapa yang bisa, ayo ke depan. Kalau visit itu mengunjungi, bentuk keduanya? Kata kerja regular tinggal menambahkan ed. Write, bentuk keduanya wrote, ada perubahannya. Kalau visit tinggal tambah ed bentuk keduanya visited. Ayo siapa yang bisa? Ayo! Yogi ayo! I visit my brother two days ago. (Writing more sentences on the board). Okay siapa yang bisa silakan ke depan.</i></p>	<p>(Rising hand come to front and write) I was listening to the radio when somebody came. Saya nomor 2 Bu (Rising hand))</p>	✓	✓	✓										







3	TA. 3	<p>Jadi gelombang laut bisa naik dan dapat menyebabkan terjadinya tsunami. Jadi ada proses, ya how the earthquake is happen, bagaimana benturan itu bisa terjadi, nah jadi yang pertama-tama terjadi apa dulu, berawal dari ini kemudian ada ini sehingga terjadi getaran, dan jika gearan itu berkekuatan besar maka berpengaruh terhadap gelombang laut dan bisa terjadi tsunami. Itu contohnya earthquake. Sekarang coba lihat contohnya yang flood. Di kelas sepuluh anda pernah belajar tentang passive nggak? Tau passive? Kalimat passive, sudah? Catatan passive masih punya?</p>	<p>Punya di rumah, at home.</p>	√	√	√	√					√					
4	TA. 4	<p>(Smile) Okay kalau catatannya di rumah at home, next week dibawa ya, jadi minggu depan kita akan belajar tentang kalimat passive. Okay let's see the flood! Let's try to analyze yang mana disebut dengan general statement, yang mana disebut dengan sequence of explanation. Jadi let's try to analyze the text based on their generic structure. Ya, contoh sudah ada tadi, earthquake, nah di paragraf pertama apa dibahas di earthquake, kemudian apa yang dibahas di sequence of explanation? Ten minutes is enough? Untuk menganalisis satu text, cukup? Okay discuss with your pair, in ten minutes try to analyze the text, try to find the difficult words of the text and analyze the generic structure, general which sentence is the general statement and which sentence is the sequence of explanation of the text.</p>		√	√	√	√					√					
5	TA. 5	<p>The second paragraph and the rest discuss about the sequence of explanation, why and how flood happens. (Pointing to the text).</p>		√	√	√	√									√	



12	TA. 12	Proes terjadinya rainbow anda bisa mencari dari berbagai sumber dan menjelaskan bagaimana proses terjadinya rainbow. Jadi start with a very simple language. Mulai dari bahasa yang sangat sederhana yang anda pahami. Jadi jangan dari yang ruwet, yang kayak kemarin itu.	(Pointing at one of their classmate and laughing)	√	√	√	√									√	
13	TA. 13	Nanti jangan sampai bahasanya ruwet tapi nggak ngerti. Ibu tidak bermaksud untuk menunjuk siapapun. Nah kalau ada yang seperti itu, agar tidak terulang lagi kesalahan yang sama, makanya dibuat bahasanya simple. Kan sudah bisa membayangkan pelangi itu seperti apa, apa itu pelangi tulis di paragraf pertama. Kemudian di paragraf berikut di sequence of explanation baru kita memulai proses bagaimana pelangiitu terjadi dan mengapa bisa terjadi pelangi. Jadi itu dipaparkan di paragraf ke 2.		√	√	√	√									√	
<b>TOTAL</b>		<b>13</b>	<b>8</b>				<b>5</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>7</b>	<b>0</b>













44	TA 44	Nanti akan disambung, dikoneksikan dengan teks yang berbentuk explanation. Jadi kalau cause and effect it must be related, to be related with an explanantion text, karena itu explanation text, teks yang menjelaskan why something happen and how something happen. Contohnya rainbow.		√	√	√	√											√	
45	TA 45	How it happen, why it happen. Why flood happen. How flood happen. How earthquake happen, why earthquake happen. Tsunami, how tsunami happen, why tsunami happen.	I have a question about cause and effect. There are some words here (on the book) is it conjunction?	√	√	√	√											√	
46	TA 46	Yes, that ' s called signal words. Jadi satu kalimat dihubungkan dengan conjunction sehingga kalimat itu berbentuk cause and effect. Cause ada conjunctionnya kemudian ada effect. Ini, ini cause ini effect. Because of rain, I get wet, causenya rain, effectnya get wet. Ada lagi? Ada pertanyaan lagi?	Sudah	√	√	√	√	√	√									√	
<b>TOTAL</b>		<b>33</b>	<b>29</b>				<b>15</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>25</b>	<b>0</b>



Appendix 11

Observation Sheet Fifth Meeting  
Analysis of the Utterances

No	Code	Utterances (Teacher)	Utterances (Students)	Speech Act			Illocution					Power					
				Locution	Illocution	Perlocution	Ass	Direct	Com	Express	Declar	Info	Re	Coer	Leg	Exp	Ref
72	TS. 1	Look at this picture. What do you see in this picture?	Satay. I can't see anything.	√	√	√		√							√		
73	TS. 2	Beside the satay?	Lawar	√	√	√		√							√		
74	TS. 3	Lawar (writing on the board). Do you like this food?	Yes I like	√	√	√		√							√		
75	TS. 4	(Laugh) Balinese people, all of you, I think like this food. What about your menu today?	What?	√	√	√	√										√
76	TS. 5	About your lunch may be	Ubi, Soto....	√	√	√		√							√		
77	TS. 6	Okay, what about this? (showing a picture)	Tea	√	√	√		√							√		
78	TS. 7	Okay a cup of coffee. Have you made coffee?	Yes.	√	√	√		√							√		
79	TS. 8	What are the ingredients? The ingredients of hot coffee.	Coffee, water hot, sugar. Coffee, water hot, sugar.	√	√	√		√							√		
80	TS. 9	How many table spoon of sugar?	One.	√	√	√		√							√		
81	TS. 10	One? Only one? (Smile)	Two	√	√	√		√									√
82	TS. 11	Okay one table spoon sugar and two? Okay. One table spoon black coffee. What else the ingredients? The ingredients? Sugar, coffee and?	And hot water	√	√	√		√									√
83	TS. 12	And hot water. Do you like black coffee with cream or not? Which one do you like?	Yes.	√	√	√		√							√		















170	TS. 99	And then, stir, ground, pour, add. Okay, now take a piece of paper, keluarkan kertasnya, <i>silakan keluarkan kertasnya</i> , write your name, number and class, Okay, <i>kembali kedepan!</i> Do the task sixteen and seventeen, <i>coba kerjakan task 16 dan 17, ya di sana ya. 16nya nggak ada?</i>	Ada	√	√	√	√								√	√	
171	TS. 100	Checking. <i>Ada.</i>		√	√	√	√									√	
<b>TOTAL</b>		<b>100</b>	<b>96</b>				<b>14</b>	<b>85</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32</b>	<b>70</b>	<b>0</b>



Appendix 12

Observation Sheet Sixth Meeting  
Analysis of the Utterances

No	Code	Utterances (Teacher)	Utterances (Students)	Speech Act			Illocution					Power					
				Locution	Illocution	Perlocution	Ass	Direct	Com	Express	Declar	Info	Re	Coer	Leg	Exp	Ref
172	TW. 1	How are you?	I am great	√	√	√		√							√		
173	TW. 2	How are you?	I am fine	√	√	√		√							√		
174	TW. 3	I am fine. <i>Gimana perjanjiannya?</i>	I am great	√	√	√		√							√		
175	TW. 4	I am great, I am excellent, I am apa lagi ? wonderful. I am not fine. Okay. How are you, Febri?	I am fine...	√	√	√		√								√	
176	TW. 5	No... no....	I am excellent.	√	√	√			√							√	
177	TW. 6	I am excellent. How are you?	I am great	√	√	√		√							√		
178	TW. 7	I am?	great.	√	√	√		√								√	
179	TW. 8	How are you?	I am excellent.	√	√	√		√							√		
180	TW. 9	How are you?	I am great	√	√	√		√							√		
181	TW. 10	How are you?	I am great	√	√	√		√							√		
182	TW. 11	How are you?	I am excellent	√	√	√		√							√		
183	TW. 12	How are you doing?	I am great	√	√	√		√							√		
184	TW. 13	How are you doing? Uh?	Same	√	√	√		√							√		
185	TW. 14	<i>Sama? Same same yah? How are you and How are you doing? Sama - sama menanyakan</i>	<i>Kabar.</i>	√	√	√		√								√	
186	TW. 15	Okay <i>saya baru masuk ke dua masih ada fine. Berarti belum, belum apa ya? Belum, saya kira ada yang bilang fine itu nggak greget jawabnya ya. I am fine gitu ya, just like that. But in Tourism industry you have to be always excellent. Okay, can you sit please like we have greed before? Can you sit in a you shape?</i>	(Move. Arranging their seats into U shape.)	√	√	√		√				√			√		

187	TW. 16	Well, since I cannot remember your name one by one... no.. no! You have to sit, fill that line. <i>Isi di garisnya ini ya! Ini bukan U ini. Kalau ada ada di sini. Yes.</i>	(Moving)	√	√	√		√							√		
188	TW. 17	Are you comfortable?	Yes	√	√	√		√							√		
189	TW. 18	Yes. <i>Kalau ke restroom masih bisa berdiri dengan free?</i>	Belum	√	√	√		√							√		
190	TW. 19	<i>Tanpa harus digeser - geser? Bisa? Jadi bikin diri anda nyaman. Gede Artawan</i>	Present	√	√	√		√							√		
191	TW. 20	Well, so ... What do you hope today? <i>Sebutkan harapan-harapannya hari ini. Ada harapan - harapan nggak? When you from home and you come here. Dari rumah itu apa sih yang anda harapkan hari ini?</i>		√	√	√		√							√		



192	TW. 21	<p><i>Kayak saya nih hari ini. Saya dan temen - temen saya yang lain hari ini kita masak dan kita akan merayakan, hari ini hari terakhir kita ketemu ya karena bseok, besok buka sih tapi hanya beberapa staff saja yang bekerja jadi hari ini kita anggap the last day before new year, so we celebrate the end of the year and we cook together, eat together, have lunch together and also we give present do you know present? Kado ya to each other and we will do sum fun for today. And I hope from home cause I know that all the plan is like that, saya tau rencananya hari ini adalah seperti itu, from home I have some hopes or some wishes hopefully, apa ya... ? Semoga hari ini saya mendapatkan kado yang bagus. Karna kita tukaran kado, terus, the end of the year hari ini saya ketemu temen-temen semoga acaranya lancar, sehingga nanti tanggal 2 Januari 2018 saya balik bekerja itu suasananya benar - benar baru dalam artian hal yang baru itu adalah hal yang positive hal yang lebih positive.Ya. What about you? Satu orang di sini ada harapan nggak, untuk kelasnya ini terutama, kelasnya ini, kelasnya kalian, English Course di pagi ini. Ayok! Come on! Don't be silent. Silent only in cement tree, do you know cement tree, grave, setra ya. Ayo, apa dong harapannya. In Indonesia silakan, in English silakan. Ayo! Ini</i></p>	<p>Mungkin semua ini berharap semua jadi sukses.</p>	√	√	√	√					√
193	TW. 22	<p><i>Semuanya berharap ingin sukses, okay di kelas ini?</i></p>	Ya.	√	√	√	√			√		
194	TW. 23	<p><i>Okay. Terlalu masih jauh. Terlalu besar. Hanya untuk English Course nya ini saja. Ayok ada nggak harapannya?</i></p>	Cepet bisa English.	√	√	√		√				√













228	TW. 57	<p>Itu sudah di dapat dari TK bahkan. Tapi yang namanya lupa karena tidak pernah dipakai. And ordinal memang perlu dipelajari lagi, dihafal. Harus dihafal ya. First, second, third, ini kalau ditulis kayak gini nih. (writing). Ini first, second, third, diambil ini - ininya saja, ntar kalau penulisannya seperti ini ya. Fourth, fifth, bukan five ya diambil akhir-akhirnya saja ya makannya ada 7 th, 8 th, th sampai berapa kira-kira th? Sampe? Sampe? Samapai sembilan bel, sorry samapi dua puluh. Dua puluh itu masih Th dia, twentieth (writing). Dua puluh satu balik lagi, ini. Dasarnya hanya satu sampai dua puluh. Sisanya balik lagi. Ya, jadi nggak ada yang perlu dibingungin. Yang berbeda cuma ini saja, satu, dua, tiga. Jadi itu saja yang berbeda, sisanya sama. Dan itu akan berulang - ulang. Yang saya tanyakan adalah do you have a problem in counting in cardinal?</p>	No.	√	√	√	√	√	√	√
229	TW. 58	<p>Yakin No? Okay.</p>	Penulisannya	√	√	√	√	√	√	√
230	TW. 59	<p>Penulisannya. Okay gimana misalnya?</p>	Kadang lupa.	√	√	√	√	√	√	√





238	TW. 67	Ninety hundred fifty. Ninety hundred fifty.	Nine hundred fifty	√	√	√		√							√		
239	TW. 68	Nine hundred fifty. <i>Jangan takut ee... jangan malu. Di sini kalau salah nggak diketwain, kalau diketawain nggak apa-apa</i> (writing) 950 itu berasal dari sembilan ratus tambah lima puluh. Sembilan ratus nine hundred. Lima puluh fifty. <i>Tinggal disambungin gitu aja.</i> (writing).	Seven hundred twenty first. Twenty one.	√	√	√	√			√					√		
240	TW. 69	<i>Kok twenty first sih? Bukan ordinal it's cardinal.</i> Seven hundred twenty	One	√	√	√	√								√		
241	TW. 70	Twenty one. <i>Biasa saja, seven hundred twenty, one. Jangan diribet-ribetkan.</i> (writing).	One thousand and fifty.	√	√	√	√								√		
242	TW. 71	One thousand fifty. Bisa ya.		√	√	√	√								√		
		<b>71</b>	<b>69</b>				<b>7</b>	<b>61</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>40</b>	<b>3</b>



## Appendix 13

## Analysis Result

MEETING	TOTAL UTTERANCES	STUDENT'S' UTTERANCES	TEACHERS' UTTERANCES
TOTAL 1	21	8	13
TOTAL 2	62	29	33
TOTAL 3	28	12	16
TOTAL 4	16	7	9
TOTAL 5	196	96	100
TOTAL 6	140	69	71
<b>TOTAL</b>	<b>463</b>	<b>221</b>	<b>242</b>
<b>PERCENTAGE</b>			



ILLOCUTION					POWER					
Ass	Direct	Com	Express	Declar	Info	Re	Coer	Leg	Exp	Ref
5	8	0	0	0	2	0	0	5	7	0
15	21	0	0	0	0	0	0	11	25	0
1	12	2	1	0	0	0	2	3	12	0
5	3	0	0	0	0	0	0	3	6	0
14	85	2	0	0	0	0	0	32	70	0
7	61	4	0	0	9	0	0	21	40	3
<b>47</b>	<b>190</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>2</b>	<b>75</b>	<b>160</b>	<b>3</b>
<b>19%</b>	<b>76%</b>	<b>3%</b>	<b>0%</b>	<b>0%</b>	<b>4%</b>	<b>0%</b>	<b>1%</b>	<b>30%</b>	<b>64%</b>	<b>1%</b>



